

# Decision of the FIBAA Accreditation and Certification Committee



**11<sup>th</sup> Meeting on September 20, 2023**

## **PROGRAMME ACCREDITATION**

<b>Project Number:</b>	22/004 Cluster 1
<b>Higher Education Institution:</b>	Universitas Jember
<b>Location:</b>	Indonesia
<b>Study programme:</b>	<ol style="list-style-type: none"><li>1. Bachelor in Accounting</li><li>2. Bachelor in Management</li><li>3. Bachelor in Development Economics</li><li>4. Bachelor in International Relations</li></ol>
<b>Type of accreditation:</b>	initial accreditation

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

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

Period of Accreditation: September 20, 2023 to September 19, 2028

The FIBAA Quality Seal is awarded.



## Assessment Report

---

---

**Higher Education Institution:**

University of Jember (Indonesia)

---

**Bachelor programmes:**

1. Bachelor in Accounting
  2. Bachelor in Management
  3. Bachelor in Development Economics
  4. Bachelor in International Relations
- 

**Qualification awarded on completion:**

1. Bachelor of Accounting
2. Bachelor of Management
3. Bachelor of Economics
4. Bachelor of Social Sciences

# General information on the study programmes

---

## **Brief description of the study programmes:**

The four **Bachelor** programmes are **four year** programmes leading to the degree of a Bachelor.

**Bachelor of Accounting (BA Accounting):** The aim of the Bachelor of Accounting programme is to enable graduates to work in the field of accounting. The focus lies on accounting courses combined with business content. The programme is oriented on *Accounting-Technopreneurship*. Thus, the University strives to enable the students to achieve accounting competence, competencies in information/digital technology and entrepreneurial skills. In addition, the students will develop relevant professional skills, such as leadership and business communication. The learning models used are problem-based learning and project-based learning. The programme is taught mostly in Indonesian with a small percentage of content in English. A voluntary internship is integrated.

**Bachelor of Management (BA Management):** The aim of the programme is to enable graduates to pursue a career in the field of business. The programme includes a moderate specialization on either Finance, Marketing, HR or Entrepreneurship. An orientation towards sustainability is integrated into the curriculum. In addition, the students will develop relevant professional skills, such as leadership and business communication. The learning models used are problem-based learning and project-based learning. The programmes are taught mostly in Indonesian with a small percentage of content in English. A voluntary internship is integrated.

**Bachelor of Development Economics (BA Development Economics):** The programme was introduced with a strong focus on developing economies with environmental and agroindustry perspectives in Southeast Asia by the year of 2030. The curriculum is directed towards regional economy, agrobusiness, monetary economy, and human resources economy within agroindustrial perspectives. The University strives to equip graduates with critical power and best practices to determine and evaluate economic policy. The learning models used are problem-based learning and project-based learning. The programme is taught mostly in Indonesian with a small percentage of content in English. A voluntary internship is integrated.

**Bachelor of International Relations (BA International Relations):** The programme was designed to enhance graduates' competencies to pursue a career in the field of diplomats, journalists or social entrepreneurs, not only at the national but also international levels. The curriculum offers courses in theories of international relations, diplomacy, international political economy, international security studies, human security and global issues as well as courses in regional studies. The learning models used are problem-based learning and project-based learning. The programme is taught mostly in Indonesian with a small percentage of content in English. A voluntary internship is integrated.

---

## **Type of study programme:**

Bachelor programmes

---

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

Bachelor in Accounting	219 ECTS (145 sks)	4 year programme
Bachelor in Management	219 ECTS (145 sks)	4 year programme

Bachelor in Development of Economics	221 ECTS (146 sks)	4 year programme
Bachelor in International Relations	218 ECTS (144 sks)	4 year programme

---

**Mode of study:**

full-time

---

**Didactic approach:**

Study programme with obligatory class attendance

---

**Double/Joint Degree programme:**

No

---

**Enrolment capacity/annum:**

Bachelor in Accounting	270
Bachelor in Management	270
Bachelor in Development of Economics	150
Bachelor in International Relations	150

---

**Programme cycle starts in:**

All programmes start in August once a year.

---

**Initial start of the programmes:**

Bachelor in Accounting	2000
Bachelor in Management	1984
Bachelor in Development of Economics	1984
Bachelor in International Relations	1964

---

**Type of accreditation:** Initial accreditation

# Procedure

A contract for the initial accreditation of the Bachelor in Accounting, Bachelor in Management, Bachelor in Development Economics and Bachelor in International Relations was made between FIBAA and University of Jember on March 25, 2022. On June 30, 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 panel<sup>1</sup>. The HEI has agreed with the chosen experts. The panel consisted of

**Malte-Claudius Bernhardt**

accadis University of Applied Sciences Bad Homburg, Germany

**Prof. Dr. Evi Fitriani**

Universitas Indonesia, Jakarta, Indonesia  
Professor of International Relations

**Prof. Dr. Natalie Aleksandra Gurvits-Suits**

Tallinn University of Technology, School of Business and Governance, Estonia  
Associate Professor of Accounting

**Esther Tabea Jacob**

sikos GmbH, Germany  
General Manager

**Dr. Mark Andrew Laffey**

SOAS University of London, the United Kingdom Department of Politics and International Studies  
Senior Lecturer in International Relations

**Prof. Dr. Marcel Prokopczuk**

Leibniz University Hannover, Germany  
University Professor, Director, Institute for Finance and Commodity Markets & Dean of Studies at the Faculty of Economics

FIBAA project manager:

**Prof. Dr. Sabine Haller**

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference (because of the Covid-19 pandemic). The online conference took place on May 8 to May 10, 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 Universitas Jember.

The assessment report based on this was delivered to the University of Jember for comment on August 07, 2023. The statement on the report was given up on August 26, 2023. It has been taken into account in the report at hand.

---

<sup>1</sup> The panel is presented in alphabetical order.

# Summary

## For Bachelor programmes

The programmes Bachelor in Accounting, Bachelor in Management, Bachelor in Development Economics and Bachelor in International Relations offered by University of Jember fulfil 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 September 20, 2023 until September 19, 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 requirement that has not been fulfilled – Internationality of student body (see chapter 3.4) – is not an asterisk criterion and therefore does not lead to a condition. The measures the HEI takes to solve the identified problem are to be considered during the re-accreditation.

The panel members identified several areas where **all programmes** could be further developed:

- The panel recommends strengthening the skills of running a business or entrepreneurial activities of students (by introducing e.g. support for start-up facilities like incubators, simulation of business operations) (see Chapter 3.1.3).
- The panel recommends strengthening the involvement of guest speakers (see Chapter 3.3.3).
- The panel recommends strengthening the infrastructure for outgoings and incomings and to define a strategy to increase exchange of students (outgoings and incomings) (see Chapter 3.4.2).
- The panel recommends strengthening the provision of opportunities to acquire faculty with international experience and to enable national lectures to acquire international qualifications (see Chapter 3.4.3).
- The panel recommends increasing the proportion of PhD holders among teaching staff (see Chapter 3.4.3).
- The panel recommends strengthening the number and intensity of cooperations with other academic institutions (see Chapter 4.2.1).
- The panel recommends strengthening cooperations with business enterprises and other organisations related to the field of studies (see Chapter 4.3).

Additionally, the panel members identified two areas where the **Bachelor in International Relations programme** could be further developed:

- The panel recommends UNEJ ensure a regulated system of tutorial support (analogously to the other programmes) (see Chapter 3.3.4).

- The panel recommends UNEJ strengthen the creation of opportunities for students to act in an international environment (e.g. workshops, international projects or programmes) (see Chapter 3.4.1).

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

There are two criteria in which the programmes exceed the quality requirements:

- Equality of opportunity (see Chapter 3.2.4)
- Student Support (see Chapter 4.1)

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

## List of Tables

Table 1: Statistical Data of Students in Bachelor of Accounting.....	13
Table 2: Statistical Data of Students in Bachelor of Management.....	15
Table 3: Statistical Data of Students in Bachelor of Development Economics .....	17
Table 4: Statistical Data of Students in the Bachelor of International Relations .....	18
Table 5: Curriculum of Study Programme: Bachelor in Accounting.....	39
Table 6: The curriculum of the Study Programme: Bachelor in Management .....	41
Table 7: Curriculum of Study Programme: Bachelor in Development Economics .....	43
Table 8: Curriculum of the Bachelor in International Relations.....	47
Table 9: Integration of Theory and Practice in Courses .....	50
Table 10: Personality Development Course, example of courses: .....	51
Table 11: Knowledge and Skill courses, examples of courses:.....	51
Table 12: Workplace Skill Courses, examples of courses:.....	51
Table 13: Workplace Behaviour Course, example of courses.....	52
Table 14: Research-Based Courses in BA Accounting.....	53
Table 15: Research-Based Courses in BA Management.....	53
Table 16: Research-Based Courses at BA Development Economics .....	54
Table 17: Research-Based Courses at BA International Relations .....	54
Table 18: Course Evaluation Components .....	55
Table 19: Study Workload for All Study Programmes .....	57
Table 20: Examination Schedule .....	59
Table 21: Grading Standard .....	60
Table 22: The Distribution of Grade Index and Maximum Course Credit .....	60
Table 23: International Experience of Faculty:.....	70
Table 24: International Experience of Faculty:.....	71
Table 25: International Visiting Faculty 2020 to 2022 .....	72
Table 26: International Visiting Faculty .....	73
Table 27: Number of courses in BA Management held in English: .....	73
Table 28: Number of courses in BA Development Economics held in English: .....	75
Table 29: Overview of the Teaching Staff of FEB .....	81
Table 30: Number of publications throughout the years 2020 to 2022 .....	83
Table 31: Practical experience of the faculty In the BA Accounting programme .....	84
Table 32: Practical experience of the faculty In the BA Management programme .....	84
Table 33: Practical experience of the faculty In the BA Development Economics programme .....	86
Table 34: Practical experience of the faculty In the BA International Relations programme..	86
Table 35: FEB UNEJ international cooperation agreements with academic institutions and networks.....	93
Table 36: FISIP UNEJ international cooperation agreements with academic institutions and networks.....	93
Table 37: FEB UNEJ national cooperation agreements with business enterprises and other institutions .....	94
Table 38: UNEJ international cooperation agreements with business enterprise and other institutions .....	95
Table 39: FISIP UNEJ and BA International Relations' MoU/MoA.....	96



Table 40: IT Infrastructure .....	98
Table 41: Facilities of BA Accounting, BA Management, BA Development Economics.....	98
Table 42: Facilities of BA International Relations.....	100
Table 43: FEB Library .....	101
Table 44: FISIP library.....	102
Table 45: Break Even Points (BEP) of the Study Programmes.....	105
Table 46: Results of Lecturer Evaluation Survey by Students.....	112
Table 47: Results of Curriculum Evaluation Survey and Learning by Lecturers .....	113

# Information

## Information on the Institution

University of Jember (Java) was founded as a small private university called Tawang Alun University (UNITA) on November 4, 1957, by three founders. In 1957 the Tawang Alun Foundation was established and in 1964, UNITA was changed into a state University of Djember (UNED) which consisted of 5 faculties located in Jember and Banyuwangi. Then it developed into six faculties and subsequently renamed to the University of Jember (UNEJ). UNEJ has four campuses spreading across several cities, namely Jember, Bondowoso, Lumajang, and Pasuruan. The four programmes are offered on Jember Campus.

University of Jember has 15 faculties including the Faculty of Law, Faculty of Social and Political Sciences, Faculty of Agriculture, Faculty of Economics and Business, Faculty of Teacher Training and Education, Faculty of Humanities, Faculty of Agricultural Technology, Faculty of Dentistry, Faculty of Mathematics and Natural Sciences, Faculty of Medicine, Faculty of Engineering, Faculty of Public Health, Faculty of Pharmacy, Faculty of Nursing, and Faculty of Computer Science. The University of Jember offers a total of 107 study programmes, including postgraduate programmes. There are 59 study programmes at the undergraduate level, 23 study programmes at the master's level, eight study programmes at the doctoral level, eleven study programmes at vocational degree, as well as six professional education programmes (doctors, dentists, pharmacists, nurses, teachers, and notaries). Thirty-two study programmes have been accredited A by the National Higher Education Accreditation Board, and 23 new study programmes were accredited C.

According to the self evaluation report, in 2020 the University of Jember was ranked 22 on the list of the best universities in the Ministry of Education, Culture, Research, and Technology. The University of Jember is ranked 13th out of nearly four thousand public and private universities in Indonesia in terms of research, according to the SCIMAGO Institutions Rankings, and second in agricultural and biological sciences research in 2022. University of Jember also has integrated laboratories, medical centers, a Student Advisory Center, student accommodations, and an International Office which provides scholarships for international students as well as manages the scholarships for UNEJ students. At the international level, the impact factor of the University of Jember is 1427th in the world; with the openness aspect in 1363rd and the excellent aspect is 3688th position. To sum up, its overall position in the world is ranked 2053rd. In 2022, the University of Jember improved its ranking in the Indonesian Institution Ranking by Scimago; from 21st to the 14th.

Currently, UNEJ's human resources include 1085 government official lecturers, consisting of 54 professors, 289 associate professors, 397 senior lecturers, 200 lecturers and 145 assistant lecturers. Non-government official lecturers in UNEJ comprises 137 lecturers ranging with qualification of one undergraduate, 118 Master degree, and 18 holding a Doctorate Degree. UNEJ is also supported by 579 government official staffs and 776 non-government official staffs.

UNEJ has 35,036 students with composition of 33.7 % male and 66.3 % female. The distribution of students within the programmes is 5.7 % for Diploma, 87.7 % for undergraduate, 3.4 % profession, and 2.7 % for Master degree and 0.5 % for Doctorate degree. Additionally, UNEJ's capapacity for first year student in academic year of 2021/2022 was 7.644, with 7,062 undergraduates and 582 Diploma. The number of prospective students applying for UNEJ

reached 79,294. They apply via several selection process with 22,592 by SNMPTN (National Selection for State University Admission), 33,428 by SBMPTN (Joint Selection for State University Admission), 2,538 by talent and achievement for Diploma respectively. Meanwhile, Joint Selection Admission for University in Besuki Raya (SBMPTBR) had prospective students of 17,479, transferring students of 261. UNEJ also accepted an affirmation programme for 20 West Papua students.

The University of Jember development is based on the ideal of the institution, namely *Karya Rinaras Ambuka Budi Gapura Mangesthi Aruming Bawana* which means that the determination of the University of Jember to organise itself to always work in harmony and balance based on faith and piety to accept and to develop science and technology, produce graduates who are *Saujana*, people whose dedication always brings the good reputation for the nation and state, prosperity, and mankind. In order to realize this goal, the vision of the University of Jember as stated in the Statute is "*Excellent in the development of science, technology, and environmentally-based arts, business, and industrial agriculture*". The mission of University of Jember is to realize the vision which includes:

1. Implementing and developing the quality of academic, vocational, and professional education with ecotechnopreneurship insights;
2. Developing innovative and environmentally sound science, technology, arts, business, and industrial agriculture for the welfare of society;
3. Empowering agribusiness communities by applying appropriate technology based on local wisdom;
4. Developing an accountable and international standard university management system; and
5. Developing a network of cooperation with stakeholders and other institutions nationally and internationally.

The objectives of University of Jember, as stated in the Statute, are as follows:

1. Producing intellectual, competitive, and adaptive graduates;
2. Creating works of science, technology, and art that are excellent, have economic value, are environmentally friendly, have local wisdom, and have a significant contribution to the community;
3. Creating an excellent work culture by strengthening the implementation of an accountable, effective, and efficient quality management system based on information and communication technology; and
4. Realizing national and international recognition for UNEJ.

The University of Jember's supports its development towards an internationally accepted University by the success of University of Jember as a research university supported by CDAST (Centre for Development of Advanced Science and Technology) for the field of science and technology, C-RiSSH (Centre for Research in Social Sciences and Humanities) for social sciences, and the Centre for the Pancasila Studies and National Thought (PSP2K). University recognition is built through strengthening the research and community service group called "*Keris Dimas*" as centers of excellence based on industrial agriculture and are found at the study programme level. Optimizing the implementation of these groups' research results and community service practices inside and outside the classrooms are one of the stated objectives of the University to achieve the a recognized university level.

On an international scale, under the International Office of Learning Development and Quality Assurance Institution, University of Jember has organised various international programmes, namely the University of Jember International Culture Camp (UJICC), Culture Immersion, Join

Summer Programme, Project-Based Learning, Agriculture Industrial Training, and cooperation partners from Asia, Europe, the United States and Canada, Australia, and Africa.

The University of Jember has been implementing internal quality assurance, SPI (Internal Supervisory Unit) at the level of university and a quality assurance center at the level of study programmes. The university's external quality assurance has been accredited with A by Higher Education National Accreditation Board. University of Jember is also certified with ISO for its quality management system ISO 9001:2015 and with (SMAP) ISO 37001 for its anti-bribery management system. Furthermore, three undergraduate study programmes are accredited by ASIIN including Biology Education, Agrotechnology, and Agribusiness. Meanwhile, other undergraduate study programmes as English Literature, Language and Culture, Accounting, Management and Development Economics, International Relations are currently under the process of being accredited by FIBAA, which previously obtained their A accreditation with BAN-PT (National Accreditation Board).

## Further Development of the Programmes

### **Bachelor of Accounting (BA Accounting)**

Bachelor of Accounting has been set up as a programme oriented to the transformation towards the achievement acceleration of *Accounting-Technopreneurship*. Therefore, it is important for BA Accounting to focus on three dimensions of accounting competence, mastery of information/digital technology and entrepreneurship skill. However, according to UNEJ's own estimation the vision has not yet been perfectly implemented. However, the change in curriculum after 2019 and the adjustment towards MBKM have not yet been well-executed. The orientation of the curriculum changes in 2019 was limited to adopting the information technology development and a developing learning model in the study programme. There has not been consideration to enrich the students' experience and learning outside the study programme. In the academic year of 2020/2021 the basic curriculum of BA Accounting was changed into an output-based education that adopts strategies and MBKM programmes by providing a vast opportunity for students to experience learning outside their study programme for three semesters. Hence, the reform of lecturers' role and quality of education staff are improving.

Based on statistical data, the trend of admission in BA Accounting indicates a stable pattern in the last three years with 1,736 students applying to the programme. First year students indicate a significant increase of 45 students with 280 students in 2021. Despite the absence of international students, the study programme has a collaborative network with University of San Carlos (the Philippines), Universiti Sultan Zainal Abidin (Malaysia) and University of San Diego (US). The collaboration is held by lecturer and student exchange. Moreover, BA Accounting has a successful study rate of 84 % with shorter period of study average time of 4 years and graduates' GPA average of 3,34 from 4.00 score.

For further evaluation and follow-up process, the University strives to perform *continuous improvement* of the BA Accounting by increasing a more intense and massive collaboration with reputable campuses overseas (Asia, America and Europe) in terms of *joint lectures*, *student exchange*, *joint research* as well as *joint seminar/workshop*. The study programme profile publication was improved to attract prospective students' interest through website, social media and benchmarking.

**Table 1: Statistical Data of Students in Bachelor of Accounting**

		2016	2017	2018	2019	2020	2021
# Study Places offered by HEI		180	300	240	265	235	280
# Applicants	∑	2895	3133	2833	1853	1546	1809
	f	2154	2294	2221	1479	1291	1493
	m	741	839	612	374	255	316
Application rate		1608 %	1037 %	1180,42 %	699,25 %	657,82 %	646,07%
# First-Year Students ( <i>accepted applicants</i> )	∑	168	298	233	205	228	238
	f	118	212	174	147	175	184
	m	50	86	59	58	53	54
Rate of female students		70,23 %	71,14 %	74,67 %	71,70 %	76,75 %	77,31 %
Rate of foreign students		0	0	0	0	0	0
Percentage of occupied study places		93,33%	99,33%	97,08%	77,36%	97,02%	85,00%
# Graduates	∑	166	169	254	165	135	175
	f	107	109	176	118	94	132
	m	59	60	78	47	41	43
Success rate		78,11 %	65,99 %	31,22 %**	1,96 %**	0 %	0 %
Dropout rate		4,14 %*	4,71 %*	0 %	0 %	0 %	0 %
Average duration of study		4,60	4,54	4,39	4,30	4,25	4,1
Average grade of final degree		3,28	3,30	3,34	3,31	3,36	3,46

### Bachelor of Management (BA Management)

UNEJ developed the mission for the BA Management to become an excellent study programme with global competitiveness in environmentally oriented and internationally standardized management science. Currently BA Management focuses its orientation towards Sustainable Business Environment. It refers to the UN's Sustainable Development Goals, known as 'Global Goals', which become the global framework for transformation processes within the business environment. This orientation focus of BA Management implies that the UNEJ strives with this study programme to provide graduates with best skills to seize the opportunity and maximize the credibility. To achieve this, BA Management integrated the sustainability focus into the process of science dissemination.

The improvement and development of the curriculum is done at least once in four years. Improvement mainly relates to the adjustment of the learning outcomes and the curriculum towards the development of science and technology as well as business environment. Thus, the current curriculum of BA Management is designed based on Outcome-Based Education. During the process, the Ministry of Education, Culture, Research and Technology launched the MBKM programme as the instrument providing freedom for students to select their learning model based on their interests and their talent. BA Management had to adapt and develop the curriculum hence. Therefore, to integrate the MBKM policy and adapt to the competence outcome of management graduates with SBE orientation, in 2021 UNEJ undertook a curriculum reconstruction programme of the study programme.

The curriculum reconstruction provides students opportunities to learn outside campus for a maximum of three semesters through subjects' conversion by MBKM programme. By reconstructing the curriculum that integrates curriculum and MBKM programme, the new curriculum structure enables students to finish their studies in seven semesters. As a result, the successful study time will be reduced to less than four years. Students are also encouraged to collaborate with lecturers in a research group or research activities to assist their final project (thesis).

Generally, BA Management is the study programme with the largest number of prospective applicants at the University of Jember. Based on statistical data, the number of applicants decreased in comparison to 2016 due to the higher availability of study places. However, in 2021, BA Management still had the highest number of 3290 applicants. During the process of recruiting applicants, gender equality has been under the study programme's concerns as indicated in the ratio of 40 %:60 % male and female respectively. GPA average of the 2021 graduates are 3.46 out of 4.00 scale with a study period of 4 years 13 days.

The study programme currently has only two international students from Thailand who were admitted in 2017. Since then, BA Management has had no international applicants. The University continues to foster its international competitiveness consistently through its bilingual classes established in 2009 to date. Bilingual classes are founded aiming at providing an incubator for students and the study programme to support the international competition.

BA Management is striving for improvement and maintaining the number of prospective applicants graduates' GPA average and study period, and to increase the number of international students. The University realized that the study programme's profile needs to be published massively through social media to reach more prospective applicants. To increase the number of international students, bilingual class will continue to improve. Besides, it also plans to establish an International Credit Transfer to be implemented in the first semester of academic year 2022/2023.

**Table 2: Statistical Data of Students in Bachelor of Management**

		<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
<b># Study Places offered by HEI</b>		350	325	200	225	280	270
<b># Applicants</b>	$\Sigma$	6032	4822	4823	3253	3003	3290
	f	3965	3337	3439	2286	2054	2339
	m	2067	1485	1384	967	949	951
<b>Application rate</b>		1723.43%	1483.69%	2411.50%	1445.78%	1072.50%	1218.52%
<b># First-Year Students (accepted applicants)</b>	$\Sigma$	338	324	203	241	254	227
	f	208	202	126	142	161	142
	m	130	122	77	99	93	85
<b>Rate of female students</b>		0.615	0.623	0.621	0.589	0.634	0.626
<b># Foreign Students</b>	$\Sigma$	0	2	0	0	0	0
	f	0	2	0	0	0	0
	m	0	0	0	0	0	0
<b>Percentage of occupied study places</b>		96.57%	99.69%	101.50%	107.11%	90.71%	84.07%
<b># Graduates</b>	$\Sigma$	238	317	281	303	291	207
	f	137	191	164	185	172	127
	m	101	126	117	118	119	80
<b>Success rate</b>		81.25%	59.29%	29.90%*	3.43%*	0%	0%
<b>Dropout rate</b>		2.19%	3.85%	0%	0%	0%	0%

<b>Average duration of study</b>		4 years 3 months 12 days	4 years 3 months 28 days	4 years 2 months 29 days	4 years 1 month 24 days	4 years 4 months 13 days	4 years 13 days
<b>Average grade of final degree</b>		3.26	3.31	3.3	3.39	3.36	3.462

### **Bachelor of Development Economics (BA Development Economics)**

UNEJ formulated the vision for the BA Development Economics programme to become an excellent programme in developing economy with environmental and agroindustry perspectives in Southeast Asia by the year of 2030. BA Development Economics focuses on the learning, research, and community service towards regional economy, agrobusiness, monetary economy, and human resources economy within agroindustrial perspectives. The rationale of Jember being surrounded by agriculture and plantation becomes the distinctiveness that needs to be explored and developed to increase the additional value for producers to consumers, which is based on economics principles. Therefore, the programme implies to strive to equip graduates with critical power and best practices to determine and evaluate economic policy and maximizing graduates' capability in implementing knowledge learned at campus through dissemination.

The programme was monitored and evaluated each year and its curriculum was improved once in four years. The improvement and development of the curriculum of BA Development Economics is done by adjusting learning outcome and the curriculum towards the development of economics with environmental and agroindustry perspectives. During this process, the Ministry of Education, Culture, Research and Technology launched MBKM for students to choose their learning model freely based on their interests and talents. This programme has been integrated into the curriculum and the application of learning processes in 2021. Curriculum reconstruction provides students with the opportunity to study in other universities in a maximum length of three semesters and conversion of course subjects through the MBKM programme. By implementing this, the expectation of a shorter period of study will be achieved in less than four years.

BA Development Economics has a high number of applicants. Statistically, the application trend shows inclination in 2016 due to adjustment of the study place. However, there is a 20 % significant increase of applicants in 2021 than in the previous year. The BA Development Economics admission process employs gender equality seen in the ratio of 52 % female compared to 48 % male applicants respectively.

BA Development Economics has two international students from Thailand admitted in 2016 and 2017. Since then, the study programme has not yet accepted international applicants. The programme management strives for increasing international competitiveness by offering academic activities such as summer courses.

UNEJ rates the success rate of BA Development Economics as very good with students graduating in 4.15 years and GPA of 3.27 of 4.00 scale. The University realized that the promotion of BA Development Economics needs to be done massively through the media to reach prospective applicants. To increase the number of international students, the University aims to promote BA Development Economics to overseas university partners.



**Table 3: Statistical Data of Students in Bachelor of Development Economics**

		2016	2017	2018	2019	2020	2021
<b># Study Places offered by HEI</b>		250	250	150	150	150	150
<b># Applicants</b>	$\Sigma$	2811	2345	2124	1480	1003	1218
	f	1437	1275	1005	731	456	631
	m	1374	1070	1119	749	547	587
<b>Application rate</b>		1124.40%	938.00%	1327.50%	925.00%	668.67%	676.67%
<b># First-Year Students (accepted applicants)</b>	$\Sigma$	236	250	154	158	156	146
	f	132	159	99	101	97	104
	m	104	91	55	57	59	42
<b>Rate of female students</b>		55.93%	63.60%	64.29%	63.92%	62.18%	71.23%
<b># Foreign Students</b>	$\Sigma$	1	1	0	0	0	0
	f	0	1	0	0	0	0
	m	1	0	0	0	0	0
<b>Rate of foreign students</b>		0.42%	0.40%	0.00%	0.00%	0.00%	0.00%
<b>Percentage of occupied study places</b>		94.40%	100.00%	96.25%	98.75%	104.00%	81.11%
<b># Graduates</b>	$\Sigma$	168	244	171	197	121	112
	f	74	130	111	120	66	24
	m	94	114	60	77	55	88
<b>Success rate</b>		50.70%	31.90%	3.70%**	0.0%	0.0%	0.00%
<b>Dropout rate</b>		6.20%*	1.50%*	0.00%	0.00%	0.00%	0.00%
<b>Average duration of study</b>		4.64	4.64	4.67	4.75	4.98	4.15
<b>Average grade of final degree</b>		3.2	3.28	3.24	3.22	3.27	3.27

## Bachelor of International Relations (BA International Relations)

The University of Jember (UNEJ) was established in 1964 as a public university. At that time, the International Relations Study Programme (BA International Relations) was established as part of the Faculty of Social and Political Sciences.

**Table 4: Statistical Data of Students in the Bachelor of International Relations**

		2016	2017	2018	2019	2020	2021
# Study Places offered by HEI		80	80	80	150	150	150
# Applicants	Σ	1151	1274	1566	1361	1373	1566
Application rate		14,39	15,93	19,58	9,07	9,15	10,44
# First-Year Students (accepted applicants)	Σ	70	86	73	149	156	153
	f	52	64	42	89	51	107
	m	18	22	31	60	105	46
Rate of female students		0,74	0,74	0,58	0,60	0,33	0,70
# Foreign Students	Σ	3	2	0	2	0	0
	f	0	2	0	1	0	0
	m	3	0	0	1	0	0
Rate of foreign students		0,04	0,02	0	0,03	0	0
Percentage of occupied study places		87,50%	107,50%	91,25%	99,33%	104,00%	102,00%
# Graduates	Σ	33	7	0	0	0	0
	f	23	6	0	0	0	0
	m	10	1	0	0	0	0
Success rate		47,14%	8,14%	0,00%	0,00%	0,00%	0,00%
Dropout rate		2,86%	5,81%	0,00%	0,00%	0,00%	0,00%
Average duration of study		4,6	4,7	0	0	0	0
Average grade of final degree		3,4	3,6	0	0	0	0

While the study programme is designed for students to complete their studies within eight semesters or four years, in fact, the table shows that the average duration of study is more than four years. Based on records in the 'integrated information system' (SISTER) University of Jember, the main cause for the long duration of the study is the writing of the thesis. Hence, the study programme takes actions to speed up students' thesis writing completion, for instance by optimizing tutorials and counselling for students' final research and thesis writing.

## Appraisal

All four programmes are four year programmes and have been running for many years. There is evidence that the programmes have been regularly revised and adapted since then (BA Accounting, BA Management, BA Developing Economies, BA International Relations).

The applicant rates are extremely high in comparison to other universities. UNEJ has transformed itself from a small university to a large university with more than 30 000 students and a large number of programmes. The internationality is still in its beginnings, with a few international students. However, the University has realized this and is striving to increase the proportion.

# Programme Description and Appraisal in Detail

## 1. Objectives

### 1.1 Objectives of the study programmes

The objectives of BA Accounting, BA Management, BA Development Economics and BA International Relations were based on the vision and mission of the study programmes in accordance with the vision and mission of University of Jember, the diverse demands of internal and external stakeholders and the graduates' competences requirements for 21<sup>st</sup> century. The objectives are based on tracer study results. With redesigning and focusing the four study programmes the University creates the vision of striving to achieve excellence in the development of science, technology and arts with environmental, business and industrial agricultural perspectives. The study programme of BA Accounting focuses on technopreneur accounting, BA Management sets its focus on management science and sustainability and business with environmental and agro-industrial perspectives, and BA International Relations focuses on the international relations with environmental, business and global industrial agriculture.

The extent of achievements of the study programmes' objectives is determined and based on the graduates profile, learning outcome, and the curriculum that refers to Indonesia National Qualification Framework (KKNi) and Higher Education National Standard. Undergraduate level is equal to Level 6 KKNi in terms of ability to apply, study, design and use the science and technology and problem solving. Graduate competence standards include attitude and general skill as standardized by KKNi, on the other hand, the knowledge and specific skills are determined by the association or forum managing the similar programme studies.

Evaluation of achievement and adjustment of study programmes are executed by reviewing the curriculum done once in three years or if a change in education policy occurs such as MBKM. This process involves the internal stakeholders including students, lecturers and academic staff as well as the external stakeholders including graduates, users and collaborative partners.

#### **Bachelor of Accounting (BA Accounting)**

BA Accounting has objectives of producing graduates in accounting that

1. have faith in God, and adhere to Pancasila Principles, professional, independent, with global perspectives and local wisdom and have personality as a long-life learners;
2. have the ability to apply accounting, auditing and taxation and utilize the knowledge, technology and arts in the related field and are capable to adapt to the situation and provide problem solution;
3. master the theoretical concept in auditing, taxation in general and particular in depth mastery of theoretical concepts, and are able to formulate the solution for the problems related to procedures;
4. are capable to have accurate decision based on information analysis and accounting data, auditing and taxation, as well as to give suggestions on alternative solution;
5. have responsibility for the individual work and are responsible for organisation work results.

The objectives of BA Accounting is indicated in its graduates' profile including:

1. Public accounting: mastering auditing science and practicing the audit concepts as well as mastering a valid standard auditing development using the latest technology.
2. Management accounting: mastering accounting and having ability to practice planning, organizing, directing, controlling, and writing financial report for corporation or business entity.
3. Public sector accountant: mastery of public sector accounting and having ability to practice budgeting to work on financial reports oriented to non-profit organisation such as government or non-government organisations.
4. Researcher in accounting which is capable to contribute to problem solving of the development of accounting sciences.
5. *Accounting technopreneur*: mastering the accounting science combined with information technology to develop business.

### **Bachelor of Management (BA Management)**

BA Management is designed as a study programme that focuses on the sustainable business environment. It refers to the sustainable development trend in the business environment and becomes the focus of future development. BA Management has the objective to produce graduates that are

1. excellence in management and business and have the character of Pancasila based on environmental perspective.
2. adaptive to science and technology development in management and business.
3. critical, creative, communicative and collaborative in making decision.
4. active in their long-life learning.

The graduates of BA Management are expected to be practitioners working for their business without negative impact to their society. In broader sense, the graduates are constructed to have experience in science and practices oriented to sustainable development,

The objectives of the study programme are also reflected on the graduates' profile including:

1. Manager: mastery in the concept of functional management (marketing, financial, operations/production, human resources and risks) to support the duty of manager on profit, non-profit as well as government organization
2. Junior researcher: mastery of quantitative and/ or qualitative to contribute to problem solving in business and management.
3. Entrepreneur: with characteristics of determination, creativity, innovative, and willing to take the risk to start business and micro and small business
4. Mentor/tutor/trainer/facilitator: Mentor/tutor/trainer/facilitator are expected to have critical thinking, creativity, communicative and collaborative characteristics, life-long learners to contribute to public service sectors.

### **Bachelor of Development Economics (BA Development Economics)**

BA Development Economics aims at producing graduates in economics with ability to:

1. internalize the faith to God.
2. analyze the concept of economic theory, mathematics for economics and development economics supporting the environmental agroindustry.

3. solve the problems using the concepts of monetary economy, human resources economy, regional economy and agribusiness to support environmental agrobusiness.
4. apply quantitative and qualitative techniques as well as knowledge on monetary economics, human resources economics, regional economics and agribusiness to solve the problems of environmental agroindustry.
5. apply the methodology of research in economics.

The graduate's profile of BA Development Economics is in accordance with the development of industrial era 4.0 with specification on DiES (Digital Economy, Ecology and Agroindustry) namely:

1. Bureaucratic/Government Officials. Graduates have the ability to identify, analyze various problems related to government and public interests. Besides, graduates also have the ability to study the aspects of government policy related to digital economy and ecology and agroindustry as well as ability to manage human resources economy to achieve welfare.
2. Experts and practitioners in monetary and banking, regional planning, agroindustry and digital economy. Graduates shall have the ability to plan and perform their duty by interpreting and analyzing data and policy professionally and to provide accurate solutions to problems concerning finance, banking, regional planning, population and agro-industry.
3. Analysts in finance, banking, regional planning, population, agroindustry and digital economy. Graduate's ability includes planning, designing, organizing, evaluation, and mediator in development economics, and the ability to apply science and technology based on sustainability principles. Graduates should also have ability to communicate well with related parties in every duty in financial and banking as well as regional planning, population and agroindustry.
4. Academicians in finance, banking, regional planning, population and agroindustry. The ability to professionally design and execute research, think critically, and synthesize by calculating the impact of society problems. Graduates are also equipped with leadership skills, managerial skill, and adaptive ability as well as creative, innovative, responsive in planning, designing, and evaluating the problems related to a sustainable economy.
5. Agro-industrial entrepreneur. Graduates are able to become entrepreneurs with ability to start, execute, and develop innovative business in agro-industrial entrepreneur. They also have the ability to collaborate with skills of negotiating and communicating effectively as well as ability to apply science and technology.

### **Bachelor of International Relations (BA International Relations)**

The BA International Relations seeks to achieve several objectives as follows:

1. Producing a Bachelor of international relations who is professional and competitive in the public and private sector at the national and global levels.
2. Producing an innovative, creative, and independent graduate who has analytical skills, problem-solving competencies, and decision-making capacity, supported by scientific integrity and ethics.
3. Improving the quality and quantity of collaborative research in the field of international relations.
4. Enhancing academic cooperation with stakeholders at the national and global levels

The target groups of the objectives are students, lecturers, and the study programme leaders. The goals are designed for enhancing students' capacity for learning, applying theories, doing research, and solving problems independently by complying with ethics and scientific integrity. Furthermore, the goals also target lecturers as they need to increase research collaboration with international colleagues. Lastly, the objectives are also related to the head of the study programme as they have to develop cooperation both at the national and global levels.

Graduate profiles of the BA International Relations students are:

1. Diplomats both state diplomats and citizen diplomats: Diplomat includes both official conventional and non-conventional, such as citizen diplomat, business diplomat. The profile is a diplomat who masters the concept, theory, and methodology of International Relations to support their professional jobs.
2. Researchers and international analysts: An analyst of International Relations who is able to make strategic decisions about International Relations based on relevant data and digital information. A Researcher who can manage and develop comprehensive research as well as publish the research findings to support problem-solving in the area of International Relations.
3. Social entrepreneurs: An entrepreneur who supports social empowerment by implementing solutions for social, cultural, business, or environmental problems.
4. Journalists: A journalist who masters any aspects of International Relations including politics, society, economy, and culture.

### Appraisal:

The objectives of all four programmes are comprehensively defined. The programme contents were elicited and adapted at periodic intervals. Changes in the labor market and upcoming new trends were taken into consideration.

The qualification objectives of the programme are comprehensively explained and plausibly 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. Contents differentiate between mandatory courses and electives. They take into account the requirements of the national qualification framework.

		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

### For all study programmes

UNEJ formulated the vision to strive towards World Class University and fostered the international orientation through international collaborations with overseas universities. Various activities and events include international students, international collaboration and partnership, international student mobility, information of scholarship and international internships consisting of several programmes such as University of Jember International Culture Camp (UJICC), Culture Immersion, Join Summer Programme, Project Based Learning, Agriculture Industrial Training and the Western Australia East Java Universities Consortium. It formed 43 partnerships with universities located in Asia, Europe, US, Canada and Australia. UNEJ tries to actively participate in international academics in terms of education, research, and community service. UNEJ collaborates in education with partner universities such as Visayas State University (Philippines), University of San Carlos (Philippines), Kyungpook National University (South Korea), Hankyong National University (South Korea), Universiti Kebangsaan Malaysia (Malaysia), National Cheng Kung University (Taiwan), National Taiwan Normal University (Taiwan), Hiroshima University (Japan), Prefectural University of Hiroshima (Japan), Khon Kaen University (Thailand), University of Mandalay (Myanmar), Guizhou Minzu University (China), Asian Institute of Technology (Thailand) and Burapha University (Thailand). Collaboration of international students' admission consists of student exchange and other education collaboration including student mobility, cultural exchange, and international competition for students. UNEJ also participates in research collaboration with its partners, strives to actively being involved in international academic conferences and other activities related to research. For international prospective applicants UNEJ offers three schemes: 1). Self-funded; 2) fully funded scholarship including living allowance; 3) education scholarship.

**Bachelor of Accounting (BA Accounting)** is intended to be a competitive accounting study programme in the Accounting Technopreneurship on the international level. Accounting Technopreneurship is a relevant method to integrate accounting with technology and entrepreneurship. BA Accounting utilizes information technology for accounting to provide a benefit for the business entities by providing them with higher competitive values of BA Accounting in the international level.

The following are the programmes that BA Accounting runs to prepare students for the International level of accounting:

1. Collaborating with overseas universities such as: students and lecturers exchanges with University of San Carlos Philippines, research collaboration, academic mobility of lecturers and students with San Diego State University, The United States of America.
2. Participating in the international journals management as editors and reviewers, in collaboration with the University of San Carlos Philippines.
3. Organising regular international conferences in collaboration with Universiti Sultan Zainal Abidin Malaysia, National University of Science and Technology Taiwan, Osaka University, University of San Carlos, and the University of South Australia.
4. Using literature in Indonesian Language and English for the teaching and learning activities.
5. Using English as a medium of Instruction in some courses (bilingual classes).



6. BA Accounting refers to the International Financial Reporting Standard (IFRS) and International Standard On Auditing (ISA) in teaching.
7. Delegating students and lecturers in the international and national seminars.
8. Equipping academic staff (lecturers) with international competency certificates and memberships of international associations, i.e. the memberships of the Institute of Certified Sustainability Practitioners (ICSP) and the Institute of Internal Auditors (IIA).

**Bachelor of Management (BA Management):** The programme follows the endeavour to realize the vision of sustainable-international level BA Management. BA Management has been implementing these following programmes:

1. International orientation for education and research: The University of Jember International Cultural Camp (UJICC) takes place regularly since 2015 to date, International Joint Education Programme for Science and Technology, Short-Term Exchange Programme, and student exchange programme with Universiti Putra Malaysia (UPM).
2. Organising international seminars including The International Conference on Management Business and Technology (ICOMBEST 2021), and becoming the co-host for the 12th Bali International Conference of Project Management (ICPM) and International e-Conference on Business and Management 2021 (eICBM 2021) with participants from many countries.
3. Guest lecture programmes by inviting lecturers from University of San Carlos (Philippines), Griffith University, Australia and Universiti Utara Malaysia.
4. Running bilingual classes utilising references written in English for the teaching and learning activities and inviting guest lectures from overseas universities.
5. Encouraging and facilitating students to participate in the international internship programmes such as Independent certified internship programmes, such as those conducted by Microsoft.
6. Participating in the student mobility programmes such as International Student Mobility Awards for one semester in the university of Abu Dhabi in 2022 and *The 5th Istanbul Youth Summit di Turki*.
7. Encouraging students and lecturers to collaborate to write articles to be published in international journals.
8. Visiting lecturer programmes by sending lecturers to our partner universities overseas.
9. Joint research programme such as those of BA Management with the Faculty of Business and Management, Universiti Sultan Zainal Abidin (Malaysia).
10. Lecturers continuing their studies in the overseas universities.
11. International Credit Transfer programme with the Universiti Sultan Zainal Abidin (Malaysia) and University of San Carlos (Philippines).

International orientation also had an impact on the success of the lecturers in the BA Management to achieve national and international professional certifications such as CRA, CPIA, and QIA and those in the international level such as CMA and CIQnR. BA Management lecturers also actively participate in applying for international level research funding such as

those provided by Islamic Development Bank (IsDB), they are active as reviewers in some international journals, and become members of international association such as AIPBM.

**Bachelor of Development Economics (BA Development Economics):** The following are the programmes that BA Development Economics runs to improve the educational quality:

1. International virtual short course activities with materials from many studies and conducted in a shorter period of time.
2. International achievement of the academic community in BA Development Economics to improve the quality of education such as the successful participation in the student exchange with Gyeongsang National University Korea.
3. Lecturers receive international research fundings from the Islamic Development Bank (IsDB)

Other international level programmes:

1. Internship programmes in international and/or multinational enterprises such as in Pelindo III, Angkasa Pura II, PT Pertamina (Persero), PT Perkebunan Nusantara X, PT Perkebunan Nusantara XII, PT Permodalan Nasional Madani, PT Bank Mandiri (persero). These provide the opportunities for the students to do internships and work in the industry through government programmes with selection pathways.
2. Lecturers and staff programmes of BA Development Economics programme with more than ten overseas universities as partners from the Asian and European continents, United States, Canada and Australia in the international mobility programme as the opportunity to develop their career internationally in accordance with their expertise.
3. Visiting professor/Lecturer giving lectures or becoming guest academic staff in the international universities such as in San Carlos (Philippines), Hiroshima University (Osaka) University, Kyungpook National University (South Korea).
4. Visiting researcher: receiving students, academia, professors, and researchers as partners to do research in the university level.
5. Outbound Mobility: conducting scientific research overseas such as in Korea and Japan in the Agriculture.
6. International joint teaching by establishing a partnership with San Carlos University (Philippines) to provide opportunities for the lecturers in BA Development Economics to implement their expertise as guest lecturers and exchange lecturers.
7. International joint teaching with practitioners: inviting practitioners with different backgrounds of expertise to teach in BA Development Economics through joint or fully independent teaching with ASEAN Foundation and Greenhouse Gas (GHG).
8. International Joint Seminar: inviting speakers from overseas especially from partner universities by involving the students and lecturers from BA Development Economics and other programmes.
9. Academic staff exchange: facilitating academia, lecturers, and international researchers in many activities in the University of Jember especially in the academic programmes (Conferences in Japan, Australia, Malaysia, Philippines, Germany, and England).

An international class programme is aimed to develop students' soft skills so that they can compete in the global market and have global leadership competence. This international class programme is conducted every semester virtually. International students can take part in the

programme by attending short courses, visiting professor, and other international events conducted through the partnership of the two universities.

BA Development Economics cooperates with several institutions and enterprises in the regional and international levels for education and research. On the international level UNEJ cooperates with Burapha University (Thailand); Asian Institute of Technology (Thailand); Cranfield University (England); Griffith University (Australia); University of Tampere (Finland). In the field of research, nationally, the University has been working with Universitas Negeri Padang; Universitas Negeri Malang; Universitas Negeri Medan; Universitas Sebelas Maret; Universitas Gadjah Mada, and other universities. Meanwhile internationally, they have been working with Asia Justice and Rights (AJAR); Universiti Kebangsaan Malaysia; Universidade de Aveiro Portugal; Wroclaw University of Economic (Poland); Flensburg University of Applied Sciences (Germany).

National and international competence that the lecturers in BA Development Economics have achieved to improve their knowledge to be transferred to the students are: General Banking competence certificates, CIQnR (quantitative methods) competency certificates, CRA, CIQaR (qualitative methods), competence certificate for marketing mentor, Marketing Strategy competence certificate, CPHCM. The lecturers graduated from overseas universities and some act as reviewers for the international journals.

**Bachelor of International Relations (BA International Relations):** The international orientation of the BA International Relations is in line with the objectives of the study programme which are intended to enhance graduates to work not only at the national but also international levels. It can be seen in the curricular contents and practical experience abroad of the lecturers, foreign students, and international cooperation. In terms of curricular content, almost all courses reflect international orientation, for instance, theories of international relations, diplomacy, international political economy, international security studies, human security and global issues, and others. In addition, the curriculum of BA International Relations also offers area studies such as Southeast Asian Studies, Latin America Studies, American Studies, Australia and South Pacific Studies, European Studies, Russian Studies, East Asian Studies, and Middle East Studies. Thus, the BA International Relations facilitates students with an international-oriented curriculum and several basic trainings that might be important for graduates. In addition to equipping students with an internationally oriented curriculum, the BA International Relations also conducts some basic diplomacy training, such as table manners, English debate and the UNEJ Model United Nation Club.

Moreover, students also have opportunities to attend a class of an oversea university such as Universiti Sains Malaysia. The most recent (odd semester 2021/2022), several students of the BA International Relations enrolled in a Harvard University Online Course and University of Naples Federico II for one semester sponsored by the Ministry of Education, Culture, Research and Technology, Republic of Indonesia.

Two BA International Relations students are also selected as grantees of the Indonesian International Students Mobility Awards which allows students to study abroad for one semester at the University of Granada (Spain) and Palacký University Olomouc (Czech Republic). In addition, following MBKM programmes, students of the BA International Relations study programme apply and do internships in several companies including multinational corporations i.e.: PT. Grab Teknologi Indonesia, PT. Microsoft Indonesia, PT. Pertamina, PT. Telkom Indonesia, PT. Karya Dua Anyam, and PT. Gemilang Media Wisata. There are also

students who undertake an internship programme offered by the Indonesian Embassy in Ankara Turkey.

About 44.4 % of the lecturers graduated abroad for their master's and/or doctoral degrees, including Australian National University, Flinders University, Victoria University, University of Nottingham UK, University of Birmingham, Ritsumeikan University (Japan), Universiti Utara Malaysia. The study programme is also supported by foreign graduated lecturers from other study programmes, for instance from Flinders University, Australia and Univeristi Sains Malaysia.

Moreover, the lecturers are also active in international-oriented activities such as being visiting lecturers, visiting research fellows, post-doctoral fellows, invited speakers in international seminars, guest lecturers, and external examiners for the doctoral degree at various universities outside Indonesia.

The BA International Relations study programme also offers study places to foreign students. Since 2010, there have been approximately 15 foreign students enrolled in the BA International Relations. The University intends to expand international cooperation to attract more foreign students. This is in line with the decision of the university to provide scholarships for foreign students.

In terms of graduates, as a result of internationalisation programmes, there are graduates of the BA International Relations who have opportunities to work globally. Several alumni work as ambassadors, consul general, attaché, diplomats, journalist, lecturer, researcher, and staff of international organisations such as the ASEAN secretariat and United Nations Children Funds (UNICEF).

### Appraisal:

The programmes are designed to comply with all aspects of internationality that are comparable to other international programmes. The programme design appropriately takes into account the required international aspects, with respect, too, to its graduates' employability. However, the degree of internationalization in terms of the number of international students, incoming and outgoing students, international research activities and the number of courses offered in English throughout can still be described as moderate.

		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 programmes

### Positioning of the study programmes in the educational market

#### **Bachelor of Accounting (BA Accounting)**

The University strives to equip graduates of BA Accounting with the skills of accounting technopreneurs. The programme intends to improve accounting competence relevant to information technology and entrepreneurship competences. The combination of the three fields of science is considered as unique and adds value for those graduating from BA Accounting to compete in the national and international work market. To enhance that matter, BA Accounting offers knowledge of international standard internal auditing which refers to *The Institute of Internal Auditors Global*. In addition, the graduates are also equipped with the ability of sustainability reporting with international standard (*Global Reporting Initiatives*) guided by lecturers certified by National Center for Sustainability Reporting (NCSR).

The uniqueness of accounting technopreneur is an added value in comparison to other bachelor in accounting programmes in the East Java Province, Indonesia. Another advantage that BA Accounting offers compared to those two benchmark universities is that BA Accounting aims to be an accounting study programme with science and technology which are environmentally sustainable and based on industrial agriculture.

#### **Bachelor of Management (BA Management)**

In accordance with the aim of BA Management to provide graduates with skills that excel in the management and sustainable business environment, BA Management attempts integrating sustainability knowledge into the courses offered, especially the compulsory and expertise courses. This aims to result in more advantages to relate issues of sustainability to specific issues in the real world. The University considers this as unique knowledge and skills in comparison to other management programmes.

BA Management has been accredited with A by the accreditation agency for Indonesian universities (BAN-PT) for three consecutive periods (four years each). The ratio of the number of applicants and registered students is 14:1, giving the University the opportunity to select students carefully.

#### **Bachelor of Development Economics (BA Development Economics)**

BA Development Economics is accredited A by BAN-PT. University of Jember is ranked number ten in Indonesia based on Webometrics 2021 ranking. BA Development Economics also strives for being a highly competitive programme on the national level.

Nationally, BA Development Economics has proved competitive power in the students' admissions and selections. In the last five years they received 9.763 applicants. The University explains these numbers by the fact that BA Development Economics is accredited A by BAN-PT; career prospects are offered. academic and non-academic programmes offered both nationally and internationally.

#### **Bachelor of International Relations (BA International Relations)**

Although there are competitors at the regional level in East Javas and at the national level, the applicants for the BA International Relations are more than one thousand students per year. In addition, as a public university UNEJ is one of the targeted universities by potential students

at national levels, as indicated by the students' city of origin. The students of the BA International Relations come from various cities and provinces, not only from Java (where UNEJ is located) but also from other islands such as Sumatera, Kalimantan, Bali, West Nusa Tenggara, Sulawesi, and Papua. This fact indicates that the reputation of the study programme is quite high at the national level. In terms of foreign students, while it is still limited, in the period 2010-2019, every year there were foreign students studying in the BA International Relations. The University and the study programme seek to attract more foreign students to study at UNEJ.

Competitive advantages of the BA International Relations are related to the status of UNEJ as a public/state university, an "A" institution accreditation, alumni success stories, and the university ranks. Since its establishment, the National Accreditation Body for Higher Education (BAN-PT) grants accreditation to the BA International Relations study programme UNEJ "A" level (which is the best among the three levels of accreditation, i.e., A, B, and C). In terms of the university rank, according to Scimago Institutions Rank, the University of Jember is ranked 14<sup>th</sup> among Indonesian universities.

The BA International Relations conducted a benchmark study by comparing the curriculum and programmes implemented by other BA International Relations in Indonesia. The Programme Director also consulted the Association of Indonesian International Relations. As a result, the faculty decided on two areas, namely Gastro/Diplomacy and International Agribusiness as the uniqueness of the BA International Relations. The areas have not been developed by other BA International Relations in Indonesia. To support the realisation of the uniqueness, several lecturers of the BA International Relations study programme are currently doing research on those themes funded by the Ministry of Education, Culture, Research, and Technology. They also collaborate with other national and global institutions such as the National Research and Innovative Agency Republic of Indonesia and with the Ministry of Foreign Affairs Republic of Indonesia to develop guidelines for gastrodiploamacy. In 2020, the research group conducted a focus group discussion attended by relevant ministries and agencies to formulate policy recommendations on Gastrodiploamacy for the President of the Republic of Indonesia. Moreover, the National Research and Innovation Agency collaborates with the lecturers to conduct research on Gastrodiploamacy.

### Positioning of the Study Programmes on the Job Market for Graduates ("Employability")

Students graduating from **BA Accounting** work

- as a professional public accountant in international companies such as Top Tier Audit Firms,
- as management accountant in multinational companies,
- as public sector accountants in Indonesian ministries, municipal, district, and provincial governments,
- in the Indonesian Stock Market, Bank of Indonesia, Financial Services Authority, international level domestic conventional banks,
- as accounting researchers and those continuing their studies for the master's degree, and
- as entrepreneurs who are innovative and impactful for the environment and community.

To evaluate the outcome of learning from users of alumni and to measure the satisfaction level of the alumni employers, UNEJ conducted a tracer study with the employers of BA Accounting alumni.

The satisfaction level of the employers is measured based on seven components: ethics, main competence, foreign languages competence, communicative competence, information technology competence, collaborative competence (teamwork), and self-development competence. The results show that 68.78 % of employers were very satisfied. They also mentioned that the most outstanding competences among the graduates are communicative and accounting competences.

Besides conducting a trace study, UNEJ also conducted a link-and-match-study to link and match what the work market needs and our students' competences. BA Accounting also conducted these following activities: Focus Group Discussion with alumni, users, and stakeholders.

**Bachelor of Management (BA Management):** A sustainable business environment as the uniqueness of BA Management aims to equip the graduates with competence, knowledge, and tools to become purpose-driven business leaders. Therefore, BA Management graduates should be enabled to develop and manage businesses that are purposeful in solving problems. Besides that, each competence is equipped with digitalization competence which allows students to work locally and globally.

To guarantee the match of the learning objectives, the study programme has conducted surveys and regular meetings with alumni which involve stakeholders to adjust the curriculum to the work market needs in Indonesia. BA Management regularly conducts tracer studies by distributing online questionnaires to alumni to know the match between their field of work and the learning outcomes.

Based on the data from the tracer study, at the moment, BA Management graduates works as:

- staff, supervisor, and manager in many local, international and multinational companies,
- civil servants in the municipal, district, and provincial governments and in ministries,
- academic professional working as tutors and education in educational institutions,
- assistant researcher in management and business. There are also graduates who continue their studies to masters' degrees.
- entrepreneur on startup businesses, SMEs, and Big scale enterprises.

Besides that, the satisfaction surveys are conducted with employers to know the match between the ILOs and the competence needed. The tracer study survey is conducted and evaluated regularly. Through this tracer study, BA Management can develop an alumni network to know the needs of the working world. Through the activities such as discussions with the alumni and employers, BA Management can adjust the curriculum to match the current need of the working world and to facilitate them to enter the working world with the expertise needed.

Based on the results of the tracer study on the alumni of BA Management, the majority of the alumni works in line with the fields of study. In line with IQF (Indonesian Qualifications Framework) which becomes the basis for learning outcomes, the results of the tracer study on alumni shows that majority of alumni agree that the teaching and learning process helped facilitate their theoretical need. The results of the survey also revealed that alumni gained

benefits in the skills in leadership, management, teamwork, and to deal and solve problems at work, independence and network development, as well as developing their confidence and courage to take risks.

The alumni of **BA Development Economics** developed skills to analyse the agroindustry based policy and area planning in accordance with the vision of the Faculty of Economics and Businesses and BA Development Economics. The scope of profession is leaned towards government positions (staff of Bank of Indonesia), entrepreneurs, NGO activists, economics consultants and academic professionals.

BA Development Economics conducted activities as focus groups with stakeholders to identify the labour market needs; collaboration with domestic and overseas industries, utilising the alumni network as well as Survey/tracer study for alumni.

Besides that, to develop the professional profile, BA Development Economics has conducted discussions with entrepreneurs, company managers, and representatives of small and medium scale enterprises and business platforms focusing on supporting SMEs and start-ups.

One of the endeavours to analyse the alumni profile in the labour market, BA Development Economics conducted satisfaction surveys asking employers. Based on the survey, 34 % of stakeholders agree that they were satisfied in general and 56 % agree that they were satisfied with UNEJ's alumni work performance, especially on the aspects of developing alternative solutions, recommending and taking appropriate actions to support their work and responsibilities.

Graduates of the **BA International Relations** have been working in many fields. Based on tracer studies and communication with alumni, it can be identified that alumni of the BA International Relations work in several areas as follows:

1. As Diplomats in the Ministry of Foreign Affairs Republic of Indonesia as consulate, senior and junior diplomats and citizen diplomats.
2. As Researchers and international analysts as lecturers at Diponegoro University Brawijaya University, Claremont School of Theology and many other universities, or as staff of international organisations such as ASEAN Secretariat and United Nations Children Fund, OXFAM
3. As Social entrepreneurs in many social foundations as LAZ Rizki Jember, Pusat Rehabilitasi YAKKUM, and owner of UMKM as Dapoer Krontz, Dapur Oishi, Kynar Accessories etc.
4. As Journalists in many mass media; printed or online as LKBN Antara, Time Indonesia, Republika, Jawa Pos, Sindo Indonesia, Tempo, Kompas, Metro TV, MNC Portal Indonesia, Detik Network etc.

For the purpose to realize the graduate profiles, the BA International Relations offers students trainings as suggested by stakeholders (for instance, journalism training, short Diplomatic Course).

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

**Bachelor of Accounting (BA Accounting):** In general, the strategic plan of University of Jember is to achieve the *Tri Dharma Perguruan Tinggi* or the three pillars of higher educations which include teaching, research, and community services that are based on environmental



sustainability and industrial agriculture. It indicates that University of Jember and Faculty of Economics and Business has declared themselves as a university and faculty with a high commitment to “agropreneurship”. The University sees BA Accounting as a flagship programme of the University of Jember and the Faculty of Economics and Business by developing Accounting Technopreneurship oriented to global agroindustry. Therefore, all academic staff members conducted research and community services in the fields of agroindustry and published the results of their work in the national and international journals. The outcome of their research and publications are integrated into their learning materials. Further, BA Accounting established an Accounting Technopreneur Minilab to facilitate students to improve their expertise. Those activities are in line with the five focus points of research as stipulated by the Ministry of education, Culture, Research, and technology, namely green economy, blue economy, digital transformation, tourism development and health independency. However, in this phase, BA Accounting chooses to focus on green economy and digital transformation.

**Bachelor of Management (BA Management):** In accordance with the core mission of University of Jember “to conduct and develop qualified, environmentally sustainable, based on agroindustry and agribusiness academic, vocational, and professional education with international reputation”, BA Management strives to bring together the three pillars (tri dharma) of activities, teaching, research and community services. The objective if the programme is to equip the alumni with analytical and critical thinking skills to discover alternative and best solutions to solve local and global problems. As a part of University of Jember, BA Management strives to equip students with competences that are oriented on a sustainable business environment which can contribute both nationally and internationally. This is in line with the strategic plan of University of Jember 2020-2024.

To support the attainment of this orientation, BA Management implemented a curriculum with courses containing sustainability oriented topics such as green operations sub topic on Advance Operation Management course, sub-topic sustainable supply chain management on Operational Management course, sub-topic holistic and sustainable marketing (social responsibility and ethics) on Advanced Marketing Management course, sub-topic Sustainable Resource Management and Development on Indonesian Economics course.

BA Management lecturers’ research are encouraged to do research oriented on sustainability and the outcome is used as material for teaching and learning activities.

**Bachelor of Development Economics (BA Development Economics)** has a vision to be a superior study programme in the development of environmentally sound economics and agroindustry at the international level and upholds the Tri Dharma (Three Pillars) of Higher Education which includes teaching, research and community service through action studies and application of economics, especially in developing sustainable environmentally-sound Regional Economics and Agribusiness, Human Resource Economics and Monetary Economics.

The BA Development Economics qualification also has a positive correlation with UNEJ's determination to realise the advantages of business-oriented environmental science and technology to increase a value-added supply chain of agricultural products from upstream to downstream.

**Bachelor of International Relations (BA International Relations):** In line with the vision of the University which focuses on developing agroindustry, the BA International Relations develops a specialization in gastrodiploamacy and international agribusiness. Gastrodiploamacy

concerns the development of a country's gastronomy as an essential tool in diplomacy to gain the advancement of the soft and hard power of a nation. Meanwhile, international agribusiness seeks to enhance strategies in agro-industries, especially focusing on international political and economic aspects of agribusiness. The essence of agribusiness is related to the development of gastro diplomacy, and vice versa.

The specialization of the BA International Relations is reflected in the courses stated in the curriculum, research, and external activities conducted by lecturers. The research resulted in the establishment of a network between the lecturers and other institutions. Lecturers were invited by the Ministry of Foreign Affairs to become experts in gastrodiplomacy.

## Appraisal:

The competitive position of UNEJ as a whole and the study programmes in particular has been convincingly presented to the panel. The panel formed the view that the reasons given for the positioning in the educational market of these study programmes are very plausible. For every single one of the four programmes a special focus was developed that is in line with the University's general strategy.

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

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

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

## 2. Admission

### Admission requirements

The state university entrance tests in Indonesia for prospective students are regulated by the Government through the Minister of Education and Culture Regulation<sup>2</sup> concerning admission of new students for undergraduate programmes at State Universities. Based on this regulation, the University of Jember<sup>3</sup> applies the rules concerning new student admissions.

Announcement of new student admissions can be seen at the website. The entrance test for public universities in Indonesia has three pathways, namely the National Selection for State University Entrance (SNMPTN), Joint Selection for State University Entrance (SBMPTN) and Joint Selection for Higher Education Entrance in Besuki Raya (SBMPTBR). The independent admission of new students or SBMPTN is carried out by each university after announcing the results of the SBMPTN. SNMPTN is a selection based on tracking the academic achievements of prospective students. The requirements for entry from the SNMPTN pathway are academic the reports of grades 10-12 semesters 1-5, physical and spiritual health, National Student Identification Number (NISN), graduation statement by the school (SMA/MA/SMK), and Higher Education Entrance Test (LTMPT) account.

The SNMPTN pathway is used to recruit prospective students who choose the Bachelor programme through academic achievements and other achievements for high school/MA/vocational high school graduates in the current year. SNMPTN registration is done online by involving schools as initial selectors. The selection committee is appointed by the Ministry of Education, Culture, Research, and Technology. The current high school accreditation status is also a consideration. In the SNMPTN path, the government bears all costs and *Bidik Misi* scholarships are provided for students who excel and need economic support.

SBMPTN pathway is a computer-based exam held by the Ministry of Education, Culture, Research, and Technology simultaneously to recruit prospective undergraduate students who are academically qualified without any discrimination against gender, race, religion, ethnicity, social position, and level of economic ability in accordance with the applicable laws and regulations. Participants who can take part are graduates of SMA/MA/SMK<sup>4</sup> in the last three years and graduates of package C in the last three years.

Meanwhile, SBMPTBR pathway is a local entrance exam for undergraduates in collaboration with State and Private Universities in Besuki Raya through Computer-Based Testing (CBT) which is carried out simultaneously in six regencies/cities in the Besuki Raya area, namely Jember, Bondowoso, Banyuwangi, Situbondo, Lumajang, and Probolinggo. The entry requirements for the SBMPTBR pathway are graduates of SMA/SMK/MA/MAK/Package C in 2019, 2020, and 2021 to choose all participating universities for SBMPTBR in 2021. The maximum age for graduates of Package C is 25 years in July 2021 for those who choose the University of Jember. Graduates of SMA/SMK/MA/MAK/Package C before 2019 can choose a university other than the University of Jember.

---

<sup>2</sup> Minister of Education and Culture Regulation Number 6 of 2020

<sup>3</sup> through the University of Jember Rector's Regulation No. 17 of 2021 concerning the Implementation of Education at the University of Jember (UNEJ); Rector's Regulation No. 293/UN25/EP/2019

<sup>4</sup> The Five Core Values of character education recommended by The Ministry are represented in the English textbook entitled *Bahasa Inggris Untuk SMA/MA/SMK/MAK Kelas XI* (2017 Revised Edition).

The University of Jember also accepts new students through the academic level transfer. Level transfer provides an opportunity for D3<sup>5</sup> students who want to continue to the S1<sup>6</sup> level and can only be done for the appropriate study programme.

Admissions must be based on the ratio of 20 % for SNMPTN, 40 % for SBMPTN and Local Selection for maximum 30 %. Consequently, the University of Jember determines its study place by balancing the maximum number of students in each study programme, lecturers, facilities, administration staff and other education resources available the faculty and the study programme. Referring to the Rector's Decree<sup>7</sup> the University of Jember regulated the study places for BA of Management with  $\geq 20$  % students for SNMPTN, 40 % for SBMPTN and  $\leq 30$  % for Local Students.

University of Jember also provides opportunity for prospective international students including those from Timor Leste, Madagascar, Thailand and Afganistan to pursue their study for undergraduate programme.

International students register online on the website and fulfil the requirements such as a copy of the academic certificate and transcript, curriculum vitae, motivation letter, etc. Moreover, the University of Jember international office will select the application. The following step after being admitted is getting a student permit, Temporary Stay Permit Card (KITAS), and telex visa for international students. Before joining the lectures in the University of Jember, students should take Bahasa Indonesia course for 4 (four) months in the Language Training Center of the University of Jember (UPT Bahasa UNEJ). This course is conducted before the academic year, between April and August. To increase the attraction of overseas students, the University of Jember collaborates with overseas universities and government, and provides scholarships (tuition, living allowance, and return ticket).

All requirements for admission are available on the website.

### Counselling for prospective students

The information related to procedures, verification, and competence requirements can be accessed by prospective students on the University website. The University of Jember also shares the information related to applicants and prospective students on its the social media accounts including Instagram, Facebook, Youtube and Twitter. The counselling for the applicants or prospective students is also available through the University Help Desk by telephone/hotline and email. Furthermore, the University also welcomes prospective students and applicants to a campus visit and UNEJ's Information Centre. UNEJ also holds 'A Virtual Open House' broadcasted and streamed online via Zoom and YouTube to reach the prospective students instantly. Facilities and information for the disabled is also provided.

Almost all information is readily available online. However, a contact person is also provided to answer questions from prospective students during office hours. In addition, every year before the admission of new students, the university forms a New Student Admissions Committee which is in charge of serving all the needs of prospective students, starting from

---

<sup>5</sup> D3 refers to Associates Degree

<sup>6</sup> S1 refers to Bachelor level

<sup>7</sup> Rector's Decree No 1076 /UN25/ KR/2020

registration problems, and arranging matters relating to entrance examinations such as places and test equipment. All information is also available in English language.

### Selection procedure

The selection process by SNMPTN and SBMPTN is regulated nationally by the Ministry of Education, Culture, Research and Technology.

Prospective students who have registered will take the entrance test. It consists of a general ability test and additional special ability tests depending on the choice of fields of study. The General Ability Test covers the subjects of Logic, Indonesian, English, and Basic Mathematics. Special Ability Tests for prospective science students include biology, physics, and chemistry. As for students in the social field such as International Relations, special subjects include sociology, geography, and economics. Since registering for the test, prospective students have already determined the first and second choices of majors they want to study.

The examination of prospective student exam results is carried out through a computer system. By this way, objectivity can be guaranteed. The selection also contains a test component that measures students' abilities. Because of the large number of applicants only a small proportion, with a ratio of one student accepted among 7 to 10 applicants, can take the test. The decision about the examination result is transparently decided by the university (SNMPTN and SBMPTBR), and the national committee (SBMPTN).

### Ensuring foreign language proficiency

English proficiency tests are integrated as part of the National Selection to Enter State Universities (SNMPTN), Joint Selection to Enter State Universities (SBMPTN), and independent pathway (SBMPTBR). Prospective students need to pass the entrance exam, which includes English subjects. The substance of the English test includes answering questions based on reading passages, grammar and structure, vocabulary, reference and statement, and also summary of a text. Each question has a score which will be combined with other subjects' scores.

In addition, once students are accepted and registered as students they have to improve their English skills and take an English test at the UNEJ Language Centre. The requirement for English language proficiency is regulated in the Rector's Regulation<sup>8</sup>. It concerns the Implementation of Education at the University of Jember which states that the English language ability of UNEJ students is evidenced by a UNEJ CBEPT (Computer Based English Proficiency Test) score of at least 450. Students with a lower score are required to attend English language training. After participating in the training, students are allowed to retake the CBEPT test five times in a row.

### Transparency and documentation of admission procedure and decision

The results and decisions of the entrance test can be directly accessed through the national website. The results of the entrance test are also communicated transparently through each website.

---

<sup>8</sup> Rector's Regulation of the University of Jember No. 17 of 2021

Selection is carried out based on the principle of getting prospective students who are academically qualified by using predictive test scores set by the selection committee in a transparent manner.

All admission decisions on the results of the entrance test are announced/communicated in writing and determined through the Decree of the Ministry of Education and Culture regarding the Announcement of the Higher Education Entrance Test Institute (LTMP) and submitted to prospective students via the website.

For foreign students the University of Jember conducts a selection. The procedures and requirements for admitting foreign students are regulated in the Regulation of the Chancellor<sup>9</sup> concerning the Implementation of Education at the University of Jember. After the process of accepting foreign students from the International Office of the University of Jember is complete, the documents for prospective foreign students will be submitted to the Academic Section of the University of Jember head office to then proceed with the processing of study permits and telex visas by the International Service Centre. Registration is done online through the website.

## Appraisal:

The admission requirements for the Bachelor programme are defined and comprehensible. The national requirements are presented and taken into account. The selection procedure of all four programmes is transparent as far as the National Selection for State Universities is concerned and ensures that qualified students are admitted.

The University conducts language entry tests, the required minimum score is comparable to other programmes at international universities. Intensive English courses are offered for those students whose knowledge does not yet meet the minimum criteria. These requirements ensure that students are able to successfully complete the study programme.

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

Thirty percent of the study places is selected individually by UNY. The criteria for selection are described.

	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		

<sup>9</sup> Regulation of the Chancellor of the University of Jember No. 17 of 2021

### 3. Contents, structure and didactical concept of the programme

#### 3.1 Contents

##### Logic and conceptual coherence and rationale for degree and programme names

The curriculum preparation is carried out by referring to the Indonesian National Qualifications Framework (KKNI), the National Higher Education Standard (SN Dikti), the Independent Learning Independent Campus (MBKM) policy, and input from associations and stakeholders. Referring to the KKNI level, the undergraduate study programme is at level six and lowers Graduate Learning Outcomes which include aspects of general attitudes and skills, while for aspects of specific knowledge and skills it refers to association agreements. The MBKM<sup>10</sup> policy as a learning programme outside the study programme is a supporter in achieving Graduate Learning Outcomes. The stages of preparation are regulated in the guidelines for preparing the curriculum for study programmes at UNEJ based on a Rector's Decree<sup>11</sup>.

The study programme curriculum guideline includes seven stages, namely:

- 1) SWOT analysis, Tracer Study and analysis of market signals,
- 2) determination of graduate profile,
- 3) formulation of Graduate Learning Outcomes (CPL),
- 4) determination of study materials,
- 5) analysis of depth and breadth,
- 6) formation of courses/course blocks, and
- 7) curriculum structure development.

Curriculum monitoring and review considers feedback from stakeholders and the achievement of strategic issues of adjustment and updating that are useful for reviewing the learning methods of a course, references for improving course study materials, and references for the preparation of future curricula.

The four programmes show the following contents:

Table 5: Curriculum of Study Programme: Bachelor in Accounting

1. Semester	Course Name	ECTS
	Education of Nationality	3,02
	Indonesian Language	3,02
	Introduction to Accounting I	4,53
	Business Mathematics	4,53
	Business English	4,53

<sup>10</sup> In 2020 the Ministry of Education and Culture (Mendikbud) introduced a new policy with respective ministerial decrees. This policy is called "Freedom to learn." For higher education it has been titled "Merdeka Belajar – Kampus Merdeka" (MBKM). This policy aims to give students the right to learn outside the home university and the study programme up to three semesters (with 20 sks credits per semester) with the following core elements: (1) Internship, (2) Project in a village, (3) Student exchange, (4) Research, (5) Entrepreneurial activities, (6) Independent study or project, (7) Humanitarian project, (8) Teaching in school. The list of activities can be taken from programmes determined by the government.

<sup>11</sup> Rector's Decree Number 17527/UN25/KP/2017

	Introduction to Macroeconomics	3,02
	Introduction to Management	4,53
	<b>Total ECTS:</b>	<b>27,18</b>
<b>2. Semester</b>	Education of Pancasila	3,02
	Education of Religion	3,02
	- Education of Islam	
	- Education of Christian	
	- Education of Catholics	
	- Education of Hinduism	
	- Education of Buddha	
	Indonesian Economics	4,53
	Introduction to Accounting II	4,53
	Business Statistics	4,53
	Cost Accounting	4,53
	Management Information Systems & Technology	4,53
	Practice of Financial Accounting I	4,53
	<b>Total ECTS:</b>	<b>33,22</b>
<b>3. Semester</b>	Taxation I	4,53
	Financial Management I	4,53
	Intermediate Accounting I	4,53
	Management Accounting	4,53
	Entrepreneurship	3,02
	Introduction of Micro Economics	3,02
	Organization Behaviour	3,02
	Cloud Accounting	4,53
	Advanced Accounting I	4,53
	<b>Total ECTS:</b>	<b>36,24</b>
<b>4. Semester</b>	Field Study	1,51
	Advanced Accounting II	4,53
	Auditing I	4,53
	'Business Law	3,02
	Taxation II	4,53
	Intermediate Accounting II	4,53
	Practice of Financial Accounting II	4,53
	Management of Investment and Capital Market	4,53
	Financial Analysis	4,53
	<b>Total ECTS:</b>	<b>36,24</b>
<b>5. Semester</b>	Auditing II	4,53
	Research Methodology	4,53
	Accounting Theory	4,53
	Public Sector Accounting	4,53
	Digital Business	4,53
	Sharia Accounting	4,53
	Management Control System	4,53
	Management Information System and Technology	4,53
	<b>Total ECTS:</b>	<b>36,24</b>
<b>6. Semester</b>	Practice of Auditing	4,53
	Government Accounting	4,53
	Strategy Management	4,53
	EDP Auditing	4,53
	Seminar of Accounting	4,53



	Big Data Analytics	4,53
	Business and Professional Ethics	4,53
	Elective Course:	
	Financial Management II	4,53
	Sustainability Reporting	
	Risk Management	
	Internal Auditing	
	Forensic Accounting	
	Bank Accounting	
	<b>Total ECTS:</b>	<b>36,24</b>
<b>7. Semester</b>	Student Study Service	4,53
	Bachelor's Thesis	9,06
	<b>Total ECTS:</b>	<b>13,59</b>

Since the focus of the programme is on accounting content, this should also be reflected in the name.

Table 6: The curriculum of the Study Programme: Bachelor in Management

1. Semester	Course Name	ECTS
	MPK9006 Civic Education	3.02
	MPK9007 Indonesian	3.02
	EKM1153 Business English I	3.02
	EKM1101 Economic Mathematics I	3.02
	EKU1101 Introduction to Economics I (Macroeconomics)	4.53
	EKU1103 Introduction to Business	4.53
	EKU1104 Principle Accounting I	4.53
	EKU1102 Introduction to Economics II (Microeconomics)	4.53
	<b>Total ECTS:</b>	<b>30.22</b>
<b>2. Semester</b>	UNU9001 Pancasila	3.02
	MPK9001-MPK9005 Islamic Education/Christian Education/Catholic Education/Hinduism Education/Buddhist Education	3.02
	EKM1202 Economic Mathematics II	3.02
	EKM1203 Introduction to Management	4.53
	EKM1205 Business Statistics I	3.02
	EKU1205 Principle Accounting II	3.02
	EKU1008 Business Law	4.53
	EKM1220 Risks Management	4.53
	<b>Total ECTS:</b>	<b>28.71</b>
<b>3. Semester</b>	EKM1306 Business Statistics II	3.02
	EKM1318 Cost Accounting I	4.53
	EKM1310 Financial Management	4.53
	EKM1312 Human Resources Management	4.53
	EKM1384 Corporate Budgeting	4.53
	EKU1009 Marketing Management	4.53
	EKM1313 Cooperative Management	4.53
	EKU1017 Operations Management	4.53
	<b>Total ECTS:</b>	<b>34.76</b>

<b>4. Semester</b>	EKM1454 Business English II EKM1409 Cost Accounting EKM1411 Advanced Financial Management EKM1413 Advanced Human Resources Management EKM1418 Advanced Marketing EKM1419 Introduction to Computer EKM1421 Advanced Operations Management EKM1415 Business Feasibility Study EKU1401 Job Training (KKL)	3.02 3.02 4.53 4.53 4.53 4.53 4.53 4.53 1.51
	<b>Total ECTS:</b>	<b>34.76</b>
<b>5. Semester</b>	EKM1583 Quantitative Methods for Business EKM1526 Econometrics EKM1523 Research Methodology EKM1524 Organisational Behaviour EKM1525 Taxation EKM1514 Management Information EKM1544 Managerial Economic EKU1013 Entrepreneurship	4.53 4.53 4.53 4.53 4.53 4.53 4.53 4.53
	<b>Total ECTS:</b>	<b>36.27</b>
<b>6. Semester</b>	EKM1616 Management Accounting EKM1642 Business Forecasting <i>General Elective Courses:</i> EKU1024 Islamic Economic and EKU1012 Indonesian Economics  <u><i>Elective Concentration: Financial Management</i></u> EKM1627 Stock Exchange and Financial Institution EKM1628 International Financial Management EKM1629 Investment Management EKM1630 Banking Management  <u><i>Elective Concentration: Marketing Management</i></u> EKM1631 International Marketing Management EKM1632 Consumer Behaviour EKM1633 Selling Management EKM1634 Services Marketing Management  <u><i>Elective Concentration: Operations Management</i></u> EKM1635 Quality Control EKM1636 Project Management EKM1637 Inventory Management EKM1638 Theory of Decision Making  <u><i>Elective Concentration: Human Resources Management</i></u> EKM1639 Human Resource Planning EKM1640 Human Resource Strategic Management EKM1641 Leadership EKU1016 Business Communication	4.53 4.53 4.53  4.53 4.53 4.53 4.53  4.53 4.53 4.53 4.53  4.53 4.53 4.53 4.53  4.53 4.53 4.53 4.53

		4.53
	<b>Total ECTS:</b>	<b>31.73</b>
<b>7. Semester</b>	EKM1745 Strategic Management	4.53
	<i>Elective Concentration: Financial Management</i> EKM1746 Financial Management Seminar	4.53
	<i>Elective Concentration: Marketing Management</i> EKM1747 Marketing Management Seminar	4.53
	<i>Elective Concentration: Operations Management</i> EKM1748 Operations Management Seminar	4.53
	<i>Elective Concentration: Human Resources Management</i> EKM1749 Human Resources Management Seminar	4.53
	<b>Total ECTS:</b>	<b>9.07</b>
<b>8. Semester</b>	EKM1854 Community Service Programme (KKN)	4.53
	EKM1853 Final Project and Comprehensive Exam	9.07
	<b>Total ECTS:</b>	<b>13.6</b>

This programme has a broad business content with different specialisations on offer. For this reason, a general name, Management, was chosen, as it includes a broad general education and comprises many possible specializations.

**Table 7: Curriculum of Study Programme: Bachelor in Development Economics**

1. Semester	Code	Course Name	ECTS
	<b>M1</b>	<b>University Compulsory Course</b>	
	MPK9006	Civic Education	3.02
	MPK9007	Indonesian	3.02
	EKP1155	English	3.02
		<b>Total ECTS:</b>	<b>9.06</b>
	<b>M2</b>	<b>Faculty &amp; Study Programme Compulsory Course</b>	
	EKP1101	Introduction to Macroeconomics Theory	4.53
	EKP1102	Introduction to Microeconomics Theory	4.53
	EKP1103	Mathematics for Economics I	4.53
	EKP1112	Business and Marketing Management	3.02
	EKP1111	Business Accounting	3.02
		<b>Total ECTS:</b>	<b>19.64</b>
<b>2. Semester</b>	<b>M1</b>	<b>University Compulsory Course</b>	
	UNU9001	Pancasila	3.02

	MPK9001	Islamic Education	3.02
	MPK9002	Christian Education	
	MPK9003	Catholic Education	
	MPK9004	Hindu Education	
	MPK9005	Buddhist Education	
		<b>Total</b>	<b>6.04</b>
		<b>ECTS:</b>	
	<b>M2</b>	<b>Faculty &amp; Study Programme Compulsory Course</b>	
	EKP1204	Mathematics for Economics II	4.53
	EKP1213	Entrepreneurship	3.02
	EKP1207	Macroeconomics Theory I	4.53
	EKP1212	History of Economic Thought	4.53
	EKU1206	Economic Statistics I	4.53
	EKP1210	Microeconomics Theory I	4.53
		<b>Total ECTS:</b>	<b>25.7</b>
<b>3. Semester</b>	<b>M2</b>	<b>Faculty &amp; Study Program Compulsory Course</b>	
	EKP1308	Macroeconomics Theory II	4.53
	EKP1316	Microeconomics Theory II	4.53
	EKP1313	Development Economics I	4.53
	EKP1315	Public Economy I	4.53
	EKU1307	Economic Statistics II	4.53
	EKP1317	Project Analysis	4.53
	EKP1319	Digital Economy	3.02
	EKP1320	Agricultural Economics and Agribusiness	4.53
		<b>Total ECTS:</b>	<b>34.8</b>
<b>4. Semester</b>	<b>M2</b>	<b>Faculty &amp; Study Programme Compulsory Course</b>	
	EKP1431	Institutional Economics	4.53
	EKP1415	Sustainable Development Economics	4.53
	EKP1209	Monetary Economics I	4.53
	EKP1418	Econometrics I	4.53
	EKP1421	Human Resource Economics I	4.53
	EKP1423	Introduction to Sociology and Political Economy	4.53
	EKU1411	International Economics	4.53
	EKP1211	Economic System	3.02
		<b>Total ECTS:</b>	<b>34.8</b>
<b>5. Semester</b>	<b>M2</b>	<b>Faculty &amp; Study Programme Compulsory Course</b>	
	EKP1519	Econometrics II	4.53
	EKP1526	Regional Economics	4.53
	EKP1527	Research Methodology	4.53
	EKP1528	Development Planning I	4.53
	EKU1012	Indonesian Economy	4.53

	EKP1529	Natural Resources and Environmental Economics 1	4.53
		<b>Total ECTS:</b>	<b>27.2</b>
	<b>M3</b>	<b>General Elective Course</b>	
	EKP1534	Central Bank	4.53
	EKU1024	Sharia Economics	
	EKP1530	Qualitative Methods	
	EKP1532	Statistic Non-Parametric	
		<b>Total ECTS:</b>	<b>4.53</b>
<b>6. Semester</b>	<b>M2</b>	<b>Faculty &amp; Study Programme Compulsory Course</b>	
	EKP1630	International Trade Economics	4.53
	EKM1642	Industrial Economy	4.53
	EKM1642	Cooperative Economics	3.02
	EKU1401	Job Training (KKL)	1.51
		<b>Total ECTS:</b>	<b>13.6</b>
	<b>M4</b>	<b>Specialization Elective Course</b>	
		<b>Total ECTS:</b>	<b>27.2</b>
		<b>A. Regional Economics and Agribusiness</b>	
	EKP1536	Regional Development Economics	4.53
	EKP1537	Regional Economy	4.53
	EKP1538	Economic Valuation	4.53
	EKP1657	Regional Economy	4.53
	EKP1629	Development Planning II	4.53
	EKP1741	Transport and Urban Economics	4.53
	EKP1617	Plantation Economics	4.53
	EKP1660	Sustainable Rural Economy	4.53
		<b>B. Human Resource Economic</b>	
	EKP1539	Engineering and Demographic Analysis	4.53
	EKP1540	Employment Mobility	4.53
	EKP1541	Health and Education Economics	4.53
	EKP1622	Human Resource Economics II	4.53
	EKP1635	Population Economics	4.53
	EKP1741	Transport and Urban Economics	4.53
	EKP1744	HR and Employment Analysis	4.53
	EKP1745	HR Management	4.53
		<b>C. Monetary Economics</b>	
	EKP1542	Capital Market and Investment Analysis	4.53
	EKP1543	Risk management	4.53
	EKP1544	Financial Economics	4.53
	EKP1610	Monetary Economics II	4.53
	EKP1616	Public Economy II	4.53
	EKP1752	Management of Banks and Non-Bank Financial Institutions	4.53
	EKP1740	Financial management	4.53

	EKP1747	International Monetary Economics	4.53
<b>7. Semester</b>	<b>M4</b>	<b>Specialization Elective Course</b>	
		<b>Total ECTS:</b>	<b>4.53</b>
		<b>A. Regional Economics and Agribusiness</b>	
	EKP1753	Regional Economics and Agribusiness Seminar	4.53
		<b>B. Human Resource Economic</b>	
	EKP1750	Human Resource Economic Seminar	4.53
		<b>C. Monetary Economics</b>	
	EKP1751	Monetary Economics Seminar	4.53
<b>8. Semester</b>	<b>M1</b>	<b>Faculty &amp; Study Program Compulsory Course</b>	
		<b>Total ECTS:</b>	<b>13.60</b>
	EKP1852	Community Service Program (KKN)	4.53
<b>Electives:</b>	EKP1855	Final Project and Comprehensive Exam	9.07
		<b>General Elective Course</b>	
	EKP1534	Central Bank	
	EKU1024	Sharia Economics	
	EKP1530	Qualitative Methods	
	EKP1532	Statistic Non-Parametric	
		<b>Specialization Elective Course</b>	
		<b>A. Regional Economics and Agribusiness</b>	
	EKP1536	Regional Development Economics	
	EKP1537	Regional Economy	
	EKP1538	Economic Valuation	
	EKP1657	Regional Economy	
	EKP1629	Development Planning II	
	EKP1741	Transport and Urban Economics	
	EKP1617	Plantation Economics	
	EKP1660	Sustainable Rural Economy	
	EKP1753	Regional Economics and Agribusiness Seminar	
		<b>B. Human Resource Economic</b>	
	EKP1539	Engineering and Demographic Analysis	
	EKP1540	Employment Mobility	
	EKP1541	Health and Education Economics	
	EKP1622	Human Resource Economics II	
	EKP1635	Population Economics	
	EKP1741	Transport and Urban Economics	
	EKP1744	HR and Employment Analysis	
	EKP1745	HR Management	
	EKP1750	Human Resource Economic Seminar	
		<b>C. Monetary Economics</b>	
	EKP1542	Capital Market and Investment Analysis	
	EKP1543	Risk management	

	EKP1544	Financial Economics	
	EKP1610	Monetary Economics II	
	EKP1616	Public Economy II	
	EKP1752	Management of Banks and Non-Bank Financial Institutions	
	EKP1740	Financial management	
	EKP1747	International Monetary Economics	
	EKP1751	Monetary Economics Seminar	

“Bachelor in Development Economics” was chosen as the name of the programme as it contains a strong focus on regional economics and agribusiness as this sector is of importance in the region of East Java. The name reflects the focus of the programme and differentiates it from other economic programmes on Java.

**Table 8: Curriculum of the Bachelor in International Relations**

<b>1. Semester</b>	<b>Course Name</b>	<b>ECTS</b>
	Bahasa Indonesia	3.02
	English	3.02
	Philosophy of Science and Academic Ethics	3.02
	Introduction to Management and Entrepreneurship	3.02
	Introduction to Law	4,53
	Introduction to Political Science	4,53
	Introduction to Economics	4,53
	Introduction to Sociology	4,53
	<b>Total ECTS:</b>	<b>30.2</b>
<b>2. Semester</b>	Pancasila	3.02
	Islamic Studies*	3.02
	Christian Studies*	3.02
	Catholic Studies*	3.02
	Hindu Studies*	3.02
	Buddhist Studies*	3.02
	Introduction to Information Technology	3.02
	Introduction to International Relations	4,53
	Academic Writing Techniques	3.02
	International Law	4,53
	International Communications	4,53
	Political Ideas and Theories	4,53
	<b>Total ECTS:</b>	<b>30.2</b>
	*Note: Students only choose one of these religious studies	
<b>3. Semester</b>	Civic Education	3.02

	Theories of International Relations	4,53
	International Institutions and Regimes	4,53
	International Security Studies	4,53
	Comparative Politics	4,53
	Diplomacy	4,53
	International Economy	3.02
	Theories of Foreign Policy	4,53
	<b>Total ECTS</b>	<b>33.22</b>
<b>4. Semester</b>		
	Research Methodology	4,53
	International Political Economy	4,53
	Human Security and Global Issues	4,53
	Contemporary International Relations Theories	4,53
	Indonesia's Foreign Policy	4,53
	Peace Studies and Conflict Resolution	4,53
	Global Political Environment	4,53
	Public Diplomacy	3.02
	<b>Total ECTS:</b>	<b>34.73</b>
<b>5. Semester</b>		
	Methodology of International Relations	4,53
	Gastrodiplomacy	4,53
	Regionalism	4,53
	Global Social Movements	3.02
	International Development	3.02
	English for Diplomacy and Journalism	4,53
	Public Relations	3.02
	Global Political Sociology	3.02
	Democratization and Human Rights Studies	4,53
	<b>Total ECTS:</b>	<b>34.73</b>
<b>6. Semester</b>		
	Community Service	4,53
	International Agrobusiness	3.02
	Statistics for Social Science	3.02
	Media and Global Communications	4,53
	American Studies	3.02
	Southeast Asian Studies	4,53
	Indonesian Political System	3.02
	East Asian Studies	4,53
	<b>Total ECTS:</b>	<b>30.2</b>
<b>7. Semester</b>		
	Gender and Feminism	4,53
	Nationalism and Ethnopolitics	4,53
	Fieldwork	3.02



	Latin American Studies	4,53
	Russian Studies	3.02
	Middle East Studies	4,53
	European Studies	4,53
	Australia and South Pacific Studies	4,53
	<b>Total ECTS:</b>	<b>33.22</b>
<b>8. Semester</b>	Thesis	9.07
	<b>Total ECTS:</b>	<b>9.07</b>
<b>Electives:</b>	Public Diplomacy	3.02
	Gastrodiplomacy	4,53
	Regionalism	4,53
	Global Social Movements	3.02
	International Development	3.02
	English for Diplomacy and Journalism	4,53
	Public Relations	3.02
	Global Political Sociology	3.02
	Democratization and Human Rights Studies	4,53
	Statistics for Social Science	3.02
	American Studies	3.02
	Southeast Asian Studies	4,53
	Indonesian Political System	3.02
	East Asian Studies	4,53
	Gender and Feminism	4,53
	Nationalism and Ethnopolitics	4,53
	Fieldwork	3.02
	Latin American Studies	4,53
	Russian Studies	3.02
	Middle East Studies	4,53
	European Studies	4,53
	Australia and South Pacific Studies	4,53

The aim is to prepare students for careers in international institutions. This has to be reflected in the programmes' name.

A review of the curriculum is carried out regularly by involving stakeholders and experts such as from associations that are tailored to their respective study programmes. Based on the Guidebook for Curriculum Preparation of Study Programmes at the University of Jember<sup>12</sup>, the curriculum review period includes the long term (4 years), medium term (annual), and short term (monthly or according to needs). The long-term (4 year) curriculum evaluation is comprehensive for review and improvement as a whole. This evaluation involves external stakeholders and experts according to the study programme. The selection of experts include professors or curriculum experts from study programmes that have at least very good national

<sup>12</sup> which applies based on the UNEJ Chancellor's Decree No. 17527/KP/2017

accreditation or who are affiliated with study programme associations. Experts can also be practitioners who are affiliated with practitioner associations that are relevant to the respective study programme. A mid-term curriculum review is held annually to evaluate the novelty of course study materials. Meanwhile, a short-term curriculum review was carried out by a team of course lecturers to evaluate learning methods.

### Integration of theory and practice

The application of the Outcome-Based Education (OBE) curriculum is meant to represent the process of integrating theory and practice. Thus, the learning approach used is Student-Centred Learning (SCL) applied in some learning methods, such as the case method, problem-based learning, and project-based. With the application of SCL as a learning approach the University attempts to create a learning environment to encourage active learning, critical thinking, and ethical work.

The teaching materials included in the syllabus or module description and used in the learning process vary in sources from standard textbooks, reference books, to published scientific papers, such as articles, proceedings, research reports, etc.

UNEJ states the following courses as examples for a strong integration between theory and practice:

**Table 9: Integration of Theory and Practice in Courses**

<b>Integrated Theoretical and Practical Courses</b>			
<b>BA Accounting</b>	<b>BA Management</b>	<b>BA Development Economics</b>	<b>BA International Relations</b>
Financial Accounting Practices 1 and 2, Auditing Practices, Cloud Accounting, Management Information Systems and Technology, Big Data Analytics, Financial Analysis, Internal Auditing, Sustainability Reporting, Risk Management, Digital Business. EDP Auditing, Forensic Accounting, Business and Professional Ethics, Accounting Theory, Sharia Accounting	Statistics, Econometrics, Strategic Management, Business Feasibility Studies, Business Projection Techniques, Entrepreneurship, Management Information Systems, Research Methodology Investment Management, Financial management Seminars, HRM Seminars, Marketing Management Seminars and Operations Management Seminars	Introduction to Macroeconomics, Introduction to Microeconomics, Economic Mathematics I, Business and Marketing Management, Business Accounting, Economic Mathematics II, Macroeconomics I, Economic Statistics I, Microeconomics I, Microeconomics II, Economic Statistics II, Project Analysis, Digital Economy, Agricultural Economics and Agribusiness, Monetary Economics I, Econometrics I,	Introduction of Management and Entrepreneurship, Academic Writing Technique, Research Methodology, Methodology of International Relations, Diplomacy, Public Diplomacy, Public Relations, International Communication, Gastrodiplomacy, Peace and Conflict Resolution, English, English for Diplomacy and Journalistic, and Human Security and Global Issues

		Econometrics II, Research Methodology, Qualitative Methods, Statistic Non- Parametric	
--	--	--	--

The integration of theory and practice is strengthened by the internship programme which provides opportunities for students to implement their knowledge and to get experience. Under the government programme, namely MBKM, students have opportunities to study outside campus and get experience in the real world. This interaction approach has the intention that students implement case-based or project-based methods, for instance doing research, internship, student exchange, and others.

### Interdisciplinary thinking

The interdisciplinary thinking is reflected in the curriculum content of each study programme. Interdisciplinary thinking is also reflected in research programmes, with the aim of integrating concepts, methods, and analysis. Reflection of interdisciplinary thinking in the curriculum content can be seen in the following five groupings of courses:

**Table 10: Personality Development Course, example of courses:**

<b>For All Study Programmes</b>
Religious Education, Indonesian Language, Citizenship Education, and Pancasila Education

**Table 11: Knowledge and Skill courses, examples of courses:**

<b>BA Accounting</b>	<b>BA Management</b>	<b>BA Development Economics</b>	<b>BA International Relations</b>
Indonesia's Economy and Research Methodology	Statistics, Econometrics, Introduction to Economics, Quantitative Methods, Introduction to Management, Introduction to Business, and Research Methodology	Economic Mathematics II, History of Economic Thought, Institutional Economics, Introduction to Sociology and Political Economy, and Employment Mobility,	Introduction to Management and Entrepreneurship, Research Methodology, Methodology of International Relations English, English for Diplomacy and Journalism

**Table 12: Workplace Skill Courses, examples of courses:**

<b>BA Accounting</b>	<b>BA Management</b>	<b>BA Development Economics</b>	<b>BA International Relations</b>
Forensic Accountancy, Big	Financial Management, Marketing	Project Analysis, Digital Economy, Development Planning	Diplomacy, Gastrodiplomacy,

Data Analytics and Digital Business	Management, Human Resource Management, and Operations Management	II, Engineering and Demographic Analysis, and Health and Education Economics	International Economics, International Agribusiness, International Communication, Global Political Media and Communication
-------------------------------------	--	--	--

**Table 13: Workplace Behaviour Course, example of courses**

<b>BA Accounting</b>	<b>BA Management</b>	<b>BA Development Economics</b>	<b>BA International Relations</b>
Business and Professional Ethics	Seminar on Business Communication and Concentration Course	Agricultural Economics and Agribusiness, Sustainable Development Economics, Sustainable Regional Economics, and Transport and Urban Economics	Philosophy of Science and Academic Ethics

### Ethical aspects

Strengthening the ethical aspects of each study programme is emphasized in regulations or guide documents and is focused on enabling students to show strong personalities, based on Pancasila values, having social care, and love for the homeland. This is manifested specifically through learning activities with compulsory general subjects such as Pancasila Education, Citizenship Education, Religion Education, and Indonesian Language, as well as special courses for study programmes where ethical issues are discussed from a more specific scientific point of view, such as Business Law (for BA Accounting, BA Management, BA Development Economics) and Business and Professional Ethics (for BA Accounting).

Meanwhile, ethical aspects in the BA International Relations are integrated in the Philosophy of Science and Academic Ethics courses at the beginning of the programme. In addition, this aspect is also clearly stated in the first point of Graduate Learning Outcomes which is revealed in all Learning Outcomes of the Course, namely students are able to respect and apply religious, moral, and ethical values in their study activities. In addition, the curricula of the study programmes also consider the contribution of the courses to the development of the society. This is in line with the case methods study by which the students are intended to identify and solve the problems in the society. For instance, diplomatic courses such as diplomacy, public diplomacy, and gastrodiploamacy have managed to contribute to a wider aspect of Indonesian diplomacy. Meanwhile, Human Security and Global Issues courses are designed to contribute to society by identifying and finding potential solutions for human threats, such as food, environment, or health insecurity.

## Methods and scientific practice

The study programmes offer supporting courses to train students' academic skills with the intention to strengthen their methodological skills, the ability to think critically and scientifically. Students are also given project assignments as part of their academic, methodological and practical competency assessment.

In the **Bachelor of Accounting (BA Accounting)** several courses are designed to equip students with the abilities to apply methodological knowledge in conducting research or solving problems are shown in Table 14 below.

**Table 14: Research-Based Courses in BA Accounting**

Courses	Semester	Semester Credits (local)
Business Statistics	2	3
Research Methodology	5	3
Accounting Seminar	6	3
Management Audit	6	3
Cloud Accounting	4	3
Big Data Analytics	5	3
Accounting Information System	2	3

In semester seven students are required to write a thesis as part of the graduation requirements. To speed up the thesis completion and final assignments, BA Accounting has an *Initial Consultation for Thesis* programme. This programme provides an opportunity for students to provide informal guidance to prospective supervisors especially in semester six, as a result they can commence their thesis writing a semester earlier. To ensure the quality of the thesis, each student will be guided and tested by two lecturers.

The **Bachelor of Management (BA Management)** curriculum provides some research-based courses to strengthen the students' research skill with the following courses:

**Table 15: Research-Based Courses in BA Management**

Courses	Semester	Semester Credits (local)
Mathematics Economics I	1	2
Mathematics Economics II	2	2
Economic Statistics I	2	2
Economic Statistics II	3	2
Econometrics	5	3
Research methodology	5	3
Financial Management Seminar	7	3
Marketing Management Seminar	7	3
Human Resource Management Seminar	7	3
Operational Management Seminar	7	3

The learning methods for the courses shown above are aimed at supporting the development of students' abilities in knowing and understanding research-supporting courses. A seminar with a student-centred learning model to conduct an in-depth investigation of a topic is integrated.

Apart from teaching methods in class and encouraging students to take part in scientific competitions, strengthening the competence of students' scientific methods and practices is also realised by involving students in research activities of lecturers' research and community service groups. Aside from being a form of strengthening scientific methods and practices, this

involvement is also carried out as a form of integration of theory and practice. By being directly involved in research activities or processes, students have the opportunity to develop scientific skills more broadly. By this way, students are expected to speed up the process of completing their final assignments.

**Bachelor of Development Economics (BA Development Economics)** provides several courses to support students' research skills, especially in the preparation of their thesis writing. These courses are aimed at facilitating student research and improving analytical skills which are applicable to the other courses. The following are research-based courses provided for students in the Development Economics Study Programme:

**Table 16: Research-Based Courses at BA Development Economics**

Courses	Semester	Credits (local)
Economic Mathematics I	1	3
Economic Statistics I	2	3
Economic Statistics II	3	3
Project Analysis	3	3
Econometrics I	5	3
Econometrics II	5	3
Research Methodology	5	3
Qualitative Methods	5	3
Statistic Non-Parametric	5	3
Regional Economics and Agribusiness Seminar	7	3
Human Resource Economic Seminar	7	3
Monetary Economics Seminar	7	3
Final Project and Comprehensive Exam	7	6

In addition to improving research and analysis skills, these courses also consist of academic project work either individually or in groups using empirical data.

**Bachelor of International Relations (BA International Relations):** The Research Methodology, Methodology of International Relations, and Thesis courses are mandatory courses provided in the curriculum to equip students with the knowledge and skills needed to write a thesis. However, in terms of implementation of case methods, the following courses assign students to conduct research and present the findings in class seminars.

**Table 17: Research-Based Courses at BA International Relations**

Courses	Semester	Credits (local)
International Political Economy	4	3
Human Security and Global Issues	4	3
Peace and Conflict Resolution	4	3
Public Diplomacy	6	2
Gastrodiplomacy	5	3
Regionalism	5	3
International Development	5	2
Democratisation and Human Rights	5	3
International Agribusiness	6	2
American Studies	6	2
Southeast Asian Studies	6	3
Indonesian Political System	6	3
East Asian Studies	6	3
Gender and Feminism	7	3

Latin American Studies	7	3
Russian Studies	7	2
Middle East Studies	7	3
European Studies	7	3
Australia and South Pacific Studies	7	3

Students also have opportunities to be involved in the lecturers' research. This is in line with university's regulation that the lecturers are obliged to involve students in their research activities for the purpose of supporting the realisation of study program goals and the learning outcomes.

To improve the culture of research and scientific thinking, the University of Jember, through the Institute for Research and Community Service, has formed a Research and Community Service Group which requires every lecturer to join it and to assist in these research and service activities. Students can also complete their final project by collaborating with their research assistant lecturers.

### Examination and final thesis

To ensure that the Course Learning Outcomes have met the ILOs, an assessment of student learning outcomes during the lecture process and the final project is carried out which refers to the Rector's Regulation<sup>13</sup>.

The evaluation of courses in BA Accounting, BA Management, and BA Development Economics is as follows.

**Table 18: Course Evaluation Components**

Evaluation Indicators	Evaluation Components	Weight (%)
Participatory Activity		Minimum 50%
Project Results		
Cognitive/Knowledge	Assignment	Depending on course
	Quiz	Depending on course
	Mid-Test Semester	Depending on course
	Final Test Semester	Depending on course

The administrative process of carrying out the final project is facilitated by the software programme SISTER, starting from the registration process to the evidence of scientific publications. The Guidance Commission will determine two supervisors and three examiners according to the student's interest. At the beginning of the guidance, students must understand the systematics of writing and must pass a research methodology course. The examination stages include: (a) proposal examination; (b) smear test; and (c) thesis examination. In case of failing grade, students are given the opportunity to retake it.

<sup>13</sup> Rector's Regulation of the University of Jember Number 17 of 2021 concerning the Implementation of Education at the University of Jember

The examination and final thesis are regulated in the academic guidance issued by the University. The lecturer has also designed the evaluation including percentages of each aspect of evaluation, for instance the students' participation, the critical thinking, and the problem-solving capacity, the ethical aspects and soft skills of the students. The examination methods are various. For instance, in line with case methods studies, students are required to submit problem-based essays and present their findings in front of the class. There is also an oral examination, as in English Subject.

Regarding the final thesis, the study programmes issues guidance about the thesis structure, writing and citation technique, and also the criteria of scoring. After completing 115 credits (173.77 ECTS) and entering semester VI, students can submit a thesis title and proposal. The next step in making a thesis consist in mentoring, proposal seminar, and thesis exam. The thesis exam can be taken after students have completed 138 credits (208.52 ECTS). Students are declared to graduate if they have gone through this process and received a Bachelor's degree at the time of graduation. Furthermore, although writing in Bahasa Indonesia is allowed, the students are obligated to write a journal article draft as part of the final examination for graduation.

## Appraisal:

The curricula of the Bachelor programmes with its respective majors are adequately reflected in the composition of the courses. The contents of the courses are traditional and are well in line with comparable international programmes of other countries. There is a balanced set of mandatory courses and electives. Students are enabled to acquire additional competences and skills.

The curricula of the programmes and the respective contents are well balanced and take into account the students' prior professional experience. There is a modest opportunity for specialization.

The degree and programme names correspond to the contents of the curriculum and the programme objectives. General titles were chosen that correspond to a broadly designed education. During the online meeting the panel formed the impression that all lecturers and programme managers were able to explain the programme titles in detail and provide evidence that the content corresponding to the titles was being conveyed.

Theoretical questions are, where possible, explained by means of practical examples. There is evidence that the programmes qualify for interdisciplinary thinking. There is evidence of activities to link theoretical education to practical experience. However, the experts got the impression, especially in discussions with students that they would like to see more practical relevance. **At this point, the panel therefore recommends UNEJ consider strengthening the skills of running a business or entrepreneurial activities of students (by introducing e.g. support for start-up facilities like incubators, simulation of business operations).**

Ethical implications are appropriately communicated. There are courses in three programmes with regard to ethics in education. There are no specific courses in ethics in the Bachelor International Relations, but during the meeting the panel came to the conclusion that ethical issues are explicitly integrated into some of the courses as political and regional courses.

All exams 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.



Students acquire methodological competences and are enabled to do scientific work on the required level. A final thesis is mandatory in all four programmes and is evaluated based on previously published and coherently applied criteria, rules, and procedures.

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

## 3.2 Structure

### Modular structure of the study programme

The implementation of education at UNEJ uses a credit system that refers to the Regulation<sup>14</sup> concerning National Higher Education Standards. Semester Credit Units (SKS) indicate student study load, lecturer workload, learning experience, and programme implementation workload. SKS is a credit point system that can be converted into the European Credit Transfer System (ECTS). Each credit consists of 50 minutes face-to-face, 60 minutes of structured academic activities, and 60 minutes for independent study. The total number of hours in 1 credit is calculated as 170 minutes or 1.51 ECTS.

**Table 19: Study Workload for All Study Programmes**

	BA Accounting	BA Management	BA Development Economics	BA International Relations
Projected study time	4 years (8 semesters)	4 years (8 semesters)	4 years (8 semesters)	4 years (8 semesters)
Number of Credit Points (CP)	145 sks = 219 ECTS	145 sks = 219 ECTS	146 sks = 220 ECTS	144 credits or 217 ECTS
Workload per CP	1 sks = 170 minutes	1 sks = 170 minutes	1 sks = 170 minutes	1 credit = 170 minutes
Number of modules	52 modules	71 modules*	51 modules	58 modules

<sup>14</sup> Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 03 of 2020

Time required for processing the final thesis and awarded CP	One semester 6 SKS = 9,07 ECTS	One Semester 6 SKS = 9,07 ECTS	One Semester 6 SKS = 9,07 ECTS	One Semester 6 SKS = 9,07 ECTS
Number of contact hours	6,573.33	6,573.33	6,618.67	6,527.95

\* Consists of 51 non-concentration courses and 20 specialization courses. Students can take 5 out of 20 courses according to the chosen specialization.

The implementation of education in BA Accounting, BA Management, and BA Development Economics is divided into two types: the regular semester and the intermediate semester. One semester consists of lectures, seminars, practicums, field work practices, student exchanges, internships, and other structured academic activities or independent learning activities. One regular semester is equivalent to 16 weeks of effective lecture meetings including two weeks of assessment activities (mid-semester and end-of-semester exams) which are taken for 4-5 months. Meanwhile, one semester is equivalent to 16 effective meetings including the final exam which is taken only 1-2 months specifically for remedial and/or accelerated competency courses.

The study workload in BA Accounting, BA Management, and BA Development Economics that the students can take in one education period can approximately be fulfilled in a four-year study.

The BA International Relations is projected to be fulfilled in about 8 semesters (approximately 4 years). The study programme offers 59 modules or 156 SKS or 235.72 ECTS including compulsory and elective courses. However, the students are only required to undertake approximately 144 SKS or 217.59 ECTS (notes: 1 SKS equals 1.51 ECTS). Among those 144 SKS, 16 SKS (24.18 ECTS) are university-based compulsory courses, 24 SKS (36.26 ECTS) are faculty-based compulsory courses, 62 SKS (93.69) are compulsory courses at study programme level, and the rest is elective courses at study programme level.

### Study and exam regulations

Education guidelines in the University of Jember, including those in the Faculty of Business (FEB) and Faculty of Social and Political Science (FISIP) are based on the Chancellor Regulation<sup>15</sup> concerning the implementation of university-standard education. The regulations for studies and exam completion are elaborated in the Academic Guidelines which cohere with university and national regulations.

The attendance record of students and lecturers is based on online attendance using a QR code, which is monitored in real-time.

Learning instruments uploaded by lecturers are course outline, syllabus, course contracts, and assessment instruments, which include students' independent study and student worksheets, learning sources, learning media, and other supporting media.

The curriculum structure of all study programmes (BA Accounting, BA Management, BA Development Economics, and BA International Relations) allows students to study abroad as exchange students during their study, especially through the *Merdeka Belajar-Kampus Merdeka* (MBKM) programme. However, student exchange programmes are only eligible for those in the fifth semester.

<sup>15</sup> Chancellor Regulation No. 17 of 2021

The evaluation of student learning follows the Chancellor's Decree<sup>16</sup> regarding guidelines for planning, implementation, and assessment of learning. Learning assessments are carried out periodically and reported as student learning outcomes represented in letters and grades. In implementing the outcome-based education curriculum through the case method and project-based learning models, the assessment rubric for measuring course learning outcomes takes into account students' participation, project, and cognitive components measured through assignments, quizzes, midterm exams, and end-of-semester exams. The mid-semester and end-of-semester exams have been scheduled in the university academic calendar as approved by the chancellor.

**Table 20: Examination Schedule**

<b>Examination</b>	<b>Schedule</b>
Mid-Term	Week eight
Final exams for compulsory and elective courses	14 weeks
The final examination for major and minor courses, university-level courses	Week sixteen

In the learning process, evaluation is carried out at week eight for the midterm exam and week 16 for the final exam. In carrying out the midterm and end-semester exams, internal supervisors are assigned to proctor the exams by referring to examination regulations.

The student learning outcomes are assessed based on several components, namely assignments, quizzes, participation in class discussions, mid-semester examination, and final-semester examination. Students have to meet a minimum attendance of 75 % as the requirement to take the final-semester examination. Any attendance record below 75 % will result in the exclusion from the final examination. This set of assessment systems demonstrates the quality assurance of students' learning outcomes. Student learning outcomes can be the foundation for study programmes to evaluate the learning systems as designed and performed by lecturers.

Lecturers, lecturer teams, or practicum assistants carry out assessments using a set of predetermined instruments. The process assessment is performed by using a specific rubric, and the assessment result is reported in a portfolio and/or project work. In addition, the lecturers, lecturer teams, or practicum assistants evaluate the assessment results based on a set of indicators, criteria, weights, and limits of the expected learning achievement. In the assessment process, the lecturers, lecturer teams, or practicum assistants are required to provide feedback on students' performance. This is generally done by writing comments on the results of student work and providing comments on the online article available in the Learning Management Media (MMP UNEJ), each of which is done no later than two weeks after the assessment commences. If the score does not meet the minimum passing criteria, then the lecturers, lecturer teams, or practicum assistants conduct remedial teaching for under-performing students and provide enrichment for those who have satisfied the criteria.

After the assessment is complete, the lecturer reports the assessment results by referring to the grading standard as shown in the following table:

---

<sup>16</sup> Chancellor's Decree No. 12609/UN25/KP/2018

**Table 21: Grading Standard**

Grade	Index	Score range	Category
A	4,00	≥ 80	Excellent
AB	3,50	75 ≤ AB < 80	very good
B	3,00	70 ≤ B < 75	Good
BC	2,50	65 ≤ BC < 70	Fair
C	2,00	60 ≤ C < 65	Acceptable
CD	1,50	55 ≤ CD < 60	Poor
D	1,00	50 ≤ D < 55	
DE	0,50	45 ≤ DE < 50	Very poor
E	0,00	< 45	

Furthermore, the student's grade index determines the number of course credits that can be taken by the students in each semester, as follows.

**Table 22: The Distribution of Grade Index and Maximum Course Credit**

Grade Index	Maximum Course Credits per Semester
≥ 3.00	24 SKS = 36.26 ECTS
2.5 – 2.99	21 SKS = 31.73 ECTS
2.00 – 2.49	18 SKS = 27.19 ECTS
1.51 – 1.99	15 SKS = 22.66 ECTS
≤1.5	12 SKS = 18.13 ECTS

In addition, the government has designed one MBKM Programme that allows students to study outside the universities such as interns or research lasting up to three semesters, without extending their study time. More specifically, MBKM allows students to undertake 40 credits in two semesters at other universities, and 20 SKS in one semester at other study programmes within the university. Internship results are awarded up to 20 credits. Hence, the internship programme does not extend the students' study time.

### Feasibility of study workload

The workload of each course is evaluated along with the evaluation of the curriculum. The programme managers encourage students to complete their studies on time. Therefore, there is a counselling process with the lecturer. Counselling includes a discussion of grade index, workload, and other aspects that support students.

### Equality of opportunity

UNEJ is committed to ensuring equality for all academic communities, lecturers, students, and education staff following the 1945 Constitution Article 28, §2 which stipulates that everyone has the right to be free from discrimination on any basis. § 60 of 2010 Article 53 also stipulates that formal education has to be available for every prospective student. The Chancellor Regulation<sup>17</sup> regarding the admission of new students at the University of Jember is to uphold justice, transparency, and non-discrimination against any gender, religion, ethnicity, race, and social class. The regulation also emphasises equal access to education for all students in remote or economically disadvantaged areas. Statistically, there is an equal number between

<sup>17</sup> Chancellor Regulation No. 12341/UN 25/OT/2013

female and male staff members and students. The students come from various ethnic groups and also various religions in Indonesia.

UNEJ has also accommodated people with disabilities. In fact, it is mandatory for each faculty to provide the infrastructure that facilitates people with disabilities. UNEJ is against any discrimination on the basis of gender, marital status, economic class, and religion for prospective students. These facilities include special wheelchair lanes, classes for the disabled on the 1st floor, and special bathrooms for people with disabilities.

### Appraisal:

The course syllabi provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide. The local credits were translated into ECTS credits. It is evident that the actual workload has been tracked by using student surveys where students had to state the actual workload per course (class, preparation and homework).

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. The study 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. There is evidence of documentation of the recognition of degrees and periods of study at other HEIs. Although Indonesia did not ratify the Lisbon Convention, but established a certain credit transfer system in accordance with the Lisbon Recognition Convention. The recognition of periods of practical work – insofar intended – is 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. During the meeting the panel formed the impression due to students' comments that the workload is manageable.

The HEI ensures gender equality and non-discrimination. During the meeting the panel formed the impression that students with special needs get extensive informal help and assistance, if necessary. Binding regulations about affirmative actions concerning time and formal standards/requirements (e.g. extension of deadlines) throughout the programme and examinations for students with disabilities exist. The panel welcomes the high dedication of UNEJ concerning students' with special needs. This is also expressed by a comprehensive guideline on Disadvantage Compensation.

The panel also gained the impression that the number and form of the assessments appear to be compatible with the stated workload. The adequate graduation rate also suggests that the workload was set appropriately. The support services are rated as very good.

	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

#### Logic and plausibility of the didactical concept

UNEJ implemented an Outcome-Based Teaching and Learning process and designed its curriculum to facilitate students' learning with a combination of specific didactic methods and approaches. The form of learning activities based on the 2020 MBKM programme not only includes practicum or tutorials.

The teaching-learning process uses several methods. The first one is a discussion with a top-down approach, which is especially devoted to discussing theoretical issues. Theoretical discussions are generally teacher-centred. Meanwhile, the debate on authentic cases can be either top-down or bottom-up. Students are encouraged to play an active role by providing examples and discussing, which signifies a student-centred approach. This combination of teacher- and student-centred approaches aids the attainment of a graduate profile. Each lecturer must adopt the outcome-based learning method. This method requires the inclusion of a case study or project-based learning to accompany every theoretical discussion. The study programmes employ a team teaching or co-lecturing policy for each course. To facilitate coordination, a course coordinator is appointed to manage the team teaching in each course.

Learning activities include Student-Centred Learning with more emphasis on the case method and project-based learning to stimulate students' collaboration and involvement in the learning process. There are several strategies that can be applied during online, offline, and blended learning, such as discussions, group assignments, paper presentations, and role-playing or simulations. Discussions geared to problem-based learning are regular strategies to reveal ideas and arguments related to authentic problems. The existence of project-based learning creates collaboration between students as soft skills.

Several courses in the four study programmes apply Research-Based Learning. This approach aims at facilitating every student to develop their research expertise that is essential in developing science, technology, and arts. One characteristic of the approach is the formation of a research group consisting of a group of lecturers and students.

More specifically, classroom teaching is carried out in various learning methods such as face-to-face, distance learning, or hybrid. Before the pandemic, learning activities were carried out face-to-face, and in typical situations, it allows for about 10 % of online classes. During the COVID-19 pandemic, the learning process was carried out 100 % online. Meanwhile, in the current transition period, the learning process is carried out in a hybrid manner, with the

projection that the post-pandemic will return to face-to-face learning. The argument is that because education is about developing both cognitive and emotional understanding, face-to-face interaction will lead to character education. In each course, every lecturer must provide a semester learning plan that does not only contain objectives and substance but also indicators of achievement that must be realized.

Online learning at the University of Jember uses three models, namely synchronous learning, asynchronous learning and hybrid learning. When there are two lecturers responsible for one course, then the course schedule is adjusted to their schedule. Learning materials from lecturers are uploaded to Moodle-mediated facilities available at SISTER and Learning Management Media (MMP).

### Course materials

Learning instruments and learning materials for all courses can be accessed online by students and lecturers through MMP. Lecturers are required to upload learning instruments and learning materials to MMP. In addition to the references stated in the course description/syllabus, learning materials can also be obtained from learning materials in SPADA, an open course managed by the Ministry of Education and Culture. In addition, students may use any relevant online references for completing assignments or projects.

Each course must have a so-called "Semester Lesson Plan." Semester Lesson Plans consist of course descriptions, course flows, sub-course studies, and references. For course development, two kinds of references are given in each main study. The first is the main reference used to understand the main substance of the study. However, students who want to develop their study are given further reading. In terms of discussion, lecturers are encouraged to link subjects to other courses.

**Bachelor of Accounting (BA Accounting):** Learning materials provided by lecturers in BA Accounting include textbooks, laboratory manuals, Indonesian and English textbooks, articles from national and international indexed scientific journals, accounting standard documents in Indonesia, practicum books, tax software (E-filing, e-SPT, etc.), accounting software (MS. Excel, MS. Access, MYOB, Accurate, Zahir, etc.), and auditing software (ATLAS). Learning materials in the form of textbooks (e-books), articles, and scientific journals are available online through the Digital Library of UNEJ. Materials in the form of accounting, taxation, and auditing software are provided at the Computer Laboratory of the Faculty of Economy and Business.

**Bachelor of Management (BA Management):** Materials provided to students are textbooks, journal articles, videos, and films that are closely related and illustrate case studies relevant to the specific course topics. BA Management also uses some software that is specific to some courses, e.g e-filing and e-spt for the Taxation course. Most of the materials used for the courses are included in the syllabus and are informed to the students at the beginning of the semester. Materials are provided both online and through handouts. Some online materials like e-books and journal articles can be accessed through UNEJ's Digital Library or other external sources. Moreover, some materials attached to some specific software are provided in the FEB UNEJ's computer laboratory.

Related to the MBKM programme, course materials are adjusted to each sub-programme that the students participate in and given by the programme's particular partners. On top of that, students also received additional materials related to specific competence tests at the test's preparation workshops as an additional-mandatory programme tailored by BA Management to improve students' competence.



**Bachelor of Development Economics (BA Development Economics):** Learning materials provided by lecturers in BA Development Economics involve textbooks, quantitative analysis training modules, Indonesian and English textbooks, articles from national and international indexed scientific journals, quantitative analysis software (e.g. Eviews, STATA, R , ARcGIS, Tableau, and Expert Choice), and Microsoft office software. Learning materials in the form of textbooks (e-books), articles, and scientific journals are available online through the Digital Library UNEJ. Other learning resources are obtained from government-managed websites, Bank Indonesia, the Ministry of Finance, the Central Statistics Agency, the World Bank, IMF, Bloomberg, and other data-provider websites. Articles used in lectures also include the results of lecturers' research.

**Bachelor of International Relations (BA International Relations):** Several courses go beyond literature, namely courses in American Studies, Southeast Asian Studies, European Studies, and courses with various cases such as Gastrodiplomacy, Public Diplomacy, and comparative politics. Some of the materials provided to students are textbooks, journal articles, videos, and films that are closely related and illustrate case studies. All materials are both online and handouts available to students.

### Guest lecturers

**Bachelor of Accounting (BA Accounting):** In the last three years, BA Accounting and the Faculty of Business and Economy conducted workshops and guest lectures, inviting experts from other universities, government practitioners, and industry practitioners. Several professional practitioners from a number of reputable institutions have been invited, such as the Sharia Accounting Compartment-Indonesian Accounting Association for East Java, Government Accounting Standards Committee, Tax Compartment-Indonesian Institute of Accountants, Governor-Academic Relations Committee and The Institute of Internal Auditors Indonesia. Industry practitioners have also been involved in several PSA activities, such as resource persons from the Banyuwangi Regency Government Inspectorate Office, the Financial Supervisory Agency of the Republic of Indonesia, and the Audit Committee of Pertamina (Ltd.) and the Associate Director Deloitte.

During 2021/22, a total of five guest lectures were held, three visitors came from USA, one from Malaysia and Indonesia.

**Bachelor of Management (BA Management):** Several activities are carried out by BA Management periodically, such as seminars, workshops, webinars, and general stadiums by inviting guest lecturers as resource persons from other universities both from within the country such as Airlangga University, Ciputra University of Surabaya, ITB Asia Malang, Udayana University, Brawijaya University, and Mulawarman University; and from abroad such as Universiti Utara Malaysia, National Taipei University of Science & Technology, Osaka University, and Universiti Sultan Zainal Abidin Malaysia. Apart from these universities, other guest speakers also came from government agencies, such as the regent of Trenggalek, regent of Banyuwangi, regent of Jember, regent of Lumajang, mayor of Batu, mayor of Mojokerto and Regional Body for Planning and Development (BAPPEDA) of Banyuwangi. Private-Owned Enterprises (BUMS) also have taken part in the guest lecturers, such as Mitratani Dua Tujuh Jember (Ltd.), Gojek Jakarta, and The Royal Pita Maha Ubud Bali. Several State-Owned Enterprises (BUMN), such as Bank Rakyat Indonesia and Bank Syariah Indonesia have also shared their experiences and expertise, helping the students to grow their soft skills as their assets to engage in the MBKM programme.



During the academic years 2021/22 there were 43 guest lectures. Nationality of speakers was Indonesia (31), Malaysia (5), Australia (3), while one came from USA, Taiwan, Japan and the Netherlands.

**Bachelor of Development Economics (BA Development Economics):** BA Development Economics has held a series of guest lectures inviting several practitioners from government agencies, such as Bank Indonesia Representative in Jember, Chairman of the Financial Services Authority (*OJK*) Jember, National Research and Innovation Agency (*BRIN*), Fiscal Policy Agency (*BKF*) of Ministry of Finance, and Institute for Development of Economics and Finance (*INDEF*). Visiting professor/lecturers came from international universities in San Carlos, Philippines, Hiroshima University, Osaka University, and Kyungpook National University. In addition, academics from overseas universities have also been involved, such as Australian National University, Macquarie University - Australia, Cal Poly State University - United States, and Universiti of Malaya - Malaysia.

During the academic years 2021/22 there were 14 guest lectures. Nationality of speakers was Indonesia (4), Malaysia (4), Australia (2), USA (2) while one came from Taiwan and Japan.

**Bachelor of International Relations (BA International Relations):** The presence of guest lecturers has become an integral part of the learning process in the study programme. The study program invites guest lectures from both academics and practitioners in various relevant fields. In terms of the guest lecture from domestic universities, the BA International Relations held exchange programs with other universities such as the University of Sriwijaya, University of Lampung, University of Riau, Universitas Pembangunan Nasional (*UPN*) Jakarta, *UPN* Yogyakarta, Mulawarman University, University of Mataram. Meanwhile, guest lecturers are also from overseas universities such as Ritsumeikan University (Japan), University of the Incarnate Word (the US), University of Ghana, Burapha University (Thailand), International Islamic University Malaysia, and Universiti Sultan Zainal Abidin (Malaysia). The study programme also invites journalists from Kompas Daily, CNN and members of the national parliament for guest lectures, as well as senior diplomats from the Indonesian Ministry of Foreign Affairs.

During the academic years 2021/22 there were 22 guest lectures on total. Speakers came from Thailand (5), Malaysia (4), UK (3), Australia (2), Philippines (2), Ghana (2), while one came from USA, Japan, Portugal and New Zealand each.

### Lecturing tutors

**Bachelor of Accounting (BA Accounting),** supported by students' organisation named Association of Accounting Students (*HMJA*), organises students' tutorials. Senior students lead the tutoring programme for junior peers. This tutorial is conducted regularly before mid and final examinations. These are additional class hours in which supplementary problems are dealt with and case studies are discussed that are not explained by the lecturer in the classroom.

**Bachelor of Management (BA Management)** coordinates the Study Club Management programme through the Association of Management Students. BA Management recruits qualified senior students, particularly with a minimum GPA of 3.50, as tutors, and the opening is shared on the student association's IG and YouTube. This is a regular work programme by the student organisation facilitating the peers to optimise the preparation for the mid and final tests. It also helps the students to develop skills and communicate effectively. Therefore, the tutorial serves as both knowledge transfer and soft skills development.

**Bachelor of Development Economics (BA Development Economics)** organises postgraduate students to provide undergraduate students with big data analysis training to develop an understanding of big data as a thesis and other research data. As lecturer assistants, post-graduate students assist to develop the competence of BA Development Economics concentration. In addition, undergraduate senior students assist junior peers during MBKM internship assistance for capacity building in state-owned enterprises and independent study. In addition, members of the student association help freshmen with mid and final examinations.

**Bachelor of International Relations (BA International Relations):** While the regulations on the tutorials are still in process, lecturers are encouraged to recruit tutors with specific qualifications, for example, senior students with a minimum GPA of 3.5 with an A grade in the course. In addition, other required qualifications are to have relevant publications. In the context of BA International Relations at the University of Jember, tutors are not only helping to teach students. However, the tutor has a more profound task of assisting students who write a thesis on a particular theme. For example, in the case of the subject of Gastrodiplomacy and the subjects of Human Security and Global Issues courses, lecturers recruit research assistants for research in these subjects.

## Appraisal:

The didactical concept of all four study programmes is explicitly described. It seems to be plausible and is 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. The didactic concept appears comprehensive and balanced. It is well documented in guidelines and regulations. The panel gained the impression that 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.

There is documented evidence that guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work. However, the panel gained the impression that this factor could be strengthened, especially since the students expressed that the practical orientation of the courses could be focused on even more. **Therefore, the panel recommend the University to strengthen the involvement of guest speakers.**

In some courses, lecturing tutors support the students in the learning process. There is a standardized procedure in the programmes Accounting, Management and Developing Economics that regulates the use of tutors. However, the panel could not see that such a regulation also exists in the International Relations programme. In its statement on the report the University states that tutorials have been carried out by the International Relations study programme in certain lectures. Senior students lead the tutoring programme for junior peers. It is organised through collaboration with student associations, including the process of recruitment of tutors and scheduling tutorials. The panel welcomes that tutorials have been carried out in certain lectures and that senior students lead the tutoring programme for junior peers. However, the panel missed a systematic approach with a clearly regulated system of tutorial support. **Therefore, the panel recommends UNEJ ensure a clearly regulated**

**system of tutorial support in the International Relations programme (in comparison to the other programmes).**

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

## 3.4 Internationality

### International contents and intercultural aspects

**Bachelor of Accounting (BA Accounting):** To foster intercultural aspects, students in the BA Accounting attend courses such as Pancasila and Civic Education. In addition, for Religion classes, the University of Jember teaches five religions that are officially recognized by the government including Islam, Protestantism, Catholicism, Hinduism, and Buddhism.

National values of the Unitary State of the Republic of Indonesia include tolerance, moderation, inclusivity, solidarity, and continual nationalism enhancement. The University supports students to join several programmes such as MBKM internship programme, Permata Merdeka student exchange, Kampus Mengajar, and Kuliah Kerja Nyata (Community Service Programme). These programmes are formulated for students to experience cultural diversity in their motherland.

To prepare graduates with the ability to work in the international workforce, the curriculum of the programme refers to International Education Standard (IES). IES regulates technical competencies that should be implemented in the early professional development for the degree of BA Accounting. This degree also incorporates international content into the course lessons and references. For example, the materials of Accounting and Financial Report are based on International Financial Reporting Standards (IFRS). In auditing and insurance lessons, the auditing should refer to International Standards on Auditing (ISA). International accounting software is used in courses in Accounting systems, Accounting System Information, and Accounting Computerization. In addition, scientific articles from reputable international journals indexed by Scopus/Copernicus/WoS are used for most course references.

With the **Bachelor of Management (BA Management)** the University makes an effort to internationalise activities by increasing student and lecturer mobility through educational cooperation, joint research, academic summer school, and international conference to support the achievement of predicate World Class University. BA Management has collaborated with University San Carlos Philippines and currently with Universiti Utara Malaysia.

The curriculum of the programme is developed with an international orientation, e.g. reflected in the course of International Financial Management. Besides providing English courses for Business I and Business II as the foundation to increase the students' English ability, the

curriculum in this degree is also developed and evaluated regularly by using the newest books written in foreign languages for the given courses.

BA Management offers bilingual classes. The bilingual programme started in 2013 is designed to support students' competencies to join international activities such as competitions and seminars by equipping them with intensive English. To join bilingual classes, students should pass the strict selection including administration, English test, interview, and presentation. This class is delivered in two languages: Bahasa Indonesia and English, with English as the dominant language for tasks and tests. Bilingual classes are only available from the third semester to graduation and the students are treated exclusively. There have been 13 students from the academic year 2020 joining the bilingual programme. One of the achievements of students from the academic year 2018 is to represent UNEJ in the student exchange in Indonesia International Student Mobility Awards (IISMA). Moreover, in the last three years, there have been some international activities in which the students participated such as internships, student exchange (e.g., The 5th Istanbul Youth Summit), and other increasing numbers of activities.

Furthermore, BA Management also conducted the International Conference on Management, Business, and Technology (ICOMBEST) on 12 – 13 October 2021. This hybrid conference was attended by participants from Indonesia, Malaysia, China, and Vietnam. This event accommodates stakeholders including government, businessmen and academics to discuss problems, especially economic recovery after the pandemic. This conference is also expected to be held annually as it potentially grows international cooperation in education, research, and community service.

While supporting internationality, the management study programme also facilitates cultural diversity in Indonesia by considering social inclusion and aspects of equality and justice. There have been 13 students from Papua and West Papua from 2017 – 2021 with Papua and West Papua affirmation scholarship.

**Bachelor of Development Economics (BA Development Economics)** is designed to prioritise development programmes and higher education processes toward international reputation. The manifestation of this mission is accommodated by international content support and promotion and intercultural competence reflected in curriculum arrangement.

In terms of international content, the curriculum of BA Development Economics setting is represented by international orientation such as various international references for books, journals, and reports from international institutions. This strategy enables students to widen their knowledge of economics based on evidence not only from Indonesia but other countries.

The economics study programme at UNEJ is associated with the Association Economics Study Programme. This association enables students to refer to international materials. For example, the curriculum applies international content for some courses such as macroeconomics, microeconomics, economics for mathematics, and econometrics.

In an intercultural context, the University defined outcomes that enable students to show awareness of the importance of various economic resources and environmental support and culture in Indonesia for economic development. For instance, every student in this study programme should participate in community service to understand the cultural diversity in society. Under the supervision of the Institution of Research and Community Services, a group of students consisting of students from various study programmes is assigned to a village for 40 days. This programme enables students to learn about local culture and contribute to the society where they are assigned. In addition to mandatory community service in five districts

(Jember, Bondowoso, Situbondo, Banyuwangi, and Probolinggo), eclectic thematic community service offered is held in further areas such as West Bangka and Pangkajene, South Sulawesi.

Furthermore, this degree also supports intercultural competence by accommodating students' international exposure, including inbound and outbound student mobility from/to the Philippines (University of San Carlos), South Korea (Inha University), and Thailand (Prince of Songkhla University). This inbound and outbound programme enables students to get international experience and adjust to international work environments.

**Bachelor of International Relations (BA International Relations):** The programme contains courses related to international issues, not only associated with global political and economic issues but also to values and culture in the international world. This programme is almost entirely international and intercultural. In detail, this can be seen in the following selected subjects: Introduction to International Relations, International Law, International Communications, Theories of International Relations, International Regimes and Institutions, International Security Studies, Comparative Politics, Diplomacy, International Economics, Theories of Foreign Policy, Methodology of International Relations, International Political Economy, Human Security and Global Issues, Contemporary International Relations Theories, Indonesia's Foreign Policy, Peace Studies and Conflict Resolution, Global Political Environment, International Agribusiness, Media and Global Communications, Public Diplomacy, Academic Writing Technique, Gastrodiploamacy. In addition to the mandatory courses above, students can also choose the following elective courses: Regionalism, Global Social Movements, International Development, English for Diplomacy and Journalism, Public Relations, Global Political Sociology, Democracy and Human Rights, Gender and Feminism, Nationalism and Ethnopolitics, American Studies, Latin American Studies, Russian Studies, Southeast Asian Studies, Indonesian Political System, Middle East Studies, European Studies, Australia and South Pacific Studies, East Asian Studies.

Intercultural aspects can also be seen in the students' activities overseas. For example, students of BA International Relations are actively involved in AIESEC (Association Internationale des Etudiants en Sciences Economiques et Commerciales) and the Istanbul Youth Summit through which the students learn about leadership, network, humanity, and other relevant skills.

### Internationality of the student body

**Bachelor of Accounting (BA Accounting):** There has been no incoming, no outgoing and no international students in BA Accounting during the last two years, but the study programme tries to attract overseas students by providing bilingual classes regularly each semester. The University states that starting with the summer semester 2023 there will be collaboration projects between the study programme BA Accounting, Kansai University (Japan), and State Polytechnic Philippines about SMEs Asian Studies. It is expected that about 29 students from the study programme BA Accounting will be involved in the exchange.

**Bachelor of Management (BA Management):** There have been two overseas students from Thailand in the academic year 2017 completing their studies for BA Management. In total there were seven outgoing students in the years 2021/22. The management study programme has increased the effort to attract overseas students by collaborating with overseas universities to increase the number of part-time international students. UNEJ has collaborated with Universiti Zainal Abidin Malaysia. However, the University states that the network of collaboration should

be expanded in the following years particularly to increase part-time overseas students' interest.

**Bachelor of Development Economics (BA Development Economics):** By 2021 there have been two overseas students from Thailand from the admission in collaboration with the government of South Thailand in 2017, but no incomings are stated for the last years. The University reports one outgoing student in last year.

However, the University intends to strengthen internationality of this study programme to increase the number of overseas students by improving the international curriculum and strengthening local characteristics, university visions and faculty missions to cultivate DiES (Digital, Ecology, and Agroindustry) curriculum as well as increase promotion with overseas universities.

**Bachelor of International Relations (BA International Relations):** The internationality of the study programme is oriented to facilitate the achievement of the objectives of the study programme. In terms of the students, they are encouraged to be active in international seminars and attend lectures on student exchange programmes with foreign universities. They are also active in the global platform AIESEC which concerns developing cross-cultural understanding among nations.

The students attend international conferences and seminars related to the study of international relations. More recently, following the government programmes namely the 'Indonesian International Student Award" (IISMA), two students of the BA International Relations are funded by the government to study at overseas universities, namely the University of Granada (Spain), and Palacky University Olomouc (Czech Republic) for about one semester.

In terms of foreign students there were always international ones one every year before Covid-19. The country origin of foreign students is as follows: Madagascar (one student in 2019), Thailand (two students in 2017, one student in 2019), and Iraq (one student in 2019). As part of the policy of the Ministry of Foreign Affairs Republic of Indonesia, the University of Jember decides to provide scholarships for Afghan women to study at the University. In total, there were nine incoming/outgoing students reported for 2022, going/coming from Turkey, Vietnam, Taiwan and Spain.

#### Internationality of faculty

**Bachelor of Accounting (BA Accounting):** An international lecturer from University of San Carlos Philippines teaches Intermediate Financial Accounting I for one semester. Three of the lecturers in this study programme also taught as visiting lecturers at the University of San Carlos Philippines and another one joins a Sustainability short course at San Diego University, USA. In addition, the result of joint research by visiting lecturers can be used as references for the students.

**Table 23: International Experience of Faculty:**

No	Name of Country	Type of Activities	Year
1	San Carlos University,	Visiting Professor Research Collaboration	2016 2017
2	Australia San Carlos University,	Study Abroad Visiting Professor/ Lecture Sharing	2015 2018

		Culture Immersion	
3	San Carlos University, University of The Philippines Los Banos	Study Abroad Visiting Professor/ Lecture Sharing Guest Speaker Culture Immersion	2017 2018 2019
4	University of The Philippines Los Banos Australia	Study Abroad  Certification Digital Marketing Specialist	2000  2022
5	University of The Philippines Los Banos	Study Abroad	2001
6	San Diego State University, USA	International Seminar Joint Research	2021 2022

**Bachelor of Management (BA Management):** Lecturers in BA Management are encouraged to represent an international orientation. It is reflected in the collaboration between the study programme and overseas universities. Visiting lecturers are routinely carried out that include the lecturer exchange with the University of San Carlos Philippines - the overseas lecturer teaches microeconomics, and our lecturer teaches entrepreneurship. The recent collaboration with Universiti Utara Malaysia resulted in the visit of a visiting lecturer.

Activities with international orientation are continuously conducted by the study programme. For example, lecturers are compelled to obtain international certification of competencies such as international methodology of quantitative and qualitative research and international marketing. Some lecturers in BA Management have obtained degrees of competencies and are expected to be able to apply the international standard while serving the students.

In addition, international orientation is an opportunity for the lecturers to participate in international seminars, workshops, and training overseas. The international training is coordinated by the International Office UNEJ and lecturers can participate in the standardised selection process. The lecturers can also apply for the delegation fund to the faculty by following applicable provisions.

**Table 24: International Experience of Faculty:**

No	Name of Country/Institution	Type of Activities	Year
7	University of San Carlos, Philippines	Series of Lecture Classes on Share Book Compensation, Book Value per Share, Earnings per Share, and Financial Statements Preparation	2019
8	University of San Carlos, Philippines	Lecturer on Culture Immersion UNEJ Indonesia X USC The Philippines	2018
9	University of San Carlos, Philippines	Visiting Professor at the Department of Economics	2018
10	University of San Carlos, Philippines	Visiting Professor at the Department of Economics	2018
11	MNA 1 Trading, Malaysia	Trainer on Managing Business Profile using Islamic Finance Concept	2022
12	University College Of Bahrain	Visiting Lecture on Islamic Financial In Agriculture Sector	2018
16	Maastricht School of Management, the Netherlands	Study Abroad (Master of Business Administration (MBA))	1996
17	University of the Philippines Los Banos	Study Abroad (Doctor of Philosophy (Ph.D))	2002
18	School of Economics, University of	Study Abroad (Master of Science in Money Banking and Finance (M.Sc))	2011



	Birmingham, United Kingdom		
19	University of the Philippines Los Banos	Study Abroad (Master of Management (M.M) and Doctor of Philosophy (Ph.D))	1997, 2008
20	School of Business, University of Ballarat, Australia	Study Abroad (Doctor of Philosophy (Ph.D))	2010
30	Queensland Australia	PKPI (Sandwich-like Progra) The University of Queensland Australia	2013

International exposure in **Bachelor of Development Economics (BA Development Economics)** is demonstrated in teaching activities. This programme has hosted international guest lecturers from the Philippines for two weeks in a collaboration scheme with the University of San Carlos. The subjects taught are introductory macroeconomics and microeconomics. In addition, this programme has invited several professors from world-renowned universities to give guest lectures, namely from the Australian National University (ANU), Macquarie University – Australia, Cal Poly State University – United States, and University of Malaya – Malaysia. The lecturers (26 permanent lecturers and 10 non-permanent lecturers) come from leading universities in Indonesia and from abroad. Five of them graduated from overseas universities in Germany, England, the Philippines, and Japan.

**Bachelor of International Relations (BA International Relations):** The internationality is important as it is mandated in the vision. The form of internationality of faculty is not only in formal cooperation (agreement) but is also reflected in the activity of the lecturers. Although most of the teaching staff are from within the country, some of the lecturers (30 %) in the Faculty of Social and Political Sciences are graduates from abroad. In addition, the lecturers also have teaching experience or being visiting researchers and postdoctoral programmes abroad. Often, the faculty invites guest speakers from abroad, either to fill seminars or lectures on certain subjects. The faculty regularly conducts international seminars namely 'International Seminar Series on Regional Dynamics' (ISSRD). The latest ISSRD was conducted on October 28, 2020. Moreover, the faculty has a joint collaboration to hold an international webinar, such as with the Universiti Sultan Zainal Abidin Malaysia to run the International Conference on Law and Globalisation (ICLG) 2020.

**Table 25: International Visiting Faculty 2020 to 2022**

Programme	Coming from Country	Type of Activities	2020	2021	2022
BA Accounting	-	-	-	-	-
BA Management	MNA 1 Trading, Malaysia	Trainer on Managing Business Profile using Islamic Finance Concept			X
BA Development Economics	Malaysia	Visiting Lecture on University Malaya			
BA International Relations	Japan	International Seminar		X	
	Japan	International Colloquium			X



	Taiwan	Research fellow and guest lecturer (Taiwan MOFA Fellowship)			X
	Japan	Research Collaboration		X	
	Australia	Research Collaboration			X

**Table 26: International Visiting Faculty**

Programme	Coming from Country	Type of Activities	2020	2021	2022
BA Accounting	-	-	-	-	-
BA Management	MNA 1 Trading, Malaysia	Trainer on Managing Business Profile using Islamic Finance Concept			X
Ba Developing Economics					
	Japan	International Seminar			

### Foreign language contents

The languages used in the learning process including learning tools and literature (books and journals) used in the four study programmes are Bahasa Indonesia and English. Lecture materials, assignments, and exams in the bilingual class, are all in English. In addition, the students also have the option to improve their English or other foreign language skills by participating in a programme at the Language Laboratory of the University of Jember.

**Bachelor of Accounting (BA Accounting):** The languages used in the learning activity as well as learning tools and literature used are Bahasa Indonesia and English. Currently there are twelve courses in BA Accounting that are at least partly taught in English. These courses consist of eleven courses taught in the Bilingual class and one course in Business English. The subjects taught in the Bilingual class include Intermediate Accounting I, Intermediate Accounting II, Advance Accounting I, Advance Accounting II, Management Accounting, Auditing I, Auditing II, Investment and Capital Market Management, Shari'a Accounting, Business and Professional Ethics, and Accounting Theory.

**Bachelor of Management (BA Management):** In the attempt of achieving international standards, BA Management is in the form of integrating English into the lecture process. The first form is the Semester Learning Plan that must be delivered by the lecturers in Bahasa Indonesia and English. Furthermore, the regular review of this programme also monitors the use of foreign literature, both books and the latest international articles as the main reference for lecturers. More specifically, for bilingual classes, the course materials, assignments, and exams are all given in English. Moreover, the students also have the option to improve their English or other foreign language skills by participating in a programme at the Language Laboratory of the University of Jember. Besides, this programme itself has English courses, namely English for Business courses and all bilingual classes starting from semester three to semester seven.

**Table 27: Number of courses in BA Management held in English:**

No	Course Name	ECTS	Notes
1.	EKM1153 Business English I	3.02	Throughout
2.	EKM1306 Business Statistics II	3.02	Throughout

3.	EKM1318 Cost Accounting I	4.53	Throughout
4.	EKM1310 Financial Management	4.53	Throughout
5.	EKM1312 Human Resources Management	4.53	Throughout
6.	EKM1384 Corporate Budgeting	4.53	Throughout
7.	EKU1009 Marketing Management	4.53	Throughout
8.	EKM1313 Cooperative Management	4.53	Partially delivered in English
9.	EKU1017 Operations Management	4.53	Throughout
10.	EKM1454 Business English II	3.02	Throughout
11.	EKM1409 Cost Accounting II	3.02	Throughout
12.	EKM1411 Advanced Financial Management	4.53	Throughout
13.	EKM1413 Advanced Human Resources Management	4.53	Throughout
14.	EKM1418 Advanced Marketing	4.53	Throughout
15.	EKM1419 Introduction to Computer	4.53	Throughout
16.	EKM1421 Advanced Operations Management	4.53	Throughout
17.	EKM1415 Business Feasibility Study	4.53	Throughout
18.	EKM1583 Quantitative Methods for Business	4.53	Throughout
19.	EKM1526 Econometrics	4.53	Throughout
20.	EKM1523 Research Methodology	4.53	Throughout
21.	EKM1524 Organisational Behaviour	4.53	Throughout
22.	EKM1525 Taxation	4.53	Partially delivered in English
23.	EKM1514 Management Information System	4.53	Throughout
23.	EKM1544 Managerial Economic	4.53	Throughout
24.	EKU1013 Entrepreneurship	4.53	Partially delivered in English
25.	EKM1616 Management Accounting	4.53	Throughout
26.	EKM1642 Business Forecasting	4.53	Throughout
27.	EKM1627 Stock Exchange and Financial Institution	4.53	Throughout
28.	EKM1628 International Financial Management	4.53	Throughout
29.	EKM1629 Investment Management	4.53	Throughout
30.	EKM1630 Banking Management	4.53	Throughout
31.	EKM1631 International Marketing Management	4.53	Throughout
32.	EKM1632 Consumer Behaviour	4.53	Throughout
33.	EKM1633 Selling Management	4.53	Throughout
34.	EKM1634 Services Marketing Management	4.53	Throughout
35.	EKM1635 Quality Control	4.53	Throughout
36.	EKM1636 Project Management	4.53	Throughout
37.	EKM1637 Inventory Management	4.53	Throughout
38.	EKM1638 Theory of Decision Making	4.53	Throughout
39.	EKM1639 Human Resource Planning	4.53	Throughout
40.	EKM1640 Human Resource Strategic Management	4.53	Throughout
41.	EKM1641 Leadership	4.53	Throughout
42.	EKU1016 Business Communication	4.53	Throughout
43.	EKM1745 Strategic Management	4.53	Throughout
44.	EKM1746 Financial Management Seminar	4.53	Partially delivered in English
45.	EKM1747 Marketing Management Seminar	4.53	Partially delivered in English
46.	EKM1748 Operations Management Seminar	4.53	Partially delivered in English
47.	EKM1749 Human Resources Management Seminar	4.53	Partially delivered in English

**Bachelor of Development Economics (BA Development Economics):** Most courses at this programme are delivered in Bahasa Indonesia. However, the materials, such as slides, books, journal references, and other sources are mostly in English. The use of English in these

materials aims to prepare themselves with international literature as well as to support universities regarding the English language value requirements so that their English skills are honed when they graduate from this programme. In addition to economics subjects that use English literature the most, it also provides Basic English lessons to accommodate students learning the language from a grammatical perspective. It is currently developing bilingual classes to facilitate foreign students. Currently there are 13 courses delivered in English language throughout.

**Table 28: Number of courses in BA Development Economics held in English:**

No	Course Name	ECTS	Notes
1.	Natural Resources and Environmental Economics	4.53	Throughout
2.	Sustainable Economic Development	4.53	Throughout
3.	Mathematics for Economics I	4.53	Throughout
4.	Mathematics for Economics II	4.53	Throughout
5.	Macroeconomics I	4.53	Throughout
6.	Macroeconomics II	4.53	Throughout
7.	Econometrics I	4.53	Throughout
8.	Econometrics II	4.53	Throughout
9.	Microeconomics I	4.53	Throughout
10.	Microeconomics II	4.53	Throughout
11.	Economic Statistics I	4.53	Throughout
12.	Economic Statistics II	4.53	Throughout
13.	Regional Economics	4.53	Throughout

**Bachelor of International Relations (BA International Relations):** This programme mainly uses Bahasa Indonesia as the main medium of instruction (70 %), but generally, the teachers use power points and reading materials in English (75 %). Foreign students are required to master Bahasa Indonesia. The curricular content offers English Courses (compulsory) and English for Diplomacy and Journalism (optional). Currently, there are no course delivered in English language throughout. Nine courses are offered partly in English: Theories of International Relations, Comparative Politics, Diplomacy, Theories of Foreign Policy, International Political Economy, Human Security and Global Issues, Contemporary International Relations Theories, Public Diplomacy and Methodology of International Relations.

In addition, the Language Institute of the University of Jember offers regular foreign language learning programmes, such as English, Japanese, German, Mandarin, Arabic, and Korean.

### Appraisal:

There is evidence that UNEJ is highly committed to internationality and developed a set of activities to increase it. However, the internationality in the form of students from abroad, outgoings and incomings, contents delivered in English throughout and the composition of the faculty is still moderate.

The panel formed the impression that the composition of the courses as well as the course syllabi of the study programmes under consideration meet the requirements for internationality. The learning materials of the Bachelor programmes are partly in English. The language proficiency facilitates access to international resources in textbooks and journals, and improves the students' employability. The panel gained the impression that UNEJ has integrated a number of activities in the BA Accounting, BA Management, and BA Development

Economics programmes to increase international orientation. These include the MBKM, job training, and the integration of international aspects. In the International Relations programme, however, these are not very evident. **Therefore, the panel recommends strengthening the creation of opportunities for students to act in an international environment (e.g. workshops, international projects or programmes).**

In all four programmes the student body is mainly local, with very few foreign students. However, international outlook is one of University's strategic goals and it has taken measures to foster internationality. **The panel recommends therefore to strengthen the infrastructure for outgoings and incomings and to define a strategy to increase exchange of students (outgoings and incomings).**

The composition of the faculty is mainly national with few international lecturers. However, UNEJ is making great efforts to increase internationality both in teaching and in research and collaborations and to increase the number of teachers with international academic and professional experience, such promoting the acquisition of international competences and skills. The measures taken are goal-oriented. **Nevertheless, the panel recommends strengthening the provision of opportunities to acquire faculty with international experience and to enable national lectures acquiring international qualifications.**

The proportion of courses held in English throughout during the current semester is acceptable.

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

### 3.5 Multidisciplinary competences and skills

**Bachelor of Accounting (BA Accounting):** To support students' ability to speak in front of the public using a foreign language, especially English, the Faculty cooperates with the Language Unit to organise training and short international language courses. This programme also prepares bilingual classes for certain subjects which are attended by the students with good academic abilities and basic level skills in English. Besides, they actively participate in extracurricular activities that can build the three bits of intelligence both intellectual, emotional, and spiritual, especially in the aspects of leadership and cooperation. In some cases, they are also involved in participating in academic competitions and scientific conferences at the national and international levels to improve their experience and their confidence.

**Bachelor of Management (BA Management):** In terms of multidisciplinary competencies and skills, the study programme curriculum offers several courses such as Business English, Civic Education, Leadership, Business Communication, and Entrepreneurship. The implementation of the learning process at this programme applies learning using the student centre method where the active role of students in the form of discussions, presentations, projects, and case

studies becomes an important assessment component in student learning with the guidance and direction of the lecturer.

This programme participates and actively carries out the Freedom to Learn-Independent Campus (FLIC) (MBKM) policy. The students are given the freedom to take credits outside their study programme for three semesters: one semester of studying outside the study programme at the same university, and two semesters of studying in the same study programme or in different study programmes at different universities. The study programme is obliged to facilitate students to take their opportunity in the FLIC program. FLIC learning activities are enabled in the form of internships/industrial placements, implementing community service projects, teaching in educational units, participating in student exchanges, conducting research, conducting entrepreneurial activities, making independent studies/projects, and participating in humanitarian programs. All these activities must be carried out with the guidance of the lecturers.

The learning outcomes obtained by the students in lectures are also implemented in the Internships and Community Service Programme which become graduation requirements in this study programme. In addition to the learning process in the class, there are opportunities to learn directly in the industrial world. In this process, they can learn about teamwork and problem-solving.

**Bachelor of Development Economics (BA Development Economics):** In addition to the knowledge in the field of economics, the students of this programme are also equipped with general skills such as public speaking skills, cooperation, and conflict handling. These skills are acquired through didactic methods, such as project-based learning, presentations, and case methods, which are applied primarily to subjects. For example, the subject of macroeconomics gives students an assignment in the form of a simple survey on the case of consumption and inflation. In this assignment, they have to interview people related to the topic. Therefore, conflict and resolution skills are required. Afterwards, the results of the interviews are presented and discussed in the class which requires social skills such as public speaking and discussion skills. Along with these skills, students' ability to compare theoretical literature from books and realities from interviews is also emphasised. These skills enable them to develop their knowledge of economic theory and evidence in a real-based setting. Apart from individual projects, this method is also applied to group projects.

This programme involves students in discussions and webinar forums as moderators who require good communication skills, sensitivity, scaffolding, and enthusiasm. Since these skills require intensive training, this study programme in collaboration with the Development Economics Student Association holds trainings in public speaking (video documentation) and English.

**Bachelor of International Relations (BA International Relations):** The study programme's curriculum includes have multidisciplinary competencies and skills. The learning outcome of the courses both compulsory and elective seeks to enhance the argumentative and analytical skills of students. The curriculum also aims to build problem-solving competences of the students, such as reflected in the courses namely Peace Studies and Conflict Resolution, Human Security and Global Issues, and also International Security and Community Service. The community service course allows them to live with a community for about 45 days and help them solve their problems.

The analytical skills are completed by practical skills such as communication (written and verbal), and public speaking. Several courses are designed to build practical skills such as

Introduction to Information Technology, Diplomacy, English for Diplomacy and Journalism, Public Diplomacy, and Academic Writing Technique. The students must take part in several activities such as paper making, presentations, discussions, debates, and role-plays.

Besides the learning process, the required multidisciplinary competencies and skills are also equipped by the activities of the students in extracurricular such as the practice of diplomacy as in the Model United Nations (MUN) within which they practice the debate in the United Nations meetings. They are also active in the students' organisation meetings at the national levels such as the National Meetings of International Relations Students. Hence, they might enlarge their network, experience, and skills during the meetings.

### Appraisal:

The acquisition of communication skills is supported by means of several didactical and methodological measures.

	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

**Bachelor of Accounting (BA Accounting):** BA Accounting strives to link and match the needs of the job market with student competencies. They conducted Focus Group Discussion with alumni, users, and stakeholders. In 2018, they carried out the curriculum renewal by considering input from internal and external stakeholders. The construction of new digital-based courses is one of the advantages offered by BA Accounting in the midst of the rapid disruption of information technology.

Students are encouraged to participate in training and certification of competencies such as information technology, entrepreneurship, and public accounting. This effort can provide valuable experience for students in supporting core competencies and gaining recognition from the industry. Inviting speakers or experts from the fields of business, government, and universities to provide a practical overview of the world of work and industry.

BA Accounting implements Learning Activities based on the Higher Education Curriculum - Independent Learning Independent Campus since 2020 (odd semester). It aims to encourage students to gain learning experiences with various additional competencies outside the study programme and/or outside of the campus. Learning Activities for students are carried out after semester three, namely student exchange, industrial internship, and independent study.

BA Accounting coordinates with Institute for Learning Development and Quality Assurance University of Jember to conduct the tracer study which is carried out regularly every year online. The questionnaire contains questions on user satisfaction with the ability of graduates for seven components such as ethics, key competencies, foreign language skills, use of information technology, communication skills, teamwork and self-development. The results of the tracer study are expected to increase the competitiveness of graduates; so that they are ready to face job competition. The results of user satisfaction on the ability of graduates that are seen based on a survey of seven components shows 68.78 %. Some users state that they

are very satisfied. Users also state that the components of communication skills and accounting competence are the two most prominent things from BA Accounting graduates. If it is viewed from the aspect of suitability for the field of work of graduates in their place of work, statistical survey results show that as many as 98 % of 110 tracked graduates state that their current work is in accordance with their competence.

**Bachelor of Management (BA Management):** In supporting the improvement of skills and employability, this study programme requires students to take at least one Competency Test which is organised and financed by the study programme. The competency test certificate obtained is expected to provide added value when students graduate. In addition, in line with the Independent Learning Independent Campus (MBKM) implementation described in the previous sub-chapter, students can convert a maximum of 20 credits if students participate in the MBKM internship programme.

In the international scope, this study programme supports the involvement and the active participation of students in international seminars, conferences, and competitions. BA Management has conducted a satisfaction survey of alumni and graduate users. They stated that alumni already have qualified skills in the world of work. Graduate users also stated that graduates are able to occupy important positions in their companies. Surveys conducted with alumni and graduate users also continue to be carried out periodically and with continuously adjusted methodology.

**Bachelor of Development Economics (BA Development Economics)** ensures that the employability achieves quality satisfaction from users by conducting a traceability study of users. According to survey results showing user satisfaction with BA Development Economics graduates, users respond to all indicators with an average score above 4. The highest score achieves the ability to develop alternative solutions, to recommend, and to take appropriate actions in order to support the process of carrying out their duties and responsibilities.

BA Development Economics aims to develop skills for student employability through the granting of certifications. There are three certifications that are accommodated by BA Development Economics, namely General Banking I, General Banking II, as well as Financial Institutions and Marketing. These certifications allow students to prepare skills for work when they graduate from the BA Development Economics. Moreover, BA Development Economics requires students to take Study Excursive. This programme allows students to impart knowledge beyond the programme by visiting companies and exploring how companies operate.

BA Development Economics offers an optional internship programme to students who are willing to take on partial roles in companies. This program aims to accommodate students who want to gain work experience in companies for further technical support. In addition, BA Development Economics also supports the development of skills to improve employability through an integrated MBKM-programme

The integration programmes, namely Job Training, Internship, and Independent Learning Independent Campus (MBKM), aim to build the skills needed by the industry. In this regard, BA Development Economics ensures that students taking these programmes have attained the skills required by the industry. Programmes taken by the student can be converted to courses or if it cannot be converted to courses, it will be included in the Certificate of Diploma Companion.

BA Development Economics conducts a tracer study for alumni to find out what skills are most useful in their work environment. According to the results of a tracer study, 96.77 % of BA

Development Economics alumni feel that their current job is compatible with the field of study they were engaged in while studying. In addition, the development of skills such as presentation assignment whose curriculum has been prepared by a study program, 77 % of respondents stated that it is useful in supporting work.

**Bachelor of International Relations (BA International Relations)** has designed the graduate's profile as follows: diplomat, researcher and analyst of international relations, journalist, and social entrepreneur. The profiles are selected based on the result of tracer studies through which the job of the graduates and necessary skills are identified. In addition, they also invite alumni to share their success stories and also inform the skills needed in the job market. Accordingly, the essential skills needed in the job market are critical thinking, public speaking, the ability to handle multitasking, leadership, and communication. Building on this fact, the curriculum is designed to achieve the qualification which consists of both theoretical and practical skills. For instance, to be a diplomat, the student must have good communication skills both written and verbal, analytical thinking, and also problem-solving capacity. Meanwhile, to be a researcher and international relations analyst, students learn several courses such as International Relations Theory, Foreign Policy Theory, Methodology of International Relations, academic writing. Moreover, to be a journalist, students are supported by several courses such as English for diplomacy and journalism, Media and Global Communication. Finally, to be a social entrepreneur, students learn several main courses such as Introduction to Management and entrepreneurship, International Economics, International Agribusiness, Gastrodiplomacy. In addition, as mentioned in the previous section, besides getting knowledge, skills, and experience during the learning process, students also enrich their skills through various training and events such as entrepreneurship, leadership, business competition, Model United Nations, table manner course, short diplomatic course, and English debates.

### Appraisal:

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

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

## 4. Academic environment and framework condition

### 4.1 Faculty

#### Structure and Quantity of Faculty in Relation to Curricular Requirements

**BA Accounting, BA Management, BA Development Economics** are part of the Faculty of Economics and Business (FEB). FEB has a total of 137 lecturers, both full-time and part-time. FEB lecturer profiles are available on the FEB website.



**Table 29: Overview of the Teaching Staff of FEB**

Status	Department of Accounting	Department of Management	Department of Economics
Professor	0	3	1
Doctors	11	19	20
Doctoral Candidate	3	3	2
Masters	17	23	13
<b>Total full-time lecturers</b>	<b>31</b>	<b>48</b>	<b>36</b>
Part Time	6	8	8
<b>Total lecturers</b>	<b>37</b>	<b>56</b>	<b>44</b>

The percentage of lecturers with professors and doctoral degrees in the Department of Accounting is 35.5 %, in the Department of Management is 45.8 % and 58.3 % in the Department of Economics. The learning process is also supported by 63 administrators.

**BA International Relations** is part of the Faculty of Social and Political Sciences (FISIP). In FISIP, there are 79 full-time lecturers consisting of 32 doctors and 44 masters who graduated from Indonesian and overseas universities. More specifically, it consists of three professors, 23 Associate Professors, 33 assistant professors, and 20 lecturers teaching. Specifically in the BA International Relations, there are 18 full-time lecturers at the study programme levels and seven full time lecturers from other study programmes in FISIP. 13 hold a PhD and ten a masters' title. The learning process in FISIP is also supported by 41 administrators.

**For all study programmes** it can be stated that part-time lecturers are retired lecturers holding a PhD and practitioners in accordance with the department's teaching field, and they teach in a team-teaching format with other full-time lecturers. The lecturers are obligated to prepare course materials and upload them. The process is monitored and evaluated by members of quality assurance. The ratio lecturers to students is at most 1: 60 for Bachelors and Diplomas. Based on the number of full-time lecturers in all study programmes, the ratio between lecturers and students meets the government regulations.

All programmes regularly hold meetings at the f study programme and department level, and before each semester starts the faculty determines the lecturers of the courses offered in each semester. This system ensures that the academic qualifications of lecturers are in accordance with the courses which will ultimately ensure the achievement of the programme objectives. Some lecturers also have teaching assignments in other study programmes. Universities and other government institutions also use the expertise of lecturers. However, regular study programme meetings and faculty management of teaching activities ensure that their teaching assignments in their respective study programmes are prioritised.

The learning process is also supported by guest lecturers. In addition, the faculty is also supported by visiting lecturers and lecturers from other faculties.

In addition to carrying out educational and lecturing activities, which include teaching: planning the learning process, assessing the learning outcomes, reporting the student activities at the end of each semester, developing and evaluating the learning materials and exams in accordance with learning outcomes, and ascertaining the management functions according to

the position assigned, the lecturers also must fulfil their obligations in research activities and community services. Lecturer research in accounting, management, and development economics studies is recognized by global and national index databases. The research results are used by the community, government, and companies.

### Academic Qualification of Faculty

UNEJ is a public/state university where the lecturers are civil servants appointed by the government. Admission of permanent/full-time lecturers at the University of Jember through joint recruitment is organised by the Ministry of Education and Research and Technology at the national level. The part-time lecturers at BA Accounting, BA Management, BA Development Economics, and BA International Relations are recruited internally based on need according to the recruitment guidelines.

Therefore, the academic qualification and requirements of full-time lecturers and professors are in accordance with the government regulations. In general, the requirement of full-time lecturer candidates is at least a master's graduate with a minimum GPA of 3.00. The selection process is following several procedures: 1) administrative selection, 2) basic knowledge tests such as general knowledge and nationalism, and 3) specific competencies related to the study programme. The last test includes a written test, interview, and microteaching.

Moreover, the lecturers have a high opportunity to improve their qualifications such as through postdoctoral programmes and research fellows as well as expand their networks by collaborating with other institutions. Indeed, the University and the government encourage lecturers to do activities outside the campus at national and international levels. The number of lecturers being active outside campus is one of the indicators of university achievements.

In Indonesia, there are four academic ranks of lecturers as follows: instructor/ lecturer (equivalent to 150 credits), assistant professor (equivalent to 200 & 300 credits), associate professors (equivalent to 400, 550, & 700 credits), and professors (equivalent to 850 & 1050 credits). In order to obtain the academic ranks, a lecturer must meet the required credits consisting of education (minimum of 40 %), research (minimum of 40 %), community service (maximum of 10 %), and supporting elements (maximum of 10 %). More specifically, being a professor also requires a lecturer to publish at least two articles in reputable international journals such as those indexed by Scopus. The qualifications of lecturers' academic position are evaluated every semester through an online platform, namely The Ministry's Integrated System - SRD (Sister Ristek Dikti).

In an effort to support research productivity and community service for lecturers, there are Research and Community Service groups at the Study Programme, Faculty, and University levels. To accelerate research and publications that can be used for promotion of lecturers, University of Jember provides various research and publication funding grant schemes, including accelerated professorship acceleration grant scheme as well as internal grants for competitive research and community service for all lecturers. In addition, lecturers' academic qualifications are continuously monitored and encouraged through other academic activities, such as conferences, seminars, training, and joint research programmes around the world. Faculty members receive financial support which includes transportation, full board accommodation, and registration fees for certain events.

The following table shows the number of publications throughout the years 2020 to 2022.

**Table 30: Number of publications throughout the years 2020 to 2022**

Publications:	BA Accounting	BA Management	Ba Developing Economics	BA International Relations
Books	-	23	-	6
Articles in International Journals	138	135	76	29
Articles in National Journals	116	144	120	19
Proceedings	-	34	16	3

### Pedagogical / Didactical Qualification of Faculty

Once a lecturer is hired by the government and in order to assure the pedagogical and didactic qualifications, the lecturers are obligated to pass pedagogical and didactic training held by the university via Institute for Learning Development and Quality Assurance on behalf of the Directorate General of Higher Education, Ministry of Education, Culture, Research, and Technology. The training consists of two levels: Instructional Technical Training (Pekerti), and an Applied Approach through which the lecturers learn about how to design learning programmes and materials, learning methods, evaluation and marking, and other pedagogical and didactic skills. The coordinator of the study programme evaluates these pedagogical and didactic activities under the study programme Quality Assurance Unit and the faculty Quality Assurance Board.

Other certifications owned by lecturers are National Certification for Lecturers, international membership, curriculum workshops and other related certifications. International membership for lecturers of BA Accounting, BA Management, and BA Development Economics respectively, namely ASEAN Chartered Professional Accountant (ASEAN CPA), Association of International Business and Professional Management (AIBPM), and The Regional Science Association International (RSAI). In addition, the faculty also encourages lecturers to apply for training or certification which supports their skills in the learning process, for instance, public speaking, public relations, export-import, and other practical training. The certificate of the training must be submitted to the University.

### Practical Business Experience of Faculty

The practical experience of the **BA Accounting, BA Management, and BA Development Economics** lecturers in the majority is as an entrepreneur. In addition, some lecturers are also involved in various types of work, such as being consultants/experts, auditors at public accounting firms, competency assessors, and university accreditation assessors at the National Accreditation Board. In addition, several lecturers of the BA Accounting, BA Management, and BA Development Economics study programmes also have national certifications related to the assistance of Micro, Small and Medium Enterprises (MSMEs), entrepreneurship assistance, and digital marketing assistance. These various business practice experiences and ownership of national mentoring certifications contribute to strengthening the integration of theory and practice in the learning process in study programmes.

In the BA Accounting programme the faculty In the BA Accounting programme the faculty has the following practical experience:

**Table 31: Practical experience of the faculty In the BA Accounting programme**

No	Type of Activities	Institution/Company	Year
1	Assessing annual report rating	National Center for Sustainability Reporting	2022
2	Speaker	BPPKAD Kabupaten Situbondo	2021
3	Internal Auditor	Yayasan Imam Syafi'i Kabupaten Jember	Since 2019 up to now
4	Internal Auditor	PT Bernardy Sukses Group	Since 2020 up to now
5	External Auditor	Kantor Akuntan Publik Habib Basuni Surabaya	Since 2019 up to now
6	External Auditor	Kantor Akuntan Publik Habib Basuni Surabaya	Since 2019 up to now
7	Assessing annual report rating	National Center for Sustainability Reporting	2022
8	Internal Auditor	Inspektorat Pemda Banyuwangi	2020
9	Assessing annual report rating	National Center for Sustainability Reporting	2022
10	Assessing annual report rating	National Center for Sustainability Reporting	2022
11	Assessing annual report rating	National Center for Sustainability Reporting	2022
12	Assessing annual report rating	National Center for Sustainability Reporting	2022
13	Assessing annual report rating	National Center for Sustainability Reporting	2022
14	Assessing annual report rating	National Center for Sustainability Reporting	2022
15	Internal Auditor	Badan Amil Zakat Nasional Kabupaten Jember	Since 2020 up to now

The faculty members of the **BA Management** have the following practical experiences:

**Table 32: Practical experience of the faculty In the BA Management programme**

No	Type of Activities	Institution/Company	Year
1	Accreditation Assessor	Independent Accreditation Institute for Economics, Business Management and Accounting (Lembaga Akreditasi Mandiri Ekonomi, Manajemen, Bisnis, dan Akuntansi/ LAMEMBA)	2022- now
	Association Organizer	Koordinator Regional Jawa 2 AFEBI	2023

2	Accreditation Assessor	Board of National Accreditation for Higher Education (Badan Akreditasi Nasional Perguruan Tinggi/BAN-PT) Independent Accreditation Institute for Economics, Business Management and Accounting (Lembaga Akreditasi Mandiri Ekonomi, Manajemen, Bisnis, dan Akuntansi/LAMEMBA)	2017-now
4	Entrepreneurship Competency Assessor	National Professional Certification Agency (Badan Nasional Sertifikasi Profesi/BNSP)	2018-2021 2022-now
5	Finance Manager	Republic of Indonesia Employee Cooperative (Koperasi Pegawai Republik Indonesia/KPRI) - UNEJ	2011-2014
6	Consultant	Situbondo Regional Government	2022
7	Owner of culinary business	Ayam Geprek Mang Ung	2016-now
	Auditor	The Institute of Internal Auditors Indonesia	2016-now
	Marketing Competency Assessor	LSP MENBISKA	2018 2019-2020
	Service Excellent Competency Assessor	LSP PARAS	2019-2020
10	Agribusiness owner	Tumbuh Organik	2021-now
14	Business owner	Muslimah Boarding House Salamadina	2015-now
		Keeava Salad & Puding	2015-now
		Wiga: Economic Sciences Research Journal	2020-now
15	Entrepreneurship Competency Assessor	National Professional Certification Agency (Badan Nasional Sertifikasi Profesi/BNSP)	2018-2021 2022-now
	Consultant	Bondowoso Regency Government	2021
17	Financial Trainer	PT Pupuk Kaltim Bontang, PT Sucofindo Jakarta	2019
	Consultant of Feasibility Study	PT PKT Bontang - Universitas Paramadina	2021
18	Consultant	Situbondo Regional Government	2022
	Entrepreneurship Competency Assessor	National Professional Certification Agency (Badan Nasional Sertifikasi Profesi/BNSP)	2018-2021 2022-now
	Consultant and Trainer of Intercultural Communication	Bondowoso Regional Government	2021
19	Consultant	Situbondo Regional Government, Bondowoso, Situbondo, Besuki Regional General Hospitals, PT. Mitratani Dua Tujuh, Banyuwangi Regency Inspectorate, Department of Industry and Trade of Jember Regency	2018

20	Entrepreneurship Competency Assessor	National Professional Certification Agency (Badan Nasional Sertifikasi Profesi/BNSP)	2018-2021 2022-now
23	Entrepreneurship Competency Assessor	National Professional Certification Agency (Badan Nasional Sertifikasi Profesi/BNSP)	2018-2021 2022-now
25	Agribusiness owner	UD. Putera Sroedji	2017-now

In the faculty of the Development Economics programme the practical experiences were stated as follows:

**Table 33: Practical experience of the faculty In the BA Development Economics programme**

No	Type of Activities	Institution/Company	Year
1	Consultant of Regional Revenue Management Agency	Regional Revenue Management Agency Bondowoso	2021-Now
2	Financial Consultant	Jember Regional Government	2020-Now
3	Property Consultant	Jember Regional Government	2020-Now
4	Consultant of Ekonomika Institute	Ekonomika Institute	2021-Now
5	Consultant of Bondowoso Regional Government	Bondowoso Regional Government	2020-Now
6	Consultant of Jember Regional Government	Jember Regional Government	2020-Now
7	Consultant of Regional Revenue Management Agency Bondowoso	Regional Revenue Management Agency Bondowoso	2020-Now

And the following tables shows the indicated practical experiences of the faculty of the International Relations programme:

**Table 34: Practical experience of the faculty In the BA International Relations programme**

No	Type of Activities	Institution/Company	Year
1	Commentator for television	CNN	2022
2	Commentator for television	SCTV	2022
3	Commentator for mass media	Media Indonesia	2022
4	Expert staff	Jember regency	2021- 24
5	Commentator for mass media	FIFA	2022
6	Assessor for National Accreditation for Higher Education in Indonesia	Board of National Accreditation for Higher Education, Republic of Indonesia	Since 2021

At the faculty level, lecturers are required to do community service. In connection with this activity, the knowledge of the lecturers is applied to real problems that exist in society. These activities are carried out regularly in the form of economic socialisation and business assistance. Generally, the implementation of these activities is carried out by lecturers in groups, but lecturers sometimes do the community services individually.

Faculty of Social and Political Sciences/FISIP (wherein **BA International Relations** is associated with) follows the intention to develop practical business skills which also contributes to practising students' skills such as Tax Centre and Guest House. In addition, a number of lecturers have experience working outside campus such as in a company, as a consultant, as expert staff of national and local government, establishing research institutions, and running their own businesses such as cafés, shops, accommodation, and others. For instance, a number of lecturers in the BA International Relations involved the making of diplomatic affairs held by the Ministry of Foreign Affairs, Republic of Indonesia. There is also a lecturer in the BA International Relations who becomes the expert staff of the Mayor of Jember regency. A lecturer of the BA International Relations establishes a research institution, namely Pillar Data that involves the students in conducting surveys, which is relevant for meeting the learning objective of the BA International Relations (enable students to become researchers and analysts).

### Internal Cooperation

Internal cooperation is one of the essential elements of **all study programmes** to assure the success of the learning process. The faculty runs regular meetings, usually twice a year at the end of the semesters, for discussing academic issues such as courses offered in the semesters, the course lecturers, the lecturers, student exchanges, and others. It also discusses the work planning of the faculty along with the financial aspect. Cooperation meetings are also held incidentally as needed. A joint committee between faculty lecturers and administrative staff is appointed to organise seminars, conferences, and other events.

Cooperation in the teaching aspect is carried out in the form of team-teaching, where several lecturers work together as a team from preparation, implementation, to course evaluation. All research and community service are also carried out in a team called Keris-Dimas (Research and Community Service Group) which requires collaboration between lecturers. All information regarding meetings, coordination, and other correspondence is integrated through the Dynamic Archive Information System.

### Student Support by the Faculty

In encouraging the students' study and interest, lecturers are appointed to act as academic supervisors (DPA) for a group of students. As DPA, lecturers are responsible for monitoring and supervising student achievement in the academic field. Students can consult with DPA, either directly (face-to-face) after arranging an appointment or indirectly via SISTER or Telegram or other communication media. The faculty also appoints the committee of thesis supervision to which students consult before and during thesis writing, and also becomes a mediator if the students encounter a conflict with their thesis supervisors.

In addition to acting as academic supervisors, lecturers also assist students in developing skills and knowledge outside the classroom, such as the Student Creativity Programme, Scientific Writing Competition, Outstanding Student, Olympiads, both academic and non-academic, and scientific forums at regional, national and international levels, such as multidisciplinary debates, scientific works, conferences, entrepreneurship competitions, and sports competitions, and others. The faculty provides financial support to students to improve achievement and provides incentives for students who excel at national and international levels. The international activities carried out are student outbound, student exchange, and

international credit semesters. Besides that, students can also collaborate with lecturers to carry out research and service activities that are incorporated in KeRis-DiMas.

In an effort to ensure the quality of student services, student satisfaction surveys on student services are periodically carried out and evaluated by the Quality Assurance Team. Based on the results of the assessment by students, in general, the implementation of the assessment is responded well by more than 60 % of students. Overall, the highest assessment is given to the reliability aspect of the lecturer with an average score of 4.04 out of a maximum score of 5. In this subsection, responses regarding the assessment of competent lecturers according to their field of expertise get the highest rating

## Appraisal:

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 (visiting) lecturers, guarantees that both the academic standards and the requirements of professional practice are satisfied.

The academic qualification of the faculty corresponds to the requirements and objectives of the study programme. The HEI 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. However, it became evident that a very large proportion of the academic teaching staff holds a Master's degree. A higher proportion of lecturers with a doctoral degree would be desirable as well as an adequate number qualifications levels of professors in each programme. **From the current state of qualification the panel recommends driving up the proportion of PhD holders.** This includes the development of an incentive scheme for faculty to pursue international publications.

In its statement on the report UNEJ states that it provides lecturers to continue their PhD in accordance with the human resource planning documents and further study scholarship assistance both at national and overseas universities. For the development of lecturers in UNEJ's international exposure in the form of incentive financial support for international publications, attending international seminars, joint international conferences, joint research with overseas universities, lecturer exchanges, visiting professors, and reviewers of international journals. In addition, UNEJ has presented a forecast for staff mapping for the period of 2021 – 2025 indicating a higher number of faculty staff with a PhD. The panel welcomes UNEJ's strategic approach to support lecturers to continue their PhD in accordance with the human resource planning documents and further study scholarship assistance both at national and overseas universities to drive up the proportion until 2025. The panel encourages UNEJ taking these measures in order to drive up the proportion of PhD holders among teaching staff.

The pedagogical and didactical qualifications of the faculty correspond to the requirements and objectives of the study programme. The HEI verifies the qualifications of the faculty members by means of an established procedure. The HEI ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for further qualification of the faculty members are implemented.

The practical business experience of the faculty of the educational programmes corresponds to the requirement to integrate theory and practice.



The panel notes that 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. During the online conference students showed that they were “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

The organisation and work procedures at University of Jember (UNEJ) refer to the Regulation of the Minister of Research, Technology and Higher Education<sup>18</sup> concerning the Organisation and Work Procedures (of UNEJ. In the organisational structure, the Dean is assisted by three Vice Deans, consisting of (1) Vice Dean I who is in charge of the academic affairs; (2) Vice Dean II who is in charge of general affairs and finance; and (3) Vice Dean III who is in charge of student affairs and alumni. The department level has the task of carrying out academic, vocational, and/or professional education in one or several branches of science and technology as well as managing supporting resources. The Department consists of the Head of Department, Secretary of Department, Coordinator of Study Programme, Head of Laboratory, and Lecturers. Appointment of Coordinator of Study Programme is in accordance with the Rector's Decree. In managing the study programme, they are also supported by educational staff as administrative staff, as well as coordinating and reporting to the Head of the Department.

In general, the head of study programme has the responsibility to design, implement, control, evaluate and follow up all academic activities at the study programme level. The details of the tasks of the coordinator of study programme are as follows:

<sup>18</sup> Regulation of the Minister of Research, Technology and Higher Education Number 88 of 2017

- 1) supervising of the academic learning process,
- 2) planning and distributing courses to the lecturers through a study programme meeting,
- 3) making decisions about students who are eligible for internship and community service,
- 4) proposing students who are eligible to get scholarships,
- 5) proposing thesis supervisors,
- 6) making a draft of student's academic transcript,
- 7) proposing thesis examiners and committee,
- 8) making an evaluation of study programme,
- 9) preparing for accreditation.

They also cooperate with the Quality Assurance Group and the Quality Assurance Unit, as well as Research institutions and community service and Institute for Educational Development and Quality Assurance at the University level as an effort to ensure the quality of the study programmes on an ongoing basis.

To do those tasks, the coordinator of the study programme is supported by the lecturers of the department and the administrators. Moreover, the lecturers and representatives of students are involved in the discussion about particular academic issues and how to solve the problems. The students' association has a committee that supports the study programme to run its programme, for instance, during seminars, conferences, and others.

Mechanisms of work participation in the work environment can be flexible bottom up and top down. Decisions are made based on: (a) leadership meetings with internal structural officials, (b) quality assurance meetings, (c) work meetings, (d) regular meetings of departmental lecturers, and (e) other meetings in the context of maximising duties and responsibilities.

**BA Accounting, BA Management, BA Development Economics** under the Faculty of Economics and Business (FEB), University of Jember (UNEJ) has six laboratories and each laboratory is managed by the head of the laboratory. The head of the laboratory facilitates students in practising theory. The FEB Laboratory has carried out several activities on a regular basis, including table manners training, panel data model application training, research method workshops, entrepreneurship bazaar, and others.

**BA International Relations** has a Laboratory of Political and Regional Studies. The head of the laboratory also facilitates students in practising the theory. For instance, in collaboration with the Ministry of Foreign Affairs, the laboratory conducted a short diplomatic course and table manners training.

### **Process Organisation and Administrative Support for Student and Faculty**

There is educational staff at the faculty level who provide administrative services to lecturers and students. The administrative staff is divided into three parts, namely academic and student affairs, finance and personnel affairs, as well as general and state property affairs. Each section is coordinated by the Head of Sub and is responsible to the Head of Administration at the Faculty level. In each study programme there are also two administrative staff as operators who assist the coordinator of the study programme in providing academic services to students for the preparation of thesis submissions up to the implementation of student thesis exams,

including serving graduation registration for students who have completed their studies. Meanwhile, student services are generally served by faculty administration staff.

Administrative services provided by educational staff are provided to help students complete administrative academic matters. In addition, administrative services are also provided by student staff to serve student consultations regarding student matters. Students can meet academic staff and student staff directly or contact via the online platform or via other communication media such as Zoom, Telegram, Whatsapp, and E-mail during working hours. The online platform SISTER also facilitates communication among fields, among leaders, among lecturers, as well as communication with students and stakeholders (Sister for Lecture, Sister for Student, Sister for Parent). Services for lecturers are also provided by administrative staff in accordance with the required fields, such as administrative staff in the academic and general fields who serve matters relating to learning processes and facilities, and administrative staff in the field of personnel who serve matters relating to lecturer promotion.

In carrying out their functions, administrative staff are supported by the University of Jember Integrated Information System. In the Academic and Student Affairs section, SISTER access is given with a special menu. For finance and personnel, access is given to SIMANGGA (budget management system) and SIMKEU (financial management system). For quality assurance, it is documented in the UNEJ Quality Assurance System (SIJAMU).

To improve service quality, the Quality Assurance Group periodically conducts a survey on the satisfaction of service users and infrastructure to get feedback from service users in evaluating the quality of the services provided. The academic community can also report complaints related to complaints or service dissatisfaction through the University Customer Care Centre. Decision making related to improving academic and student services is participatory by encouraging input on lecturer discussion forums on various occasions, both formal and informal, with student representatives represented by the management of the Department of Student Association and the Student Activity Unit. In addition, the management can also coordinate with Study Programme Coordinators and UKM coaches to solicit suggestions, resolve student problems, and improve the academic atmosphere at the University of Jember. The discussion forum is held regularly once every academic year.

**Bachelor Accounting, Bachelor Management, Bachelor Development Economics:** To realise the implementation of adequate faculty governance, all services must be provided according to the Faculty of Economics and Business (FEB) Standard Operating Procedure. Information regarding services and overall service delivery procedures are listed in a document which can be accessed by students and lecturers on the FEB website.

In addition, FEB provides opportunities for administrative staff to participate in workshops, training, and certification activities to develop capabilities and to improve performance and services provided, including Training for Functional HR Analysts for Apparatus II Batch II in 2021 and Emotional Spiritual Quotient (ESQ) Training in 2021. In 2021, they offered a course *Training on Increasing the Competence of Education Personnel Through Understanding Employee Workload and Work Motivation*, a Service Excellent Certification in 2019, and Workshop on Excellent Service for Education Personnel of the Faculty of Economics and Business, University of Jember in 2018.

**Bachelor of International Relations (BA International Relations):** In the Faculty of Social and Political Sciences (FISIP), there are 41 administrative staff which are divided into three divisions: 1) Employment and Finance, 2) Academic and Students Affairs, and 3) General. The job descriptions, authority, and responsibility of each division are regulated under the faculty

regulations. More specifically, the Academic and Students section is purposely designed to support lecturers and students during the learning process. FISIP also provides opportunities for administrative staff to develop performance capabilities and improve services through participation in several workshops, training, and certification activities such as SIMAK BMN training, SIBAJA training, and training in the procurement of goods and services in 2021.

### Appraisal:

The Programme Directors organise the activities of everyone involved in the programme and ensures that the programmes run smoothly. There is evidence that faculty members and students are supported by the administration in the organisation of the study programme. Sufficient administrative staff is available. Decision-making processes, authority, and responsibilities are clearly defined. Teachers and students are included in the decision-making processes where their areas of work are involved.

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

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

## 4.3 Cooperation and partnerships

### Cooperation with HEIs and Other Academic Institutions and Networks

**BA Accounting, BA Management, BA Development Economics:** The collaboration established by the Faculty of Economics and Business (FEB) with various institutions refers to the Decree of the Rector of UNEJ<sup>19</sup> concerning the UNEJ Cooperation Guidebook. The collaboration carried out provides benefits for FEB in supporting the implementation of Three Principles of Higher Education (Tri Dharma) of the entire academic community.

FEB UNEJ already has cooperation agreements with various universities and educational institutions. In addition, FEB also continues to seek cooperation at the study programme level for broader and specific collaboration. These collaborations are established at the national and international levels.

This cooperation is proven by the signing of Memorandum of Agreement (MoA) and Memorandum of Understanding (MoU) with related institutions. FEB UNEJ then actively follows up and implements various academic programmes to support existing MoUs, especially those that have a significant impact on economics and business disciplines. Follow-up cooperation is manifested in the form of visiting professors/lectures, visiting researchers, research collaboration, non-degree training, outbound mobility, international joint teaching, and international joint seminars.

<sup>19</sup> Decree of the Rector of UNEJ Number 15089/UN25/PR/2016

At the national level, FEB UNEJ collaborates in the fields of education, teaching, research, and community service with other universities, such as the University of Indonesia, Brawijaya University, Lambung Mangkurat University, Syiah Kuala University, Udayana University, and other universities. Meanwhile, cooperation with educational institutions at the international level can be seen in the following table:

**Table 35: FEB UNEJ international cooperation agreements with academic institutions and networks**

No.	Country	University/Institute	Contribution
1.	Bahrain	MoA with University College of Bahrain	Educational partnership
2.	Taipei	<i>In-talks</i> with National Taipei University of Technology	Cooperation in education and research
3.	Malaysia	MoA with Universiti Sultan Zainal Abidin	Cooperation in education and research
4.	The Philippines	MoA with University of San Carlos	Educational partnership
5.	United States	MoA with GHG Management Institute	Partnership on Human Resource Development Programme: Paid course on greenhouse gas management for lecturers and staffs of FEB UNEJ

**Bachelor of International Relations (BA International Relations):** Over the last decades, the International Relations study programme has been trying to expand its collaborations with universities and study centres both domestically and internationally. The academic cooperation includes several activities, such as student exchanges, guest lectures, co-hosting international conferences, and collaborative writing. The corporations are documented through a Memorandum of Understanding (MoU) as well as a Memorandum of Agreement (MoA).

**Table 36: FISIP UNEJ international cooperation agreements with academic institutions and networks**

No.	Country	University/Institute	Contribution
1.	Malaysia	Universiti Sains Malaysia (USM), Penang	Some implemented cooperation includes student exchange, regular internationally joint conferences, joint research and publication.
2.	Japan	Ritsumeikan University	Ritsumeikan University and University of Jember along with Gadjah Mada University, Indonesian Islamic University (UII), Bandung Institute of Technology (ITB), Andalas University, Hasanuddin University established the International Consortium in Sustainable Development. This consortium concerns sustainable development by holding among others annual international conference on ‘Sustainable Development for Human Security’.
3	Thailand	Burapha University	Students and lecturers exchanges, joint researches and publication in some journals.
4	Finland	Tampere University	Tampere University, University of Jember, and Burapha University There are two collaborative activities that have been carried out. The first, is a survey titled ‘A Comparative Study on Trust and Asia’. Secondly, collaborative book writing on ‘ASEAN’. The project is to provide introductory reading material about ASEAN, especially for but not limited to European students.

No.	Country	University/Institute	Contribution
5	Malaysia	University Sultan Zainal Abidin (UnisZA)/Faculty of Law and International Relations.	Collaborations include mutual guest lectures, co-hosting international conferences, and joint research/publications. The mutual guest lecture enables students from two different departments to participate in sit-in mutual lectures carried out by lecturers coming from two different departments.
6	Indonesia	Cooperation with the International Relations Department of Twelve Different Indonesian Universities, which is based on a <i>Memorandum of Agreement (MoA)</i> : University of Andalas, University of Lampung, Sriwijaya University, Riau University, University of Maritim Raja Ali Haji, University of Mulawarman, University of Mataram, Universitas Pembangunan Nasional University of National Development / (UPN) Jakarta, UPNV Yogyakarta, UPNV Jawa Timur (east Java).	This program is a manifestation of the <i>Merdeka Belajar Kampus Merdeka (MBKM)</i> scheme launched by the Ministry of Education. This programme provides an opportunity for mutual student exchange where students can take courses at other universities.

### Cooperation with Business Enterprise and Other Organisations

**BA Accounting, BA Management, Ba Economics Development:** Cooperation with strategic partners, both from the business and industrial world as well as government and private institutions is carried out as an effort to meet the demands of the growing world of work. This collaboration with strategic partners generally aims to expand networks and support the implementation of the MBKM curriculum.

FEB UNEJ collaborates in the fields of education, teaching, research, and community service with various agencies, professional organisations, and government institutions, both nationally and internationally.

**Table 37: FEB UNEJ national cooperation agreements with business enterprises and other institutions**

No.	University/Institute	Contribution
1.	Ministry of Finance	Implementation of the Collaborative Programme for Capacity Building for Human Resources and Organisational Knowledge Capacity.
2.	Institute Indonesian Bank	Supporting research activities through research assistance provided to undergraduate students who are preparing thesis in the fields of economics and central banking.
3.	Indonesia Syariah Bank	Implementation of Academic Activities for Students and Lecturers.
4.	PT. Pertamina (Persero)	Student and lecturer internship programme.

No.	University/Institute	Contribution
5.	Institut Akuntan Publik Indonesia (IAPI)	Conducting certification test to improve quality of test, human resource capacity, and synergy between parties.
6.	National Centre Sustainability Reporting (NCSR)	Conducting certification training and test for lecturer.
7.	BPJS Ketenagakerjaan (BPJS of Employment)	Strengthening and Developing the Implementation of the Tridharma of College.
8.	PT. Intidaya Dinamika Sejati	Strengthening and Developing the Implementation of the Tridharma of College.
9.	PT. Mitra Tani Dua Tujuh	Strengthening and Developing the Implementation of the Tridharma of College.
10.	Situbondo Regency Government (Pekab Situbondo)	Strengthening and Developing the Implementation of the Tridharma of College.
11.	Desa Sukosari Kidul Kec. Sumberwringin Kab. Bondowoso (Sukosari Kidul Village, Kec. Sumber Wringin Kab. Bondowoso)	Marketing of Potential Tourism Village

This cooperation is proven by the MoA and MoU. Follow-ups and implementations that have a significant impact on the academic community of FEB UNEJ are then actively carried out. The follow-up to the collaboration was realised through various programmes, such as public lectures, student competency training, live broadcasting of public dialogues on topics in the field of management and entrepreneurship, industrial internships, and so on. Some of these collaborations can be recognized as Certificate Supporting Diplomas for FEB UNEJ graduates.

Meanwhile, cooperation with business agencies and other agencies at the international level can be seen in the following table:

**Table 38: UNEJ international cooperation agreements with business enterprise and other institutions**

No.	Country	University/Institute	Contribution
1.	Canada	MoA with Metastrategy Inc, Toronto	Educational and Entrepreneurial Programme
2.	The Netherland	MoA with Atlantis Press, Dordrecht	Cooperation in publishing international proceedings
3.	Saudi Arabia	MoA with Islamic Development Bank (IsDB)	Cooperation in science development such as: awarding grant to establish auditorium building and integrated laboratory building, and to implement research activities.
4.	Indonesia	MoU with Institute of Internal Auditor (IIA), Indonesia	Cooperation in the implementation of the Tridharma of Higher Education
5.	Indonesia	MoA with Institute for Development of Economics and Finance (INDEF) and The ASEAN Foundation	Awarding grant to conduct research activities for the lecturers

The follow-up of an international cooperation is manifested in the form of visiting professors/lectures, visiting researchers, research collaboration, non-degree training, competency certification, outbound mobility, international joint teaching, and international joint seminars.

**Bachelor of International Relations (BA International Relations):** Cooperation with business enterprises for internship programmes is carried out in three ways. First, under the Ministry of Education scheme; second, under the University programme; third, through independent channels. Internship under the two former programs is documented in the national programme called Merdeka Belajar Kampus Merdeka (MBKM). Student placement in desired companies is regulated by the ministry of education and culture and university. Meanwhile, through independent pathways students can choose their own company where they do their internship based on the approval of the department/faculty. These various internship programmes enable students to gain practical knowledge based on their interests and improve their soft skills.

FISIP and BA International Relations establish collaboration with Indonesian ministries, industries, and nongovernment organisations (NGOs) based on MoU/MoA as follows.

**Table 39: FISIP UNEJ and BA International Relations' MoU/MoA**

No.	Institutions
1.	Ministry of Finance/ Directorate General of Customs and Excise The cooperation includes student internship, lecture, research, and other academic activities
2	Ministry of Finance/ Directorate General of Tax The establishment of Tax Centre in FISIP UNEJ (University of Jember) The cooperation includes student internship, lecture, research, and other academic activities
3	Asia Centre (Bangkok, Thailand) Under a <i>Memorandum of Agreement</i> (MoA), collaboration with Asia Centre involves guest lectures, joint research and publication, and co-hosting international conferences/seminars. So far, one of the lecturers of the International Relations department has become an invited speaker in the Asian Centre webinar on "Human Rights in the Time of Covid 19: Lessons Learned from Southeast Asian Asia" (2021). Currently, the two institutions are also planning to co-host an international conference.
4	Lembaga Gerakan Perempuan Jember (Jember Women's Movement Institute) The cooperation includes student internship, lecture, research, community service, and other academic activities
5	Bank Syariah Indonesia (Indonesian Islamic Bank) The cooperation includes student internship, lecture, research, community service, and other academic activities
6	IKPI (Ikatan Konsultan Pajak Indonesia) / Indonesian Tax Consultant Association The cooperation includes student internship, lecture, research, community service, and other academic activities



7	Ministry of Village, Development of Disadvantaged Regions, and Transmigration The cooperation includes student internship, lecture, research, community service, and other academic activities
8	Lembaga Ilmu Pengetahuan Indonesia/ Badan Riset dan Inovasi Nasional (National Research and Innovative Agency Republic of Indonesia)

Some collaborations are based on MoU with the University of Jember and MoA with FISIP or BA International Relations study programme. The others are based on mutual partnerships for doing several projects such as student internship. The students of BA International Relations conduct internships in several institutions such as PT Grab Indonesia, Pertamina, PT PT Microsoft Indonesia, PT Cipta Konsultan Internasional, PT Telkom Indonesia (Persero) Tbk, PT Karya Dua Anyam, PT. Grab Teknologi Indonesia, Sekretariat Jenderal Dewan Perwakilan Rakyat Republik Indonesia, Local Government of Banyuwangi, Local Government of Lumajang, Local Government of Situbondo, Local Government of Probolinggo, Jember House of Representative Office, Ministry of Foreign Affairs, Indonesian Embassy in Ankara Turkey, Indonesian Embassy in United States of America, and others. In addition to the internship programmes, the BA International Relations establishes a collaboration with the Alliance of Indonesian Journalists to organise training on journalism.

### Appraisal:

There is evidence that cooperations with international academic institutions are in place. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued. All such activities contribute to the development of the students' qualification and skills. The increasing number of collaborations in recent years shows that UNEJ is actively seeking to increase the number of partnerships. However, with regard to the internationalisation strategy of the University the panel considers the number of exchange students and cooperations as moderate. **The panel recommends strengthening the number and intensity of cooperations with other academic institutions.**

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

There seems to be room for improvement of the scope and nature of cooperation with business enterprises and other institutions relevant to the programme. For all programmes a close link to practice seems desirable. **Therefore, the panel recommends strengthening cooperations with business enterprises and other organisations related to the field of studies.**

	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			X		
4.3.2(*) Cooperation with business enterprises and other organisations			X		

## 4.4 Facilities and equipment

### Quantity, quality, media and IT equipment of teaching and group rooms

All available infrastructure is properly inventoried in SISTER (sistem terpadu/ integrated system) as well as laboratory services.

**Table 40: IT Infrastructure**

Portal SSO	Employees and students can access specific information that is dynamically updated, according to their needs which can be integrated with SFS and MMP which will be explained below
Online Learning Management Media (MMP)	Is a Learning Management Media website that contains learning activities through various models of Modular Object-Oriented Dynamic Learning Environment (MOODLE) which are available during lectures for each subject taken by students.
SFS (SISTER For Students)	Providing a number of student academic information services more concisely through applications that can be operated easily via cellphone
Computer Laboratory	There is an extensive network of computer laboratories in academia. There are 3 computer laboratories with a capacity of 40 students each.
Email	Each member of the UNEJ (University of Jember) community is entitled to one institutional email with the default format (University of Jember) (University of Jember).ac.id. (15,000 student accounts) in the UNEJ (University of Jember) (University of Jember).ac.id domain
Internet Access	An Internet network is available throughout the campus area. Sister is accessible on and off campus all day long

**BA Accounting, BA Management, BA Development Economics:** Learning infrastructure facilities are developed and maintained on an environmentally friendly basis, taking into account safety, comfort, and security aspects as well as providing access opportunities for students with special needs. The use of facilities is shared for all existing study programmes in the form of

- (1) 38 lecture halls in large and small capacities equipped with desk chairs, Smart TV, AC, LCD, white board, markers, and erasers,
- (2) 3 computer laboratories, 1 econometrics laboratory, accounting, management, entrepreneurship, secretarial , and banking
- (3) reference books or research journals both in physical and online form,
- (4) adequate bandwidth in the faculty area,
- (5) scientific publication institutions, and others.

**Table 41: Facilities of BA Accounting, BA Management, BA Development Economics**

No	Name of Technical Equipment	Specification	Number of Units
1	White Board	Equipment and Machinery	85
2	Electronic White Board	Equipment and Machinery	4
3	LCD Projector/Infocus	Equipment and Machinery	129

4	A.C. Window	Equipment and Machinery	2
5	A.C. Split	Equipment and Machinery	143
6	Television	Equipment and Machinery	84
7	IQTOUCH MOBILE STAND FOR 65 INCH & 75 INCH	Equipment and Machinery	4
8	EPSON EB-2265U WUXGA	Equipment and Machinery	2
9	EPSON ECOTANK L6270 A4	Equipment and Machinery	2
10	Plus Copyboard M18S Include - Tanpa Printer	Equipment and Machinery	1
11	Handycam	Equipment and Machinery	3
12	Projector	Equipment and Machinery	12
13	Digital Camera	Equipment and Machinery	4
14	LCD Monitor	Equipment and Machinery	15
15	Serial Scanner/Printer	Equipment and Machinery	60
16	Laptop	Equipment and Machinery	13
17	Notebook	Equipment and Machinery	66
18	Printer (Personal Computer Equipment)	Equipment and Machinery	156
19	Scanner (Personal Computer Equipment)	Equipment and Machinery	11
20	Personal Computer Unit	Equipment and Machinery	325
21	Metal Iron Chair	Equipment and Machinery	1560
22	Monitor/CPU/Mouse/Keyboard	Equipment and Machinery	120
23	Software	Equipment and Machinery	3
24	Calculator	Equipment and Machinery	40

In addition, there are also available infrastructure in the form of a library, laboratory, exercise area, room for the arts, student activity unit room, university leadership room, lecturer room, administration room, departmental meeting room, seminar room, place of worship, gazebo, and a garden. The quality of internet services with free hotspots has also greatly improved both in the central library, lecture halls, and in the FEB environment, so that students can use the internet freely. Students can access through UNEJ (University of Jember)-ACCESS with registered username and password.

For the blended-learning/distance learning programmes, the interaction of user learning activities, both lecturers and students, is virtually well documented through MMP and sisters as described in the table above using various kinds of modules. In addition, students and all campus entities can submit various complaints they face related to the learning process and

activities through the University Customer Care Centre. Various information and news related to FEB and the study programs under it are also available to students, lecturers, and the general public through the FEB website. The faculty database can also be accessed by lecturers and staff through the FEB Management Information System.

**Bachelor of International Relations (BA International Relations):** The University has its own land, building, and equipment. Regarding facilities, there are joint facilities at the university level such as a library, student centre service, language centre, sports centre, mosque, health centre, and others. Free wifi is available in all buildings, classes, and other areas around campus that can be accessed by students, lecturers, and academic staff using their institutional accounts. At the faculty level, there are 21 classrooms, 1 studying room, 1 hall, 2 meeting rooms, a computer room, a laboratory, and others. Each classroom is equipped with a smart TV, computer with a camera, projector, AC, and whiteboard. Access for disabled students/lecturers is only on the first floor, hence, the meeting schedule and room must be organised to support them.

**Table 42: Facilities of BA International Relations**

No	Name of Technical Equipment	Specification	Number of Units
1	White Board	Glass Board	18
2	Electronic White Board	Equipment and Machinery	1
3	LCD Projector/Infocus	Equipment and Machinery	22
5	A.C. Split	Equipment and Machinery	52
6	Television	Equipment and Machinery	41
7	Iqtouch Iqtouch Mobile Stand For 65 Inch & 75 Inch	Equipment and Machinery	1
8	CCTV	Equipment and Machinery	4
9	Podcast set	Equipment and Machinery	2
10	Handycam	Equipment and Machinery	2
11	Digital Camera	Equipment and Machinery	2
12	LCD Monitor	Equipment and Machinery	2
13	Serial Scanner/Printer	Equipment and Machinery	3
14	Laptop	Equipment and Machinery	13
15	Notebook	Equipment and Machinery	13
16	Printer (Personal Computer Equipment)	Equipment and Machinery	153
17	Scanner (Personal Computer Equipment)	Equipment and Machinery	7
18	Personal Computer Unit	Equipment and Machinery	295
19	Metal Iron Chair	Equipment and Machinery	384

20	Monitor	Equipment and Machinery	9
21	Flags	Equipment and Machinery	160
22	Meeting Table	Equipment and Machinery	45
23	Table	Equipment and Machinery	285
24	Map	Equipment and Machinery	6
25	Microphone	Equipment and Machinery	17
26	Podium	Equipment and Machinery	6
27	Computer table	Equipment and Machinery	109
28	Sound System	Equipment and Machinery	22
29	Globe	Equipment and Machinery	3
30	Table manner set	Equipment and Machinery	144

### Access to literature

The availability of library sources in the form of literature and journals is available in full at the faculty and university level which can be accessed offline and online. Students can access literature in the form of e-books and reputable international articles sourced from online subscribed journals according to each student's scientific field, namely:

1. e-journal Sciencedirect
2. e-journal and e-book Springer. Consists of 2,097 e-journal titles and 10,458 ebooks in various disciplines
3. e-journal dan e-book EBSCO.
4. e-journal Cambridge. Consists of 398 journal titles from various disciplines
5. e-journal Emerald. Consists of 310 journal titles in various disciplines.
6. Digital collections for all scientific works of the academic community are available online at the UNEJ Digital Repository.
7. The Library of University of Jember.

The University of Jember Library operates Monday-Thursday 8AM–8PM, Friday 8–11AM and 1–8PM, and Saturday 8AM–3PM. Since 2015 until now, the University of Jember Library has won accreditation A at the national level, offering a high level of service in the fields of facilities and infrastructure, library services, library staff, and other strengthening components to provide qualified library services.

**BA Accounting, BA Management, BA Development Economics** under the Faculty of Economics and Business (FEB) UNEJ (University of Jember) has an FEB library that has services for textbooks, textbooks, magazines, journals and other references.

**Table 43: FEB Library**

	Number of books/ebooks	Budget (\$US) books/ebooks
Accounting Department	3362/1174	2.042/1440
Management Department	1703/1132	2.042 /1440
Economics Department	1197/4357	2.042/1440

FEB also has several journals, namely:

1. Journal of Accounting, University of Jember
2. Journal of Economics, Accounting and Management
3. E-journal of Business Economics and Accounting
4. Journal of Business and Management (BISMA)

**Bachelor of International Relations (BA International Relations):** In addition to the facilities provided by the University library, Faculty of Social and Political Sciences (FISIP) UNEJ (University of Jember) has a reading room.

The University states the resources of the library as follows:

**Table 44: FISIP library**

No	Books	Number of Books	Budget (US\$)
1	Text book (hard file)	426	6,100
2	Ebook Subject: Politics, Affairs & Social Sciences, International Relations	426	6,740
3	e-Journal (Springer) Sub discipline: Political Science, International Relations, Political Theory, Political Philosophy		

Moreover, the BA International Relations study programme subscribes to several journals as follows:

1. Journal of International Relations UMY
2. UNAIR Global Strategic Journal
3. Scientific Journal of International Relations
4. Indonesian Perspective
5. Journal of Southeast Asian Human Rights

### Appraisal:

Due to the virtual meeting the panel was not able to visit UNEJ on-site. Therefore, the panel was provided with videos and descriptions of its premises and facilities. According to the panel, the provided teaching rooms and the equipment of the learning facilities seem to be in line with the need of the study programmes. According to the information provided by the University and the students, the rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms is available.

The opening hours of the library take students' needs sufficiently into account. 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. The panel saw evidence that the most relevant databases in the field of business are available.

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

## 4.5. Additional services

### Career counselling and placement service

Students receive career guidance through the Career Service Centre. This service centre equips and brings together students and job seekers graduates with labour users, improves entrepreneurship skills, and obtains information about the whereabouts of graduates after completing their education. This centre is led by a head of centre and assisted by functional members. This centre manages various activities related to preparation for the career development of prospective alumni, including Campus Hiring and job market, Tracer Study, Soft skill attribute development training (entrepreneurship and career guidance), Entrepreneurship Guidance and Training to be able to give birth to young start-ups/entrepreneurs.

The University provides integrating job vacancies information that can be accessed through the official website and is updated every month. In addition to online job vacancies, the career centre also regularly holds job fairs two to three times a year. During the recent pandemic, a virtual job fair was held in collaboration with Jobstreet, the University of Jember Alumni Association, other campuses and other partners. The Tech Virtual Career Fair Jobstreet is the largest career fair in Asia in the IT and digital sector that provides a variety of quality job vacancies from top tech unicorns, startups and multinational companies.

The implementation of collaboration with the industrial world also accommodates outstanding students to fill various positions in their companies through a certified student internship programme. During the course of study, the study programmes also invite alumni to show their experiences in various institutions that they can do while studying, the requirements of the job at their institution, and explain what competency requirements are needed to enter the existing institutions.

### Alumni activities

The alumni of UNEJ have formed an organisation namely KAUJE (Keluarga Alumni University of Jember/ The Family of University of Jember Alumni) to accommodate the communication and networks of the alumni. The activities do not only provide networks and also information for students and alumni but also for community services for society. For instance, during the Covid-19 pandemic, KAUJE provided aid to students and society such as giving basic needs and vaccines. In addition, KAUJE also held carrier sharing using podcast platforms and webinar series. This is very important for students, especially for networking and enriching knowledge and experience about job markets.

These alumni have contributed a lot in the form of donations for the development of the University of Jember campus, scholarships, textbook donations, building construction, social

service activities, forums and discussions. The Management of the University of Jember Alumni Family Centre (KAUJE) maximises the potential of qualified alumni to be able to enter institutions under the leadership of alumni who have occupied certain positions and positions in a company. Successful alumni regularly provide guidance and motivation assistance from successful alumni to new graduates through alumni debriefing, public lectures, general stadiums, at the faculty and university level, providing information assistance related to job vacancies for alumni who excel in the workplace. It also provides internship and training opportunities to students at alumni-owned businesses or successful alumni workplaces.

**BA Accounting, BA Management, BA Development Economics:** Under FEB UNEJ, BA Accounting, BA Management, BA Development Economics has KAFE UNEJ alumni associations (Family Alumni of the Faculty of Economics UNEJ) spread across various regions in Indonesia where information about alumni activities can be seen on social media accounts such as Instagram and Facebook. Regular meetings are held every graduation to provide general lectures and motivation to graduates to be able to achieve their goals and ideals. Alumni contributions in the form of physical development include the development of the UNEJ Alumni Building, a building used for the benefit of alumni as well as for student activities of the faculty and the University. They also helped to maintain the UNEJ Postgraduate Building three floors. They gave assistance for facilities needed for workspace in the form of refrigerators, air conditioners, dispensers, construction of a canteen at the Faculty of Business Economics, assistance for books for reading rooms both at the Faculty level and for the Central Library.

**BA International Relations:** The alumni family of FISIP is an integral part of the KAUJE. The alumni work in government and non-government institutions and spread across various cities in Indonesia and overseas. However, they regularly meet and support the faculty, for example during graduation day. During the graduation day, the official of the alumni association attends the event to give an oration that motivates graduates regarding the job market. Moreover, the Dean of FISIP officially registers the alumni to be members of the alumni association.

## Appraisal

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

An Alumni Affairs and Career Office is in place. Career counselling and placement services are offered to the students and graduates to promote their employability. The University regularly does surveys and follow-ups on the career of the alumni.

		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

The University of Jember is a public university in Indonesia; hence it is state financed. The source of income is government funds, students' tuition fees, and grants. It is allocated for the



learning process, curriculum, improving graduates' competencies, infrastructure & facilities, and others. The University allocates funds to the faculties. Each faculty gets funding allocation from these sources according to its budget ceilings. The budget ceiling follows the ratio of the number of students each year. Meanwhile, the study programmes are allowed to propose funds to the Dean to hold activities at study programme levels. The student organisation is also allowed to propose funds for their activities. Furthermore, the faculty allocates budgets annually and provides facilities for students' academic activities, for instance, attending national student meetings, students' conference, and others.

In addition to funding from the government on a regular basis, the study programmes also receive grants aimed at improving the quality of the learning process, such as grants from the Ministry of Education and Culture obtained by BA Accounting for the Indonesian Student Micro Credential Programme, BA Management for the International Credit Semester (ICT) Programme. BA Development Economics receives grants for the Kemendikbud Dikti Independent Campus Competition Programme. In addition, UNEJ also received a grant from the Islamic Development Bank which was used to build the Auditorium Building and the Integrated Laboratory for Science Policy and Communication Building. The Integrated Laboratory for Science Policy and Communication building is used as a means of scientific activities for the UNEJ academic community. In short, the University states in its self evaluation report that so far there are no financial issues that hinder the learning process and students are definitely able to complete their studies.

The number of students accepted into each study programme each year is based on the capacity of the study programme. The amount listed in the decree is determined by considering the calculation of the breakeven point (BEP) or the minimum student intake for each study programme.

**Table 45: Break Even Points (BEP) of the Study Programmes**

<b>Account</b>	<b>BA Accounting</b>	<b>BA Management</b>	<b>BA Development Economics</b>	<b>BA International Relations</b>
Total operating expenses per year	Rp 6.38 billion	Rp 7.44 billion	Rp 5.99 billion	Rp 3.86 billion
Average tuition fee per year	Rp 10 million	Rp 10 million	Rp 10 million	Rp 10 million
Student body	638	744	599	639
Minimum student intake*	160	186	150	97

\*Obtained from the student body calculation divided by the standard period of study

Financial management is planned by involving all existing study programmes. They are asked to prepare an activity budget plan six months before the start of the fiscal year. The allocation of funds for each study program is carried out by setting a ceiling based on the number of students and activities.

Realisation is manifested in SIMKEU which is a follow-up application system from the SIMANGGA application, namely the stage of implementing the revenue and expenditure budget, and implementation of monitoring and evaluation. By using SIMKEU the speed of

accountability for budget realisation is within six days, there is also a feature for monitoring the budget realisation process. There are features that provide a financial reporting system which includes budget realisation reports, balance sheets, cash flow reports.

**Appraisal:**

UNEJ is a state-funded university, with the budget coming from the state. Therefore, the panel assumes that the study programme is funded for the entire accreditation period so that students will definitely be able to complete their studies.

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

## 5. Quality assurance and documentation

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

The quality assurance is done internally and externally. The Internal Quality Assurance System (SPMI) is part of the External Quality Assurance System (SPME) and is a form of accountability and transparency in the implementation of higher education. The External Quality Assurance System at the University of Jember is performed by external parties, namely BAN-PT (National Accreditation Board for Higher Education) and LAM (Independent Accreditation Institute) as well as FIBAA international accreditation.

The internal quality assurance process in the academic field is managed by the Quality Assurance Center by coordinating quality assurance at the university level. Furthermore, the management of quality assurance is internally coordinated by the Quality Assurance Group at the faculty level, along with the Quality Assurance Unit (UPM) at the study programme level. Meanwhile, in the financial sector, assurance is executed by Internal Monitoring Unit based on the SPI Internal Supervision decree of the University of Jember year 2021.

In carrying out its duties, the Quality Assurance Centre is guided by the Internal Quality Assurance Standard which refers to the UNEJ Rector's Regulation Number 19 of 2021 concerning the UNEJ SPMI Standard. The Internal Quality Assurance System (SPMI) includes four documents, namely

- (1) Policy Documents,
- (2) Manual Documents,
- (3) Standard Documents,
- (4) Form Documents.

SPMI duty refers to three standards in the National Higher Education Standards concerning education standards, research standards, and community service standards.

The implementation of SPMI follows standardized process called Determination, Implementation, Evaluation, Control and Development of standards or PDCA (Plan, Do, Check, Act). In developing the curriculum, learning process, and Tridharma outputs, the University of Jember follows the Plan, Do, Check, Act steps with reference to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 Year 2020 concerning National Higher Education Standards. It includes the preparation of Learning Outcome (LO) based on the Indonesian National Qualifications Framework level 6. The following is the PDCA steps in the learning process and the outcomes of the Tridharma.

Plan: The planning stage starts with the determination of quality assurance, which refers to the rector's regulations related to the quality assurance system of the University of Jember is based on the Regulation of the Chancellor of the University of Jember Number 12134/UN25/OT/2013 concerning the Quality Assurance System of the University of Jember. The Quality Assurance Center University of Jember sets the standard operating procedures in the form of planning, implementation, and assessment of learning which is derived from the Rector's Decree<sup>20</sup>.

---

<sup>20</sup> Rector's Decree No. 12609/UN25/KR/2018

Do: The implementation of quality assurance is carried out periodically every semester by through an Internal Quality Audit covering lecture preparation documents. The documents include lecture contracts, syllabus, Semester Learning Plans, teaching materials, and learning media which has been documented into the Integrated Information System. The learning audit process is carried out in weeks four, eight and twelve. The audit results in the report of the findings of the auditing team and suggestions for improvement or development are used as the basis for the study programme to take further steps to improve and develop learning. Assessment of the learning implementation process is carried out based on the SPMI reference and evaluated periodically in the form of Lecturer Performance Loads every semester. The parameter for the success of implementing quality assurance is the creation of a conducive academic atmosphere for the learning process and improving student learning outcomes. Assessment of satisfaction through a satisfaction survey of lecturers and students is utilised to evaluate the implementation of learning in one semester. The implementation of activities in the study programme is done by monitoring and evaluation through monthly department and study programmes meetings. The quality assurance of student learning outcomes is also monitored and evaluated by the Academic Supervisor. The supervision covers discussion on students' academic achievement. The lecturer performance is evaluated every semester through Lecturer Performance Load accessed online.

Check: Evaluation of the quality assurance of education in study programmes is executed periodically by study programmes, faculties, and universities along with stakeholders and associations in the fields of science. This is aimed at aligning the curriculum in responding to the dynamics of the needs of the job market (graduate users) and measuring the achievement of Graduate Learning Outcomes as well as the course plan. Likewise, for semester course plan, syllabus, teaching materials, and learning media, monitoring and evaluation and improvements are continuously evaluated and monitored by the Dean and the respective persons in charge, including the implementation of learning objectives such as the presence of lecturers, student attendance, and learning methods applied.

The quality assurance system at the University of Jember has been systematically documented in the Quality Assurance System (SIJAMU). SIJAMU completely records the entire process of education. It includes learning audits, evaluation of graduate learning outcomes and course learning outcomes, and the evaluation of national accreditation completeness documents, namely the Study Programme Performance Documents and Self Evaluation Documents. A satisfaction survey has also been conducted to evaluate quality on a regular basis.

Act: Curriculum development and implementation of learning is controlled by the subject lecturers, KPS, Deans, LP3M, and the rector. Lecturers have the authority to translate curriculum characteristics so that they can be applied to each subject optimally. KPS has the authority to control the direction of curriculum development to accommodate possible changes in the structure of the study programme curriculum and the distribution of the study programme's core courses. The Dean is authorised to monitor the distinct characteristics of the course. Furthermore, the rector's authority to control the development of the UNEJ curriculum is applied to all study programmes referring to the University's vision. Control is also carried out using the University of Jember's platform SISTER through a course plan uploaded to e-learning system. The course plan must be approved by the Head of Study Programme and the Dean.

The results of the evaluation and monitoring of learning audits by GPM and LP3M provides suggestions for improvement to be followed up by the Dean and KPS in the form of a Follow-

Up Plan (RTL) and Management Review Meeting (RTM). Those who do not comply with higher education and international standards will be assisted for improvement. The quality assurance process includes: (1) Curriculum development adapting to the needs and challenges of global dynamics (industrial revolution 4.0 and society 5.0), (2) Periodical Strengthening and enrichment of learning outcomes to create unique attributes of graduates which can be implemented in learning outcomes. study programs, (3) periodic workshops to strengthen understanding of learning strategies, (4) optimization of the implementation of quality management will be strengthened through regular training activities, (5) strengthening resources related to the curriculum and foreign language skills of students and lecturers, (6) Developing international cooperation that emphasises increasing the number of foreign students, (7) External Benchmarking to other universities.

### **For all study programmes:**

Quality assurance is the process of establishing and fulfilling management quality standards consistently and continuously. This assurance is done internally and externally. The Internal Quality Assurance System (SPMI) is part of the External Quality Assurance System (SPME) and is a form of accountability and transparency in the implementation of higher education. The External Quality Assurance System at the University of Jember is performed by external parties, namely BAN-PT (National Accreditation Board for Higher Education) and LAM (Independent Accreditation Institute) as well as FIBAA international accreditation.

The internal quality assurance process in the academic field is managed by the LP3M Quality Assurance Center by coordinating quality assurance at the university level. Furthermore, the management of quality assurance is internally coordinated by the Quality Assurance Group (GPM) at the faculty level, along with the Quality Assurance Unit (UPM) at the study programme level. Meanwhile, in the financial sector, assurance is executed by SPI (Internal Monitoring Unit) based on the Year 2017 decree by University of Jember on SPI. It is then changed into SPI Internal Supervision decree of the University of Jember year 2021).

In carrying out its duties, the LP3M Quality Assurance Centre is guided by the Internal Quality Assurance Standard which refers to the UNEJ Rector's Regulation Number 19 of 2021 concerning the UNEJ SPMI Standard. The Internal Quality Assurance System (SPMI) is included in four documents, namely (1) Policy Documents, (2) Manual Documents, (3) Standard Documents, (4). Form Documents. SPMI duty refers to three standards in the National Higher Education Standards (SN Dikti) concerning education standards, research standards, and community service standards.

The implementation of SPMI follows the PPEPP called Determination, Implementation, Evaluation, Control and Development of standards or PDCA (Plan, Do, Check, Act). In developing the curriculum, learning process, and Tridharma outputs, the University of Jember follows the Plan, Do, Check, Act steps with reference to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number three Year 2020 concerning National Higher Education Standards (SN-DIKTI). It includes the preparation of Learning Outcome (LO) based on the Indonesian National Qualifications Framework (KKNI) level 6. The following is the PDCA steps in the learning process and the outcomes of the Tridharma.

#### **1. Plan**

The planning stage starts with the determination of quality assurance, which refers to the rector's regulations related to quality assurance. The quality assurance system of the University of Jember is based on the Regulation of the Chancellor of the University of

Jember<sup>21</sup> concerning the Quality Assurance System of the University of Jember. Quality assurance management at the University level is carried out by LP3M based on the university's Quality Guidelines. LP3M University of Jember sets the standard operating procedures in the form of planning, implementation, and assessment of learning which is derived from the Rector's Decree<sup>22</sup>.

2. Do

The implementation of quality assurance is carried out periodically every semester by UPM, GPM, and LP3M of the University of Jember through an Internal Quality Audit (AMI) covering lecture preparation documents. The documents include lecture contracts, syllabus, Semester Learning Plans (RPS), teaching materials, and learning media which has been documented into the Integrated Information System (SISTER). The learning audit process is carried out in weeks 4, 8, and 12. The audit results in the form of the findings of the auditor team and suggestions for improvement or development are used as the basis for the study program to take further steps to improve and develop learning. Assessment of the learning implementation process is carried out based on the SPMI reference and evaluated periodically in the form of Lecturer Performance Loads every semester. The parameter for the success of implementing quality assurance is the creation of a conducive academic atmosphere for the learning process and improving student learning outcomes. Assessment of satisfaction through a satisfaction survey of lecturers and students is utilised to evaluate the implementation of learning in one semester. The implementation of activities in the study program is done by monitoring and evaluation through monthly department and study programs meetings. At the Faculty and University levels, monitoring and evaluation of study programmes is executed every semester under the coordination with UPM, GPM, and LP3M. The quality assurance of student learning outcomes is also monitored and evaluated by the Academic Supervisor (DPA). The supervision covers discussion on students' academic achievement. The lecturer performance is evaluated every semester through Lecturer Performance Load (BKD) accessed online through SISTER University of Jember <https://sso.unej.ac.id/> and starting odd semester 2021/2022 through SISTER RISTEK DIKTI (SRD).

3. Check

Evaluation of the quality assurance of education in study programmes is executed periodically by study programmes, faculties, and universities along with stakeholders and associations in the fields of science related to study programs. This is aimed at aligning the curriculum in responding to the dynamics of the needs of the job market (graduate users) and measuring the achievement of Graduate Learning Outcomes (CPL) as well as the course plan. Monitoring the conformity of CPL with the profile of graduates, SN-DIKTI and KKNI is also performed. Likewise, for semester course plan (RPS), syllabus, teaching materials, and learning media, monitoring and evaluation and improvements are continuously evaluated and monitored by the Dean, GPM, UPM, KPS including the implementation of learning such as the presence of lecturers, student attendance, and learning methods applied.

The quality assurance system at the University of Jember has been systematically documented in the Quality Assurance System (SIJAMU). SIJAMU completely records the entire process of education. It includes learning audits, evaluation of graduate learning outcomes (CPL) and course learning outcomes (CPMK), and the evaluation of national

---

<sup>21</sup> Regulation of the Chancellor of the University of Jember Number 12134/UN25/OT/2013

<sup>22</sup> Rector's Decree No. 12609/UN25/KR/2018

accreditation completeness documents, namely Study Program Performance Documents and Self Evaluation Documents. A satisfaction survey has also been conducted to evaluate quality on a regular basis.

#### 4. Act

Curriculum development and implementation of learning is controlled by the subject lecturers, KPS, Deans, LP3M, and the rector. Lecturers have the authority to translate curriculum characteristics so that they can be applied to each subject optimally. KPS has the authority to control the direction of curriculum development to accommodate possible changes in the structure of the study program curriculum and the distribution of the study program's core courses. The Dean is authorised to monitor the distinct characteristics of the course. Furthermore, the rector's authority to control the development of the UNEJ curriculum is applied to all study programmes referring to the university's vision. Control is also carried out using the University of Jember SISTER through a course plan uploaded to e-learning. The course plan must be approved by the Head of Study Programme and the Dean.

The results of the evaluation and monitoring of learning audits by GPM and LP3M provides suggestions for improvement to be followed up by the Dean and KPS in the form of a Follow-Up Plan (RTL) and Management Review Meeting (RTM). Those who do not comply with higher education and international standards will be assisted for improvement. The quality assurance process includes:

- (1) curriculum development adapting to the needs and challenges of global dynamics (industrial revolution 4.0 and society 5.0),
- (2) periodical strengthening and enrichment of learning outcomes to create unique attributes of graduates which can be implemented in learning outcomes. study programmes,
- (3) periodic workshops to strengthen understanding of learning strategies,
- (4) optimization of the implementation of quality management will be strengthened through regular training activities,
- (5) strengthening resources related to the curriculum and foreign language skills of students and lecturers,
- (6) developing international cooperation that emphasises increasing the number of foreign students,
- (7) external benchmarking with other universities.

## 5.2 Instruments of quality assurance

### Evaluation by students

#### **For all study programmes**

Evaluation by students related to courses and learning is performed regularly in every semester in the eighth week (midterm exam week) and 16th week (end semester exam week). The questionnaire is embedded *online* on the Portal Page so that students can easily fill out independently and anonymously. The scale used is a seven-point Likert scale with the validity and reliability test.

**Table 46: Results of Lecturer Evaluation Survey by Students**

Aspects of	BA Accounting	BA Management	BA Development Economics	BA International Relations
Teaching readiness	6.67	6.50	6.52	6.40
Accuracy in attending and attending lectures	6.67	6.35	6.37	6, 31
Quality of lecture materials	6.70	6.45	6.50	6.34
Mastery of materials and practical applications	6.75	6.51	6.45	6.39
<i>Up-to-date</i> material insights and illustrations	6.71	6.57	6, 62	6.37
<i>assignment</i> for in-depth material review and assessment points	6.71	6.48	6.23	6.36
Clarity of communication	6.71	6.44	6.44	6.33
Ability to respond to students	6.73	6.58	6, 58	6.40
Effectiveness of lecture	6.72	6.35	6.32	6.34
Systematic presentation of materials	6.74	6.21	6.47	6.39
Feedback on student performance	6.72	6.24	6.43	6.34

Each lecturer receives the assessment reports from students in each semester on their sister accounts. They can assess and evaluate related aspects that are lacking or need improvement based on the results of the questionnaire. Furthermore, the questionnaire results are discussed at the faculty meeting at the beginning of the semester. The Quality Assurance Group afterwards reports a summary of the results of this questionnaire to the dean, study programme coordinator, and all lecturers. The results of the evaluation are also delivered to students through an *open talk* regularly held every year. From this forum, lecturers and faculties can get *feedback* from students to improve the quality of learning. Continuous evaluation and improvement will be carried out if the results do not meet expectations.

### Evaluation by faculty

#### **For all study programmes**

The Quality Assurance Group routinely conducts evaluations related to the quality of learning and curriculum for each study programme. Evaluation is done by distributing questionnaires to the lecturers through periodical meetings every semester. GPM analyses the survey results



and reports have to be published through websites, social media, and online forums for lecturers every year. The results of the survey become the agenda for discussion meetings every semester at the faculty and study programme level as the basis for continuous improvement.

**Table 47: Results of Curriculum Evaluation Survey and Learning by Lecturers**

Aspects of	BA Accounting	BA Management	BA Development Economics	BA International Relations
Study programmes routinely conduct curriculum evaluations	4.41	4.19	4.26	4.47
Study programme curriculum relevant to industry/employment needs (including <i>updating</i> literature or lecture materials)	4.47	4.13	4.09	4.35
Study programme <i>benchmarking</i> with the curriculum of the same study programme at other universities	4.06	4.00	4.35	4.12
Lecturers are involved in curriculum evaluation	4.66	4.15	4.38	4.8
Subjects taught matches lecturers' competence and expertise	4.31	4.29	4.44	4.26
The study programme requires lecturers to always update the literature used	4.53	4.13	4.15	4.18
Study programme facilitates lecturers to improve their competence through certification and training programmes	4.72	4.42	4.41	4.41
Study programme facilitates practitioner involvement in learning activities	4.41	4.13	4.03	4.35

#### External evaluation by alumni, employers, and third parties

The evaluations were carried out internally and externally. This is done by involving the external stakeholders including alumni, alumni employers, and tri dharma partners. Evaluation by the stakeholders is performed by filling out a questionnaire that is distributed through the alumni networks. The publication of questionnaire links are available on websites and social media. It is also distributed at regular meetings with stakeholders. The questionnaire has been tested and passed the validity and reliability test.

For alumni, the aspects assessed include the suitability and the advantage of studying in a study programme in relation to their employment. For alumni employers, the aspects assessed include the quality of alumni such as responsibility, work efficiency and effectiveness, attitudes, and mastery of hard skills and soft skills. For Tridharma partners, the aspects assessed include

accuracy, usefulness, sustainability related to learning, research, and community service. This is done by lecturers and students.

Every year stakeholders are invited to ask for suggestions regarding the relevance of the study programme curriculum to the needs of employment. This is done to ensure that the curriculum of the study programme adjusts the development and graduates can work and adapt quickly during their work. At this regular meeting, the process includes a follow up questionnaire and the result will be reported to the entire academic community and stakeholders. The related parties discuss the suggestions for improvements for the study programme. The results of this questionnaire are also published on the website and social media.

### Programme documentation

The public can easily access information about the study programmes. Archiving and documentation related to academic and non-academic information both in the form of digital and printed media. This information can be accessed via the website, social media and brochures as well as available in General and Equipment Affairs of the Faculty of Economics and Business (an administrative unit in the faculty). In addition to digital and print media, the study programmes and universities also provide information centres for prospective students and the public by visiting the university and contacting the call centres.

The information for students and the public related to academic stuff includes curriculum documents, Academic Calendar, SOPs, course plan and rules are written in the Education Implementation Guidelines. In lectures, students are also informed about course plan including (RPS, Syllabus, Contracts, RTM and assessment rubrics. Non-academic information such as student or lecturer achievements, student or lecturer activities and other non-academic activities are available for the public and students on the Faculty of Study Programmes websites and social media.

The Academic Guidebook is available in print and accessible on the faculty and study programme website. The heads of the study programmes evaluate the curriculum every three years to adjust to scientific developments. The results of evaluation are delivered to students through offline and online socialisation activities. Documentation updates are done periodically and systematically, and published through various media so that the public and students can easily access all the information they need. However, the University has reduced the use of printed media since UNEJ has joined the *green movement* to be a *green campus*. To support this, UNEJ has developed qualifications to support the transparency of information.

### Information on activities during the academic year

In terms of providing information about activities of the University, the faculties and study programmes, publication is done through online media including: (1) Website; (2) Social media (Facebook and Instagram); (3) Videotron; (4) YouTube; and (5) billboards/billboards. The public also can easily obtain the information by visiting the UNEJ information centre.

Information related to academic and non-academic information, such as routine meeting activities, academic calendar, curriculum, student or lecturer achievements, national and international events, university profiles, academic calendars, and other important academic information can be accessed on the university website.

Every year, UNEJ publishes its objectives achieved over a period of one year and reports in the University performance report document. This report can be downloaded on the UNEJ data and Information website. The reports include the performance of each faculty and study programme. The following media links are used by BA Accounting, BA Management, BA Development Economics, BA International Relations to publish information to the general public:

- Website
- Social Media Facebook:
- Social Media Instagram:
- Videotron
- Social Media Youtube:
- Billboards

### Appraisal:

Within the frame of a very comprehensive quality assurance system UNEJ has installed a quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the study programmes 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 as well as the profile of the student population. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined.

Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the students and provide input for the quality development process.

Quality control by the faculty 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.

The study programmes' content, curriculum and examination scheme have been suitably documented and published (e.g. course plan and exam regulations).

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

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

# Quality profile

HEI: University of Jember, Indonesia

## Bachelor/Master programme:

1. Bachelor in Accounting
2. Bachelor in Management
3. Bachelor in Development Economics
4. Bachelor in International Relations

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

		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					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2*	Course materials (Asterisk Criterion)			X		
3.3.3	Guest lecturers			X		
3.3.4	Lecturing tutors			X		
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2	Internationality of the student body				X	
3.4.3	Internationality of faculty			X		
3.4.4	Foreign language contents			X		
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		
3.6*	Skills for employment / Employability (Asterisk Criterion)			X		
4.	<b>Academic environment and framework conditions</b>					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4	Practical business experience of faculty			X		
4.1.5*	Internal cooperation (Asterisk Criterion)			X		
4.1.6*	Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			X		
4.2.2	Process organisation and administrative support for students and faculty			X		
4.3	Cooperation and partnerships					

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
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		
<b>4.4</b> 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		
<b>4.5</b> Additional services					
4.5.1 Career counselling and placement service			X		
4.5.2 Alumni Activities			X		
4.6* Financing of the study programme (Asterisk Criterion)			X		
<b>5</b> Quality assurance and documentation					
5.1* Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			X		
<b>5.2</b> 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		
<b>5.3</b> Programme documentation					
5.3.1* Programme description (Asterisk Criterion)			X		
5.3.2 Information on activities during the academic year			X		