

Decision of the FIBAA Accreditation and Certification Committee



10th Meeting on June 21, 2023

PROGRAMME ACCREDITATION

Project Number:	21/111
Higher Education Institution:	Universitas Muhammadiyah Malang
Location:	Malang, Indonesia
Study Programmes:	Bachelor of Communication Science (S.I.Kom) Bachelor of Psychology (S.Psi.) Bachelor of Management (S.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 Bachelor of Psychology (S.Psi.) and Bachelor of Management (S.M.) are accredited.

According to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from January 1, 2021, the study programme Bachelor of Communication Science (S.I.Kom) is accredited with one condition.

Period of Accreditation: June 21, 2023 until June 20, 2028.

Condition for the Bachelor of Communication Science (S.I.Kom):

- **Condition:** The University implements an appropriate scientific part in the final project.

The FIBAA Accreditation and Certification Committee has studied the panel's explanations for the condition and the University's statement and has formed the view that in general, a final project (such as film production or website news management project) can be conceptualized in a way that students can demonstrate application of scientific work in their final project. However, there is no evidence in the course description that would indicate the appropriate scientific part of the final project. The course description of the final project does not transparently present the requirements that the University has in place to ensure that students demonstrate scientific methods and work in their final project. Therefore, the FIBAA Accreditation and Certification Committee agrees with the condition recommended by the panel.

Proof of meeting this condition is to be supplied by March 20, 2024.

**The condition is fulfilled.
The decision was made by the FIBAA Accreditation and Certification
Committee on June 14, 2024**

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution:

Universitas Muhammadiyah Malang, Indonesia

Bachelor programmes:

1. Bachelor of Communication Science
2. Bachelor of Psychology
3. Bachelor of Management

Qualification awarded on completion:

1. Bachelor of Communication Science
(Sarjana Ilmu Komunikasi, S.I.Kom.)
2. Bachelor of Psychology
(Sarjana Psikologi, S.Psi.)
3. Bachelor of Management
(Sarjana Manajemen, S.M.)

General information on the study programmes

Brief description of the study programmes:

The **Bachelor of Communication Science (BPCS)** is a four-year Bachelor programme that educates graduates to become practitioners such as journalists, PR managers or entrepreneurs or researchers in the field of communication, such as media literacy, communication gaps, or communication crises in the social, political and industrial fields. Therefore, the programme offers three specialisations: Public Relation, Journalism & Media Study, as well as Human Resource Management.

The **Bachelor of Psychology (BPP)** is a four-year Bachelor programme that educates HR professionals, psychological consultants, counsellors, as well as research assistants. Graduates master the concepts and theories of psychology to improve community's welfare, covering the scope of educational and developmental psychology, social psychology, clinical psychology and industrial-organisational psychology.

The **Bachelor of Management (BPM)** is a four-year Bachelor programme that educates students to become managers, entrepreneurs and researchers who master the concepts of theory and management science and apply them in various types of organisations, both business and non-business at local, national and global level.

Type of study programme:

For all programmes: Bachelor programme

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

BPCS: 8 Semesters, 144 sks credits/ 217.44 ECTS credits

BPP: 8 Semesters, 144 sks credits/ 217.44 ECTS credits

BPM: 8 Semesters, 149 sks credits/ 224.99 ECTS credits

Mode of study:

For all programmes: full-time

Didactic approach:

For all programmes: study programme with obligatory class attendance

Double/Joint Degree programme:

BPCS: no

BPP: optional with Asia University (Taiwan)

BPM: no

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

BPCS: 10 classes and 550 students per academic year

BPP: 10 classes and 450 students per academic year

BPM: 14 classes and 750 students per academic year

Programme cycle starts in:

For all programmes: September

Initial start of the programme:

BPCS: 1986

BPP: 1986

BPM: 1985

Type of accreditation:

For all programmes: initial accreditation

Procedure

A contract for the initial accreditation of the Bachelor of Communication Science (S.I.Kom.), Bachelor of Psychology (S. Psi.) and Bachelor of Management (S.M.) was made between FIBAA and Universitas Muhammadiyah Malang (UMM) on September 7, 2021. On November 16, 2022, the HEI submitted a self-evaluation report, which included a detailed description of the programmes and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel¹. The HEI has agreed with the chosen experts. The panel consisted of:

Dipl.-Psych. Ute Beyer

Senior Expert Personnel Development/ Competence Management in the Federal Employment Agency, Nuremberg, Germany

Member of the Professional Association of German Psychologists

(Cognitive Behaviour Therapy, Personal Appearance and Communication, Dealing with Emotions and Stress, Leadership Issues, Conflict Resolution, Team Development)

Julian Dressler

Berlin School of Economics and Law, Germany

Student International Business Management (B.A.)

Prof. Dr. Olivia Fachrunnisa

Universitas Islam Sultan Agung (UNISSULA), Semarang, Indonesia

Professor, Faculty of Economics and Business

(Management, Accounting, Economics, Business Administration, Islamic Economics and Business, Digital Business, Business Communication)

Prof. Dr. Ing. Ronald Glasberg

SRH Berlin University of Applied Sciences, Germany

Professor of International Strategic Management

(Business Administration, General Management, Innovation Management, Computer Science and Strategic Management, International Management, Entrepreneurship, Digital Business)

Prof. Dr. Simone Schuetz-Bosbach

Ludwig-Maximilians-University Munich, Germany

Professor for Experimental Neuro-Cognitive Psychology

(Psychology, General and Experimental Psychology, Basic Research, Neurocognition also with Clinical References General and Experimental Psychology, Basic Psychological Research, Research Methods, Interdisciplinary Approaches)

Prof. Dr. Birgit Stoeber

BSP Business & Law School Berlin, University of Applied Sciences, Germany

Professor of Communication Management

(Communication Science, Communication Management, Cultural Studies, Political Communication and Public Affairs, Media Competence, Public Relations and Business Journalism, Corporate Social Responsibility and Communication)

¹ The panel is presented in alphabetical order.

FIBAA project manager:
Friderike Uphoff

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference. The online conference took place on March 14, 15 and 16, 2023 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 June 2, 2023. The statement on the report was given up on June 6, 2023. It has been taken into account in the report at hand.

Summary

The **Bachelor of Communication Science** (S.I.Kom.) offered by Universitas Muhammadiyah Malang (UMM) fulfils with one exception the FIBAA quality requirements for Bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on June 21, 2023 and finishing on June 20, 2028, under one condition. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure and in accordance with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspect²: Examination and final thesis. They recommend the accreditation on condition of meeting the following requirement:

- **Condition** (see chapter 3.1): The University implements an appropriate scientific part in the final project.

Proof of meeting this condition is to be submitted by March 20, 2024.

Furthermore, the quality requirements that have not been fulfilled –

- Internationality of the student body (see chapter 3.4),
- Internationality of faculty (see chapter 3.4),

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

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

- Reviewing to what extent the qualification objective could be broadened towards intercultural and ethical behaviour of communication scientists and practitioners (see chapter 1.1),
- Including preparatory English language classes to the study programme (see chapter 2.),
- Enriching the study programme with interdisciplinary in order to prepare students for an occupation requiring trans- or interdisciplinary knowledge (see chapter 3.1),
- Considering to include a course on general values and ethics (see chapter 3.1),
- Reviewing the Turnitin maximum level of acceptance and clarifying the definition in the regulations and thesis guidelines (see chapter 3.1),
- Increasing literature references and including more international related textbooks, articles and papers (see chapter 3.3),
- Including more international contents and intercultural aspects (see chapter 3.4),
- Setting up a system to attract more international students (see chapter 3.4),
- Increasing the international experiences of lecturers to promote the acquisition of international competences and skills (see chapter 3.4),

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

- Increasing the acquisition of multidisciplinary competences and skills in the future (see chapter 3.6),
- Increasing the number of professors and PhDs (see chapter 4.1),
- Increasing the professional experiences of faculty staff (see chapter 4.1),
- Facilitating access to administrative staff (see chapter 4.2),
- Enlarging international collaborations and possibilities for exchanges and internships (see chapter 4.3),
- Evaluating the contents of the courses and the lecturer before the examination and setting up a meeting with the lecturer in order to respond appropriately (see chapter 5.),
- Including an open question into the evaluation questionnaire to give students the opportunity for more differentiated feedback (see chapter 5.),
- Demanding more detailed feedback from the lecturers (also regarding the workload), not only the overall satisfaction, and include this into the quality development procedure with appropriate measures (see chapter 5.),
- Compiling more detailed feedback from external stakeholders (see chapter 5.),
- Improving the documentation with a special focus on prospective international students in an overall marketing concept (see chapter 5.).

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 criteria in which the programme exceeds the quality requirements:

- Positioning of the study programme on the job market for graduates (see chapter 1.3),
- Integration of theory and practice (see chapter 3.1),
- Skills for employment (see chapter 3.6),
- Student support by the faculty (see chapter 4.1).

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

Summary

The **Bachelor of Psychology** (S. Psi.) offered by Universitas Muhammadiyah Malang (UMM) fulfils the FIBAA quality requirements for Bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on June 21, 2023 and finishing on June 20, 2028. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure and in accordance with the Bologna Declaration.

The quality requirements that have not been fulfilled –

- Internationality of the student body (see chapter 3.4),
- Internationality of faculty (see chapter 3.4),

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

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

- Including preparatory English language classes to the study programme (see chapter 2.),
- Considering to include a course on general values and ethics (see chapter 3.1),
- Reviewing the Turnitin maximum level of acceptance and clarifying the definition in the regulations and thesis guidelines (see chapter 3.1),
- Increasing literature references and including more international-related textbooks, articles and papers (see chapter 3.3),
- Including more international contents and intercultural aspects (see chapter 3.4),
- Setting up a system to attract more international students (see chapter 3.4),
- Increasing the international experiences of lecturers to promote the acquisition of international competences and skills (see chapter 3.4),
- Increasing the acquisition of multidisciplinary competences and skills in the future (see chapter 3.6),
- Increasing the number of professors and PhDs (see chapter 4.1),
- Facilitating access to administrative staff (see chapter 4.2),
- Enlarging international collaborations and possibilities for exchanges and internships (see chapter 4.3),
- Evaluating the contents of the courses and the lecturer before the examination and setting up a meeting with the lecturer in order to respond appropriately (see chapter 5.),
- Including an open question into the evaluation questionnaire to give students the opportunity for more differentiated feedback (see chapter 5.),
- Demanding more detailed feedback from the lecturers (also regarding the workload), not only the overall satisfaction, and include this into the quality development procedure with appropriate measures (see chapter 5.),
- Compiling more detailed feedback from external stakeholders (see chapter 5.),

- Improving the documentation with a special focus on prospective international students in an overall marketing concept (see chapter 5.).

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 criteria in which the programme exceeds the quality requirements:

- Positioning of the study programme on the job market for graduates (see chapter 1.3),
- Integration of theory and practice (see chapter 3.1),
- Skills for employment (see chapter 3.6),
- Student support by the faculty (see chapter 4.1).

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

Summary

The **Bachelor of Management** (S.M.) offered by Universitas Muhammadiyah Malang (UMM) fulfils the FIBAA quality requirements for Bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on June 21, 2023 and finishing on June 20, 2028. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure and in accordance with the Bologna Declaration.

The quality requirements that have not been fulfilled –

- Internationality of the student body (see chapter 3.4),
- Internationality of faculty (see chapter 3.4),
- Foreign language contents (see chapter 3.4),

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

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

- Reviewing the qualification objective to become managers with Islamic values to a more intercultural and ethical behaviour of financials (see chapter 1.1),
- Including preparatory English language classes to the study programme (see chapter 2.),
- Including more internships into the curriculum in order to support students' employment opportunities (see chapter 3.1),
- Enriching the study programme with interdisciplinary in order to prepare students for an occupation requiring trans- or interdisciplinary knowledge (see chapter 3.1),
- Considering to include a course on general values and ethics (see chapter 3.1),
- Reviewing the Turnitin maximum level of acceptance and clarifying the definition in the regulations and thesis guidelines (see chapter 3.1),
- Increasing literature references and including more international-related textbooks, articles and papers (see chapter 3.3),
- Including more international contents and intercultural aspects (see chapter 3.4),
- Setting up a system to attract more international students (see chapter 3.4),
- Increasing the international experiences of lecturers to promote the acquisition of international competences and skills (see chapter 3.4),
- Increasing the English language contents in the programme (see chapter 3.4),
- Increasing the acquisition of multidisciplinary competences and skills in the future (see chapter 3.6),
- Increasing the number of professors and PhDs (see chapter 4.1),
- Increasing the professional experiences of faculty staff (see chapter 4.1),
- Facilitating access to administrative staff (see chapter 4.2),
- Enlarging international collaborations and possibilities for exchanges and internships (see chapter 4.3),

- Increasing cooperation with business enterprises to offer more internship opportunities (see chapter 4.3),
- Evaluating the contents of the courses and the lecturer before the examination and setting up a meeting with the lecturer in order to respond appropriately (see chapter 5.),
- Including an open question into the evaluation questionnaire to give students the opportunity for more differentiated feedback (see chapter 5.),
- Demanding more detailed feedback from the lecturers (also regarding the workload), not only the overall satisfaction, and include this into the quality development procedure with appropriate measures (see chapter 5.),
- Compiling more detailed feedback from external stakeholders (see chapter 5.),
- Improving the documentation with a special focus on prospective international students in an overall marketing concept (see chapter 5.).

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 criteria in which the programme exceeds the quality requirements:

- Skills for employment (see chapter 3.6),
- Student support by the faculty (see chapter 4.1).

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

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Information

Information on the Institution

Universitas Muhammadiyah Malang (UMM) is a private University under the affiliation of Muhammadiyah, the largest Islamic organisation in Indonesia³. Established in 1964, UMM obtained *Unggul* (Outstanding) accreditation from the National Accreditation Board for Higher Education (*BAN-PT*)⁴. The motto of UMM, namely “From Muhammadiyah for the Nation”, represents the goal of UMM to provide quality education contributing to the development of Indonesia. As an Islamic University, UMM graduates are expected to be able to lead an Islamic life and be a good example (*uswah hasanah*); accordingly, they are able to design and implement knowledge and skills in the scientific field they are engaged in; have scientific creativity and integrity; and have the ability to study and solve problems in the current and future scientific fields with the support of science and technology.

In addition to the accreditation from BAN-PT, the University had some other achievements, such as

- Excellent Campus Award (*AKU*) as the best private University in East Java for 14 years from The Higher Education Service Institutes (*LLDIKTI VII*) East Java Region,
- ASEAN Energy Award twice in 2009 and 2018 for ASEAN the best practice competition for energy-efficient buildings,
- Five Stars awards for facilities and employability from QS-Star in 2021,
- first rank of the world's best Islamic University according to UniRank in 2021,
- one of the top 25 Indonesian universities according to Webometrics in 2021 and
- 19th rank of the best University in Indonesia according 4ICU in 2021.⁵

Moreover, UMM has established ongoing foreign collaborations, including Erasmus Mundus, Australian Consortium for ‘In-Country’ Indonesian Studies (ACICIS), American Peace Corps, Dutch BGP Engineering, American Indonesian Exchange Foundation (AMINEF), Association Internationale des Étudiants en Sciences Économiques et Commerciales (AIESEC), The Electrical Engineering Student’ European assoCiation (EESTEC), United States Agency for International Development (USAID) and Australian Agency for International Development (AUSAID).⁶ The master plan for the development of UMM 2010-2030 is prepared for further internationalisation in the following stages:

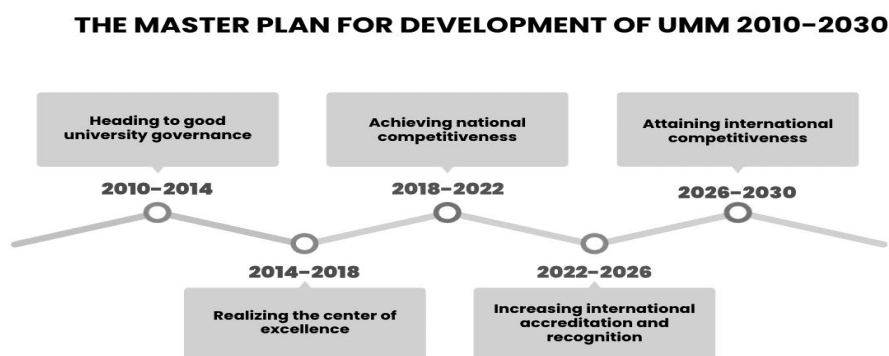
³ see: self-evaluation report p.10

⁴ according to Decree Number: 858/SK/BAN-PT/AK-ISK/PT/IX/2021.

⁵ see: self-evaluation report p.10

⁶ see: self-evaluation report p.10

Figure 1: Master Plan for Development of UMM 2010-2030



Since 2010, UMM has been a host institution for 33 students, lecturers and administrative staff who have participated in the mobility exchange programme under Erasmus+. UMM also sends its students, lecturers, and administrative staff abroad to experience international academic exposure. Up to 2022, more than 150 lecturers and administrative staff have visited Europe, Japan, China, Australia, New Zealand, Singapore and US under various academic mobility schemes, such as Erasmus+, RELO, Sumitomo Foundation, Temasek Foundation and USAID. In addition, in 2021, more than 50 UMM students studied abroad for exchange programmes under both national and international scholarship programmes like IISMA and International Credit Transfer (from Indonesian government), Student Mobility from Erasmus+ and Learning Express from Temasek Foundation Singapore.

Furthermore, UMM has committed to produce quality ready-for-work graduates through the tagline of UMM *Pasti* (Rector's Regulation No. 07/SK/UMM/IX/2021). One of the efforts to carry out UMM *Pasti* is the establishment of the Centre of Excellence (CoE) in every study programme of UMM. As the formation of CoE is based on the scientific vision of each study programme, it focuses mainly on building students' expertise in a specific field that integrates existing courses in the study programme. CoE increases students' competence through experiential learning models by involving practitioners from *DUDIKA* in its learning process and offers off-campus learning through industrial internships. Eight CoEs have been running including Tourism and Hospitality by BPM, Human Resources Development (HRD) & Specific Need Individual Advisors by BPP and social media for Branding by BPCS.

UMM consists of ten faculties, a vocational programme and a graduate school. In 2021, UMM has 33.178 active students distributed in 35 Bachelor programmes, twelve Master programmes and three Doctoral programmes, five vocational programmes and seven professional programmes. Among these programmes, 22 study programmes obtain *Unggul* (Outstanding) from BAN-PT and 15 other study programmes are accredited as A (Excellent). Moreover, several study programmes have already been both accredited and recognised by the international accreditation and recognition boards. Five study programmes are provisionally accredited by Indonesian Accreditation Board for Engineering Education (IABEE). Five other study programmes are recognised by Asean University Network-Quality Assurance (AUN-QA), including the Bachelor Programme in Communication Science, the Bachelor Programme in Psychology and the Bachelor Programme in Management.⁷

⁷ see: self-evaluation report p.11

The **Bachelor Programme in Communication Science (BPCS)** is under the Faculty of Social and Political Sciences, UMM. BPCS was established in 1986 and is the first communication study programme, which is managed by a private University in Malang, East Java.⁸ The BPCS follows the University's historical developments and strategic programmes as part of the faculties and University. Since its inception, it was intended to fill the void of opportunities to produce Islamic communication scholars who were highly needed in the fields of press, public relations, photography, radio and television. In 1993, the BPCS continued with two parallel classes and grew until the 2000s to four and six classes. Trends in the communication world market have influenced the development of the programme, particularly its specialisations, namely Public Relations, Journalism and Audio-Visual Communication.

To verify the quality assurance and obtain recognition, BPCS has been accredited “A” by BAN-PT since 2013. Furthermore, in 2021, the study programme received the AUN-QA certification and has received recognition from the private sector in 2013 and 2015 as the Indonesia Best Schools of Communications and Management by Mix Magazine.⁹

The **Bachelor Programme in Psychology (BPP)** was established in 1986 as one of the study programmes at the Faculty of Social and Political Sciences. One year later, BPP became a separate faculty and obtained “Registered” status from the Ministry of Education and Culture¹⁰. Since 2006, BPP has received an “A” grade in accreditation from BAN-PT. The latest “A” accreditation was in 2021 which is valid until 2025. As part of internalisation, BPP has opened two international classes where all materials are delivered in English. In terms of international recognition, BPP has received AUN-QA certification in 2021.

The **Bachelor Programme in Management (BPM)** was established in Malang in 1985 according to the Decree of Establishment by the Directorate General of Higher Education¹¹. It belongs to the Faculty of Economics and Business. BPM has obtained both national accreditation from BAN-PT in 2019 with “A” predicate and international recognition from AUN-QA in 2019.

Statistical data

Bachelor Programme in Communication Science (BPCS)

The University provides a quota of new admissions for BPCS of 550 students each year. Based on the statistical data, the number of applicants and the number of students in the first year fluctuated. In 2019, BPCS graduated 356 students (78.24 %). In 2020, there were 407 graduates (74.13 %) and in 2021, 457 graduates (83.85 %). On average, students complete their studies in more than four years. The number of students who did not continue their studies until they graduated (drop out) is decreasing from 8.14 % for students who started in 2015 to 5.15 % for students who started their studies in 2017. The tracing study survey showed that the biggest reasons for dropping out were because they had worked before graduating, had difficulty completing a thesis as a final project and partly because of the difficulty of studying costs. To address these problems, UMM provides some programmes to help students with economic difficulties, such as providing more scholarships and tuition fee relaxation.

⁸ see: self-evaluation report p.12

⁹ see: self-evaluation report p.13

¹⁰ see: Decree number 0502/0/1986 dated July 28, 1986

¹¹ see: Decree number SK 070/O/1985

Table 1: Statistical data of BPCS

		Cohort2015	Cohort2016	Cohort2017	Cohort2018	Cohort2019	Cohort2020	Cohort2021
# Study Places offered by HEI		450	450	450	550	550	550	550
# Applicants	∑	1578	1609	2142	2367	1920	2491	2113
	f	781	789	1086	1109	1012	1300	1053
	m	797	820	1056	1258	908	1191	1060
Application rate		350,67%	357,56%	476,00%	430,36%	349,09%	452,91%	384,18%
# First-Year Students (accepted applicants)	∑	442	444	447	530	455	549	545
	f	229	218	227	248	212	262	260
	m	213	226	220	282	243	287	285
Rate of female students		48,19%	49,10%	50,78%	46,79%	46,59%	47,72%	47,71%
# Foreign Students	∑	0	0	0	0	0	0	0
	f							
	m							
Rate of foreign students		0	0	0	0	0	0	0
Percentage of occupied study places		98,22%	98,67%	99,33%	96,36%	82,73%	99,82%	99,09%
# Graduates	∑	406	403	397	398	157	0	0
	f	209	209	205	188	75	0	0
	m	197	194	192	210	82	0	0
Success rate (students who finished their studies)		91.86%	90.77%	88.81%	75.09%	34.51%	0,00%	0,00%
Dropout rate (students who dropped their studies)		8.14%	7.66%	5.15%	6.04%	5.27%	3.46%	3.67%
Students still studying		0,00%	1.58%	6.04%	18.87%	60.22%	96.54%	96.33%
Average duration of		4 years 5 month	4 years 5 month	4 years 4 months	4 years 3 months	3 years 6 month		
Average grade of final degree		3,35	3,33	3,35	3,43	3,49		

Bachelor Programme in Psychology (BPP)

According to statistical data, the number of applicants in BPP increases consistently. The numbers of applicants from 2018 to 2021 were 3,198, 3,282, 3,564 and 3,866. Therefore, the numbers of quota and the number of accepted students from 2018 to 2021 were also increased gradually, which were 387 from quota of 400, 432 from quota of 450, 467 from quota of 475, and 470 from quota of 475.

The average duration of study has been steady under four years from 2018 to 2021. The dropout rate has been decreasing from 2015 to 2018. The biggest reason for dropping out is financial issues, particularly during the Covid-19 Pandemic. UMM has strategies to solve this issue through providing scholarships and tuition fee relaxation. In addition, BPP also provides *Dana Sosial Mahasiswa* (Student Social Fund) for psychology students.

Table 2: Statistical data BPP

	1. Cohort (2015)	2. Cohort (2016)	3. Cohort (2017)	4. Cohort (2018)	5. Cohort (2019)	6. Cohort (2020)	7. Cohort (2021)
# Study Places offered by HEI	345	345	345	400	450	475	475
# Applicants	∑	2063	2256	2446	3198	3282	3866
	f	1392	1657	1762	2264	2383	2645
	m	671	599	684	934	899	1221
Application rate	597,97%	653,91%	708,99%	799,50%	729,33%	750,32%	813,89%
# First-Year Students (accepted applicants)	∑	310	340	335	387	432	470
	f	209	233	210	286	320	341
	m	101	107	125	101	112	126
Rate of female students	67%	69%	63%	74%	74%	73%	71%
# Foreign Students	∑	0	0	0	0	0	1
	f	0	0	0	0	0	0
	m	0	0	0	0	0	1
Rate of foreign students	0,00%	0,00%	0,00%	0,00%	0,00%	0,21%	0,21%
Percentage of occupied study places	89,86%	98,55%	97,10%	96,75%	96,00%	98,32%	98,95%
# Graduates	∑	298	333	312	320	55	0
	f	207	230	205	284	45	0
	m	91	103	107	36	5	0
Success rate (students who finished their studies)	96,12%	95,58%	93,13%	82,68%	10,19%	0,00%	0,00%
Dropout rate (students who dropped their studies)	3,88%	2,37%	1,56%	1,32%	2,05%	1,93%	1,07%
Students still studying	0,00%	2,05%	5,31%	16,00%	87,76%	98,07%	98,93%
Average duration of study	4 Years 2 Months	4 Years	3 Years 10 Months	3 Years 10 Months	3 Years 11 Months	3 Years 11 Months	3 Years 11 Months
Average grade of final degree	3,56	3,56	3,57	3,65	3,57	3,46	3,58

Bachelor Programme in Management (BPM)

Based on the statistical data, the number of applicants and the number of students in the first year fluctuated. BPM took the measures to increase the success rate of graduates, following suggestions and recommendations from reviewers of BAN-PT and AUN-QA. For academic improvement, BPM redesigned the curriculum by improving the distribution of courses and student workloads per semester, prepared the equivalence of student scientific publications with credits of certain courses, for example thesis, conducting workshops on various learning methods for lecturers, and forming student study groups. Furthermore, for final thesis completion, BPM revised the thesis writing guide, conducting a data analysis training and conducting a seminar of writing thesis proposal.

For the implementation of MBKM, BPM designed the Centre of Excellent (CoE) for Tourism and Hospitality and Supply Chain Management. For practicum module, BPM conducted workshops on development of Practicum Module. For improvement of students' communication skill, BPM offered a Mandarin language course in addition to English, Constructed presentation and group collaboration in classroom activities and increased business talk activities. For students' internships, BPM created more collaboration with industries for student internships.

Table 3: Statistical data BPM

		1. Cohort (2015)	1. Cohort (2016)	2. Cohort (2017)	3. Cohort (2018)	4. Cohort (2019)	5. Cohort (2020)	6. Cohort (2021)
# Study Places offered by HEI		700	700	700	750	750	750	750
# Applicants	∑	2579	2283	2721	3623	2420	1330	2690
	f	1790	1325	1865	2230	1450	985	1750
	m	789	958	856	1393	970	345	940
Application rate		368,43%	326,14%	388,71%	483,07%	322,67%	177,33%	358,67%
# First-Year Students (accepted applicants)	∑	603	628	639	660	672	602	613
	f	310	423	334	402	487	342	412
	m	293	205	305	258	185	260	201
Rate of female students		51,41%	67,36%	52,27%	60,91%	72,47%	56,81%	67,21%
# Foreign Students	∑	1	1	1	2	1	2	1
	f	0	0	1	1	0	1	0
	m	1	1	0	1	1	1	1
Rate of foreign students		0,17%	0,16%	0,16%	0,30%	0,15%	0,33%	0,16%
Percentage of occupied study places		86,14%	89,71%	91,29%	88,00%	89,60%	80,27%	81,73%
# Graduates	∑	550	588	585	600	90	0	0
	f	325	375	317	350	65	0	0
	m	225	213	268	250	25	0	0
Success rate		91,21%	93,63%	91,55%	90,91%	13,39%	0,00%	0,00%
Dropout rate		9%	1%	7%	0%	0%	1%	1%
Students still studying		0%	5,37%	1,45%	9%	87%	99%	99%
Average duration of study		4 year 6 months	4 years 5 months	4 years 6 months	4 years 1 months	3 years 6 months	3 years 6 months	3 years 6 months
Average grade		3,35	3,48	3,47	3,47	3,50	3,57	3,60

Appraisal

All three Bachelor programmes show high application rates, which exceed by far the number of study places offered. Almost all study places are occupied in every year in all programmes, also showing the high requirements and entry restrictions to ensure successful graduation of the students. There is a relatively low drop-out rate in all three programmes between 1 % and 9 % in the **Bachelor of Management (BPM)**, 4 % to 8 % in **Bachelor of Communication Science (BPCS)** and 1 % to 4 % in **Bachelor of Psychology (BPP)**. In **BPM**, the number of study places was increased from 700 in 2017 to 750 since 2018. In **BPP**, the number was increased from 345 in 2017 to 475 in 2020. In **BPCS**, the number was increased from 450 in 2017 to 550 in 2018.

The average final grade of final degree is stable in **all three programmes**, being around 3.5. The same applies to the average duration of study, which is around 4 years.

There are few foreign students in the study programmes (below 1 %).

The rate of female students is around 47 % in the **BPCS**, between 56 % and 72 % in **BPM** and between 71 % to 74 % in **BPP**.

All variations in the number of applicants, the number of foreign students, drop-outs and changes in duration of study and average grade are thoroughly evaluated by the University. Appropriate measures based on the results of these evaluations are being taken.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

The University's vision is to be "leading in the development of science, technology and the arts (IPTEKS) based on Islamic values". Therefore, the objectives of all study programmes are set by each programme complying with the vision and quality manual at University level. The same compliance is also maintained in the setting of graduate profiles, learning outcomes and study programme's curriculum.¹²

Bachelor Programme in Communication Science (BPCS)

The BPCS formulates the graduate profile and learning achievements of students based on the National Qualifications Framework of the Higher Education Communication Science Association (*ASPIKOM*) and the Education Association of Communication Science of Muhammadiyah and Aisiyah Higher Education Institutions (*APIK-PTMA*). In addition, it utilises survey results and suggestions from stakeholders in the communication industry for insights. The learning outcomes (LO) are determined based on the components of attitude (1 & 2), knowledge (3, 4), general skills (5 & 6) and specific skills (7, 8, 9 & 10). The LOs of the course have characteristics that are specifically aimed at students and each Communication Science competency has the following capabilities:

1. Upholding the value of humanity in carrying out duties based on religion, morals and ethics;
2. Showing attitude of responsibility for work in the field of expertise independently;
3. Applying systematic, critical and creative thinking, in the development and implementation of art, science and communication practices;
4. Making appropriate decisions based on data in solving communication problems;
5. Conducting Communication Science and Communication Professional learning independently and creatively;
6. Reviewing the implications of communication science and technology applications in the form of theses or student academic writing products;
7. Conceptualising and carrying out public speaking activities to support the communication profession;
8. Designing and managing research to support the communication profession;
9. Designing and producing public relations, journalism and audio-visual communication works;
10. Mastering basic concepts and skills in the field of communication (writing, photography, computer graphics, shooting, editing, public relations, journalism and audio-visual communication).

¹² see: self-evaluation report p.15, 17

Table 4: Graduate Profile BPCS

GRADUATE PROFILE	PROFILE DESCRIPTION
Communication Practitioner	<ol style="list-style-type: none"> 1. Able to become a journalist in any media platforms (print, electronic, and digital media), such as a reporter, a photojournalist, a video journalist, a TV news presenter, a news editor, a news scriptwriter, a cameraperson. 2. Able to become a public relations staff in various PR agencies, government or non-government institutions, such as a public relations officer, a copywriter, a social media manager, a social media strategist, a social media analyst, a mass media analyst, an event organiser. 3. Able to become a moviemaker or audio-visual industry staff, such as a producer, a director, a videographer, a film publicist, a scriptwriter, a sound editor, a video editor. 4. Able to become an entrepreneur who starts and develops a creative communication business, such as; a production house owner, an event organiser, a photo studio owner, an owner of audio-visual equipment rental.
Communication Researcher	<ol style="list-style-type: none"> 1. Able to become a professional researcher in a research division or institution who is able to identify communication issues or problems such as those related to media literacy, communication gaps, communication crises in the social, political and industrial fields, using communication research methods and analytic tools and publish the results.

Bachelor Programme in Psychology (BPP)

BPP aims at producing graduates with excellent competences in providing psychological services. BPP's vision is "to become a leading Psychology Study Programme in the development of applied psychology for the welfare of humanity based on Islamic values in Southeast Asia by 2025."¹³ To achieve such a vision, BPP has the following missions: conducting excellent education and teaching, research practices, community services, institutional management and cooperation with national and international parties.

The learning outcomes (LOs) are aligned with the Higher Education National Standard, the Indonesian Qualification Framework (IQF) or *KKNI* level 6 for undergraduate programmes and the input from stakeholders through both annual surveys and meetings. These all have generated a mission to produce graduates who have an excellent competence in psychology and have concern in improvement of community welfare, which is in line with BPP's tagline: applying psychology, well-faring humanity.

In general, the profiles of the alumni graduates are as follows:

1. Human resources professionals,
2. Consultants,
3. Educators,
4. Counsellors,
5. Training and community facilitators,
6. Psychological test administrators,
7. Entrepreneurs,
8. Research assistants, and
9. Psychologist assistants.

The following are the learning outcomes:

¹³ see: self-evaluation report p.13

1. Internalising Islamic values, *Muhammadiyah*, *Pancasila* and Citizenship in personal, work and social aspects.
2. Demonstrating responsibility, ethics, discipline, positive attitude and leadership within the scope of the work profession.
3. Mastering the concepts and theories of psychology to improve community's welfare, covering the scope of educational and developmental psychology, social psychology, clinical psychology and industrial-organisational psychology.
4. Mastering skills in assessment, data analysis, intervention design and evaluation systems for individuals, groups and communities through research methods to promote community's welfare.
5. Applying critical thinking skills, communication skills and collaboration skills; developing creativity and innovation, humane and sympathetic attitude towards others; utilising data and information technology and logical computing abilities to promote community's welfare.
6. Applying evidence-based psychological concepts and services to solve society's problems and promote prosperous humanity through Islamic values.

Bachelor Programme in Management (BPM)

The vision of BPM says, "In 2030 BPM becomes a leading study programme in the development of management science and practice based on Islamic values at international level"¹⁴. BPM vision is reflected in its graduate profiles that consists of researchers, entrepreneurs and managers. In order to achieve the vision of BPM, quality academic programmes are designed through continuous curriculum development, conducive learning environment and atmosphere, national and international collaboration and collaborative partnership with the industries to shape competent graduates who are able to compete in competitive job markets and create their own job fields as entrepreneurs.

The graduate competencies are translated into the following learning outcomes:

a. Attitudes

Able to show a religious attitude in carrying out tasks based on Islamic values, *Muhammadiyah*, ethics and morals of *Pancasila* (LO 1).

b. Self-Development

Able to be responsible in the field of expertise independently and collaboratively and have social sensitivity (LO 2).

c. Knowledge

Able to think logically, critically, systematically and innovatively according to their field of expertise, as well as examine the implications of developing science and technology to compile a scientific description (LO 3).

Able to make decisions, evaluate and communicate appropriately in their field of expertise and able to develop networks, both inside and outside the institution (LO 4).

d. General Skills

Able to solve problems of management functions (planning, organising, directing and controlling) and organisational functions (marketing, human resources, operations and finance) with applicable rules (LO 5).

Able to formulate and implement strategic plans into operational plans (LO 6).

Able to conduct theoretical and empirical studies in the field of management based on the scientific method (LO 7).

¹⁴ see: self-evaluation report p.14

e. Specific Skills

Mastering the concepts of theory and management science and applying them in various types of organisations, both business and non-business at local, national and global levels (LO 8).

Mastering research methodology in management science (LO 9).

Mastering the principles of leadership and entrepreneurship in various types of organisations (LO 10).

The BPM evaluates and upgrades the curriculum through workshops at least every two years by inviting all management lecturers, academic experts and industry stakeholders.

Appraisal:

The qualification objectives of the programmes are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student’s personality. The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation. They take into account the requirements of the national qualification framework at level 6 which corresponds to level 6 of the European Qualification Framework. **The Bachelor of Psychology (BPP)** offers different specialisation angles with regard to the qualification objectives, as well as includes an internship and other practical elements to acquire the graduate profile.

The panel welcomes that the **Bachelor of Communication Science (BPCS)** is also a practice-focused programme. However, with regard to the qualification objectives, the panel formed the view that the qualification objective to “educate Islamic communicators” might restrict the programme in the further internationalisation and therefore recommends reviewing to what extent the qualification objective could be broadened towards intercultural and ethical behaviour of communication scientists and practitioners.

For the **Bachelor of Management (BPM)**, the panel also formed the view that the qualification objective to be “managers with Islamic values” might also restrict further internationalisation and therefore recommends reviewing the qualification objective with respect to intercultural and ethical behaviour of managerial functions.

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

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

The University's strategic plan states that all study programmes at UMM should have international accreditation and be globally competitive by 2030.

Bachelor Programme of Communication Science (BPCS)

BPCS has designed and implemented internationalisation strategies in the teaching process, research, seminars, exchange programmes and human resource development, including the following activities:

1. Using teaching references written by international authors that are published in the last five years.
2. Utilising teaching materials employing international case studies as a complement to scientific and global perspectives, side by side with case studies on local, national and regional backgrounds.
3. Conducting research, training and further studies for students and lecturers at overseas universities such as Australia, Norway, Turkey, Portugal, India, Vietnam, US, Singapore and Malaysia.
4. Managing co-teaching and guest lectures from various foreign countries from Johannes Gutenberg Mainz (Germany), Aristotle University of Thessaloniki (Greece) and Zaporizhzhia National University (Ukraine) to strengthen the feel of internationalisation in the academic field.
5. Obtaining an international recognition from AUN QA certification in 2021.
6. Strengthening international recognition, by designing international classes that will be opened in 2023.
7. Managing an academic journal "MEDIO" that is published in English as part of internationalization.

Bachelor Programme in Psychology (BPP)

BPP develops its international orientation through several strategies:

1. Obtaining an international recognition from AUN-QA certification in 2021.
2. Opening international classes: The first is the Credit Transfer Class, which was opened in 2020. Students get a chance to do a credit transfer for one to two semesters at partner universities: Asia University (Taiwan), Management & Science University (Malaysia) and Kadir Has University (Turkey). The second is the joint degree class, which was opened in 2022 in collaboration with Asia University (Taiwan). Students study for two years in UMM and the rest two years in Asia University (Taiwan) and they will get two Bachelor degrees from both UMM and Asia University (Taiwan). BPP currently has two international full-time students from Brunei Darussalam (joined in 2020) and from Uzbekistan (in 2021). This number is expected to increase as BPP continues to develop various international programmes.
3. The course Foreign Language for Specific Purpose (FLSP) offered by UMM is compulsory for all students. Moreover, BPP develops international exposure by requiring all courses and student's thesis to use international references and encouraging lecturers to use a mixture Bahasa Indonesia and English during teaching.
4. Developing an international atmosphere through conducting various activities such as:
 - a. International internship teaching programme where BPP invites young lecturers or PhD students from abroad who want to have teaching experience in UMM, such as from Newcastle University (United Kingdom) in 2019-2021.
 - b. International guest lecturers: During 2018 - 2021, BPP has invited 23 foreign lecturers from Latvia University (Latvia), Liverpool University (United Kingdom), Psicologia Domiliare (Italy), Johannesburg University (South Africa), Bulacan State University (Philippine) and University Malaysia Sarawak (Malaysia).
 - c. Annual international conferences hosted by BPP. For instance, "the International Conference on Pandemic and Behaviour" in 2020, "the International Conference on

Promoting Mental Health in The Changing World” in 2021 and the “International Conference of Applied Psychology on Humanity” (ICAP-H) in 2022 including speakers from Asia University (Taiwan), Management & Science University (Malaysia), Newcastle University (UK), Taras Shevchenko National University (Ukraine), Jawaharlal Nehru University (India), Australian National University (Australia), Bulacan State University (Philippine), National Taipei University (Taiwan) and University Malaysia Sarawak (Malaysia).

- d. Collaborating with Universiti Sains Malaysia (Malaysia), Tapee University (Thailand) and Asia University (Taiwan), BPP conducts “ASEAN Conference on Psychology, Counselling, and Humanity” (ACPCH) annually where students can participate. The 4th ACPCH was at Tapee University Thailand in 2018, and The 5th ACPH was at Universiti Sains Malaysia in 2019. The 6th ACPCH was delayed due to Pandemic and is planned to be conducted in 2023.
 - e. From 2021, BPP conducts an International Short Course on Mental Health. The 1st ISCMH had two international speakers from Management & Science University (Malaysia) and Asia University (Taiwan). There were 29 foreign students who joined this two-week online short course.
 - f. Developing a student community named POSEIDON since 2018 for whom have interest in international activities, such as becoming volunteers in AIESEC or becoming Liaison Officer whenever BPP has international events.
5. Developing and encouraging students to join international student mobility at Kadir Has University (Turkey), Management & Science University (Malaysia) and Asia University (Taiwan) or other partner universities.
 6. Developing and encouraging lecturers to join international activities, for instance at Lublin University (Poland) in 2022 (Erasmus+).
 7. Developing international research and publication collaborations, for instance: with lecturers from Newcastle University (UK), MSU (Malaysia), Asia University (Taiwan) and Eotvos Lorand University (Hungary).

Bachelor Programme in Management (BPM)

The internationalisation programme in BPM has been carried out with the following activities:

1. Gaining international recognition from the AUN-QA in 2019.
2. Conducting English speaking classes in order to improve students' English skills, to prepare students' readiness to study and learn in an English-speaking environment, as well as providing foreign language classes in English and Mandarin.
3. Teaching students using international textbooks to broaden students' knowledge at international level and to keep students up to date with the current trend in business and management.
4. Teaching mobility to Lublin University of Technology (Poland), Latvia University (Latvia) or WSB University in Poznan (Poland).
5. Conducting visiting lectures to BPM from WSB University (Poland) or SGH Warsaw School of Economics (Poland) giving course about Macro Economics and Guest Lecture about Digital Business.
6. Conducting international joint research and publication with University of Beira Interior (Portugal), Asia University (Taiwan), Edit Cowan University (Australia) and Wroclaw University (Poland).
7. Encouraging the students to participate in various international academic programmes such as International Student Mobility Awards (IISMA) at Hanyang University (South Korea), Erasmus+ at WSB University Poznan (Poland) and International Credit Transfer

- (ICT) at University of Cagliari (Italy).
8. Encouraging lectures to continue their studies abroad, e.g., in Malaysia (University Pendidikan Sultan Idris (UPSI), Universiti Sains Malaysia (USM) or Universiti Kebangsaan) or South Korea (Ewha Woman University).
 9. Providing international context in some courses such as International Business, International Marketing, International Finance, Cross-Cultural Management and International Human Resources Management in order to increase students' knowledge to study the conditions of the global scope.
 10. Building International partnership with multinational companies in Indonesia to provide places for students to learn more about how businesses work in industry and give opportunities for company visits including: Otsuka, Nestle, Unilever, Coca-Cola, Yakult, Sari Roti, Cheil Jedang and Kutai Timber Indonesia.

Appraisal:

The programmes' design appropriately takes into account the required international aspects, with respect, too, to its graduates' employability. However, the panel is of the opinion that the study programmes could increase the international outlook of the study programmes and include more international contents, which would support the further internationalisation (see appraisal in chapter 3.4).

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

1.3 Positioning of the study programme

Positioning of the study programme on the educational market

Since 2007, **Bachelor Programme in Communication Science (BPCS)** has received an "A" accreditation from the BAN-PT. Among 37 communication study programmes at both public and private campuses in East Java, BPCS UMM is one of eight campuses that achieved "A" accreditation.¹⁵ Meanwhile, in Malang, UMM's position is the first to obtain "A" accreditation, followed by a state campus, Universitas Brawijaya. Moreover, in 2021, the study programme was awarded by AUN-QA certification. Accordingly, the study programme is recognised as equivalent to other University study programmes in ASEAN.¹⁶ The characteristics of the study programme are as follows:

- a. The BPCS curriculum is designed as project-based (real cases and real clients) considering the developments and needs of the communication industry.
- b. 49 % of the courses in BPCS are related to the application of communication science.
- c. The BPCS curriculum is also structured based on insights and inputs from surveys and evaluations with stakeholders.
- d. Every graduate of the BPCS will also have a competency certification. This certification is officially issued by the UMM Professional Certification Institute (LSP) under the auspices of the National Professional Certification Agency (BNSP). The relevant certification

¹⁵ see: self-evaluation report p.21

¹⁶ see: self-evaluation report p.21

schemes are: (1) TV Programme Producer; (2) Programme Director; (3) Photographer; (4) Graphic Designer and (5) Public Relations Officer. In addition, the study programme has MoUs with related industries, the government and state-owned enterprises.

- e. The BPCS also collaborates with the Asia University in Taiwan as part of increasing student knowledge, experience and competence. This collaboration is in the form of one semester, which was held in the odd semester of 2021.

The **Bachelor Programme in Psychology (BPP)** is a popular subject, which is proven by a constantly increasing number of applicants. The number of applicants is relatively higher compared to other study programmes at UMM. Moreover, there are 243 Psychology study programmes in Indonesia, or 22 Psychology study programmes in East Java. Based on the national accreditation, BPP is one of four psychology study programmes with “A” grade in East Java. In Malang, BPP is the only psychology programme with an accreditation grade of “A” out of nine psychology study programmes.

The curriculum of BPP is designed to bring together the practical and cognitive abilities, including an internship programme (320 hours) which must be taken by all 7th semester students and the independent campus internship programmes (*MBKM*) by the Indonesian Directorate General of Higher Education (*Dikti*).

In addition, all BPP’s graduates have opportunities to be certified by the National Professional Certification Agency (BNSP). There are four certification schemes that are available for BPP graduates: supervisor for human resource consultant, designer of training, recruiter and special needs individual adviser. There are only seven universities in East Java that have a Professional Certification Board (LSP), which has a right to examine professional competency certification. UMM is one of them and the only one that provides psychology related certification schemes.¹⁷ Another innovation was the development of Centre of Excellence where students can increase their competency through additional courses given by practitioners and a semester internship in the partners of BPP.

BPP also attracts prospective students for its two international classes, which provides students opportunity to do one or two semester credit transfer in the Asia University (Taiwan), Management & Science University (Malaysia) and the Kadir Has University (Turkey). Students can join the credit transfer class or to get double degree from UMM and Asia University Taiwan for whom join BPP’s joint degree programme. In Indonesia, there are only Indonesia University, Gadjah Mada University, and Airlangga University, which have had international psychology joint degree programmes.¹⁸ Regular students can also participate in numerous international activities.

In Malang, the **Bachelor Programme in Management (BPM)** is one of a limited number of universities that have “A” accreditation for their management study programme, including Universitas Brawijaya, Universitas Islam Malang and Universitas Merdeka.¹⁹ BPM is a programme that offers a learning model based not only on theory but also on direct field practice. BPM has a CoE (Centre of Excellence) in Malang, namely Tourism and Hospitality Management and Supply Chain Management. These two CoEs offer a featured programme

¹⁷ see: self-evaluation report p.22

¹⁸ see: self-evaluation report p.22

¹⁹ see: self-evaluation report p.22

which provides additional competency in Tourism and Hospitality Management and Supply Chain Management by business practitioner from several companies such as Tridaya Organiser, Rayz Hotel, PT Barata Indonesia, Berkat ganda sentosa, Ulur Wiji, INKA, Novotel Hotel.

BPM is incorporated and becomes an active member of the Indonesian Management Association (AMA) and the Association of Muhammadiyah Higher Education Management Study Programme (AP SMA). These memberships give students opportunity for student exchange, joint collaboration with others at Muhammadiyah University.

BPM also provides all BPM's graduates competencies certification that is issued by the National Professional Certification agency (BNSP). This certificate is managed by the UMM Professional Certification Institute (LSP) which is used for graduates as additional competencies that are often needed when they are looking for work. There are six BPM certificate schemes, namely HR IKM, Marketing IKM, Finance IKM, Customer Relationship Management, MICE (Meeting Incentives Conference Exhibition).

Furthermore, BPM implements the MBKM programme which aims to provide opportunities for students to gain experience broader learning and new competencies through several activities learning includes student exchanges, internships/work practices, research and projects in villages/community service programme. In addition, students are also given freedom to participate in learning activities outside the study programme in the same college or outside University with a certain credit weight. Students under the guidance of a lecturer can do all activities.

Positioning of the study programme on the job market for graduates

In **BPCS**, graduates who have been equipped with various competencies such as basic skills in photography, audio visual, public relations and journalism and have been certified are also in great demand in various business and industrial sectors. To ensure that UMM Communication Science graduates are ready to enter the world of professional work, every prospective graduate is required to take a competency test in the field of communication. After passing the competency test, they will receive a competency certificate in the respective field of communication. This Competency Test Certificate is valid nationwide and is issued by the state, in this case the National Agency for Professional Certification (BNSP).²⁰ As shown in the tracer study, 78.6 % of BPCS graduates have an average waiting period to get a job of fewer than six months. They work as communication practitioners (e.g. film publicist, music video director, account manager, TV news anchor, as PR staff, videographer or entrepreneur) or as communication researcher (e.g. at University of Muhammadiyah Yogyakarta or BINUS University in Indonesia).

The **BPP** provides various psychology competencies, mainly in research, psychological assessment and interventions in various settings, such as industrial and organisation, clinical and educational settings. The graduates of the BPP have spread all over the country and are at all career stages. Relating to the waiting period after graduation, 74.5 % of graduates get their first job in less than six months. Over 69 % of the graduates got the job that is suitable with their competences. Some graduates continue studying at Master's level. Graduates work as community development consultant at several national and international organisations,

²⁰ see: self-evaluation report p.23

such as Indonesia Psychology Association or United Nation Population Fund (UNFPA), as consultant for early child education, as clinical psychologist, as managers in different companies in Indonesia, as a special need children therapist, as an addiction counsellor in the National Narcotic Board (BNN), as transpersonal life coach or vice headmaster and counsellor of SMA (senior high school).

The **BPM** recruits students from various social and national backgrounds and creates a conducive teaching and learning environment relevant to the job market. It has produced graduates who have broad knowledge and are highly skilled. The waiting time for alumni after graduating to get their first job is mostly (69.5 %) less than six months and the work of alumni is mostly in accordance with the field of competencies while studying (76.4 %) based on recent tracer study.

Management alumni have careers as owners of own import-export businesses or group business networks, working in banks (e.g., Rector of STIE Bank BPD Central Java), as researchers at UMM or other universities, as managers in hospitals, tax and accounting companies or in finance.

Positioning of the study programme within the HEI's overall strategic concept

UMM has set a University strategic plan, namely achieving international recognition in 2025 and international competitiveness in 2030. This strategic plan is implemented in operational plans at the University, faculty and study programme levels. BPCS, BPP and BPM should base their vision, mission and goals on the University's strategic planning to devote expertise in the field of communication science, psychology and management.

BPCS contributes to the University's vision, mission as well as goals by its endeavour to be nationally and internationally recognised by BAN-PT as well as AUN-QA. BPCS has supported the University's branding as the results of media trending topics on *Jodipan* (a colorful village, one of the famous tourist objects in Malang City) and *Kampung Hijau Tempe Nosaurus* (Tempenosaurus Green Village) as the outcomes of the BPCS practical courses. The inauguration of this village has achieved the record for the largest Tempeh Indonesia Museum of Records (MURI) in the form of a dinosaur replica. BPCS initiated these two projects through a practicum course named Event Management, which contributes to the economic and social impact on the community. The people of Jodipan Colorful Village perceive a significant increase in their income from tourists.²¹ In addition, BPCS has committed to continue developing these two villages through further practicum activities conducted by students as well as research and community services conducted by lecturers and students.

BPP has contributed to community development through its business unit and centres, such as Psychology Service Centre (PSC)²², which provides numerous services. For schools, PSC administers psychological testing services for students. For industrial organisations, PSC provides psychological test services for recruitment, promotion and talent mapping. In addition, this unit has counselling services accessible to the public for individual and family contexts.

In addition, through the Psychosocial Centre, BPP has been actively involved in providing psychosocial support for survivors of natural and social disasters since 2001. Not only across

²¹ see: self-evaluation report p.25

²² see: <https://psikologi.umm.ac.id/id/pages/pusat-layanan-psikologi.html> (last access March 21, 2023)

East Java, but also across Indonesia. For instance, in Aceh both for Aceh conflict 2022 and Tsunami 2004-2005, liquefaction Palu Sulawesi 2018 and earthquake in Ambon Maluku 2019. During pandemic, Psychosocial Centre provided hotline counselling for Covid-19 survivors and actively conducted online psychoeducation to educate the community in how to handle the psychological impacts of pandemic. Through the Special Need Individual Development Centre, BPP provides inclusive education in Indonesia since 2007 and has been appointed as the national assessment centre for inclusive education in 2009-2013. This centre supervises inclusive school development in Indonesia and the one who proposed a certification for special need advisors to the BNSP (National Certification Board). In terms of industrial setting, through the Human Capital Development Centre, BPP has contributed to the development of human resource quality and the organisational development for numerous companies across Indonesia since 1998. For instance, in 2021 this centre developed IKnows, a software consisting of job performance evaluation and various training for personal development, for INKA (Indonesia Train Company). This Centre also helps small companies in managing their human resources through providing consultancy services, assessments and training.

At international level, BPP has supported the Indonesian Embassy in Malaysia by sending psychologists and students providing psychosocial support for Indonesian migrant workers who have psychological problems. The programme is sustained by routinely sending psychologists and students to monitor the service provision.

BPM plays an important role in strengthening UMM's vision and mission for its national and international recognition by BAN-PT and AUN QA. Additionally, BPM initiates English-speaking class as a pioneer step to open international class. This step has attracted both national and international students to study particular courses using English as a means of communication.

Furthermore, BPM actively plays a role in society, including participating in helping improve *Micro Small Medium Enterprises* (MSME) branding, conducting feasibility studies on traditional markets, helping improve the quality of MSME product packaging, providing business clinics for MSMEs including how to prepare good and correct financial reports. On a national scale, BPM also participated in Sharia banking seminar activities in collaboration with the National Sharia Finance Committee.

Appraisal:

The reasons given for the positioning in the educational market of **all three study programmes** are plausible.

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented for **all three Bachelor programmes**. The future fields of employment for graduates are plausibly set forth. For the Bachelor of Communication Science (**BPCS**) and the **Bachelor of Psychology (BPP)**, the University has thoroughly analysed the job market for graduates and has comprehensively incorporated the results in the study programmes. The BPCS has a high practitioner orientation in the programme, the BPP is well adapted to the job market (e.g., by the internship). Both programmes are inspired by the needs of the job market.

All three study programmes are convincingly integrated into the HEI's overall strategic concept. The study programme's qualification goals are in line with the HEI's mission and strategic planning.

		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“)		BPCS, BPP	BPM		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			X		

2. Admission

There are different admission schemes for Bachelor programmes carried out according to the schedule determined by the Student Admission Office (*UPT PMB*). The administrative requirements of prospective students are regulated in the UMM Rector Regulation Number: 04/UMM/IX/2021 concerning Guidelines for UMM New Student Admission.

The general requirements for undergraduate applicants consist of:

1. High school graduates (*Sekolah Menengah Atas – SMA, Sekolah Menengah Kejuruan – SMK* graduates) or equivalent;
2. Have a valid diploma or graduation certificate (SKL) and/or registered in the Ministry of Education;
3. High school graduates of last four years;
4. Meet the requirements set by the study programmes;
5. Must take the tests organised by the Selection Committee.

The UMM uses a selection path to arrange the selection process for new student admission.

- a. Achievement Path: admission based on academic achievements and non-academic achievements in accordance with applicable regulations;
- b. Regular Path: admission based on written, computer and or other tests determined by the selection organiser;
- c. Orphan Path: admission intended for orphans from Muhammadiyah members to prepare organisational cadres based on tests;
- d. PPUT path: admission intended for Muhammadiyah residents to prepare organisational cadres through the *Tarjih Ulama* Education Programme;
- e. International Student Path: admission intended for international citizens;
- f. Government Partner Path (*Bidikmisi/Kartu Indonesia Pintar*): admission intended for prospective new students to obtain scholarships from the MoECRT.
- g. International Class Path: admission intended for undergraduate programmes that use English or other international languages as the language of instruction; learning activities and others can be carried out abroad and or in collaboration with international universities;
- h. Transfer Path: admission intended for those who will continue to undergraduate programmes from other universities with the same accreditation or above;
- i. Transfer Path: admission intended for those who take the vocational study programme and want to continue to the undergraduate programme;
- j. Private Partner Path: admission intended for private partners or private institutions in collaboration with the University of Muhammadiyah Malang.

Counselling for Prospective Students

Prospective students can follow admission counselling both online and offline. Counselling is provided by the student's admission office (UPT-PMB) as well as by the person in charge representing the study programme. The counselling focuses on prospective students' plans and information on the study programmes. The counselling can be carried out onsite by attending an education fair participated by UMM as well as visiting the UPT-PMB's office at UMM Campus III, during working hours (08.00 a.m. - 5.00 p.m.). Additionally, prospective

students can have online counselling by contacting UPT-PMB's call centre. All information can be accessed through the website²³.

Prospective students can also contact the following University registration helpdesk:

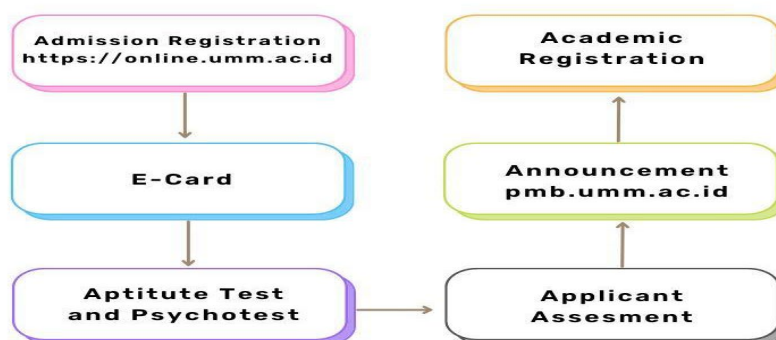
1. Call Centre: 0341-463513
2. WA Centre: 085215219000
3. SMS Centre: 085731379000
4. Email: pmb@umm.ac.id
5. IG: PMB_UMM

Counselling for prospective students is also provided by the study programmes. Further admission information can be accessed through the WhatsApp and social media platforms (e.g. Instagram and Twitter) managed by each study programme.

Selection procedure

As a private University, the admission process is regulated by the UMM Rector Regulation Number: 04/UMM/IX/2021. It is centrally managed by UPT-PMB UMM. National admission can be carried out either on-site or online. Before the COVID-19 pandemic, the admission test was conducted on-site at UMM for prospective students who have registered for the admission test and obtained an E-Card. The on-site admission test is a paper-based test containing language proficiency tests - Indonesian and English, Sciences and Mathematics. Requests for on-site admission in some cities outside Malang should be based on the Rector approval. Meanwhile, during the pandemic, the selection procedure was switched to online with a difference on the aptitude test and psychological test.

Figure 2: Online selection procedure

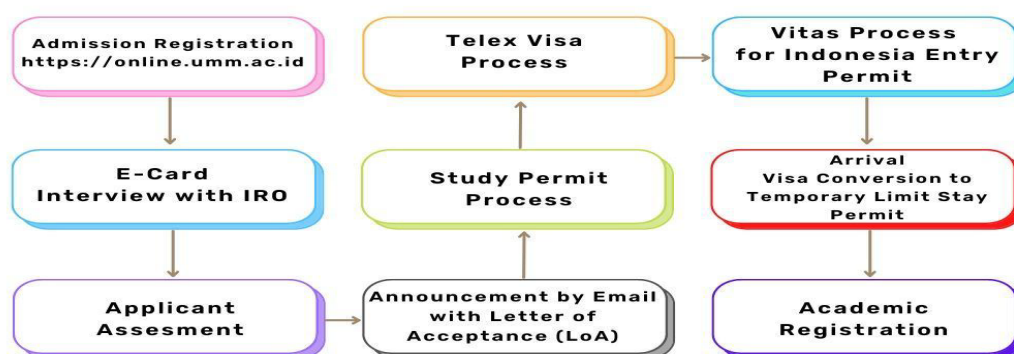


For international admission, the selection is conducted by UPT-PMB UMM with the assistance of the International Relations Office (IRO). The prospective international students have to access the admission requirements and the international student admission process. Similar to Indonesian prospective students, they have to register for international student admission; however, the selection is based on their academic portfolio and an interview scheduled by IRO. The results of the selection process are sent by email in the form of a letter of acceptance. The other process to follow is the establishment of an entry permit as well as a stay permit while they study at UMM. The information can be accessed on the website of the International Relations Office²⁴.

²³ see: <https://pmb.umm.ac.id/en/> (last access: March 27, 2023)

²⁴ see: <https://iro.umm.ac.id/en/pages/umm-student-admission.html> (last access March 29, 2023)

Figure 3: International Admission Procedure



Ensuring Foreign Language Proficiency

English language proficiency is part of the admission test; however, the decision is based on the total test score. In the **Bachelor of Psychology (BPP)**, particularly, international or domestic prospective students who already have had the TOEFL ITP score of > 500 are eligible to register to its international classes. It aims to produce psychology Bachelor graduates who have a high level of international experience, an excellent competency to win global competition and wide international networking.

Transparency and documentation of admission procedure and decision

All requirements and procedures for new student admissions are listed and accessible on the website²⁵ and on Instagram (@pmb_umm). Information regarding new student admissions is also disseminated through the study programme's website and social media accounts. The result of the selection of new students is announced on the website of the Office for New Student Admission.

In addition, the announcement of admission results is also delivered via email and reported through the prospective student's accounts²⁶. The prospective students who do not pass the admission test have the chance to question the admission result.

Appraisal:

For all study programmes, the admission requirements are defined and comprehensible. National requirements are presented and taken into account.

Applicants can directly turn to a student counselling service, to the helpdesk of UMM or to representatives of the study programme for clarification of specific questions, of personal aptitude and of career perspectives. Personal dialogue between applicants and the University is provided by defined office hours, by telephone, via e-mail and social media.

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

The admission requirements regarding language proficiency (required result in language test during admission procedure) ensure that students are able to successfully start their studies

²⁵ see: <https://pmb.umm.ac.id/> (last access March 29, 2023)

²⁶ see: <https://online.umm.ac.id/en> (last access March 29, 2023)

in the programme (courses, additional literature, utilisation of counselling services and extracurricular activities). However, the panel is of the opinion that English language is especially important regarding the further internationalisation of the study programmes and therefore **recommends** including preparatory English language classes to the study programmes, additionally to the already existing English courses included in the curricula.

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

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

3. Contents, structure and didactical concept of the programme

3.1 Contents

The development of the curricula in **all three study programmes** involves all related stakeholders to ensure the logic and feasibility of contents, structures and didactical concepts of each study programme. The development process of structure and didactical concepts and methods commences with the research and development of curriculum and didactical concepts conducted by Learning Innovation Institution (LIP). The result of this development is then used as the recommendation to the Academic Administration Bureau (BAAIK) to be further made into academic policies under the Rector decree. During the development, LIP delivers training and consultations to all study programmes so that the development of the didactical concept and methods comply with the policies. These processes are continuously assessed by the University Quality Assurance Board (BPMP).

Bachelor Programme of Communication Science (BPCS)

The curriculum of BPCS is designed to accommodate the Learning Outcomes (LO) to meet graduate qualifications. The LO aspects include attitudes, knowledge, and skills reflected through courses, matrices, and teaching materials along with credits by considering the depth of the chosen learning strategy and the distribution of courses in each semester and its weighting.

BPCS has redesigned its curriculum, as stated in the policy of the Ministry of Education, and Culture (MoEC) No. 3, 2020 about National Standard for Higher Education to include *Merdeka Belajar Kampus Merdeka (MBKM)* or Emancipated Learning programme. The study programme offers a curriculum with 51 % theory and 49 % practice. This curriculum is designed projects based and real cases considering the developments and needs of the communication industry. This curriculum is also an embodiment of the *Emancipated Learning* programme, which aims to encourage students to get the opportunity to study 20 credits of non-study programme courses within the MBKM framework and 40 credits experiential learning to qualify them in the workforce. This could include courses from other faculties and universities.

BPCS offers three concentrations: Public Relation, Journalism & Media Study, as well as Human Resource Management. Students must choose 22 sks from concentration-based elective courses.

Moreover, BPCS offers four elective courses: Social Marketing, Political Marketing, Political Economy of Media and Media Relations, in which each course has 2 credits/3.02 ECTS. The elective courses are designed as optional courses that can be taken in odd semesters.

Table 5: Curriculum of BPCS

1st Semester			27.18									
1	120045572	Al-Islam and Muhammadiyah Study (AIK) I	1.51								13.3	32
2	220040152	Management Principles	4.53								40	88
3	120044974	FLSP I (Foreign Language for Specific Purpose)	3.02								26.5	58.5
4	220040348	Basic logic	4.53								40	88
5	220041934	Introduction to Communication Studies	4.53								40	88
6	220041940	Introduction to Politics	4.53								40	88
7	120040193	Indonesian Language for Profession	3.02								26.7	58.7
8	320040338	Basics Photography	4.53								40	88
9	220044826	Citizenship and Pancasila Education	3.02								26.7	58.7
2nd Semester			27.18									
1	120045573	Al-Islam and Muhammadiyah Study (AIK) II	1.51								13.3	32
7	220041965	Introduction to Sociology	3.02								26.6	58.7
3	120044820	Entrepreneurship	4.53								40	88
4	120044975	English for Specific Purpose 2 (Reading 2, Speaking 2, Writing)FLSP II	3.02								26.7	58.7
5	220040342	Basics Journalistic	4.53								40	88
6	220040346	Basics Audio-Visual Communication	4.53								40	88
9	520041900	Introduction to Cultural Anthropology	3.02								26.7	58.7
8	220044962	Basics Public Relations	4.53								40	88
9	320044397	Basic Filming	4.53								40	88

	3rd Semester				36.24														
1	120043265	Introduction to Indonesian Law and Legal Systems			4.53										40				88
2	220041596	Social Research Methods			4.53										40				88
3	220042157	Advertising			4.53										40				88
4	220042455	Social Psychology			4.53										40				88
5	220042745	Social Statistics			4.53										40				88
6	220044401	Creative Writing for Public Relations*			4.53										40				88
7	220044402	Creative Writing for Journalism*			4.53										40				88
8	220044403	Creative Writing for Audio Visual*			4.53										40				88
9	320041207	Graphic Design			4.53										40				88
10	320044404	Basic Editing			4.53										40				88
	4th Semester				31.71														
1	120040797	Mass Media Law (Hukum Media Massa)			4.53										40				40
2	120042473	Public Speaking			4.53										40				40
3	120042970	Communication Theories			4.53										40				40
4	120044400	Research for Audio Visual*			6.04										88				88
5	220041511	Media and Society			4.53										40				88
6	320044398	Research for Public Relations*			6.04										88				88
7	320044399	Research for Journalism*			6.04										88				88
8	320044825	PR Media Production Practices*			7.55										67.2				147.2
9	320044976	Film Production Practice*			7.55										67.2				147.2
10	320044982	Print Journalistic Production Practice*			7.55										67.2				147.2

		5th Semester					27.18				
1	120041074	Muhammadiyah Studies (AIK III)					1.51			13.3	32
2	120041221	Cross-Cultural Communication					4.53			40	40
7	220044407	Communication in Islamic Perspectives					4.53			40	88
4	120043255	Philosophy and Ethics of Communication					4.53			40	40
5	120040987	Journalism					4.53			40	40
6	220041593	Communication Research Methods					4.53			40	40
7	320044980	Advertising/Company Profile Production Practices*					7.55			67.2	147.2
8	320044983	TV Journalistic Production Practices*					7.55			67.2	147.2
9	320044985	PR Strategy Management Practices*					7.55			67.2	147.2
		6th Semester					31.71				
1	120045574	Akhlaq dan Mu'amalah (AIK 4) AIK III (Muhammadiyah Studies)					1.51			13.3	32
2	120041224	Marketing Communication					4.53			40	88
3	120041231	Da'wah (Preaching) Communication Strategy					4.53			40	88
4	120044405	Ethics on Communication Profession					4.53			40	88
5	220042176	Communication Technology Development					4.53			40	88
6	220042595	Thesis Proposal Seminar					4.53			40	88
3	120041228	Political Communication					4.53			40	40
8	320044978	TV Programme Production Practice*					7.55			67.2	147.2
9	320044979	PR Practice and Event Management*					7.55			67.2	147.2

10	320044981	Online Journalistic Production Practices*						7.55		67.2	147.2
		7th Semester						15.1			
1	120042670	Sosial Marketing**						3.02		27.2	59.2
2	120045277	Politic Marketing**						3.02		40	88
3	220044409	Political Economy of Media**						3.02		27.2	59.2
4	220045276	Media Relations**						3.02		27.2	59.2
5	520041260	KKN/PMM (Community Service Program)						6.04		24	160
6	220042595	Thesis Proposal Seminar						0		0	0
7	520042666	Bachelor's Thesis						9.06		81.6	177,6
		8 th Semester							0		
1	520042666	Bachelor's Thesis							0	0	0

Bachelor Programme in Psychology (BPP)

The curriculum of BPP is designed to accommodate LO to attain graduate qualifications. There are six LOs, which consist of: (1) attitude (LO 1; LO2), (2) knowledge (LO 3; LO 4), (3) general skill (LO 5), and (4) specific skill (LO 6). Each course in BPP describes LOs that affect learning methods, teaching materials, and evaluation matrices. The selection of LOs and the distribution of ECTS credits in each course are adjusted by the width and depth of each subject.

The LOs are incorporated into the BPP's curriculum and implemented through various programmes for students outside the classroom. For instance, psychological assessment training or statistical data analysis training, which is conducted by academic laboratory and effective communication training. The four Centres under BPP, which are applied psychology laboratories, also support the implementation of LOs through volunteer programmes: the Human Capital Development Centre, Special Need Individual Development Centre, Child and Family Centre and Psychosocial Centre.

Each student must take five elective courses, which equals 10 SKS credits (15.1 ECTS credits). Starting from the third semester, students can take 2 SKS sks (3.02 ECTS sks) elective courses.

In 2021, BPP started a skill development project through the opening of its first Centre of Excellence (CoE) which is the CoE of Human Resources Development (HRD), followed by the CoE of Specific Need Individual Advisors in 2022. Students who have completed the basic Psychology related courses (4-5 semesters) can join the CoEs where they get additional courses from practitioners and then do an internship for a semester in the partner institutions. The CoE programmes can be converted to students' academic progress and are equivalent to 20 sks credits. This skill development project aims to improve students' competency that has a link and match with the work field and to sustain the cooperation with partners.

Table 6: Curriculum of BPP

1st Semester

Code	Course Unit	Credit Points per Semester								Workload		
		1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self-Study	
Courses: National and University Mandatory Course		11								315	236	79
2,1E+08	Foreign Language for Specific Purpose 1	3								90	68	23
1,1E+08	Islamic and Muhammadiyah Studies 1	1,5								45	34	11
1,2E+08	Bahasa Indonesia	3								90	68	23
1,2E+08	Philosophy	3								90	68	23
Courses: Study Program Mandatory Course		20								585	439	146
2,1E+08	Introduction to Psychology	4,5								135	101	34
2,1E+08	Developmental Psychology	7,6								225	169	56
2,1E+08	Social Psychology	4,5								135	101	34
3,1E+08	Ethics for Psychology	3								90	68	23

2nd Semester

Courses: National and University Mandatory Course		4,5								135	101	34
2,2E+08	Foreign Language for Specific Purpose 2	3								90	68	23
1,2E+08	Islamic and Muhammadiyah Studies 2	1,5								45	34	11
Courses: Study Program Mandatory Course		26								765	574	191
2,1E+08	Educational Psychology	3								90	68	23
2,1E+08	Industrial & Organizational Psychology	4,5								135	101	34
2,1E+08	Cognitive Psychology	4,5								135	101	34
2,1E+08	Biopsychology	4,5								135	101	34
2,1E+08	Personality Psychology	4,5								135	101	34
2,1E+08	Statistics for Psychology	4,5								135	101	34

3rd Semester

Courses : Study Program Mandatory Course			33							990	574	416
2,1E+08	Psychology and Cultural		3							90	68	23
2,1E+08	Health Psychology		3							90	68	23
2,1E+08	Abnormal Psychology		5							135	101	34
2,2E+08	Applied Social Psychology		5							135	68	68
2,1E+08	Applied Industrial and Organizational Psychology		5							135	68	68
2,1E+08	Methods of Quantitative Research		5							135	68	68
3,1E+08	Interview		5							135	68	68
3,1E+08	Observation		5							135	68	68
Courses: Elective Course			6							180	135	45
2,1E+08	Psychology of Emotions		3							90	68	23
2,1E+08	Psychology of Disaster		3							90	68	23

4th Semester

Courses: National and University Mandatory Course				3						90	68	23
1,1E+08	Civic Education			3						90	68	23
Courses: Study Program Mandatory Course				29						855	473	383
2,1E+08	Psychology in Perspective of Islam			3						90	68	23
2,1E+08	Construction of Psychological Measurement			6						180	90	90
2,1E+08	Positive Psychology			3						90	68	23
2,1E+08	Experimental Psychology			4,5						135	68	68
2,1E+08	Intelligence Assessment			4,5						135	68	68
2,1E+08	Aptitude Assessment			3						90	45	45
2,1E+08	Personality Assessment			4,5						135	68	68
Courses: Elective Course				9,1						270	203	68
2,1E+08	Forensic Psychology			3						90	68	23
2,1E+08	Psychology of Religion			3						90	68	23
2,1E+08	Industrial Relations			3						90	68	23

5th Semester

Courses National and University Mandatory Course				4,5						135	101	34
1,2E+08	Islamic and Muhammadiyah Studies 3			1,5						45	34	11
1,1E+08	Pancasila			3						90	68	23
Courses: Study Program Mandatory Course				23						675	225	450
1,1E+08	Career and Psychopreneur			3						90	45	45
1,1E+08	Projective Psychology			4,5						135	68	68
3,1E+08	Counselling Psychology			6						180	45	135
3,1E+08	Behavior Modification			4,5						135	34	101
3,1E+08	Theory and Community Intervention			4,5						135	34	101
Courses: Elective Course				9,1						270	203	68
3,2E+08	Early Detection for Psychological Disorders			3						90	68	23
2,2E+08	School Psychology			3						90	68	23
2,1E+08	Psychology in Human Resource			3						90	68	23

6th Semester											
Courses: National and University Mandatory Course											
1,2E+08	Islamic and Muhammadiyah Studies 4						1,5		45	34	11
Courses: Study Program Mandatory Course											
							24		720	304	416
3,1E+08	Design and Training						6		180	45	135
2,1E+08	Methods of Qualitative Research						4,5		135	68	68
4,1E+08	Scientific Writing in Psychology						3		90	45	45
2,2E+08	Family Psychology						3		90	68	23
3,1E+08	Applied Psychology in Islamic						3		90	45	45
2,1E+08	Psychology of Individual with Special Needs						4,5		135	34	101
Courses: Elective Course											
							12		360	270	90
2,1E+08	Environmental Psychology						3		90	68	23
2,1E+08	Psychology of Play						3		90	68	23
2,1E+08	People Development in Organization						3		90	68	23
2,1E+08	Child Developmental Assessment						3		90	68	23

7th Semester											
Courses: National and University Mandatory Course											
5,2E+08	Student Community Services						6		180	45	135
4,2E+08	Undergraduate thesis						9,1		270	68	203
Courses: Study Program Mandatory Course											
							9,1		270	68	203
3,2E+08	Internship						9,1		270	68	203

8th Semester											
Courses: National and University Mandatory Course											
5,2E+08	Student Community Services						6		180	45	135
4,2E+08	Undergraduate thesis						9,1		270	68	203
Courses: Study Program Mandatory Course											
							9,1		270	68	203
3,2E+08	Internship						9,1		270	68	203

Bachelor Programme in Management (BPM)

The curriculum of BPM is designed to accommodate the learning outcomes (LO) to meet graduate qualifications. The LO aspects include attitude, general skills, specific skills, self-development, and are divided into ten LOs. Each LO has several courses that students must complete to meet these criteria.

There are 9 sks credits (13.59 ECTS credits) of concentration-based elective courses that students must take. BPM has four concentrations, such as: Financial Management, Marketing Management; Human Resource Management and Operations Management.

Table 7: Curriculum of BPM

		1 st Semester								
Code	Course Unit	Credit Points per Semester							Workload	
		1	2	3	4	5	6	7	Hours in Class	Hours Self-Study
0210161912	Introduction to Business	4,53							1,33	3,19
0210163647	Economics and Business Mathematics	4,53							1,33	3,19
0220161918	Introduction to Microeconomics	4,53							1,33	3,19
0210161917	Introduction to Macro Economics	4,53							1,33	3,19
0210161895	Introduction of accounting	4,53							1,33	3,19
0120160189	Indonesian	3,02							0,36	2,66
0220164974	Receptive Skills of ESP	3,02							0,36	2,66
0120160044	Islamic & Kemuhammadiyah I	1,51							0,5	1,01

		2 nd Semester								
Code	Course Unit	Credit Points per Semester							Workload	
		1	2	3	4	5	6	7	Hours in Class	Hours Self-Study
0220164975	Productive Skills of ESP		3,02						0,36	2,66
0210161953	Introduction to Management		4,53						1,33	3,19
0210164260	Corporate Financial Reporting		4,53						1,33	3,19
0120160045	Islamic & Kemuhammadiyah II		1,51						0,5	1,01
0210162750	Descriptive Statistics		4,53						1,33	3,19
0220160141	Computer application		4,53						1,33	3,19

0310162109	Indonesian Economy		4,53						0,36	3,19
0210160754	Business law		3,02						0,36	2,66
0120164826	Pendidikan Kewarganegaraan dan Pancasila		3,02						0,36	2,66

3rd Semester		33,22							7,26		24,94	
Code	Course Unit	Credit Points per Semester							Workload			
		1	2	3	4	5	6	7	Hours in Class	Hours Self-Study		
0220164768	Management Practicum 1			1,51					0,5	1,01		
0310161395	Marketing Management			4,53					1,33	3,19		
0310161346	Financial management			4,53					1,33	3,19		
0310161455	Human Resource Management			4,53					1,33	3,19		
0310161380	Operation management			4,53					1,33	3,19		
0210162753	Inferential Statistics			4,53					1,33	3,19		
0310160019	Cost accounting			4,53					1,33	3,19		
0310161162	Entrepreneurship			3,02					0,36	2,66		

4th Semester		31,71							8,84		22,81	
Code	Course Unit	Credit Points per Semester							Workload			
		1	2	3	4	5	6	7	Hours in Class	Hours Self-Study		
0220164768	Management Practicum 2				1,51				0,5	1,01		
0120160425	Islamic economics				4,53				1,33	3,19		
0410160030	Management Accounting				4,53				1,33	3,19		
0410162165	Consumer behavior				4,53				1,33	3,19		

0410162984	Portfolio Theory and Investment Analysis				4,53				1,33	3,19
0310162167	Organizational behavior				4,53				1,33	3,19
0310161385	Services Operations Management				4,53				1,33	3,19
0410160440	Managerial Economics				4,53				1,33	3,19
	Entrepreneurship Practice				3,02				0,36	2,66

5th Semester		36,24							10,17		26
Code	Course Unit	Credit Points per Semester							Workload		
		1	2	3	4	5	6	7	Hours in Class	Hours Self-Study	
0120160046	Islamic & Kemuhammadiyah III					1,51			0,5	1,01	
0310160275	International Business					4,53			1,33	3,19	
0410162974	Organizational Theory					4,53			1,33	3,19	
0210162817	Business Feasibility Study					4,53			1,33	3,19	
0210161894	Corporate Budgeting					4,53			1,33	3,19	
0210162526	Operations Research					4,53			1,33	3,19	
0310161587	Business Research Methods					4,53			1,33	3,19	
0220164768	Management Practicum 3					1,51			0,5	1,01	

6th Semester		30,2							8,98		21,16
Code	Course Unit	Credit Points per Semester							Workload		
		1	2	3	4	5	6	7	Hours in Class	Hours Self-Study	
	Cross Cultural Management						4,53		1,33	3,19	
0120160047	Islamic & Kemuhammadiyah IV						1,51		0,5	1,01	
0310164770	Quality Management (TQM)						4,53		1,33	3,19	

0310161453	Strategic Management						4,53		1,33	3,19
0410162626	Management information System						4,53		1,33	3,19
0220164768	Strategic Management PRACTICUM (Management Practicum 4)						1,51		0,5	1,01
0310162178	Taxation						4,53		1,33	3,19

7th Semester		25,67							7,65		17,97	
Code	Course Unit	Credit Points per Semester							Workload			
		1	2	3	4	5	6	7	Hours in Class	Hours Self-Study		
0410161401	Marketing Management Services							4,53	1,33	3,19		
0410160283	Organizational culture							4,53	1,33	3,19		
0520161260	Community Service Program							6,04	24	160		
	Specialization Courses 1*							4,53	1,33	3,19		
	Specialization Courses 2*							4,53	1,33	3,19		
	Specialization Courses 3*							4,53	1,33	3,19		
	Financial Management Majors*											
0310162578	Financial Management Seminar*							4,53	1,33	3,19		
0310164772	Financial Management Strategy*							4,53	1,33	3,19		
0310161353	International Financial Management*							4,53	1,33	3,19		
	Marketing Management Majors*											
0310162581	Marketing Management Seminar*							4,53	1,33	3,19		
0310162769	Marketing Strategy*							4,53	1,33	3,19		
0210161771	International Marketing*							4,53	1,33	3,19		
	Human Resource Management Majors*											
0310162583	Human Resource Management Seminar*							4,53	1,33	3,19		
0310162767	Human Resource Management Strategy*							4,53	1,33	3,19		
0310161460	International Human Resource Management*							4,53	1,33	3,19		
	Operations Management Majors*											
0310162579	Operations Management Seminar*							4,53	1,33	3,19		
0310164773	Operations Management Strategy*							4,53	1,33	3,19		
0310164774	International Supply Chain Management*							4,53	1,33	3,19		
	Undergraduate Thesis							9,06	81,6	177,6		
8th Semester		37,75							112,25		353,55	
Code	Course Unit	Credit Points per Semester							Workload			
		1	2	3	4	5	6	7	Hours in Class	Hours Self-Study		
	Undergraduate Thesis											
total		30,20	33,20	31,71	36,24	30,20	25,67	37,75	163,02	488,71		

Rationale for degree and programme name

The naming system of the study programme and its degree always refers to the national regulation. The latest regulation was stipulated by the Decree of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia No. 57 in 2019 regarding the Study Programme Naming System in Higher Education. The graduate profiles of the three study programmes refer to the Indonesian Qualification Framework Level 6.

The determination of naming the study programme, **Bachelor Programme in Communication Science (BPCS)**, is based on the Directorate of Higher Education (DIKTI) nomenclature number: 163/DIKTI/KEP/2007. In addition, based on the results of the tracer study on the alumni of the Communication Science Study Programme. Accordingly, the curriculum is designed to produce professionals in the field of communication who master practical skills on a theoretical basis.

The determination of the **Bachelor Programme in Psychology (BPP)** nomenclature was based on the Directorate of Higher Education (DIKTI) No. 154 of 2014. It is stated that the study programme code is 61308 and the academic degree is *Sarjana Psikologi (S.Psi)* or Bachelor degree of Psychology.

The name of the **Bachelor Programme in Management (BPM)** is in accordance with the nomenclature regarding the status of the study programme with the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 154 of 2014 concerning the Cluster of Science and Technology and the Degree of Higher Education Graduates. The academic degree that will be obtained by students after graduation is Bachelor of Management (S.M) or BM (Bachelor of Management). The determination of the S.M degree is in accordance with the nomenclature of Permenristekdikti No.257/M/KPT/2017.

Integration of theory and practice

The course content in the curriculum of **BPCS** combines theoretical teaching with practical skills. The learning method is adapted to the business, industry and workforce sector (*DUDIKA*). Assignments in the form of projects and case studies are used as the most important elements in this approach.

Table 8: Integration of theory and practice BPCS

No	Skill	Practical objectives	Sample Courses
1	Research skill	Students can apply research and analytical skills to solve problems in communication and develop creative communication.	Social Research Methods, Communication Research Methods, Proposal Seminars, Theses and Practical Research for Journalism, Public Relations and Audio-visual Production
2	Journalistic skill	Students can do work in the journalistic areas, such as reporting, writing and presenting news.	Basic photography, Graphic Design, Basic Shooting, Basic Editing, Public Speaking, Research for Journalistic, Creative Writing for Journalistic, Printed News Production, TV News Production, Online News Production.
3	Public Relations skill	Students are able to do work in the public relations area, such as writing press releases, handling press	Basic photography, Graphic Design Basic Shooting, Basic Editing, Public Speaking, Research for Public Relations, Creative Writing for Public Relations, Internal media production, Public relations and

		conferences, Running special events, handling public relations crises, event documentation etc.	Event Management, Public Relations Strategy and Crisis.
4	Audio Visual Skill	Students can do work in the audio-visual communication area, such as writing scenarios for movies, advertising, company profile, documentary and television programmes.	Basic photography, Graphic Design, Basic Shooting, Basic Editing, Public Speaking, Research for audio visual, Creative Writing for audio visual, Film Production Practices, Advertising/ Company Profile Production Practices, and TV Programme Production Practices.
5	Entrepreneurship Skill	Students are able to manage business which includes technical skills, conceptual, humanist skills.	Introduction to Management, Entrepreneurship, Basic photography, Graphic Design, Basic Shooting, Basic Editing, Public Speaking, Research for audio visual, Creative Writing for audio visual, Film Production Practices, Advertising/ Company Profile Production Practices, and TV Programme Production Practices, Research for Public Relations, Creative Writing for Public Relations, Internal media production, Public relations and Event Management, Public Relations Strategy and Crisis.

The courses in **BPP** offered in the first year are theoretical bases, the second year are assessment courses and the third year are intervention courses. Both lecturers and practitioners (i.e., Psychologists) teach in several courses. The courses that involve practitioners as lecturers are Ethics for Psychology, Aptitude Assessment, Intelligence Assessment, Health Psychology, Abnormal Psychology, Counselling Psychology, Behaviour Modification, and Projective Psychology. For instance, the Psychology in Perspective of Islam course is taught by *Ghazalian* therapy practitioners, and Psychology of Disasters course are handled by disaster practitioners and researchers from the Muhammadiyah Disaster Management Centre (MDMC). Several HRD managers are also involved in teaching Applied Industrial and Organisational Psychology. Several psychologists who work as police are also involved in teaching Forensic Psychology.

Table 9: Integration of theory and practice BPP

No	Skill	Practical objectives	Sample Courses
1	Research skill	Students can apply research skills to solve problems in Psychology	Methods of Quantitative Research, Methods of Qualitative Research, Interview, Observation, Experimental Psychology, Undergraduate Thesis
2	Assessment skill	Students can conduct psychological assessment in form of interview, observation, standardised psychological test, and projective test	Interview, Observation, Aptitude Assessment, Intelligence Assessment, Personality Assessment, Projective Psychology, Developmental Psychology, Abnormal Psychology, Psychology of Individual with Special Needs, Applied Social Psychology, Applied Industrial & Organisational Psychology, Applied Psychology in Islamic
3	Intervention skill	Students can conduct psychological intervention to improve wellbeing of	Counselling Psychology, Behaviour Modification, Theory and Community Intervention, Design and Method of Training, Internship, Applied Social

		people, groups, or communities	Psychology, Applied Industrial & Organisational Psychology, Applied Psychology in Islamic
4	Psychological test construction skill	Students can construct and developing psychological test and scale based on theoretical foundation	Statistics for Psychology, Construction of Psychological Measurement

In accordance with its vision, the **BPM** curriculum is designed to integrate theory and practice. Theory is studied in regular lectures in the classroom, while practice is applied in the form of management laboratory learning in the subjects start from third semester which are: Introduction to Management, Entrepreneurship, Marketing Management, Consumer Behaviour, Human Resource Management, Organisational Behaviour, Financial Management, Portfolio Theory and Investment Analysis, Operational Management, Service Operations Management and Strategic Management. BPM content such as Service Marketing management and Organisational behaviour, collaborates with *DUDIKA*, in the curriculum combines theoretical teaching with practical skills. Assignments in the form of projects and case studies are used as the most important elements in this approach.

Table 10: Integration of theory and practice BPM

No.	Skills	Practical objectives	Sample Courses
1	Manager	Manage organisational resources through Planning, Organising, Actuating, Controlling and Leading (LO 5, LO 6, LO 7, LO 8)	Marketing Management Financial management HR Management Operational Management Business Feasibility Study Strategic Management Practicum in the Lab. Management
2	Researcher	Problem solving in organisational problems (LO 4 and LO 6)	Research methods Statistics Economic math Marketing Management HR Management Operational Management Financial management Indonesian & English Practice
3	Entrepreneurship	Ability to manage business which includes technical skills, conceptual, humanist skills (understanding, communicating, relating or connecting to other people) (LO 3, LO 7, LO 8, and LO 10).	Introduction to Management Entrepreneurship Introduction to Accounting Cost Accounting Management Accounting Introduction to Business HR Management Operational Management

			Financial management Marketing Management Practicum in Management Laboratory
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Interdisciplinary thinking

UMM believes that students should get the opportunity to activate their interdisciplinary thinking by involving them in compulsory activities such as new students' orientation, Personality and Leadership Development Training (*P2KK*) and community services. The community service programme in UMM is entitled *Community Service by Students (PMM)*. It has several schemes that students can take, for instance *Regular PMM, International PMM, and Muhammadiyah-based UMM*.

UMM also had made several activities in the MBKM programme, such as the policy of student involvement in research (2007), equivalence of creative and innovative work of students into curricular activities (2017), developing entrepreneurship-based learning models (2017), student internship (2019), credit transfer of the Industrial Internship programme for the undergraduate and vocational programmes (2019), as well as academic regulations containing interdisciplinary courses - across study programmes and faculties at UMM and across universities (2020).

BPCS is developed through the integration of curricular, co-curricular and academic atmosphere. The curriculum is prepared according to academic characteristics that support the strengthening of conceptual, managerial and technical skills where their application can be carried out through the learning process in classroom and practicum inside and outside the laboratory, then developed in specialisation groups and student organisations.

The curriculum is built from the character of communication science which is interdisciplinary and multidisciplinary. As an interdisciplinary science, communication science competencies are obtained from other sciences such as social sciences, humanities and even natural sciences. While multidisciplinary competence refers to the ability to apply communication in the application of other fields such as socio-politics, humanities and economics. In this activity, Communication Science students will take on roles according to their expertise, for example in the field of publication, socialisation and dissemination of information to the targeted audience.

There are two forms of interdisciplinary application carried out by BPCS. The first is in the form of interdisciplinary courses taught by expert lecturers from the relevant study programmes. The second form is a community service project that involves students across study programmes in one team. In this activity, BPCS students will take on roles according to their expertise, for example in the field of publication and dissemination of information to the targeted audience. Some courses that integrate contents such as social science, politics, humanities and economics, are (1) Introduction to Sociology; (2) Introduction to Cultural Anthropology; (3) Citizenship and Pancasila Education; (4) Social Psychology; (5) Marketing Communication; (6) Social Marketing; (7) Political Marketing; (8) Community Service by Student, etc.

MBKM activities that have been joined by BPCS students include student exchanges under IISMA schemes and student internship programmes. Meanwhile, various competitions joined by students also provide interdisciplinary experiences in the form of increasing teamwork skills and elaborating ideas related to the given topics/ projects. In addition, in the final project, students are given the opportunity to not only complete an academic thesis, but also in the form of a creative work project.

The interdisciplinary paradigm of **BPP** is being implemented through the following programmes, namely the curriculum, academic atmosphere and MBKM. The 2019 curriculum presents courses that allow lecturers and students to integrate interdisciplinary skills. For instance, students learn the interaction between Biology (human brain and metabolism) and psychology in Biopsychology; the interaction between psychology, management and (labour) law in Applied Industrial & Organisational Psychology. Some other courses that intersect with other disciplines are Developmental Psychology, Health Psychology, Psychology in Perspective of Islam, Forensic Psychology, Career and Psychopreneur, Behaviour Modification, Early Detection of Psychological Disorders, School Psychology, Psychology in Human Resource, Family Psychology, Psychology of Individuals with Special Needs, People Development in Organisations and Theory & Community Intervention.

BPP also commits to improve the graduates' quality through the provision of guest lectures that invite cross-scientific professionals who have relevance to the topic of the lecture, e.g., experts from Law Labour or the Director of Primary and Secondary Education Development of the Ministry of Education of Indonesia. BPP students thus gain wider knowledge of applied psychology across different fields.

Additionally, BPP develops and runs the curriculum with the spirit of MBKM, which allows students to participate in various programmes outside the field of psychology. The curriculum is flexible and adaptive towards the development of science and technology and the demands of the field of work. The MBKM programmes attended by the BPP students included "*Kampus Mengajar*" (Teaching Campus), Independent Internship, International Credit Transfer, Independent Student Exchange, Independent Studies, Indonesian Student Micro Credentials, and Indonesian International Students Mobility Awards (IISMA).

BPM equips students with transdisciplinary and interdisciplinary thinking skills by presenting courses in a curriculum that includes academic and non-academic activities. Transdisciplinary courses such as Business Law, which looks at the legal aspects of business science; Citizenship, which aims at understanding the rights and obligations as a student, and Islamic courses (AIK). Meanwhile, Interdisciplinary courses, such as Strategic Management discusses marketing, human resource management, finance and operational management; Organisational Behaviour is related to organisational psychology and Service Operations Management discusses operations in the field of services and marketing.

BPM students also can select courses in other study programmes in UMM relevant to the BPM curriculum through the MBKM programme, which has been implemented since 2021. The subjects that can be selected include Business Law at the Faculty of Law, Management Information Systems at the Informatics Engineering Study Programme, Consumer behaviour and organisational behaviour in the Faculty of Psychology. All students get the opportunity to join seven MBKM schemes, namely: building a village (linked to University community service scheme), certified internship, humanitarian project, entrepreneurship, independent project,

independent study, and research assistant. Entrepreneurship projects carried out by BPM, such as a business plan as one of the outcomes of entrepreneurship courses. In addition, students organise bazaars where the products they sell are their own processed products the results of the bazaar and processed products as a substitute for the final semester exam.

Ethical aspects

The Rector Regulation No. 02/ 2020 regarding Student Discipline governs ethical issues at University level. They cover students' rights and obligations as well as the consequences of breaking general, academic, professional and Islamic ethical standards. To assist the learning objectives, ethical considerations are also incorporated into the courses.

Table 11: The application of each ethical aspect in learning activities at UMM

General Ethics	<ol style="list-style-type: none"> 1. Respect and appreciate others. 2. Polite 3. Honest 4. Responsible
Academic Ethics	<ol style="list-style-type: none"> 1. Appreciate the thoughts of others used in scientific work by strictly using referencing APA Style 2. Follow research rules and procedures. 3. Plagiarism check for academic works (Turnitin)
Professional Ethics	<ol style="list-style-type: none"> 1. Fulfil professional competence. 2. Tend to favour the public
Islamic Values	<ol style="list-style-type: none"> 1. Postpone the learning process for a while when the call to prayer is heard. 2. Habituate to start and end lessons with greetings and prayers.

Students are also equipped with academic ethics. Dissemination of academic ethics is carried out regularly at the beginning of each semester. Lecturers emphasise the importance of students as academics to adhere to the academic code of ethics. At the beginning of the lecture, lecturers and students make an agreement regarding the rules that apply in the classroom. Some important ethics that are routinely taught and implemented are related to plagiarism, citation and the use of reliable reference sources. The academic code of ethics is also embedded in assignments. In courses that provide assignments in the form of essays or other written works, including the thesis, students must pass the *Turnitin* that checks plagiarism. Students are also always encouraged to use trusted reference sources and sites as references.

The **BPCS** is under the auspices of the Muhammadiyah Higher Education; therefore, in addition to applying general ethics, academic ethics, and professional ethics, it also implements Islamic values. This also represents the first and second Learning Outcome (LO) in the curriculum, namely upholding the value of humanity in carrying out duties based on religion, morals, and ethics (LO1) and showing the attitude of responsibility for work in the field of expertise independently (LO2). BPCS applies several codes of ethics that specifically regulate student activities for example practicum. BPCS organises a set of code of ethics especially in project implementation with clients that also detailed explains in the letter of agreement between BPCS and the clients. These ethical aspects are disseminated through the meetings with academic advisors, new student orientation week, Inaugural Lectures, parents meeting, *P2KK* as well as in learning contracts at the beginning of the semester in all courses.

As for the application of ethical aspects in BPCS courses, BPCS provides two core courses that are specifically contain ethical topics: Communication Philosophy and Ethics Course and Islam Communication Ethics Course. While some other courses that discuss ethical aspects as one of their topics are: Basic Public Relations, Basic Journalism, Basic Audio-Visual Communication and Basic Photography. Besides being disseminated in some events and delivered in some courses, each of these ethical aspects is also implemented directly in every learning activity, such as conducting research, practicum, final project presentation, thesis proposal seminar, thesis report seminar and examination.

All **BPP** students were introduced to the ethical code related to research and practice of psychology through the Ethics for Psychology course in the first semester. The general principles conveyed in the Psychology Code of Ethics are beneficence and nonmaleficence, fidelity and responsibility, integrity, justice, respect for people's rights and dignity.

All practicum courses, such as observation, interviews, intelligence assessment, aptitude assessment, personality assessment, counselling psychology, theory and community intervention, and design & training, discuss further the code of ethics. From 16 meetings in each practicum courses, one special meeting discusses the application of the Psychology Code of Ethics in relation to course material. As a result, students learn more and try to apply their obligations as either a prospective psychological scientist or a psychologist. Several codes of ethics that are emphasised in each practicum course include ensuring the welfare of clients, maintaining the confidentiality of data and taking actions in accordance with their authority. When students collect data in the context of practicum, students are required to obey the code of ethics that has been studied. At the beginning of the meeting, students must first ask the client for permission and willingness through informed consent. The informed consent must explain what procedures will be followed, the risks that the client may face, and the benefits for the client involved in data collection. After the data is collected, students must maintain the confidentiality of the data by not discussing any results from data collection except for academic purposes. Lecturers will monitor the entire process to minimise violations of the professional code of ethics.

In **BPM**, a course that integrates ethical codes in the field of management and research is Business Research Methods course. On top of that, ethical norms are also integrated in Pancasila, Citizenship and AIK. Besides, ethical aspects are communicated to students through Dean's Regulation concerning the academic freedom and scientific autonomy in a responsible manner based on academic and ethical authority.

Methods and scientific practice

Interaction between students and lecturers is encouraged in all academic activities to foster scientific practice. Each study programme at UMM has provided students with facilities to support those activities such as a library with access to printed and digital references, reading rooms, open spaces with internet access. Thesis is obligatory for UMM students in completing their Bachelor programme as the artifact of academic writing utilising the research methods that they have learned in class. Besides, students also collect their portfolio from each course assignment that they can publish in media and journals.

Based on the curricula structure, **BPCS** provides both theoretical and practical courses. In the first year, students are designated to study some theoretical courses to prepare for the specialisation phase, which is starting in the second year. Theoretical and practical courses

are given simultaneously starting from the third semester until the sixth semester. It is intended that the theoretical material can be directly applied in practicum classes. Both theoretical and practicum courses contain research methodological competencies that require students analytical and research skills on related cases.

Before preparing and implementing a project, students must conduct field research with appropriate research methods. Afterwards, the research results will be employed as the basis for designing the concept/product based on the client's problems and needs. Some examples include Social Research Methods and Communication Research Methods, which underlie a scientific-based thesis as one of the graduation requirements. In addition, Research for Public Relations, Research for Journalism, and Research for Audio-Visual courses are the basis for practicum courses following the specialisation chosen by students.

The **BPP** ensures students acquire research skills based on the curriculum structure, courses with practicum components and enrichment activities. Based on the curriculum structure, the learning outcomes for first-year students are started with introducing and familiarising them with terms and research design through classic research projects across psychology courses. In this stage, students also learn statistics as a tool for data analysis. The learning outcomes for second-year students are more specific to acquiring methodology to conduct research mainly through two courses: Methods of Quantitative Research and Experimental Psychology. However, other courses with practicum components for second-year students consistently support their enhancement of research skills. For instance, Construction of Psychological Measurement, Interview, Observation, Intelligence Assessment, Personality Assessment, Aptitude Assessment. The course structure for third-year students is focused on acquiring qualitative research skills and implementing research principles for measuring the impact of psychological intervention programmes through several courses with practicum components such as Counselling Psychology, Behaviour Modification, Theory and Community Intervention, and Design and Training. Furthermore, courses mentioned for third-year students also require them to understand research to design evidence-based interventions. Finally, the undergraduate thesis required students to conduct research under the supervision of lecturers.

The **BPM** ensures the acquisition of methodological competencies and the ability to carry out scientific work with the following measures: (1) apply the approach activity-based learning and real tasks, (2) activity-based learning is implemented especially in the Research Methodology course, and (3) activity-based learning is used across the curriculum to achieve graduate competencies or learning outcomes. Students work in groups to complete studies and practical work in the management laboratory to solve issues and create products.

Students also work in groups to solve business problems and develop their knowledge by stimulating their capacity to learn, plan and develop scientific thinking so that they can analyse, synthesise and manage information. Regarding specific competencies, activity-based learning allows students to start the process of analysing certain cases (i.e.: marketing strategic finance), deducing principles and relationships and formulating hypotheses (found in the Research methodology course). Activity-based learning enables students to learn related to research or the need to conduct research and design problem solving. When related to self-development competencies and work experience, after students graduate, activity-based learning experiences during college will promote the development of skills transfer that includes research abilities, autonomous learning and critical thinking. In the sixth semester, students take concentrations according to their interests. Besides, students take the Management Seminar; it is a thesis writing seminar course in which students present their

research proposal and obtain constructive feedback from the lecturer to improve the proposal for the final thesis.

Examination and final thesis

Examination and final thesis are regulated in the University Academic Guide. All exams are conducted to assess course learning outcomes that cover attitude, knowledge and skill. Midterm exams and final term exams are carried out to assess specific course learning outcomes that have been completed during the exam periods. These exams are scheduled in the University's annual academic calendar that can be accessed through University, faculty and study programmes' websites.

To maintain the quality of learning, the **BPCS** utilises assessment standards based on learning processes and outcomes involving attitudes, knowledge, and skills in accordance with learning outcomes. The assessment methods used include:

Table 12: Assessment Methods of BPCS

LO	Methods of Assessment	Example
LO 1 (Attitude)	Attitude and performance	Non-test (attitude) Attitude & performance observation sheet
LO 2 (Attitude)		
LO 3 (Knowledge)	Pre-test, written test, oral test, assignment, and observation	Short answer, multiple choice, true/false, short essay, case study,
LO 4 (Knowledge)		
LO 5 (General Skill)	Written and oral test, assignment, observation, portfolio and report	Written reports, observation sheet, presentation, tools/instruments
LO 6 (General Skill)		
LO 7 (Specific Skill)		
LO 8 (Specific Skill)	Written and oral test, assignment, observation, proposal project, practicum report, portfolio	Written reports, observation sheet, presentation deck, tools/instruments
LO 9 (Specific Skill)		
LO 10 (Specific Skill)		

Process-based assessment is carried out during the learning process through several methods: (1) attendance; (2) participation; (3) assignment; (4) practicum; (5) mid-semester exams; (6) final exams.

Students who complete their studies must write research-based scientific papers/academic papers. To be able to complete their studies, students are required to make a final project in the form of a thesis or research-based project. Students can start programming the final project in the seventh semester. However, students have been encouraged to start drafting research proposals since the sixth semester of the "Proposal Seminar" course. Regarding the determination of the thesis supervisor, BPCS offers opportunities for students to propose their thesis supervisors based on the conformity of students' topics with supervisors' expertise. However, BPCS will consider the determination of supervisors by considering two things, namely: (1) The relevance between the topic and the supervisor's expertise; and (2) the number of student quotas that will be supervised by each lecturer.

Furthermore, students can register to the Final Project Examination if they have completed the following requirements: (1) have fulfilled a Supplementary Diploma score (SKPI) of at least 350

points; (2) have taken a minimum of 138 credits; (3) pass the plagiarism check with a maximum similarity of 20 %; (4) have obtained evidence of approval of the feasibility of the manuscript from the supervisor; (5) have completed administrative requirements. The Final Project Exam is the confirmation stage of the thesis or final project report that has been written and carried out in private by the board of examiners consisting of three examiners.

Both thesis and final projects will be assessed in two stages: (1) a proposal or result report seminar led by a supervisor and an examiner, and (2) a final exam, which will be assessed by an evaluation board committee consisting of two examiners and one supervisor. The five aspects assessed are: (a) the suitability of the topic with the major of study; (b) supporting theory; (c) method; (d) analysis results; and (e) performance (communication skills and attitudes). To support the achievement of graduate quality who meet the job market demands, in 2020, the study programme implements a policy that the academic manuscripts required for graduation are not only in the form of research reports but also product designs, problem-solving case studies carried out by individual and group. The requirements for the final thesis/final projects are determined in the final thesis guidelines by BPCS.

The **BPP** assesses students' learning progresses and outcomes based on four domains: attitude, knowledge, general skills, and specific skills that are formulated from IQF level 6. A set of examinations utilised to measure each domain is detailed as follows:

Table 13: Assessment Methods of BPP

LO	Examination	Example
LO1 - Attitude	Observation	Attitude observation sheet
LO2 - Attitude	Observation, Peer Review	Non-test (attitude) Attitude observation sheet
LO3 - Knowledge	Written test, oral test either individual or group format	Short answer, multiple choice, true/false, short essay, case study
LO4 - Knowledge	Written test, oral test either individual or group format	Short answer, multiple choice, true/false, short essay, case study
LO5 - General Skill	Portfolio, oral presentation	Written reports, intervention modules, tools/instruments
LO6 - Specific Skill	Portfolio, oral presentation	Written reports, intervention modules, tools/instruments

Students start their final thesis in the seventh semester, they can download the final thesis writing/final project guidelines from the website of the study programme. On average, final-year students need eight months to finish their thesis. Students are given a freedom to choose between determining their thesis topic independently or joining a lecturer's research group. BPP designates thesis advisors for students by considering lecturers' expertise and advisory loads. Thesis work generally takes up between one and two semesters. After the thesis is completed and approved by the thesis advisor, the students need to sign up for a thesis defence where they present their thesis findings to a thesis exam panel consisting of three lecturers.

BPM assesses the LO achievement in each subject taken by students through assessment of assignment results, midterm exams and final semester exams. Several assignments are given

by lecturers to students during one semester of lectures. Each task done by students is evaluated by the supporting lecturer, given feedback and grades. The assignments given to students cover aspects of knowledge, skills and attitudes. The assessment is carried out through the mid-term examination (UTS) and final examination (UAS) examinations, which are carried out in a scheduled and coordinated manner. The quality of the questions tested is guaranteed through the stages of content evaluation, conformity with the KKN level 6 and the learning goals.

Table 14: Assessment Methods of BPM

LO	Methods of Assessment	Example
LO 1 (Attitude)	Attitude and performance	Non-test (attitude) Attitude & performance observation sheet
LO 2 (Attitude)		
LO 3 (Knowledge)	Pre-test, written test, oral test, assignment and observation	Short answer, multiple choice, true/false, short essay, case study,
LO 4 (Knowledge)		
LO 5 (General Skill)	Written and oral test, assignment, observation, portfolio and report	Written reports, observation sheet, presentation, tools/instruments
LO 6 (General Skill)		
LO 7 (General Skill)		
LO 8 (Self-Development)	Written and oral test, assignment, observation, proposal project, practicum report, portfolio	Written reports, observation sheet, presentation deck, tools/instruments
LO 9 (Self-Development)		
LO 10 (Self-Development)		

The BPM requires students to compile a thesis with the aim that students have the competence to think critically, logically, methodologically and in written communication. Students write thesis in the seventh semester, in which they may propose a thesis advisor to BPM. Then, BPM follows up their proposal by considering lecturers' expertise and advisory loads. Students are given six months to complete the thesis, which must meet the requirements set out in the academic regulations in UMM Academic Guidebook. After the thesis is completed and approved by the thesis advisor, the students sign up for a thesis defence where they present their thesis findings to a thesis exam panel consisting of four lecturers. The purpose of thesis writing is to develop students' ability to write scientific papers in accordance with the field of management science that can be scientifically justified through research.

Appraisal:

The curricula of **all three study programmes** adequately reflect the qualification objectives of the study programme. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation (compulsory electives) or optional electives enable students to acquire additional competences and skills.

The degree and programme names correspond to the contents of the curricula and the programme objectives.

Theoretical questions are, where possible, explained by means of practical examples. For the **Bachelor of Communication Science (BPCS)** and **Bachelor of Psychology (BPP)**, theory and practice are systematically interrelated throughout the curriculum, e.g., with intensive internships and practical units in class. Theoretical discourse and practical application complement each other in developing the students' qualification profile. Therefore, the panel

concludes that students are well-prepared for their future career. For the **Bachelor of Management (BPM)**, the panel **recommends** including more internships into the curriculum in order to support students' employment opportunities.

There is evidence that **all three study programmes** qualify for interdisciplinary thinking (e.g., Philosophy classes, Religion courses). However, for the **BPM and BPCS** the panel **recommends** enriching the study programmes with interdisciplinary in order to prepare students for an occupation requiring trans- or interdisciplinary knowledge. For example, this could include in elective courses, such as Internet of Things, Data Analytics and Social Media Marketing.

Ethical implications (for example those of economical or juridical ways of thinking and acting) are communicated in all three programmes. There is a special focus on Islamic values, especially regarding the compulsory classes on religion and ethics. However, the panel is of the view that the study programmes might benefit if the classes are more open and have a broader perspective (e.g., on general ethics and values, business ethics and media ethics), particularly to become even more competitive on international level and increase the number of international students. Therefore, the panel **recommends** considering including a course on general values and ethics (but also Indonesian history and culture). This could include students who have a different religion.

Furthermore, the panel is of the view that the plagiarism test, which permits a maximum of 20 % plagiarism, is too high for an academic programme when seeking more international collaborations and work with international standards. Furthermore, the definition of the 20 % similarity index is not clear from the regulations in terms of what is included into this maximum acceptance (e.g., template, citations, bibliography). Therefore, the panel **recommends** reviewing the Turnitin maximum level of acceptance and clarifying the definition in the regulations and thesis guidelines.

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

All exams, as they are defined for the courses, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats (e.g., essays, oral examinations, assignments, written examinations, written reports).

The final theses are evaluated based on previously published and coherently applied criteria, rules and procedures. For the **BPP and BPM**, the students prove in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives. For the **BPCS**, students can also choose between final thesis and final project which can be a variety of different works (such as academic journal article, film production or website news management project). In the panel's view, due to these different options, the scientific part is not visible and ensured in all possible final projects, which is essential in order to fulfil the graduate profile as a researcher.

Therefore, the panel recommends the following **condition**:

- The University implements an appropriate scientific part in the final project.

	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)		BPCS, BPP	BPM		
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)			BPP, BPM	BPCS: condition	

3.2 Structure

The estimated study period in the study programmes at UMM is 48 months/ 8 semesters with 144 sks credits/ 217.44 ECTS credits. One sks credit or 1.51 ECTS credit is equivalent to 50 minutes of face-to-face meeting, 60 minutes of self-study and 60 minutes of structured assignments per week. The courses are categorised into compulsory courses comprising national compulsory, University compulsory, faculty compulsory and study programme compulsory courses, as well as elective courses. During a semester, the lecturers are assigned to conduct face-to-face instruction with the students in 16 sessions, which include midterm and final examinations.

Bachelor of Communication Science (BPCS)

Projected study time	8 Semester (4 years)
Number of credits (national credits and ECTS credits)	144 sks credits/ 217.44 ECTS credits
Workload per credit	45 hours per sks
Number of courses	12 University Compulsory Courses 6 Faculty Compulsory Courses 26 Study Programme Compulsory Courses 15 Concentration-Based Elective Courses 4 Elective Courses Total: 63 courses
Time required for processing the final thesis/project and awarded credits	one semester/ 6 months; 6 sks credits/9.06 ECTS credits
Number of contact hours	2.709 hours

BPCS has 63 modules, in which students are required to take 49 modules consisting of twelve University Compulsory Courses, six Faculty Compulsory Courses, 26 Study Programme Compulsory Courses and five from 15 Concentration-Based Elective Courses. BPCS also provides four elective courses for students who are willing to take more than 144 sks credits. Every BPCS student is required to write a final assignment, either in the form of a thesis or a work/ project. Thesis/ final project equals 6 sks credits/9.06 ECTS credits.

Bachelor of Psychology (BPP)

Projected study time	8 Semester (4 years)
Number of credits (national credits and ECTS credits)	144 sks credits/ 217.44 ECTS credits
Workload per credit	45 hours per sks
Number of courses	61
Time required for processing the final thesis/project and awarded credits	8 months; 6 sks credits/9.06 ECTS credits
Number of contact hours	3.695 hours

BPP offers 61 courses, of which 51 are required by the University and faculty and five are electives. Every student must complete a thesis or final project, either a monumental or journal-published piece of work. The thesis or final project is worth 6 sks credits or 9.06 ECTS credits.

Bachelor of Management (BPM)

Projected study time	8 Semester (4 years)
Number of credits (national credits and ECTS credits)	149 sks credits/ 225.16 ECTS credits
Workload per credit	45 hours per sks
Number of courses	59
Time required for processing the final thesis/project and awarded credits	one semester/ 6 months; 6 sks credits/9.06 ECTS credits
Number of contact hours	2.608 hours

BPM offers 59 courses where students are required to take credit points of 149 sks credits (225.16 ECTS credits) which are taken for eight semesters (four years). There are 18 sks credits (27.18 ECTS credits) for national and University mandatory courses, 122 sks credits (184.39 ECTS credits) for study programme mandatory courses and 9 sks credits (13.59 ECTS credits) for concentration-based elective courses.

Study and exam regulations

UMM has set the regulation related to study and exam in Rector's Decree for Academic Regulations No. 31/UMM/VIII/2020. All standards are explained in the Academic Guidebook which regulates general academic provisions, academic programmes, and academic degree, academic administration, academic activities, evaluation of study success, transfer, transfer level, double degree, education cooperation programme and academic violation. All of them should be in accordance with the IQF level 6. They are used as references for the study programme to design curriculum that enables students to achieve their learning objectives and graduate on time.

All related regulations are generally conveyed during student orientation sessions and are also disseminated to academic advisors in every agenda for the early semester meetings held both at faculty and study programme level. Academic supervisors are also asked to periodically remind their students, especially before the mid-semester and end-semester exams. Some information related to regulations and administrative matters was also conveyed through the official social media account. Students can also access information on these regulations in the form of a guidebook that can be downloaded from the website.

According to that regulation, learning is carried out polysynchronous by the LMS (Learning Management System) platform. Lecturers are required to make a course outline for one

semester so that students can access it via the learning management system²⁷. The lectures and exams are carried out offline and online. Furthermore, the exams are organised in accordance with the University and study programme regulations and their timeline allocation for both midterm and final examinations follow the academic calendar from the University.

Feasibility of study workload

Rector's Decree for Academic Regulations No. 31/UMM/VIII/2020 has also required the study programmes to set their curriculum with an obligation to obtain 144 sks credits or 217.44 ECTS credits as a support to UMM's tagline called *UMM Pasti*. *UMM Pasti* is implemented based on the Rector's Regulation No. 07/SK/UMM/IX/2021. *UMM Pasti* is implemented in the curriculum, in which teaching and learning activities are conducted in the study programmes during the first six semesters and students are required to take an internship, community service programme, and thesis from semester 7. Students who take internships are also encouraged to choose thesis topics that are relevant to the problems encountered in their internships as an effort to accelerate thesis completion. Students may also take part in the MBKM programme outside the study programme and can convert the activities during MBKM up to 20 sks credits. The maximum credit points from the courses offered in each semester vary between 20 – 24 sks credits (30-36 ECTS credits). Students can programme these courses based on grade points with the following rules:

Table 15: Regulation of maximum credit each semester at UMM

GPA	Maximum Credits	ECTS
≤2.75	18	27
2.76 - 3.49	22	33
≥3.5	24	36

In the **BPCS**, the accessibility of learning in the study programme is measured by the number of course credits distributed in each semester. Regarding the selection of courses, students can consult with the academic advisor. This is determined by considering the differences in student abilities. Students with GPA more than 3.5 can enrol in upper semester courses. BPCS also acknowledges other students' activities such as internships and achievements into a conversion programme. In addition to course weights, examinations are also carried out by considering the number of credit points, learning achievement standards and content in the curriculum. The average student workload each semester depends on the cumulative achievement index in the previous semester. On average, BPCS students spend 2.64 hours a week on self-study for one course and 2.66 hours on structured assignments. While face-to-face lectures in class last on average 2 hours 15 minutes for one meeting.

In **BPP**, each student is entitled to take between 18 - 24 sks credits (27.18 – 36.24 ECTS credits) each semester. This provision provides an opportunity for students to determine for themselves the number of credits taken, which is adjusted to their previous achievements so that students are expected to achieve optimal performance. In addition, the students study workload is monitored every semester by establishing the questionnaire. The existing system is expected to produce graduates who meet the criteria for *KTW* (Timely Graduation) with a study period of 3.5 to 4 years.

²⁷ see: lms.umm.ac.id (last access April 3, 2023)

In **BPM**, students can earn an average of 20 sks credits in every semester. Number of Credit Points in a certain semester is based on students' achievement on GPA in the previous semester. In particular, in semester 1 and 2, students take seven subject modules (20 sks credits) in a package. The achievement index obtained by students in semester 2 is used as the basis to take courses in third semester. This has been regulated in the academic guidebook to determine the subjects and credits taken in a semester, students are guided by academic supervisors. In addition to assisting students in determining the subjects taken in a semester, the academic supervisor controls, monitors students in their academic achievements, helps their problems, and motivates them to graduate on time. Periodically, the Management study programme evaluates students' study workload, to ensure that students can complete their studies properly.

Equality of opportunity

UMM is an educational institution that provides opportunities for all prospective learners from various countries and nations, regardless of ethnicity, religion, race and gender while still prioritising the quality of its graduates. Such composition can occur because UMM provides wide opportunities for any high school graduates to become UMM students. UMM also welcomes physically disabled individuals to join the University. The admission process through new student admission programmes is organised by UPT-PMB. It has determined the same selection procedure and standard criteria for all prospective students. This illustrates no discrimination or difference in treatment towards people who want to become students at UMM. The UPT-PMB periodically evaluates the recruitment and selection process for prospective new students, related to the number of students, the composition of students based on the regional origin, and type of school, gender, ratio of prospective students and the number of students accepted. From the evaluation results, the UPT-PMB, faculties, study programmes and University boards will design a selection recruitment programme adjusted to the findings.

In **BPCS**, in the admission process applies equality for all students, in the aspects of gender, disability, geography, religion and economic background.

Table 16: Equality of opportunity in BPCS

Gender	The PMB (Bureau of New Student Admission) process does not use gender balance indicators but rather the ability shown through the results of the entrance test. From 2018 to 2021 the percentage of accepted female and male students is always balanced. From 2018 to 2020, BPCS accepted about 52 % to 53 % male and 47% to 48 % female students. Meanwhile, in 2021, BPCS accepted about 48 % male students and 52 % female students.
Disability	BPCS is very open to accepting students, including those with disabilities. UMM also provides special facilities, such as parking lots, wheelchair ramps, elevators, and restrooms, for people with disabilities so that they can participate in the teaching and learning process well at UMM.
Geography	UMM students come from various regions, but specifically provide more opportunities for students from remote areas through the invitational entry selection. Although the majority of BPCS students come from East Java, BPCS also accepts students from Sabang to Merauke.
Religion	1. Accepting students from various religious backgrounds UMM does not require female students to wear a hijab.

	2. A multi-religion place to conduct religious activities.
Economic background	Students from low-economic backgrounds, orphans and single parents are assisted through scholarships.

BPP students come from various backgrounds, various regions in Indonesia, and other countries; they also have different family backgrounds, including socioeconomic, parents' education, and parent's occupation. In addition, BPP also accepts students of various religious backgrounds, even though it is an Islamic campus that applies Islamic values in the learning process. In terms of gender equality, approximately 73 % of BPP' students annually are women. Even so, quite several male students were interested in joining BPP. Such composition can occur because BPP provides wide opportunities for anyone graduating from high school to become UMM students.

BPP also welcomes disabled individuals such as physically disabled, autism and ADHD students. Currently, BPP has four special needs students. Moreover, to help students with economic problems, they are given special chances to receive funding from the Student Social Fund. BPP also gives opportunities for every student to carry out lecturer's projects such as community service, research and/or committees.

Gender equality is enforced by providing equal opportunities for male and female prospective students to become **BPM** students. The composition of male and female students in each class and each year seems balanced and the number of female students is even higher than that of male students. In addition, BPM provides opportunities for prospective students with certain backgrounds, such as orphans, from poor families, single parent families to enrol and get accepted as Management students by providing special scholarships.

Efforts to implement gender equality policies, equal opportunities for students with special needs, prioritising those who have certain backgrounds, such as the low-economic background, orphans and migrants have always been managed since the registration process for prospective students, the lecture process, to completing studies at BPM. To help students, e.g., from single parent families, they are given special treatment and assistance, such as prioritising them as part-time workers in the UMM office, assistants in laboratories, providing financial assistance and involving them in certain projects carried out by lecturers such as community service, research and/or committees.

Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of courses and assigns credits per course based on the necessary student workload. Practical components, if existent, are designed and integrated in such a way that credits can be acquired. The course descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide. The panel views the conversion from sks credits to ECTS based on the workload as appropriate and reasonable. However, the panel is of the view that the study programmes might benefit from a ECTS conversion that is easily comparable to other countries, also with regard to an international orientation of the study programmes and UMM. Therefore, the panel suggests aligning the ECTS conversion to international standards with a view on the internationalisation strategy of the University (e.g., 144 sks credits for an eight-semester programme equals 240 ECTS credits).

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account the 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 (especially through MBKM). The recognition of degrees and periods of study at other HEIs is regulated analogous to the Lisbon Recognition Convention, the recognition of periods of practical work is also clearly defined. The final grade is supplied with an ECTS grading table.

The feasibility of the study programme's workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling. When reviewing the workload, UMM also takes into account evaluation findings, including student feedback and the programme's success rate. Based on this feasibility, the panel suggests a modular structure for the study programmes in order to have a better estimation of the expected workload and increase transparency.

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

		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		

3.3 Didactical concept

The learning process in the **Bachelor of Communication Science (BPCS)** is oriented to the learning objectives. The study programme's curriculum is structured according to the profiles of graduates as researchers and communication practitioners. For this reason, the curriculum is oriented towards theoretical and practical aspects. Regarding practical abilities, the curriculum requires students to take practical courses, for example, PR Media Production, PR Strategy Management, Event Management, Print Journalism Production, TV Journalism Production, Online Journalism Production, Film Production, Advertisements/ Company Profile Production, and TV Programme Production.

Table 17: Teaching methods to measure Learning Outcomes of BPCS

Content	LO	Teaching Methods	Courses
Attitude	1	Lecture	Philosophy and Ethics of Communication and Communication Professional Ethics.

	2	Lecture, Case Study, Problem based learning	Media and Society, Public Speaking and Mass Media Law
Knowledge	3	Lecture, Case Study, Problem Based learning	Communication Theory and Cross Culture Communication
	4	Lecture, Case Study, Problem based learning, Project based learning	Social Psychology, Advertising, Da'wah (Preaching) Communication Strategy, Basics Public Relations
General Skill	5	Case study, Problem based learning, Project based learning, seminar	Public Speaking, Graphic Computer, Basic Editing, Basics Audio-Visual Communication, Basics Journalistic,
	6	Case study, Problem based learning, seminar	Communication Theory, Communication Research Method, Cross Cultural Communication, Political Communication, Communication in Islamic Perspective, Thesis Proposal Seminar
Specific Skill	7	Project based learning, Case Study, Problem based learning,	Public Speaking, PR Media Production, PR Strategy Management, Event Management, Print Journalism Production, TV Journalism Production, Online Journalism Production, Film Production, Advertisements/ Company Profile Production, and TV Programme Production
	8	Project based learning, Case Study, Problem based learning,	Research for Public Relations, Research for Journalism, Research for Audio Visual, Communication Research Method and Proposal Seminar,
	9	Project based learning, Case Study, Problem based learning,	PR Media Production, PR Strategy Management, Event Management, Print Journalism Production, TV Journalism Production, Online Journalism Production, Film Production, Advertisements/ Company Profile Production, and TV Programme Production
	10	Project based learning, Case Study, Problem based learning,	Basic Photography, Basic Shooting, Basic Editing, Graphics Computer, Basic Public Relations, Basic Journalism, Basic Audio Visual, Creative Writing for Public Relations, Creative Writing for Journalism and Creative Writing for Audio Visual

In the practicum courses, students are equipped with strong methodological tools. This is because before the practice, they have received *MPS* (Social Research Method), *MPK* (Personality Development), research for *PR* (Public Relations), research for journalism and research for AV (Audio Visual) courses. Thus, theoretical, methodological abilities, and community/client needs are well-integrated aspects of the practicum. The outcomes of the practical courses are the result of case study like the branding of *Jodipan* (a colorful village, one of the famous tourism objects in Malang) and Kampung Hijau Tempe Nosaurus. This learning form is centred on the students as they acquire knowledge from problem and project-based learning.

In the **Bachelor of Psychology (BPP)**, diverse learning methods are designed to enhance the graduate's competence in their future job and to encourage them to be lifelong learners. The learning strategies mostly use problem-based, experiential and project-based learning in the form of research projects, field-based activities, laboratory-based practicums and internships in the field of Psychology. In the research projects, students have been introduced to the primary research principles and basic research design since the first semester through

simple survey activities on psychology-related topics. In the following, a more complex research design is introduced to the students through various assignments, including field-based activities or practical training in the academic laboratory. Some case studies such as Training Needs Analysis (TNA) and Abnormal Psychology are carried out to provide the students experience to deal with specific cases in psychology. The assignment reports are in the form of a scientific paper, practical work reports, and undergraduate thesis for the final year students.

Table 18: Teaching methods to measure the Learning Outcomes of BPP

Learning Outcomes	Teaching Methods	Courses
LO 1 - Attitude	Lecture	Introduction to Psychology, Developmental Psychology, Social Psychology, Ethics for Psychology, Educational Psychology, Biopsychology, Psychology in perspective of Islam, Psychology of Religion, Applied psychology in Islamic
LO 2 - Attitude	Lecture, Case Study, Problem based learning	Ethics for Psychology, Statistics for Psychology, Abnormal Psychology, Applied Social Psychology, Methods of Quantitative Research, Interview, Observation, Construction of Psychological Measurement, Intelligent Assessment, Aptitude Assessment, Personality Assessment, Counselling Psychology, Behaviour Modification
LO 3 - Knowledge	Lecture, Case Study, Problem Based learning	Developmental Psychology, Social Psychology, Educational Psychology, Industrial & Organisational Psychology, Cognitive Psychology, Personality Psychology, Psychology and Cultural, Health Psychology, Abnormal Psychology, Positive Psychology, Forensic Psychology, People Development in Organisation
LO - 4 Knowledge	Case Study, Problem based learning, Project based learning	Statistic for Psychology, Interview, Observation, Construction of Psychological Measurement, Experimental Psychology, Intelligent Assessment, Aptitude Assessment, Personality Assessment, Projective Psychology, Counselling Psychology, Behaviour Modification, Theory and Community Intervention, Design & Training
LO - 5 General Skill	Case study, Problem based learning, Project based learning, seminar	Theory and Community Intervention, Early Detection for Psychological Disorders, Psychology of Individual with Special Needs, Child Developmental Assessment, Internship
LO - 6 Specific Skill	Project based learning, seminar	Interview, Observation, Construction of Psychological Measurement, Intelligence Assessment, Aptitude Assessment, Personality Assessment, Counselling Psychology, Design & Training, Undergraduate Thesis, Internship

The objective of the **Bachelor of Management (BPM)** learning is the mastery of knowledge and skills. The teaching methods applied to achieve this are: classical methods, problem-based learning methods, practical methods, expert lectures and field lectures. While the forms of learning carried out are lectures, responses and tutorials, seminars, practicum (digital lab, field, company visit), research, community service. In addition, there is a management laboratory that provides practical activities. In practicum, students carry out several activities

such as simulations, case analysis, problem solving, surveys, business games. One of the activities, case study/ case analysis, provides the students with ample opportunities in analysing the cases of How Air Asia Gains Their Competitive Advantage, Business Strategy Applied by McDonalds, and Strategic Planning of Air Asia.

Table 19: Teaching methods to measure the Learning Outcomes of BPM

Content	LO	Teaching Methods	Courses
Attitude	1	Lecture	Islamic and Muhammadiyah Studies I (P2KK); Pancasila and Citizenship Studies; Islamic and Muhammadiyah Studies II; Islamic and Muhammadiyah Studies III; Islamic and Muhammadiyah Studies IV; Field Work; Thesis
	2		
Knowledge	3	Lecture	Humanity and Islam; Introduction of accounting; Introduction to Business; Introduction to Macroeconomics; Introduction to Microeconomics Introduction to Management; Economics and Business Mathematics
	4	Problem based learning	Research methods; Statistics; Economic mathematics Indonesian & English; Practice
General Skill	5	Lecture	Marketing Management; Financial management HR Management; Operational Management
	6	Project based learning	Marketing Management; HR Management Operational Management; Financial management
	7	Project based learning	Islamic economics; Management Accounting Inferential Statistics; Corporate Budgeting Business Feasibility Study; Business Research Methods; Quality Management (TQM); Organisational culture; Service Marketing Management; Organisation Theory
Self-Development	8	Problem based learning	Business Feasibility Study; Strategic Management
	9	Simulation	Management Practicum
	10	Case study	International Marketing; International Financial Management; International HR Management; HR Management Strategy; Marketing strategy; Financial Management Strategy; Operations Management Strategy; International Supply Chain Management

Course materials

Course materials are adapted to the results and learning needs as well as the results of the tracer study. Students can access the course outlines and materials through the Learning Management System²⁸. Each semester, the syllabus is evaluated before implementation as a basis for developing course materials such as modules, case studies, videos, PowerPoint, list of relevant journals, other reading materials, material summaries, videos, posters, practicum guide modules and journals. Making the course outline involves several related parties, namely, lecturers, alumni who work in accordance with the application of a particular course, board of structural leaderships in the academic field, and involving course outline workshops attended by lecturers and academics in charge. The course outline that has been approved by

²⁸ see: lms.umm.ac.id (last access April 3, 2023)

the academic field of the faculty is used as a guide for all supporting lecturers in the lecture process. Almost all course outlines receive feedback, especially from students.

Supporting literature used in lectures can be accessed in the library in physical or electronic form. To evaluate the learning process, assignments and exams are designed based on learning outcomes in line with the assessment rubric. The methods used in learning vary according to learning outcomes, such as lectures, discussions, presentations, case studies and practice. All course materials are accessible via LMS and the library website.

In the preparation of lecture materials, the references used are mainly in English and meet the requirements such as being published within the last five years for journals and the last ten years for textbooks. The materials are usually accessed online by students through various platforms (Google Docs, Google Drives, YouTube, etc.).

Guest lecturers

In addition to formal teaching and learning activities, the **BPCS** provides both national and international guest lectures. There are at least two guest lectures each semester. The guest lecturers are practitioners and academics from national and international institutions who contribute to the study programme including providing insight related to updates on the development of the communication industry and science in general. From the practitioners, it is hoped that they can provide students with insight and practical provisions. Academics are expected to be able to provide theoretical tools related to mastery of science and research methodologies. One example of guest lecturer input regarding students' problem on thesis completion is suggesting BPCS to design alternative final project options. In addition, internship and research opportunities are also open for students from these guest lecture experts' institutions. Recent guest lecturers include: (1) LSF - Film Censorship Institute giving a guest lecture on Self-censorship Culture, (2). NAVA+; A Multinational Marketing Communication Agency delivered stadium general on the Future of Communications Science; and (3) Film Publicist & COE Goodwork Indonesia gave a guest lecture entitled Film Publicist, The Untold Story.

BPP provides opportunities for students to gain experience and broader thinking paradigms from guest lecturers or practitioners who are invited each semester. Between 2018-2022, the BPP has invited 74 Indonesian speakers and 32 foreign speakers. The objectives of organising guest lectures in the study programme are: (1) improving the quality of learning; (2) adding insights for students and lecturers through the dissemination of knowledge from various experts in the field of psychology, as well as other related fields of science (academic and non-academic); (3) increasing opportunities to build good national/ international cooperation in the fields of education, research and community service.

An example of the guest lectures that has been carried out is in the field of Biopsychology entitled "Revealing Schizophrenia Disorder: Biopsychology Point of View". The materials discussed in the guest lecture were an overview of schizophrenic disorders. This helps students in improving their ability to assess psychological disorders and the ability to perform psychological interventions.

The **BPM** periodically invites practitioners to give guest lectures in accordance with the LO. National and international speakers are invited to present new insights for the students within some materials such as marketing management and consumer behaviour in the practical field

and how it is implemented in society, HRM and organisational behaviour, and overview of becoming manager. Practitioners provide material on practical activities such as the practicum subjects, the BPM subject about Entrepreneurship, provide training, and sign MoA for entrepreneurship courses. Management Laboratory has invited several business practitioners such as a Human Resource Manager of PT Astra International and a Senior Investment Manager of PT Mirae Asset to teach students how the business practices are conducted in the real business environment. From the guest lecture, students gain an understanding of the importance of organisational communication by taking into account some of the ethics applied when entering the world of work. Besides, students are also introduced to various investment and personal finance management types.

Lecturing tutors

In practicum courses, such as Photography, **BPCS** recruits some students as assistants. Lecturing tutors are recruited with students and are also involved as assistants in practical activities. The task of the practicum assistant is to provide assistance as well as monitoring to students when working on their projects. This assistance programme is open to students who have taken several prerequisite courses with certain grade standards. The recruitment of these assistants is done openly and published through the official social media accounts of study programmes and laboratories. The applicants will then be interviewed to assess their eligibility. Announcements of acceptance will be made via e-mail respectively. The existence of this practicum assistant is very helpful for students, especially in technical and administrative matters. The assistants also help lecturers monitor students during practicum.

To be able to become a practicum assistant, students who are interested must at least pass the following qualifications: active academic status and not a part-time staff in one of the UMM units, be at least in semester five in BPCS, pass the related courses with minimum score B+, and several additional requirements according to the needs of the courses. This programme aims to involve students directly to gain learning experience not only as students but also as tutors. The activities that those students responsible for are supervising practicum in the field (PR/ Public Relations practice courses, journalism practice and AV/ Audio-Visual practice) and must also be actively involved in the process of editing students' reports. Through this programme, students are expected to get a maximum knowledge transfer from lecturers regarding class management skills and apply them directly.

BPP lecturing tutors are recruited from Psychology graduates whose primary duty is to assist the lecturer in learning and mentor students' development in academic competencies and skills. The recruitment process is preferred for fresh Psychology graduates from BPP with specific requirements (GPA, academic achievements, non-academic activities, experience of being facilitators). Practicum courses with field activity components require a tutor. The examples are Developmental Psychology (5 sks credits), Construction of Psychological Measurement Tools (4 sks credits), Applied Social Psychology (3 sks credits), Applied Industrial and Organisational Psychology (3 sks credits), Intelligence Assessment (3 sks credits), Personality Assessment (3 sks credits), Interviews (3 sks credits), and Observation (3 sks credits).

Tutors will assist students during practicum, facilitate students during lecturing, provide individual/group mentoring to students for practicum preparation, and assist students when there are obstacles. The benefits of tutors for students are that tutors act as peers for the students so they can have more accessible and equal interaction to help them learn better and

increase their competence and skills. The benefit of being a tutor is as a provision to continue his education to a higher level and apply the psychology knowledge that he has acquired during college.

In **BPM**, the activities of lecturing tutors are carried out in groups on the instructions of the tutors according to the learning load. For example, when lecturers give assignments, students can do the assignments with the help of the teaching tutors. Thus, the role of lecturing tutors can increase students' independence in developing competencies and skills. The function of lecturing tutors is to assist lecturers in teaching to students, to be a companion by providing advice during lectures and research.

Lecturing tutors are also found in learning in the laboratory, as assistants. Undergraduate students who can become practicum assistants must meet the following requirements: GPA > 3.5, 7th (seventh) semester students, practicum grade A, able to operate Microsoft Office, and have never violated ethics. Meanwhile, Master students who are eligible to become practicum assistants must meet the following requirements: GPA > 3.5 and a minimum of semester 3. In addition to technical tasks, lecturing tutors in the laboratory also assist students in the process of completing their tasks in the consultation session. Lecturing tutors provide direction and input based on the material discussed. In addition, lecturing tutors also assist in activities such as presentations, simulations so that they must master the material being taught. The laboratory teaching assistant recruitment process is held transparently by sharing the teaching assistant vacancy on social media and student groups with some of the requirements listed. After the administration selection process is carried out, the proceeding selection process is carried out by administering several tests, including computational tests delivered in the form of case studies in Microsoft Office applications, such as Access, Word, Excel and PowerPoint, and then they are followed by interview tests. The benefits of this recruitment process for the vacancy applicants are increasing their hard and soft skills in both academic and professional fields.

Appraisal:

The didactical concepts of **all study programmes** are described, plausible and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects. Students are encouraged to take an active role in creating the learning process.

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. The panel, however, **recommends** increasing literature references and including more international related textbooks, articles and papers.

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

Lecturing tutors support the students in the learning process and help them develop competences and skills.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.3	Didactical concept				
3.3.1*			X		
3.3.2*			X		
3.3.3			X		
3.3.4			X		

3.4 International outlook

The **Bachelor of Communication Science (BPCS)** implements several efforts to attain internationality as planned in the UMM milestone, especially intercultural and international orientation of the curriculum and academic atmosphere. Internationality in the curriculum is implemented by BPCS in several aspects of course content and teaching activities, such as; (1) incorporating case topics, illustrations, and data from a global perspective, (2) utilising international references both for teaching material and students literature such as books or e-books and journal articles, written in English by international or Indonesian authors, (3) encouraging lecturers to prepare teaching materials, for an example PPT and deliver the lecture in English, (4) involving international lecturers who were selected by Assistant Chancellor for Foreign Cooperation and International Relation Office (IRO), (5) inviting international guest lectures. Whereas for creating intercultural and international academic atmosphere, BPCS conducts (1) accepting and providing equal opportunities to all students from various nationalities, ethnicities and cultural backgrounds, (2) supporting student club activities with an international achievement orientation, (3) collaborating with international institutions in film seminars.

Table 20: International contents in BPCS

Language	Use English as a second language when delivering material in some courses, teaching materials are delivered in English, using international references written in English.
Courses	Journalism, Mass Media Law, Media and Society, Basic Advertising, Basic Journalism, Intercultural Communication, Communication Technology Development, Marketing Communications, Basic Public Relations, Practicum Strategic Management of PR, etc.
Classes	Regular class and guest lecture.
Activities	Lectures, conferences, case study discussions from various countries, assignment consultations and lecture materials such as power points in English.

The **Bachelor of Psychology (BPP)** has opened international classes since 2020 and internationalisation efforts have been carried out in the previous years. Internationalisation activities are implemented in the curriculum development, especially in learning activities. This includes: (1) the use of international references written in English (e.g. e-books and international journals) as part of teaching materials and student guides; (2) learning content is delivered by providing illustrations and broad descriptions of international issues that occur in accordance with the discussion of the SDG's (Sustainable Development Goals), for example: on mental health issues in various countries, parenting differences in terms of cross-cultural studies, individual development in various countries ethnicity from around the world; (3) a learning system oriented to the MBKM, where through this programme students are given the flexibility to study; one of the programmes is providing opportunities for students to take

lectures for one semester abroad, as well as opportunities to carry out learning activities with students from foreign universities that have collaboration with the study programme. It is conducted as an effort to increase awareness of the diversity of thinking paradigms globally; (4) learning evaluation for students is developed as an effort to improve analytical and critical thinking skills about global psychological issues.

Table 21: International contents in BPP

Language	<ul style="list-style-type: none"> Regular class: Teaching several courses using English, using international reference written in English. International class: Teaching all courses in English, using international reference written in English
Courses	<ul style="list-style-type: none"> Regular Class: Biopsychology, Cognitive Psychology, Abnormal Psychology, Experimental Psychology. Joining several courses such as global health psychology and behaviour finance through international exchange program (IISMA, Erasmus, ICT, and virtual exchange) International Class: All courses
Classes	<ul style="list-style-type: none"> Regular Class: Credit Transfer funded by Erasmus, IISMA, or ICT International class: credit transfer (1-2 semester at AU (Taiwan), MSU (Malaysia) or KHU (Turkiye) and joint degree (AU, Taiwan); Online credit transfer (AU, Taiwan)
Activities	Regular lectures, guest lectures, international short courses, international conferences

The **Bachelor of Management (BPM)** organises several classes in English, where English serves as the language of instruction. The English classes are formed within the framework of realising the vision of the study programme to be recognised within the ASEAN level. These classes serve as an embryo of an international class at BPM to attract more students from foreign countries. These classes are intended for students in semester 2 and semester 4, in all courses taken, except Islam and Muhammadiyah Studies (AIK) and Citizenship. Lecturers in this class are from MSP and lecturers from foreign universities.

Table 22: International contents in BPM

Language	English (material) and Bahasa Indonesia
Courses	International Business, International Marketing Management, International Human Resource, International Financial Management, Supply Chain Management, Cross Management Culture
Classes	Credit transfer - students exchanges with WSB University Poland, Cagliari University
Activities	Regular lectures, Guest Lectures, Conferences

Internationality of the student body

BPCS had a few international students from Thailand and Timor Leste. BPCS has also initiated mutual collaboration with other universities overseas, for example by hosting academic internship staff from Poland, Ukraine, Turkey, hosting students from the Australian Consortium for In-Country Indonesia Studies (ACICIS) and facilitating *Darmasiswa* scholarship recipients to sit in regular classes. BPCS also provides opportunities for students to be involved to become an international student buddy participating in various international activities. UMM and BPCS provide broad opportunities for students to gain international experience through the Erasmus Mundus student exchange programme, LEX programme, IISMA and sit-in programme as well as opening wide opportunities for foreign students to undergo various academic activities at UMM.

One of the implementations of internationalisation conducted by **BPP** is to open a registration path for international students. Starting from 2020, the study programme has accommodated two international students in international classes from Brunei Darussalam and Uzbekistan.

Furthermore, the registration of international students in every study programme at the University of Muhammadiyah Malang is supported by the International Relations Office (IRO). Besides students who registered as full-time international students in international classes, there are at least 29 students from Bulacan State University (The Philippines), Universiti Malaysia Sarawak (Malaysia), and Management and Science University (Malaysia) who joined an exchange student programme at BPP. International students are also involved in short course activities by taking offline courses, like Assessment and Projective Tests in 2020. In addition, several students from MSU, Bulacan, and UMS were also involved in online courses, such as Mental Health and Psychosocial Support in Communities. At this moment, there are five University of Sains Malaysia doing internship under supervision of BPP at UMM Hospital and joining psychosocial intervention for Kanjuruhan Tragedy survivors. Several international students have joined the exchange programme at BPP.

In addition to foreign students who study at BPP, more than 90 BPP students also take courses in notable universities abroad, including the University of Padua (Italy) - IISMA programme and University of Murcia (Spain) - International Credit Transfer (ICT) programme. Moreover, other Credit Transfer schemes are implemented by BPP with Asia University Taiwan (Taiwan), Kadir Has University (Turkiye) and Management and Sains University (Malaysia). These students take various courses including Behaviour Finance, Global Health Psychology.

There were nine foreign students studying in the **BPM** from several countries, such as from Yaman, Thailand, Iran, Afghanistan, Uzbekistan and Malaysia. BPM also involves the international students in activities like lecturing, seminars, conferences and other non-academic activities such as judisium and Indonesian festivals.

Internationality of faculty

Academic staff of UMM Communication Studies study programme with Ph.D. or Master's degrees are graduates or have experience in exchange programmes abroad, such as Australia and Malaysia. They are encouraged to actively participate in international conferences and publications, join research, short courses, and present international seminars. This includes research and training in Australia, Norway, Portugal, Poland, Vietnam, Thailand, Turkey, and Malaysia. The benefit of this experience is that it brings an international perspective to course content and enriches the curriculum. Some of their thoughts and scientific works have also been presented in various international seminars and conferences (231 lecturers), international workshops (66 lecturers) and published in internationally reputable Scopus journals (six lecturers). At least, there are 74 articles that are published in international journals with six articles published in Scopus journals.

BPCS also has a commitment to encourage and generate an international atmosphere in its academics by involving lecturers from overseas universities or foreign media practitioners, such as researchers from Johannes Gutenberg University Mainz Germany and a content creator, from Thessaloniki University Greece and from Zaporizhzhia National University Ukraine.

To support and increase the English competence of academic staff, BPCS provides English course sessions that are collectively followed by all academic staff. BPCS, with UMM financial support, also encourages academic staff to take English courses privately.

BPP encourages lecturers and employees to continue their studies abroad, take exchange programmes, or take short courses abroad. Several BPP lecturers received doctoral degrees from notable international universities, such as Universitas Kebangsaan (Malaysia), Newcastle University (England), Asia University (Taiwan). Some also obtained their Master degrees from other noteworthy international universities like King's College London (England), Flinders University (Australia), Asia University (Taiwan), Universiteit Twente (The Netherlands).

BPP also encourages lectures to actively join international activities. Since 2018, several BPP lecturers have participated as the guest lecture at Psychology Faculty of Bulacan University (Philippine), the presenter at the Conference of the International Association for Computerized Adaptive Testing, hosted by Goethe University Frankfurt (Germany), and the presenter at the 7th Helmut Remschmidt Research Seminar (Singapore).

BPM encourage lecturers to continue their studies abroad and joining Doctoral programmes in several international universities such as University Pendidikan Sultan Idrisi (UPSI) (Malaysia), Universiti Sains Malaysia (Malaysia), Universiti Kebangsaan Malaysia (Malaysia), Ewha Woman University (South Korea). BPM Lecturers also joined teaching mobility, in collaboration with universities in Poland, such as WSB University, Lublin University, SGH University, Latvia University. Also, they are encouraged to conduct international joint research and publication.

Foreign language contents

UMM designs a foreign language programme, termed as Foreign Language for Specific Purposes (FLSP) which is conducted by the Language Centre (LC). Students in their first and second semesters are enrolled in FLSP courses to help them adapt to international languages, such as English, Chinese, and Japanese used in their academic and non-academic activities. FLSP materials are tailored to each respective study programme, thus familiarising students in using English references. FLSP programme is offered in two semesters with following subjects:

Semester I: English (2 sks credits/ 3.02 ECTS); BPM – 1 credit/ 1.51 ECTS); Mandarin (BPM – 1 credit/ 1,51 ECTS)

Semester II: English (for all study programmes except BPM – 1 credit/ 1.51 ECTS); Mandarin (BPM – 1 credit/ 1.51 ECTS)

Students who pass FLSP programme will get a FLSP Certificate and Transcript equal to Foreign Language Diploma One degree. They deserve to join FLSP Graduation Ceremony with GPA minimum of 2.00, no grade D or E, and meeting all graduation requirements. Minimum GPA is considered as B1 level or intermediate users of Common European Framework of Reference (CEFR). Certificate and Transcript must be shown when students apply for Thesis Examination.

In **BPCS**, teaching and learning activities are delivered using two languages: Indonesian and English. Academic staff are required to use literature in English other than Bahasa Indonesia. Also, most of the material content of several courses is in English. Students are always introduced to foreign terms commonly used in industry. This aims to narrow the knowledge

gap between students and professionals who are constantly updating their competencies. To support this, academic staff must continue improving their English skills through discussion activities, seminars, or taking English courses. As for students, in the first year, they are required to take part in FLSP. The University also has a nationally recognised English test instrument, namely Test of Academic English Proficiency (TAEP), to map students' English skills, which are a graduation requirement.

In **BPP**, all instructional activities are delivered using both Indonesian and English. In addition, the international classes opening in 2020 use English as language of instruction in all teaching and learning activities. All learning materials and the instructions, such as PPTs, modules, and assignments, are in English. The materials and modules provided refer to foreign references from books and international journals. English is also used in the midterm and final exams. The online learning process and communication on various media platforms actively use English, not only limited to the learning process in the classroom.

English is also included in the regular class. Although the medium of instruction in regular classes is mainly Indonesian, students are exposed to foreign language content through foreign lecturers and guest lectures inviting speakers from abroad. Some courses with foreign lecturers are Cognitive Psychology, Biopsychology, and Abnormal Psychology. Regular students are also required to use English references and are often given assignments to review international journals written in English. Students in their first and second semesters also receive Foreign Language for Specific Purpose (FLSP) courses to help them adapt to international languages, mainly English.

Lectures at **BPM** use Indonesian as the language of instruction, except for English classes. In English Classes, all learning materials and the instructions, such as PPTs, and assignments, are in English. The materials and modules provided refer to foreign references from books and international journals. Meanwhile, students are required to enrol in FLSP courses in the first and second semesters to help them adapt to international languages, such as English and Mandarin. In FLSP Mandarin, students can join a summer camp in China for ten days and the students join International Credit Transfer (ICT) at University of Cagliari (Italy).

Appraisal:

International contents are an integral part of the curriculum. Through practical examples, students are enabled to act in an intercultural environment. However, regarding the further internationalisation of the three study programmes, the panel **recommends** including more international contents and intercultural aspects. This could include courses on international management, intercultural management or conflict in negotiation. The panel considers it reasonable to add some modules or offer courses that are more internationally oriented and non-compulsory for students to increase flexibility.

There are only a few international students in all three study programmes. In order to increase the internationality and visibility of the study programmes, the panel **recommends** setting up a system to attract more international students.

There are some lecturers with international experiences and backgrounds in all three study programmes (teachers with international academic and professional experience). The University also offers assistance for lecturer to go abroad. The panel **recommends** increasing the international experiences of lecturers to promote the acquisition of international competences and skills, e.g., by encouraging faculty members to engage in international research collaborations, attend international conferences, visiting scientists and/or research stays or joint (online) lectures. By connecting and collaborating with other lecturers from the international level, lecturers will have more 'global worldview'. This might also be achieved by internationalising the curriculum to incorporate international perspectives, case studies and examples into the curriculum and design courses that explore global issues and encourage critical thinking from a multicultural standpoint. Furthermore, this might be achieved by offering language support also for faculty members, as well as providing intercultural training programmes and workshops for faculty members.

The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programme. In BPCS and BPP, there are compulsory English classes in the curriculum, which is tailored to the respective study programme (English for specific purposes). Moreover, several courses are taught in English. For the BPM, there is no such course and all courses are taught in Bahasa Indonesia, therefore, the panel **recommends** increasing the English language contents in the programme.

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

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

The curriculum of the **Bachelor of Communication Science (BPCS)** is designed to make students master various competencies, such as critical thinking, public speaking and problem solving. Therefore, they are able to apply their abilities and utilise science and technology, master theoretical concepts and solve procedural problems, as well as make decisions based on information and data analysis. Based on this, the Communication Science study programme elaborates it into the slogan "Creative, Communicative and Collaborative", which is continuously internalised to students as an important part of every learning activity. The three aspects of the slogan can be explained as follows:

1. Creative: Communication Science study programme encourages students to maximise their abilities through creative thinking processes, incorporating elements of novelty, originality and innovation in every learning activity, both theory and practice.
2. Communicative: Communication Science study programme encourages students to become credible communicators who can convey ideas well in problem-solving and conflict management.

3. Collaborative: Communication Science study programme encourages students to have good skills in collaborating with various elements of society/stakeholders in implementing knowledge, developing research and projects.

This slogan is implemented into the curriculum content in the form of progressive and dynamic learning activities such as practicum. Practicum encourages students to apply critical and creative thinking in their ideation process based on research data. Their ability to negotiate, convey and persuade ideas to clients is also an ability that is encouraged to grow. This is obtained from the experience of students when interacting and feeling the situation when communicating with clients. In practicum, students are also required to be able to collaborate in teams, between groups, as well as various related stakeholders.

In the **Bachelor of Psychology (BPP)**, students are expected to develop their communication and public speaking skills through several assignments requiring them to present and defend their work. For example, students will work in a small group to assess and design a community intervention programme in the Community Intervention course. During the assignment, they will learn how to communicate and cooperate with community members. They need to present and defend their group work in oral presentations to their classmates and the lecturers at the end of the semester. In addition, similar assignments are employed in the Design and Methods of Training course. Students will work in small groups to assess, design and implement training in industrial/organisational settings. They need to communicate, negotiate and cooperate with representatives from companies, organisations or institutions targeted for their training programmes. Psychological Assessment courses also require students to communicate and build relationships individually with their clients to conduct valid and reliable assessments. Students will develop their negotiation and cooperation skills when working with their peers and external parties for their assignments.

Interaction with someone from a different environment requires different ways of communication and solving problems. Students will learn to cooperate with various people, such as community members, company workers, parents, children, high-school students and teachers. Doing assignments that demand students to interact with someone from outside their peers and lecturers or people outside the University and study programme will help them enhance their soft skills in communication, cooperation and conflict resolution.

The learning process at the **Bachelor of Management (BPM)** uses several methods, one of which is the student learning centre system in the learning process. Students are required to be active in the learning process, such as using group assignments and conducting group discussions. This is intended to build students' leadership competence in a small scope, communication, cooperation, negotiation and public speaking well so that they are trained to become active and communicative students. The examples of courses providing this leadership skills are in Organisational Culture and Human Resource Management.

An active learning system makes BPM students have the skill of group collaboration in completing tasks and managing conflicts and being able to make decisions. In addition, there are assessment indicators on communication and public speaking skills, accuracy in collecting assignments, mastery of lecture material and being able to argue well are some aspects of the assessment used to measure student abilities.

Courses in BPM support the improvement of communication and public speaking skills, as well as group cooperation and conflict management. The examples of courses are Entrepreneurship, Marketing Management, Human Resource Management, Operations Management and Financial Management, which train students' communication skills in theory as well as practice. These skills are in line with the achievements of BPM graduates, namely as entrepreneurs, managers and researchers.

Appraisal:

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

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

3.6 Skills for employment / Employability (Asterisk Criterion)

UMM through Vice Rector III for Students Affairs prepares and supports students and graduates' employability through various invaluable programmes, such as internship in some reputable government and private enterprises, as well as job preparation training.

The **Bachelor of Communication Science (BPCS)** leads alumni to work in various industrial sectors in the field of communication. The curriculum is designed together with the work industry to provide knowledge as well as hard and soft skills that have been adapted to the needs of the work industry *DUDIKA*. Practicum is a concrete effort of BPCS to prepare its students and graduates to be more ready to work. For basic skills, students get practical courses on basic photography, computer design, basic shooting, basic editing and public speaking. Meanwhile, for further skills, students get practical courses according to their chosen specialisation, such as creative writing, documentary and fiction film production, TV commercial and company profile production, TV programme production, print media production, TV news production, online news production, public relations and event management as well as production and management of the company's internal media. The inaugural practicum classes are always done by inviting practitioners to share their work experiences, so that students understand the work and skills needed in the field to be practiced.

In practical classes, students are given an understanding and application of theory to practices based on problems and client needs. All projects are designed and produced for real clients that have been curated by BPCS. Students must do a series of thoughtful activities which need not only their knowledge but also hard and soft skills during practicum. BPCS designs a specific

course, named Entrepreneurship course and offers a Centre of Excellence class called social media for branding to prepare students and graduates' employability.

In the **Bachelor of Psychology (BPP)**, the combination of essential knowledge and practical skills specific to psychology fields and collaboration across disciplines is ensured through the conceptual framework and rationale of the curriculum structure. The nature of the curriculum provided a building block for students to gain adequate competencies with employability in mind. For example, by taking compulsory courses, students are equipped with competencies as teacher, assistant for psychologist or therapist and educator (including for students with special needs). The examples are Developmental Psychology and Educational Psychology modules in year 1, Observation, Interview, and all Psychological Assessment courses in year 2, Counselling Psychology, Behaviour Modification, and Psychology of Individuals with Special Needs in year three will equip students with necessary skills for mentioned employments. Furthermore, the elective courses (e.g., Psychology of Emotions, Psychology of Play, School Psychology, Child Developmental Assessment) and experiential learning through the mandatory community service and internship courses will enrich the basic knowledge and practical competencies gained from the compulsory courses. BPP also organises several internship routes to ensure employability. Internships can be carried out in companies, schools, NGO's, government agencies, therapy centres, psychological service centres and various fields related to psychology.

The **Bachelor of Management (BPM)** is organised to create graduates as researchers, entrepreneurs and managers. Some efforts taken to ensure the graduates' employability. Some efforts taken by the BPM are as follows:

1. Creating a conducive learning and teaching environment, the focus of which is the convenience of student learning.
2. Creating excellence at the national level in offline and online learning innovations to improve the quality of learning and student learning experiences.
3. Creating graduates who are knowledgeable, skilful and most sought after by undergraduate stakeholders in management graduates.

In order to ensure graduates get the skills needed in the working world, the BPM set the following activities/programmes:

- Learning activities in Practicum at the Management Laboratory
- Internship programme
- Competency exams by the Professional Certification Institute. For example, competency test scheme as a consultant for small-medium industries in the fields of marketing, finance, HR. Customer relationship management competency test scheme. Test scheme in the field of entrepreneurship. The competency test scheme supports the profile of graduates to become managers and entrepreneurs.

To ensure that students get the right jobs, BPM students also join UMM Career Development, entrepreneurship and job seeker training.

Appraisal:

The promotion of employability – for instance through the integration of theory and practice in the curriculum and through the promotion of multidisciplinary competences and skills – runs as a common thread of the study programmes through all its courses. In addition, the programme enables the students to actively apply the acquired skills in new areas of work and to develop them further. The programme is systematically oriented towards meeting the anticipated requirements of the dynamic job market and makes use of the results of graduate evaluations, e.g., through internship programmes, competency exams, as well as practically oriented courses, e.g., public relations in **BPCS**, entrepreneurship courses in **BPM** or Counselling Psychology in **BPP**.

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

4. Academic environment and framework conditions

4.1 Faculty

The number of lecturers is periodically evaluated yearly to increase the number of lecturers based on the increase in the number of students. Besides focusing on the ratio balance between lecturers and students, the evaluation of teaching staff includes those related to the equal distribution of workloads for each lecturer, the need for expertise according to academic requirements, and the regeneration of lecturers' career paths. The evaluation results are formulated as a lecturer recruitment process for the operational plan and the annual budget plan submitted to the University.

Table 23: Faculty staff in BPCS, BPP and BPM

Study programme	BPCS	BPP	BPM
Full-time			
Professors	0	4	1
PhD	16	6	16
Master	27	36	31
Part-time			
Professors	0	0	1
PhD	3	2	6
Master	24	20	17
Total	70	68	72

The scientific field in communication science includes many cross-sectoral sciences, so the lecturers in the **Bachelor programme in Communication Science (BPCS)** are a combination of lecturers from the communication science study programme, from the faculties, from across faculties, from practitioners and from the University teaching unit. Currently, BPCS has 41 full-time lecturers with Doctoral and Master degrees. BPCS is assisted by 27 part-time lecturers, eight of them are practitioners. Lecturers who support courses are adjusted to the type of course and the lecturers' qualifications. Qualifications are also demonstrated through academic staff activities in research, community service and other professional activities.

The **Bachelor programme in Psychology (BPP)** has an academic staff composition consisting of 46 full-time lecturers and 22 part-time lecturers. The qualifications of lecturers are four Associate professors, eight Doctoral and 56 Master degrees. Full-time lecturers in BPP consist of psychologists and researchers with expertise in Clinical Psychology, Industrial-Organisational Psychology, Educational Psychology, Social Psychology, Developmental Psychology and Psychometry. There are also 13 full-time lecturers who have been certified as professional competency assessor from BNSP and five full-time lecturers have been certified as psychologist examiners by Indonesia Psychology Association (HIMPSI). Part-time lecturers consist of lecturer practitioners actively working based on their respective expertise and prospective permanent lecturers.

Some developments have been carried out according to suggestions from the AUN-QA reviewers. For example, BPP has carried out human resources mapping according to expertise and age so that it can prepare thoroughly for the sustainability of the availability of human

resources, as well as design recruitment and development in a more precise and sustainable manner. Likewise, during the pandemic, BPP offers proper information technology facilities and trains lecturers as well as education staff to serve students online.

The structure of the **Bachelor programme in Management (BPM)** faculty team is composed of professors, PhDs and Masters with a total of 48 full-time lecturers and 24 part-time lecturers. In addition, BPM has practicing lecturers in certain subjects, including Entrepreneurship, Human Resource Strategies. The entire academic staff has a minimum qualification of a Master degree (S-2) in accordance with the rules from the Directorate of Higher Education (DIKTI). BPM Faculty team composed from which are divided into groups of subjects these on body of knowledge, namely financial management, marketing management, human resource management and operational management regarding basics, tools and skills.

Academic qualification of faculty

All faculty members of BPCS, BPP, and BPM have an academic qualification of Master degree or Doctoral degree from accredited universities from the Indonesian National Accreditation Body for Higher Education (BAN-PT) or notable international universities. The policy regarding lecturer qualifications also states that all lecturers should have expertise in accordance with the qualifications of their field of science.

To ensure the quality of the lecturers, all the study programmes apply centralised recruitment procedures conducted by the University. The procedures are listed as follows:

1. A meeting is conducted by the study programme and faculty to identify the needs for the lecturers in terms of their number and field of study then proposed to University level.
2. The University assigns the Bureau of Human Resources and Development (BPSDM) to proceed with recruitment considering the learning objectives of the study programme.
3. The bureau organises a recruitment team and schedules the time frame for verification of the accepted application by the Bureau of Administration Affairs (BAU).
4. BPSDM invites the candidates accepted for the administration verification, followed by several tests (aptitude tests, Islamic religion test, microteaching and interviews) based on a certain schedule.
5. The final interview for the candidates passing the written test and microteaching is done with Rector or Vice-Rectors.
6. Successful candidates must proceed with the training period for a year. During the training, they will be supervised by expert/ senior lecturers to assist their performance as a lecturer based on four devotion principles of the University, such as practical skill in teaching, research, community services and implementing Islamic values as a lecturer. This policy is stated on the employment contract.

UMM provides an opportunity for all lecturers to further their study through internal scholarship schemes. All lecturers can get UMM scholarships for enrolling at national and international universities for Doctoral degrees with two schemes, namely fully funded and partially funded scholarships. Detailed information regarding the application and requirements has been disseminated to all study programmes in UMM. Meanwhile, UMM also allows lecturers to get external scholarships through the Indonesian government, foreign government, or non-government organisations scholarships. Moreover, UMM regularly monitors the academic

qualification of the faculty members and provides encouragements and supports for them to continue their study, especially at notable international universities.

Pedagogical/ didactical qualification of faculty

The University through the Learning Innovative Institution (LIP) requires new lecturers to take part in and pass training in improving basic skills in instructional techniques (PEKERTI) and an applied approach training (AA Training) to improve the abilities of lecturers' pedagogy to make the learning process effective and efficient. The material in training is the basic provision to become a lecturer who has good pedagogical and didactic skills, including the ability to design learning materials, write textbooks, design innovative learning using technology, and create learning evaluations; while the pedagogical qualifications include professional abilities, social skills and intellectual abilities. In UMM, LIP also regularly holds PEKERTI for junior lecturers from all study programmes to equip them with pedagogic competences to teach students from various backgrounds.

In addition, the trainings like PEKERTI and AA are used as a requirement for the Ministry of Education and Higher Education of the Republic of Indonesia for academic positions and lecturer certification. Thus, the study programmes pay attention to every lecturer who has/had not attended the training. Every semester, the study programmes organise additional workshops and training on learning methods to improve the pedagogic competence of lecturers in their respective fields. The speakers are experts in the field of pedagogy.

Lecturers are competent in using the LMS as one of the study programmes' main learning ecosystems. In the LMS, the lecturers provide students with the syllabus, course outline, lecture materials, videos of learning, quizzes and detailed assignments that students will do for one semester in the course. LMS is arranged per class and integrated with the assessment system that has been set at UMM.

Practical business experience of faculty

Lecturers at **BPCS** are also directly involved as practitioners in the communications industry. Some of the involvements of lecturers as practitioners in the industrial world include being owners of production houses, film producers, journalists, business consultants, marcomm consultants, professional researchers or book writers. The activities and positions of lecturers as practitioners in the industrial world are relevant to their teaching and learning activities. They get faster updates on trends related to their expertise. This insight is used as material for study and discussion in class.

One of the lecturers who have practical experiences that match the graduate profile founded a company called Raya media Creative which is engaged in audio-visual production (Film, PSA, Ads Commercial, Documentary). Currently, the company is incorporated in the Singhasari Special Economic Zone (SEZ) in the field of creative digital in the largest animation and film factory in Indonesia. Another lecturer became an Integrated Marketing Communication consultant and Founder of Anagata Creative Consultant, a PR consultant company. Some of the clients include local Cafes and Restaurants in East and Central Java, and the largest Theme Park Group Company Vendor in Indonesia. Both businesses provide benefits for students as a place to practice directly applying knowledge as the project-based learning. Meanwhile, another lecturer is known as one of the most prolific book writers in Indonesia. Some of the books have even become references for teaching materials and reading references at various universities in Indonesia.

BPP has applied psychology laboratories that consist of the Human Capital Development Centre, Psychosocial Centre, Family and Children Development Centre, and Special Need Individual Development Centre. For instance, the Human Capital Development Centre is a forum for lecturers to practice individual and group psychological tests using aptitude tests, interest tests for educational areas, an assessment centre, recruitment and selection and job position for industrial and organisational areas. Human Capital Development Centre has practical business experiences with many levels of school, from kindergarten, elementary, junior and senior high school to college and various companies and governments. In addition, lecturers develop their expertise through theoretical studies for research and practice-based skills for community service through other centres according to their interests. The latest phenomena that exist in society studied in research and community service programmes (which later become materials used for teaching) are job and recruitment analysis and volunteers for natural disasters.

In addition, BPP has a Psychological Service Centre (PLP) as a business unit that accommodates lecturers in providing psychological services, such as counselling, aptitude and personality tests, assessment training, employee recruitment and other psychological services. For example, one lecturer (Psychologist) is one of the counsellors for clinical counselling services. The aptitude-interest test service is carried out by a PLP team supervised by two other lecturers (Psychologists), who are consultants and trainers for human resource and organisational development. Moreover, BPP provides statistical data analysis services for research under the psychometric laboratory, which is carried out by another lecturer.

BPM lecturers are involved and have experience managing Business Units owned by UMM, namely: Rayz Hotel, Sengkaling Recreation Park (Sengkaling Park Tourism Destination), UMM Hospital, Auto Dealer and Service Repair, Motorcycle Dealer and Service Repair, Rinjani Credit Bank, Charging Station General Oil Fuel, UMM Pharmacy, UMM Dome, My Dormy Hostel and Café, Fish Edu Park, UMM Canteen. The relationship between lecturers' experiences in business management with the learning process are exemplified with lecturers who lecture in HR Management while being the Director of Sengkaling Recreation Park (TRS), who is responsible for the management of the company. When teaching HR Management courses, the lecturer can provide examples of HR Management practices in the business.

Internal cooperation

Each lecturer in **BPCS** is motivated to be actively involved not only as an individual lecturer but also productively collaborate with other lecturers in any academic activities. Each lecturer prepares RPS (Syllabus/Semester Lesson Plan) and coordinates the teams involved in the learning process. This review and updating of RPS content is also carried out at least once a year according to the development of existing trends. In addition, lecturers collaborate in several research and community services according to their respective fields of science. Joint research and services are carried out by a team of lecturers from different study programme backgrounds by involving students, both internal and external research and services.

Internal cooperation in **BPP** is done routinely every semester to prepare better teaching and learning activities. Team coordination is carried out offline with meetings, followed up by regular discussions during the lecture process through chats in the WhatsApp group. The internal cooperation starts from the dissemination of the latest curriculum updates, the formation of team teaching according to the field of expertise and workshops on the preparation of learning outcomes per subject adjusted based on the depth of learning outcomes at each

level. The existing courses are also adjusted so that they do not overlap. In addition, there are also workshops on the preparation of semester lesson plans (RPS) adapted to the latest curriculum, workshops on the preparation of teaching materials that are updated with the latest materials or the latest discussions/phenomena, and workshops on making assignment modules, including the creation of learning evaluation rubrics.

Teaching is done by team teaching. There is a coordinator for each course. Generally, each team consists of four to six lecturers. Each team will have the autonomy to regulate the learning model they will do during the semester by referring to the semester learning plan that has been set during the academic workshop. Generally, the teaching team divides the preparation of lecture materials according to their expertise and then distributes teaching uniformly according to references of the course meetings from the RPS. The teaching team also prepares questions and forms for the mid-semester and end-semester exams together, so that each class has the same coverage and measurement for each subject.

BPM has adequate co-working spaces for the gathering of lecturers before and after teaching. Lecturers regularly share experiences or stories about their experiences teaching in the classroom, talk about how they deliver lecture materials, the literary sources they use and their experiences of how they guide their thesis. The sharing sessions are also supported by online media, such as a WhatsApp group for a more effective and quick discussion.

The lecturers who are coordinated by the course coordinator lecturer use the time during working hours to talk or discuss the planning of learning materials and align the learning materials with the learning outcomes set by the programme. Each course in BPM is usually taught by more than one lecturer because the number of parallel classes is large. Therefore, in every meeting, the course coordinators always emphasise the idea of being a solid team of lecturers, sharing tasks or responsibilities in planning learning materials. With this division of jobs, lecturers can learn more from each other, especially when they plan to return to review and bring together the assignments for which they are responsible into a cohesive lesson plan.

Student support by faculty

UMM offers InfoKHS or the online student card application. Students have access to the course planning from orientation at the beginning of the courses every semester until the end of completing the courses through the InfoKHS. Furthermore, students can access their financial status, library loans, certifications and graduation status.

The student activity programme as study support is carried out at the beginning of the study programme through the *PESMABA* (New Student Orientation). Furthermore, Student Day activities are carried out to develop potential in academic and non-academic fields (sports/arts), Rector Cup to identify potential in non-academic fields and there is *P2KK* for all freshmen. The University also provides a polyclinic, as a health service for students. It also provides sports facilities (football, volleyball, basketball, tennis, martial arts, futsal and swimming), a multipurpose building (DOME UMM), student canteens and student dormitory, which all students can access.

The lecturers' responsibility is not only teaching but also assisting students in both academic and non-academic fields. Activities carried out to support students include involvement in joint research, supervision for thesis, final assignments, internships, scientific writing and participation in competitions. Lecturers are also responsible for certain classes as academic

advisors who supervise students to follow the course well so that they graduate on time. Students can consult face-to-face, using chat, zoom and email with academic advisors. As for the media used to communicate with students, most lecturers use WhatsApp groups, private social media chats and email that are based on advisory classes, thesis supervisors, research groups and study groups during working hours. For support related to academic or non-academic issues, students can directly consult with the academic advisor four times in a semester or whenever necessary. For thesis guidance activities or final projects, each supervisor has a consultation scheduled at least twice a week. In addition, the faculties are always ready to provide support related to student problems.

The programmes have official websites, which provide information for students. When needed by students outside the scheduled time/office hours, students are allowed to make appointments or consult lecturers via WhatsApp chat. In a semester, students get several chances for academic advisory to get academic guidance related to course programming plans, payment information and other academic consultations related to learning difficulties. In addition, students can also contact the faculty hotline via WhatsApp for more information.

Furthermore, in terms of non-academic needs, the programmes provide an Achievement Centre to improve student achievement through mentoring and coaching for competition preparation. In addition, the Achievement centre also provides updates on ongoing scholarship information for students and data collection on student achievements. There are also student communities where students can gather and work together on programmes relevant to their interests (i.e., sports, arts, religion, debate and reasoning).

Appraisal:

The structure and number of the faculty correspond to the programme requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and part-time lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

The academic qualification of the faculty corresponds to the requirements and objectives of the study programmes. The University verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented, such as trainings and scholarship offers. Regarding the number of PhDs and professors, the panel is of the opinion that these should be increased in the future. This could be achieved, for instance, by offering rewards to lecturers who pursue a further degree. Therefore, the panel **recommends** increasing the number of professors and PhDs in the study programmes.

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programme. The University verifies the qualifications of the faculty members by means of an established procedure. The University ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for the further qualification of the faculty members are implemented, such as trainings for the lecturers. The panel had the impression that the lecturers use a mix of teaching methods and also come up with creative and innovative teaching approaches.

The practical business experience of the faculty corresponds to the requirement of the programme to integrate theory and practice. However, for the Bachelor of Management and the Bachelor of Communication Science the panel is of the view that a higher practical input of lecturers might be a benefit for students learning. Therefore, the panel **recommends** increasing the professional experiences of faculty staff.

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

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully. The faculty members are available for the students outside the specified office hours as well and is very engaged in the support of their students. The students are “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

Based on the Rector Regulation No 17, 2020, the programme director organises, manages and evaluates the learning outcome qualities of the study programme. In UMM, the Programme Director or the Head of the Study Programme is termed as *Ketua Program Studi* (Kaprodi). The Kaprodi serves as an operational leader who organises the Bachelor, Master and Doctoral programmes and occupies coordinative functions with other study programmes in the faculty.

The Kaprodi is responsible for budgeting all activities such as curriculum development, quality assurance, curriculum evaluation and improvement, as well as admission based on the Faculty Strategic Plans. Those activities are vital for the study programme because they are conducted to strengthen the study programme’s quality in providing for the students’ as well as stakeholders’ needs.

In terms of professional development, the Kaprodi monitors the lecturers' professionalism and students' personality growth and leadership skill based on Islamic values and Muhammadiyah teachings. All lecturers and students are assisted by the Kaprodi to improve their academic and non-academic achievements. They are also encouraged to participate in regional, national and international competitions. To achieve the goals, the Kaprodi is assigned to initiate cooperation with the other HEIs and find scholarship opportunities.

The report regarding the organisational functions of the Kaprodi is reported to the Dean with the approval of Vice Dean I for academic and Al Islam and *Kemuhammadiyah* affairs.

Administrative support

To help reinforce administrative and digital databases, the study programmes use an online administrative support system, specifically for students, for course programmes, student attendance, evaluation of study results, and study result cards. For lecturer administration support, there are several systems for research and service activities using the *SIMPPM* (Research and Community Service Management Information System²⁹). For the staffing system, lecturers and staff use *SDM* (Human Resources System) and Integrated Resource Information System. There are several programmes to increase professionalism for staff including website training for staff, team building training, excellent service training and training in the preparation of accreditation documents.

The **Bachelor of Communication Science (BPCS)** employs 13 administrative staff who are divided into two categories: administrative staff (six staff) and laboratory staff (seven staff). To support the work of the staff, part-time internship students are also assisted in technical jobs. There are workshops/training that employees regularly attend to increase capacity. Administrative staff work according to predetermined SOPs (Standard Operating Procedures).

The **Bachelor of Psychology (BPP)** has two types of administrative support to ensure the quality of academic services: Administrative Staff (six staff) and Laboratory Staff (four staff). The administrative staff is responsible for a series of lecture activities such as class schedules, grade management, and the plotting of student thesis. Administrative staff work under the supervision of the Head of Administration. The Head of the administrative division has the authority to make decisions on problems in the administrative office.

Laboratory staff is allocated to academic laboratories responsible for managing student practicums, supporting lecturer research projects, data analysis services, plagiarism checks, psychological scale development, and other related academic services. Laboratory staff are authorised to manage academic support activities to meet educational and research needs. The laboratory also recruits fresh graduate students and alumni with above-average academic achievements to assist in laboratory activities based on ongoing practicum courses. Student services are given not only offline but also online. Online services shall ease students in completing academic affairs without having to go to campus. Online services can be done through the website and chat services via WhatsApp.

Academic and laboratory staff are given training according to their needs and field of work. This self-development is carried out to improve the quality of excellent services so that the needs of lecturers and students can be met properly. Self-development is carried out regularly

²⁹ see: <https://simpmm.umm.ac.id/> (last access March 31, 2023)

to develop the staff's abilities and (know the latest services) and upgrade services to make them more quality and efficient. In addition, the presence of structural officials such as the head and secretary of the study programme also supports the ease of student administration.

The **Bachelor of Management (BPM)** has two types of administrative support to ensure the quality of academic services: Administrative Staff (nine staff) and Laboratory Staff (two staff). The administrative staff is responsible for a series of lecture activities such as class schedules, grade management, and the plotting of student thesis. Administrative staff work under the supervision of the Head of Administration. The Head of the administrative division has the authority to make decisions on problems in the administrative office.

In addition, for lecturer administration support, there are several support systems, for example, when lecturers carry out activities outside the campus, namely, for research and community service activities, they can receive support or assistance from the faculty administrative office.

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 programmes. 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. The University offers the administrative staff opportunities for continuous professional development.

The panel had the impression that students are mainly and firstly in contact with their academic advisors, also in case of administrative issues (see chapter 4.1). To reduce the workload for the academic staff, the panel **recommends** facilitating access to administrative staff for students and lecturers.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.2 Programme management					
4.2.1* Programme Director (Asterisk Criterion)			X		
4.2.2 Process organisation and administrative support for students and faculty			X		

4.3 Cooperation and partnerships

The **Bachelor of Communication Science (BPCS)** collaborates with the following universities:

1. *ASPIKOM* (Higher Education Communication Sciences Association), 2016-2021.
The collaboration includes: holding national conferences, webinars, training, National Jamborees, laboratory standardisation, exchange of ASPIKOM Cross-University Courses as implementation from MBKM, and implementation of research and community service.

2. *APIK-PTMA* (Education Association of Communication Science of Muhammadiyah and Aisyiah Higher Education Institutions) 2014-2021. The collaboration includes organising training and workshops, developing laboratories, sharing journal management, comparative studies, joint practice and curriculum development.
3. Nationwide University Network in Indonesia is a strategic collaboration between universities in Indonesia to create value in academic excellence through the mobility of research, faculty, and students. Nationwide University Network in Indonesia creates opportunities on a scale that each member would not be able to achieve by operating independently or through traditional bilateral collaboration.

Through *ASPIKOM* (Association of Communication Higher Education) and *APIK-PTMA* (Association of Communication Science Education-Muhammadiyah College), students can obtain information related to seminars or workshops that are often held by the association. In addition, it can help collaborate in realizing student exchanges on campuses under the auspices of the association. Through *NUNI*, students also can study at partner campuses. Students can experience interaction with other students from universities in the *NUNI* consortium. The *NUNI* programme also provides valuable value for Indonesia's young generation in developing insight, nationalism, and future leaders.

The **Bachelor of Psychology (BPP)** has built collaborations with various educational institutions to improve student competence and bring them closer to their best future workplaces. This collaboration is part of the curriculum. The study programme has cooperation with 23 educational institutions at both regional and international levels. For example, *BPP* has partnerships with many institutions for the student internship programme. The programme is mandatory for seventh-semester students and the students will be sent to various schools and educational institutions. Several schools become the host for the student internships, namely: Muhammadiyah 4 Elementary School, Bhakti Junior High School, Malang state junior high school 10, Islamic Primary School-Amanah. Through the internship, it is expected that the students will be equipped with professional work experience according to the scientific competence of Psychology. In the long term, through this activity, students can also pioneer their interests in final project/thesis research as well as means to start a network in their engaged workplaces.

Every year, *BPP* sends more than 90 students to online credit transfers organised by AU, Taiwan. *BPP* also sent students to the University of Padua, Italy, through the Indonesian International Student Mobility Awards (*IISMA*) activities in 2021. In 2020, in collaboration with *MSU* Malaysia, the study programme held a short course for students with the theme "Multicultural Counselling". Specifically, the international class students, this 2022 there are four students taking credit transfer at *KHU* (Turkiye) and nine students taking it at *MSU* (Malaysia). Those exchange programmes facilitate students to experience different cultures and international exposure to widen their horizons and prepare them to face global challenges.

Other programmes where *BPP*'s students join are *AISEC*, *Erasmus Mundus*, the *Sawasdee Thailand Project* (Thailand), *Asia Student Summit* (Korea), *Learning Express* (Singapore). Recently, 14 students accomplished internships in Johor and Kuala Lumpur Malaysia, providing psychosocial support for Indonesian Immigrant Workers who have psychological problems. They worked under supervision of the Indonesia Embassy for Malaysia.

Furthermore, in 2021, BPP accommodated students from MSU Malaysia, UNIMAS Malaysia, and BSU (Philippines) in the International Short Course on Mental Health with the theme "Mental Health and Psychosocial Support for Communities". This activity presented speakers from Asia University and psychologists from the United Nations.

BPP also regularly organises international conferences in partnership with other universities, such as the annual AC-PCH (ASEAN Conference on Counselling and Humanities). For instance, in 2019, in collaboration with Universiti Sains Malaysia, Universiti Malaysia Kelantan, and AU, Taiwan, BPP held the 5th AC-PCH with the theme "Towards the Psychosocial Wellbeing of Society: Challenges and Opportunities in the Digital Age." Recently, BPP also conducted ICAPH (International Conference of Applied Psychology on Humanity (ICAP-H) in which Universiti Pendidikan Sultan Idris (UPSI) Malaysia and AU Taiwan became co-host of the conference. The conference facilitates both students and lecturers to disseminate their research and exchange knowledge with scholars from other universities.

The **Bachelor of Management (BPM)** promotes collaborative activities with the state and/or public universities in order to establish beneficial and better relationships in the development of its educational programmes. Therefore, the University focuses on three collaborations with Indonesian universities, namely:

1. Universitas Brawijaya in Malang (Indonesia), BPM cooperates in the forms of collaborated activities such as joint research collaboration, improving the quality of human resources, entrepreneurship and MBKM programmes.
2. Widyagama University (Indonesia), BPM cooperates in improving the quality of human resources, entrepreneurship, and MBKM programmes; and,
3. Syiah Kuala University (Indonesia), BPM cooperates in the implementation of the Tridharma of Higher Education.

In addition, BPM has international collaborations to support its programmes, such as thesis guidance and examination programmes, seminars and guest lectures, research collaborations, student exchanges and staff mobility programmes, coaching journal publications and community services. The international collaborations are conducted with several universities, namely:

1. Lublin University of Technology (Poland), Faculty of Management
2. WSB University in Poznan (Poland)
3. University of Beira Interior (Portugal)
4. Latvia University (Latvia)
5. University of Selangor (Malaysia)
6. Universiti Malaysia Sarawak (Malaysia)

Furthermore, BPM is a member of an academic association for enhancing and improving the curriculum. BPM are a member of some academic associations such as APSMA, FMI and AMI (*Asosiasi Manajemen Indonesia*). This participation is to have collaboration in academic publication and dissemination both nationally and internationally.

Cooperation with business enterprises

To support output-based learning and strengthen the profile of graduates, **BPCS** collaborates with the industrial world at local, regional, national and multinational levels. This collaboration with the industrial world provides opportunities for students to apply the communication knowledge gained during lectures. It also brings students closer to the real world of work they will face after graduating from college.

BPP collaborates with more than 20 agencies in various regions in Indonesia. Firstly, the forms of cooperation include an internship facilitator for 7th-semester students who apply their knowledge according to their specialisation. Students with industrial and organisational interests are placed in various institutions that work together with BPP. Students can gain hands-on experience applying their knowledge in the world of work. This activity is related to the MK/Internship Course for 7th-semester students. One of the collaborations is carried out by BPP with the Kusuma Agrowisata Group. Every semester students will do an internship and be supervised directly by the HRD of the agency. During the internship process, students can get hands-on experience working in an agency and apply psychological science to work-related issues for the HR management at the agency.

The second form of cooperation is data collection for the student's final project and the lecturer's scientific development. In certain institutions, lecturers and students carry out collaboration in the form of research. For example, the research collaboration is done with PAUD/Early Childhood Education Surya Gemilang in Malang.

Thirdly, the partnership collaboration is also done with PT. The Railway Industry (INKA). In this case, the company cooperates with BPP and its students to create an organisational system that helps the management of employees in the company, such as employee recruitment, HR mapping, job analysis, performance appraisal, employee training and self-development as employee dismissal and transfer. BPP also involves students in the INKA projects. They work under a lecture supervisor to experience practical learning of applied psychology in industry and organisation settings.

Furthermore, BPP opened CoE HRD, a skill development project. Students who join CoE HRD will follow courses in two months and an internship in six months. About 25 corporate-hosted student internships are implemented by BPP, such as with VW Project Jersey and Uniform Inc, INKA Inc., Barata Indonesia Inc. and Indiratex Sprindo Inc. The other CoE that has been opened is CoE Special Need Individual Adviser. BPP have many collaboration projects with other agencies but still working on MoA to make it official. For example, a collaboration project with the Indonesian Embassy in Malaysia provides psychosocial support for migrant workers by BPP students under lecture supervision.

In the **BPP**, the cooperation with several enterprises is aimed to achieve excellent students' competencies and to place students for their internship. The internship is expected to improve students' experiences and enhance their professional practices and skills. Several notable institutions that collaborate with BPM for the internship programme include: 1) PT. Pegadaian, 2). PT INKA, 3). PT BULOG, 4). PT. BNI, 5). PT. JASA TIRTA, 6). PKS PINDAD, 7). PT.Kereta Api Indonesia.

Furthermore, the scope of cooperation with business institutions involves small and medium businesses both in Malang and outside Malang, such as manufacturing companies and service companies, Banking, and BEI (Indonesia Stock Exchange). For example, student internships at small and medium-sized businesses are listed below:

1. UKM Batik dan Embroidery Malang,
2. UKM Fashion Saguanto Malang,
3. UKM Rojas Workshop Services and Herbal Products,
4. UKM Patchwork Sewing,
5. PT Sentral Fintek Indonesia,

6. Pasirian District Office Lumajang, and
7. Population and Civil Registration Office - Kota Batu.

In addition to the internships, students can take part in training activities provided by practitioners from companies that have been appointed by BPM through the BPM's laboratory. The training activities by Indonesian companies are as follows:

1. PT. IBRINDO (internship, company visit) 2015-2019
2. PT. MENBISKA (Business Management and Entrepreneurship) in 2017-now
2. KADIN (Indonesian Chamber of Commerce) - Jawa Timur in 2020-now
3. GOSHI (Google School Indonesia) in 2020
4. PT. TRIDAYA AGENCY(Event Organiser) in 2022

Furthermore, professional training is also conducted for lecturers, namely: Markplus, Middle Risk Management Cooperation in organising Capital Market and Badan Nasional Sertifikasi Profesi cooperation in improving Human Capital Manager (HCM), Human Capital Staff (HCS), Digital Technology Lembaga Sertifikasi Profesi and cooperates in Digital Marketing (Goshi), Supply Chain Manager.

Appraisal:

The scope and nature of cooperation with HEI, other academic institutions and networks, as well as with business enterprises and other institutions relevant for the programme are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students' qualification and skills. The panel is of the opinion that the study programmes would benefit if these cooperations are increased in the future, particularly with regard to further internationalisation. Therefore, the panel **recommends** enlarging international collaborations and possibilities for exchanges and internships. This includes cooperation with universities in Europe and the US.

Moreover, the panel considers it helpful for the BPM, to include more internship opportunities into the programme for those students who want to focus on the practical application in the field of management. Therefore, the panel **recommends** for the **Bachelor of Management** increasing cooperations with business enterprises to offer more internship opportunities.

		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

The panel was not able to visit Universitas Muhammadiyah Malang on-site. Therefore, the panel was provided with videos showing the facilities as well as interviews with students. UMM has three campuses situated in Malang (Indonesia). BPCS, BPP, and BPM are located in UMM Campus III, which currently has 167 classrooms. The classrooms are situated in four main buildings, *GKB* 1, 2, 3 and 4. Lecture and meeting building facilities at UMM are used for all faculties and study programmes. UMM also provides Wi-Fi and internet hotspots in all areas of *GKBs*. It supports lecture activities, student discussions, research and any other academic or even student club activities. Each *GKB* is facilitated with two elevators, which is also equipped with a wheelchair ramp for students with special needs. UMM provides a prayer room, a quiet room, a nursing room and toilets in each building.

In addition, UMM also provides students with facilities to support academic activities, such as a main library, ICT labs, a health centre, a counselling centre, sport facilities and student dormitories. The University has provided eight Buggy Club Cars, which operate free of charge for the entire academic community, including students with disabilities. The existence of the Buggy Club Car makes it easier for students with disabilities to access from the main gate of campus to the elevators at *GKB* 1 and 4.

Bachelor Programme in Communication Science (BPCS)

BPCS administration office is located at *GKB* 1 on the sixth floor while lecture activities are conducted at *GKB* 1 (2nd, 3rd, 4th, 5th and 6th floors) and *GKB* 4 (4th and 5th floor), with a total of 30 rooms. Each class has a capacity of 40-55 students equipped with multimedia facilities. Classrooms' activities start from 7.00 a.m. – 8.00 p.m. on weekdays and from 7.00 a.m. - 12.00 p.m. on Saturday. BPCS also has various laboratories to support the study programme activities. The following is a list of laboratories for BPCS:

1. Mini Studio is a laboratory dedicated to producing Audio Visual works, which is equipped with lightings, green screen, LED and speaker to preview the projects.
2. Master Control Room is a room that contains the main technical equipment of broadcasting in controlling all broadcast members of television stations with equipment such as: video switcher, LED TV, LED monitor, intercom system, audio mixer, VMix-PC, Vplay-PC, speaker system.
3. Video Editing Studio provides students with the equipment for an example PC Desktop iMac, software, and tools to create and edit high quality audio and video content.
4. Sound Recording Studio is a sound-insulated, quiet room equipped with tools that facilitate recording, dubbing and editing of audio files. There are some recording equipment such as; audio recorder, microphone, headphone and stand mic.
5. Newsroom is the central place where journalists, reporters, editors and producers work together to prepare projects for broadcasting which is equipped with four units PC Desktop and LED monitor.
6. Discussion Room is provided for students and lecturers for discussion.
7. Graphic Design is a laboratory devoted to video editing, digital imaging, newsroom, sound editing which is equipped with 31 units of PC Desktop iMac, a LCD Projector, UPS and active speakers.
8. Mini Theatre is part of the Communication Laboratory, which is specially designed for film screenings, with a capacity of 40 people. Mini theatre is furnished with levelling benches and equipped with a wide screen, LCD projector and speaker systems.

9. Photography Laboratory is a special room for photography practice. This room is well equipped with DSLR cameras, tripods, photo backgrounds, background stands, lightings, light stands, strobo softbox and LED TV.
10. PR Simulation is an integrated laboratory devoted to creative presentation exercises which is equipped with one unit of Aiboard (smart board) and 31 units of Lenovo 23” PC desktop.

Bachelor Programme in Psychology (BPP)

BPP provides students with:

1. Smart classroom; is a special room with high-level technology such as interactive boards, cameras connected to the internet, chairs formed in groups for discussion and advanced computers for students and lecturers to support a hybrid learning process.
2. Classrooms for teaching and learning activities equipped with cameras connected to the internet network and advanced computers for lecturers. All classrooms have LCD projectors and AC to support learning activities. In total, there are 16 classrooms provided by BPP, with a capacity maximum of 60 people each.
3. Studio room; is a special room that functions as a studio for making learning videos, podcasts and other learning media.
4. Psychology Laboratory is a facility that supports the implementation of curriculum related to various disciplines such as Clinical Psychology, Social Psychology, Industrial and Organisational Psychology, Educational Psychology and Developmental Psychology. As a Higher Education Institution, the Psychology Laboratory of UMM also actualises the Three Pillars of Higher Education (*Tri Dharma Perguruan Tinggi*) which consists of 1) Education, 2) Research and 3) Community Services.
5. *Infokom* (IT) Laboratory
6. Language Laboratory

All rooms have free Wi-Fi connection to support students and lecture accessing online learning references. In addition, BPP also provides Zoom Meeting accounts with capacities of up to 1000 people and 100 people to support online learning activities.

Bachelor Programme in Management (BPM)

BPM has many lecture rooms that are used together with other study programmes. These rooms are located at *GKB 2*, which has 40 classrooms on floors 1 to 4. These rooms are used for the teaching and learning activities from 7.00 a.m. to 9.00 p.m. Each class has a width of 68.64 meters. Whiteboards and projectors are available in every classroom as teaching and learning tools. The available classes can be freely arranged and changed as needed during the teaching and learning process. Physical resources in the form of offices, seminar/discussion rooms, laboratories, computer rooms and reading rooms are available for all students and staff. BPM has a laboratory and a Management Development Centre (PPM) for student learning. All of these facilities are available for the development of learning and research activities.

Furthermore, BPM has a Management Laboratory. The laboratory consists of two rooms for practicum and one digital laboratory for all online seminars, workshops or talk shows. There are practicums held to support the application of the theory that students get in regular lectures. The laboratory space can also be used for various academic and research activities. Existing facilities include: multimedia room, Wi-Fi hotspot and LCD projector. The Management

Laboratory also provides a student thesis and research data bank in softcopy form that can be used as a reference for previous studies.

Moreover, BPM utilises the Computer Laboratory, Conventional Bank, Sharia Bank, Tax Centre and BEI owned by FEB to support the implementation of learning and research for students. The students also conduct research in small, medium or large companies. To support this, UMM has several business units, including: Rayz UMM, UMM General Hospital, UMM Gas Station, UMM Kapal Garden Hotel, UMM Dormitory, UMM Sengkaling Recreation Park, Farms Plaza, Edu Park Laboratory, Rinjani Motor Workshop, Workshop Yamaha Dau Motor, UMM Press, UMM Medical Centre and University Agriculture.

Access to literature

Literature access can be done at the facilities provided by the study programme or University, including the following:

1. UMM Central Library³⁰: It is located next to the UMM Helipad, with operating hours starting from 7:00 a.m. – 5:00 p.m. It has a collection of literature in the form of books, journals, paid electronic journals and databases that students can borrow or freely access. In total, it has more than 75,000 titles. In addition, it is equipped with facilities such as photocopiers, canteens, prayer rooms, air conditioning, toilets and free Wi-Fi throughout the Central Library area. UMM Central Library periodically holds introductory sessions for new students and workshops (e.g., academic writing and reference management) to improve students' academic literacy. The library has nine qualified librarians to help students accessing, locating and obtaining physical and digital resources for their study and research. There are a number of services provided by the library. Among them are administration, information services, processing, circulation and digital libraries.
2. AR Fachrudin Mosque Library: It is located on the second floor. This library provides Islamic and Muhammadiyah literature, which students can access offline from 8:00 a.m. – 5:00 p.m. on weekdays.
3. Online Access. The UMM Central Library offers an easy online access for all students and lecturers and is connected to the Indonesian Digital Library Network (IDLN), making it easier to access journals from various universities throughout Indonesia. UMM Central Library has Laser technology (The Library Automatic Services) which helps students access the Online Public Access Catalogue (OPAC)³¹, which can be accessed anywhere and free of charge. The Laser system can be accessed online³² and it provides students and lecturers with an online application called MyUMM Library³³. The application enable users to check collection availability, loan status and renewing loans. It also provides user with a suggestion box feature to help users give feedback and suggestions on the improvements of the application and the item collection.

The digital resources include the following databases and journal subscriptions:

- a. ProQuest (<http://search.proquest.com>),
 - b. GALE (<https://link.gale.com/apps/SPJ.SP01?u=idfpptij>)
 - c. Indonesian National Library (<http://e-resources.perpusnas.go.id/>)
4. For **Bachelor of Communication Science** students, there is a study programme library, which is located at *GKB 1*, the 6th floor, room 609/611, with operating hours at 8:00 a.m. –

³⁰ see: <https://lib.umm.ac.id/en> (last access March 30, 2023)

³¹ see: <https://eprints.umm.ac.id/> (last access March 30, 2023)

³² see: <https://laser.umm.ac.id/> (last access March 30, 2023)

³³ see: laser.umm.ac.id/myummlib (last access March 30, 2023)

4:00 p.m. It has a collection of literature in the form of books and journals that students can borrow.

Furthermore, UMM has an academic resources procurement procedure. First, a study programme every semester provides a list of new books needed to the Academic Administration Bureau (BAAIK). Then, BAAIK asks the UMM Central Library to check the availability of the books, including the number of copies needed in the study programme. Next, the requested books are procured by the library and BAAIK. Moreover, a study programme can improve the library collection by collaborating with UMM Press (the University press) to publish books or other academic resources as teaching and learning materials.

Appraisal:

The panel was not able to visit Universitas Muhammadiyah Malang on-site. Therefore, the panel was provided with videos showing the facilities as well as interviews with students. According to the panel, the quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programmes, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students (e.g., ramps for wheelchairs) 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 are available. The students were satisfied with the equipment provided.

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

		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

In the first year, the academic advisor provides counselling services. The academic advisor coordinates at the beginning of the semester for new students in their classes. Students will also receive training in readiness to face work through *KWU* (career and entrepreneurship programme). The University also provides UMM career development services through *PKMA* (Career Development for Students and Alumni), which all students can access. For career development, *PKMA* (Career Development for Students and Alumni) has a Job Training Centre programme that holds the UMM Job Fair. In *PKMA* (Career Development for Students and Alumni), there is a special unit that oversees the areas of student interest, talents and welfare.

UMM Student Affairs Department also has a counselling unit that serves student counselling³⁴. In addition, UMM also has Course and Training Institute, which is an official training institution with a certificate from *Disnaker* (Department of Labour). *LPK* (Course and Training Institute), UMM is a place to practice and add skills to prepare themselves to work as workers and entrepreneurs. The training is useful to equip and improve the competence of participants in various fields of expertise.

The study programmes also carried out potential mapping for the *PMMB* (Certified Student Internship Programme). A special functionary handles this internship activity (under the Head of PKMA/ Career Development for Students and Alumni). In addition, assistance was also carried out in the implementation of competency tests by *LSP UMM* (Bureau of Professional Certification Institute) as a support for student certification to add to the competency portfolio of graduates. The study programmes also provide services related to the completion of the final project.

Students also have access to information about job opportunities through job fair info provided either through *PKMA* (Career Development for Students and Alumni) website³⁵, as well as through the study programme's website and official social media accounts.

Alumni activities

UMM provides alumni with an alumni association managed by several distinguished alumni as the official organiser. The alumni association is called *Ikatan Alumni* (IKA) UMM and is supported by University and faculty leaders. IKA UMM often hold formal and informal gatherings to initiate regular interactions among UMM alumni, obtain feedback for the improvements of academic activities and connect current students with alumni with business experience and opportunities.

In addition, the **Bachelor Programme in Communication Science** (BPCS) organises an alumni association, which can serve as a forum for communication with younger students. The name is *IKA UMM Ilmu Komunikasi*. Alumni contribute to the study programme. For example, BPCS has several programmes that involve alumni as resource persons or co-hosts for collaboration. This alumni class programme is called *CommTalk* programme, which is a talk show programme that regularly invites alumni to be involved. Besides *CommTalk*, BPCS also holds an *Expert Sharing Session*, which invites alumni to share their experiences with students. Collaboration is also carried out when the study programme regularly conducts excursion studies by visiting alumni and the companies where they work and involving alumni in the tracer study process. BPCS also cooperates with several companies using alumni connections. For example, alumni disseminate information regarding potential collaboration between the company with BPCS and information about job vacancies. Alumni also contribute to several study programme activities, such as preparing accommodation when BPCS delegate student to take part in competitions outside the city such as; Jakarta, Bandung and Jogja. Besides, alumni also raised donations to support BPCS students who were affected by Covid-19 during the pandemic.

The **Bachelor Programme in Psychology (BPP)** has an association that serves as forums for alumni activities, which is called *IKA UMM Psikologi*. Since April 2021, weekly routine

³⁴ see: <https://konseling.umm.ac.id/> (last access March 29, 2023)

³⁵ see: <https://pkma.umm.ac.id/> (last access March 29, 2023)

activities (*Mojok Sinau*) have been a forum for alumni and students to establish friendships and share knowledge related to the world of work for psychology graduates. In September 2021, a workshop was held between alumni who work in corporate institutions, BUMN, and the psychology faculty to prepare a professional class curriculum to support the student curriculum (especially in the career world). Alumni periodically take turns as presenters of training held by the Career Centre to support students' soft and hard skills. BPP collaborates with several institutions (companies and schools) where alumni work. Another programme is the Student Social Fund (DSM), a forum for alumni and students of BPP to collect social funds to help students in need.

The **Bachelor Programme in Management (BPM)** formed the UMM Management Alumni Association (IKA UMM Manajemen) on March 8, 2009 and was recognised as part of the UMM alumni association. Every two years, IKAM holds an alumni gathering in Malang, and every five years, it holds a grand reunion at University level. In addition, BPM often invited IKAM committee during the New Student Orientation Week, Curriculum Workshop and BAN-PT Accreditation Field Assessment and for international accreditations.

Furthermore, BPM alumni's participation in supporting the academic development of study programmes includes donations of funds, donations of facilities, involvement in academic activities, network development and provision of facilities. Facility donations include several practical support equipment such as white boards and reference books.

Additionally, BPM alumni provide input on the quality of education such as in curriculum workshops, developing practical modules and learning processes both in the classroom and in the laboratory as practitioners. The majority of BPM alumni are independently members of professional organisations by becoming presenters at various seminars or workshops. In addition, BPM's alumni also support non-academic activities such as expertise assistance as mentors or trainers in assisting students in sports, arts and religious competitions.

Appraisal:

Career counselling and placement services such as CV and interview trainings are offered to the students and graduates to promote their employability. UMM provides sufficient resources.

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

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5 Additional services					
4.5.1 Career counselling and placement service			X		
4.5.2 Alumni Activities			X		

4.6 Financing of the study programme (Asterisk Criterion)

All study programmes are part of the centralised administrative system, including financial administration of UMM. The funding comes from payments by students, profits from business units owned by UMM and other legally obtained funding sources (such as research competition grants and community service from the Ministry of Education and Culture).

1. Students' tuition fees are 70 % of the income and include:
 - Basic Education Fund (paid once during the study and paid in the first year);
 - Tuition Fee, which must be paid at the beginning of each semester;
 - Additional costs.
2. Profits of business units is received from business units owned by UMM (Rayz Hotel, Sengkaling Park, Hospital, Pharmacy, General Fuel Filling Station, Rinjani Auto Repair Service, UMM Dome) and are 15 % of the income.
3. External cooperation sources includes grant funding, such as research and community service programmes from the Ministry of Education and Culture, but also funding from private institutions and other stakeholders. This is 15 % of the income.

To ensure the continuity of the student's education, UMM offers several scholarships for its students from all study programmes, such as:

1. Djarum Foundation Scholarship, is a competitive scholarship from one of the biggest companies in Indonesia and is given to students who have academic achievements and sports.
2. Scholarships in the form of tuition fee waivers given by UMM because student achievements support the reputation of the University at national and international level.
3. Education fee cuts of up to 50 % for students who come from economically disadvantaged families but have good academic achievements. Education fee is discounted up to 25 % for students whose siblings are also students at UMM.

Appraisal:

The income related to the programme (through tuition fees, income from business and grant funding) ensures that each cohort of students starting within the accreditation period can complete the study programme.

		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

The quality assurance system in higher education is regulated by the Regulation of the Minister of Research and Technology of the Directorate of Higher Education Number 62 Year 2016. Based on the regulation, the quality control system of all the study programmes in UMM is carried out in several stages starting from quality assurance at University level, which mainly covers quality assurance at faculty level and study programme level.

At University level, quality assurance is managed by the BPMI (Internal Quality Assurance Agency). It is determined by the following documents:

1. Rector's Decree Number 03 of 2019 concerning the establishment of the UMM BPMI;
2. Rector's Decree Number 40 of 2019 regarding the establishment of BPI (Internal Control Agency).

The quality assurance process is carried out by applying the cycle of *PPEPP* (Planning, Implementation, Evaluation/monitoring, Control and Improvement) consisting of nine criteria (Vision and Mission Goals Target (VMTS), Governance, Human Resources, Infrastructure, Finance, Students, Education and Teaching, Research, and Community Service and Identity). Appointment related to monitoring work implementation plans at UMM, including implementation time, planning standards and SOPs (Standard Operating Procedures), work targets, work results, coordination and work synchronisation with other units. UMM leaders make plans, which include strategic plans based on five-year milestones, and *RENOP* (operational plans) annually.

Figure 4: PPEPP Cycle of UMM Quality Assurance



At study programme level, the heads of study programme and supporting staff appointed as quality implementers conduct self-evaluations based on input from various parties using survey tools and documentation managed by BPMI. Various surveys are developed to measure the evaluation from students, lecturers, educators, education staff, alumni, other users and

stakeholders through an online form³⁶. The survey content for students involves evaluation of the learning process, including planning, implementation and evaluation of learning. Students can provide an evaluation of the learning content, including the material's suitability with learning outcomes, learning methods used and assessment methods. In addition, students also provide evaluations related to the arrangement of lecture hours, practicum and the credit load for each semester.

The Internal Quality Assurance System developed by UMM is documented in the form of a UMM Internal Quality Assurance System Document Book (covering Quality Policy and Quality Manual) and UMM Internal Quality Assurance Quality Standards. The book is given to each Head of the study programmes at UMM so that they can cooperate with BPMI in carrying out the internal quality control cycle.

Besides the internal quality assurance, the study programmes are also examined by the National Accreditation Board for Higher Education (BAN-PT) of the Ministry of Education and Culture of the Republic of Indonesia. There are eight criteria to be assessed by BAN-PT, namely 1) graduate competency standards; 2) learning content standards; 3) standard learning process; 4) learning education assessment standards; 5) lecturer and education personnel standards; 6) standards of learning facilities and infrastructure; 7) learning management standards; and 8) learning financial standards. The accreditation is to be renewed every five years. BPCS, BPP and BPM received recognition from BAN-PT in 2019-2021 with the value of "A" (very good), the highest rank in accreditation for higher education's study programmes.

Furthermore, the study programmes also have AUN-QUA (ASEAN University Network-Quality Assurance) recognition, which focuses on curriculum performance in accordance with learning outcomes, student graduation on time and a waiting period of less than six months. In addition, the AUN-QA assessment also considers the implementation of quality education and teaching. AUN-QA's criteria include: (1) Expected Learning Outcomes, (2) Programme Specification, (3) Programme Structure and Content, (4) Teaching and Learning Approach, (5) Student Assessment, (6) Academic Staff Quality, (7) Support Staff Quality, (8) Student Quality, and (9) Facilities and Infrastructure. BPCS, BPP and BPM received recognition from AUN-QA in 2021.

Evaluation by students

Every year, students evaluate the study programmes through a satisfaction survey which includes satisfaction with (1) implementation of the vision and mission, (2) governance, governance and cooperation services, (3) financial services & infrastructure, (4) educational services and (5) student welfare services. All student evaluations are carried out through the internal quality assurance system (*SPMI*)³⁷. Survey data results can be accessed online by BPMI reviewers and study programme officials. The evaluation results are analysed in the form of a report that can be accessed through the website, including all the actions responding to the student's feedback.

The second evaluation method is an evaluation through annual academic dialogue attended by faculty leaders, study programme leaders, lecturer representatives, administrative staff representatives and student representatives consisting of elements of the student executive body, student senate and semi-autonomous institutions (LSO) in UMM that are related to the

³⁶ see: survei-spmi.umm.ac.id/ (last access March 29, 2023)

³⁷ see: <https://survei-spmi.umm.ac.id/> (last access March 29, 2023)

study programmes. The follow-ups of the evaluation are conveyed to students through two methods, published on the study programmes' websites and delivered directly during academic dialogues once a year according to the regeneration in the management of the Student Executive Board (BEM) and the Faculty-Student Senate.

Evaluation by faculty

As part of the internal quality audit, the faculty members conduct an internal audit of the study programmes by using an online survey aimed at all lecturers and educational staff. The survey procedure is started in the UMM internal quality assurance system (SPMI) which has been provided by the Internal Quality Assurance Agency (*BPMI*). The points evaluated by the lecturers relate to (1) implementation of the vision and mission criteria, (2) governance and cooperation (3) finance and infrastructure, and (4) education and learning activities. Regarding the evaluation of the learning progress, lecturers are also required to focus on evaluating (1) student academic performance and burden, (2) curriculum design development, (3) teaching-learning process and final exams by study programmes and faculties, (4) academic and supporting staff, (5) academic facilities. The results of the evaluation of the lecturers through the lecturer satisfaction survey are used by the study programme to control and improve the study programmes and disseminated through the study programmes' websites.

External evaluation

External evaluation by alumni, users and partners is carried out openly through the evaluation instrument form prepared by Internal Quality Assurance Board (*BPMI*). External evaluation measures the satisfaction level of UMM services, including administrative services, academic services, student development services and social services in the corridor as an educational institution. The evaluation of external satisfaction results will be used as material for improvements and adjustments to the next strategic and operational plans.

Programme description

All student academic activities are recorded in the administrative system online centred in BAA-AIK (Academic Administration Al Islam and *Kemuhammadiyah* Bureau) of UMM. UMM reports academic activities to the Indonesian Ministry of Education through an online higher education database every semester. With this system, most academic documents and activities are automatically recorded in the system, for example, academic regulations, curriculum, lecture and consultation processes, exams (thesis) and assignments. Students can also access information such as academic records, ongoing semester activities and finances through the UMM student application. Meanwhile, parents can access the same information through the "My UMM for Parent" application. The information about the application is explained by the information team to the parents in the meeting with the news students' parents. Meanwhile, the contents of courses, lectures, examinations, graduations, codes of ethics and academic sanctions are listed in the Academic Guidelines, which are updated and published at the beginning of each academic year. All activities of the study programmes are documented and regularly updated on BAA-AIK website³⁸.

Furthermore, students or prospective students can check the study programmes' websites to get a more detailed information like specific activities and curriculum information:

1. BPCS's website: <https://komunikasi.umm.ac.id/>
2. BPP's website: <https://psikologi.umm.ac.id/>

³⁸ see: <https://infobaa.umm.ac.id/id/pages/panduan-akademik.html> (last access March 29, 2023)

3. BPM's website: <https://manajemen.umm.ac.id/>

Information on activities during the academic year

UMM provides academic information in the academic guidebook and academic calendar, which can be accessed openly through the website of the academic administration bureau.

The **Bachelor of Communication Science (BPCS)** is consistently updating information related to academic activities during the academic year through regular meetings that are managed by the study programme and academic advisors with students, and also through BPCS official media, such as website, YouTube channel and social media. These official media are managed by BPCS public relations staff that are directly responsible to the head of the study programme. BPCS website provides the study programme profile, curriculum, academics, achievements, facilities, announcement and news. BPCS official YouTube channel, named *Komunikasi Umm*, contains; BPCS video profile, CommTalk series with experts, communication practitioners, students and alumni, guest lectures videos, seminars videos, student's practicum projects such as TV journalism productions and TV programme productions. BPCS also actively post academic activities, achievements, announcements, tutorials and greetings on the official social media, such as TikTok, Instagram and Facebook. Apart from those media, information is also disseminated through BPCS official WhatsApp and email.

For the **Bachelor of Psychology (BPP)**, the latest information and news are announced centrally on the BPP's website. The website manager is a BPP public relation officer directly responsible to the Dean. The information related to academic activities such as online *KRS* programming (study plan cards), internship procedures, thesis guidance, exchange programmes, seminars and student activities, such as LSO (semi-autonomous institutions) and student achievements/competitions is publicly accessible via the University and the study programme websites. The public relations division of the study programme publishes information on routine activities at least once a week. Press releases are regularly updated on the official platform regarding official faculty activities.

Apart from the website, information is also disseminated through official communication platforms and social media such as WhatsApp Messenger, Instagram and YouTube. For a more personal approach, important information is also conveyed through the academic supervisor lecturer and routine academic socialisation at the beginning of each semester.

The **Bachelor of Management (BPM)** provides information on the exam schedules, graduation announcements, thesis supervisor announcements, guest lectures through various social media owned. Some of the social media used are Instagram, TikTok, Twitter, WhatsApp and BPM's website. In addition to social media, BPM also uses the broadcast message feature owned by UMM to convey important information needed by students. The procedure for responding to incoming information is using the hotline service (telephone), WhatsApp chats and social media communication, all of which will provide further information.

Appraisal:

The panel got insights into the quality assurance and development procedures that have been set up. Evaluations of the study courses, the lecturers and the University in general are carried

out on a regular basis, which systematically and continuously monitor and develop the quality of the programme with respect to its contents, processes and outcomes. It takes into account the evaluation results and the analysis on student workload, success rate and graduate employment. Additionally, graduates and representatives from the professional side are included in the quality assurance process since they also give feedback on the study programme. Success rate and graduate employment are taken into account. The study programmes have the national “A” accreditation that also includes the quality management system. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined. However, with regard to the organigram, the panel suggest simplifying the structure for more transparency.

Evaluation by the students, quality control by the faculty and external evaluation is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process. However, with regard to the student evaluation the panel **recommends** evaluating the contents of the courses and the lecturer before the examination and setting up a meeting with the lecturer in order to respond appropriately. In addition, the panel **recommends** including an open question into the evaluation questionnaire to give students the opportunity for more differentiated feedback.

With regard to the evaluation by faculty, the panel **recommends** demanding more detailed feedback from the lecturers (also regarding the workload), not only the overall satisfaction, and include this into the quality development procedure with appropriate measures. Furthermore, in the external evaluation, the panel **recommends** compiling more detailed feedback from external stakeholders.

The study programme’s content, curriculum and examination scheme have been documented and published (e.g., course plan and exam regulations). However, the panel is of the view that the study programmes might benefit from more transparency and an easier access to information with regard to further internationalisation (see chapter 2.). Therefore, the panel **recommends** improving the documents available with a special focus on prospective international students in an overall marketing concept.

UMM regularly publishes current news and information about the study programme on its websites and on social media channels.

		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 Muhammadiyah Malang (UMM)

Bachelor programme: Bachelor of Communication Science (BPCS), Bachelor of Psychology (BPP), Bachelor of Management (BPM)

		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“)		BPCS, BPP	BPM		
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)		BPCS, BPP	BPM		
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)			BPP, BPM	condition BPCS	
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		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
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			BPCS, BPP	BPM	
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		