

# Decision of the FIBAA Accreditation and Certification Committee



12<sup>th</sup> Meeting on November 29, 2023

## PROGRAMME ACCREDITATION

<b>Project Number:</b>	22/105
<b>Higher Education Institution:</b>	Universitas Gadjah Mada
<b>Location:</b>	Yogyakarta, Indonesia
<b>Study Programmes:</b>	<ol style="list-style-type: none"><li>1. Communication Science (Sarjana Ilmu Politik (S.I.P.)/Bachelor of Political Science)</li><li>2. Public Policy and Management (Sarjana Ilmu Politik (S.I.P.)/Bachelor of Political Science)</li><li>3. Master of Arts in Politics and Government (Master of Arts (M.A.))</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 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from January 1, 2021, the study programmes are accredited with conditions.

### **Communication Science (Sarjana Ilmu Politik (S.I.P.)/Bachelor of Political Science)**

### **Public Policy and Management (Sarjana Ilmu Politik (S.I.P.)/Bachelor of Political Science)**

- **Condition 1** (see chapter 3.1):  
The University
  - a) provides clear regulations for the bachelor theses' scope, content and credit allocation;
  - b) ensures that students prove their ability to do scientific work.
- **Condition 2** (see chapter 3.2):  
The University
  - a) provides course descriptions in which the learning outcomes address taxonomy levels;
  - b) revises its examination forms after revising the intended learning outcomes;
  - c) issues diploma supplements according to the EHEA principles.

- **Condition 3** (see chapter 5):

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

### **Master of Arts in Politics and Government**

- **Condition 1** (see chapter 3.2):

The University

a) provides module descriptions in which the learning outcomes address taxonomy levels and are formulated at Master level.

b) revises its exams after revising the intended learning outcomes.

c) issues diploma supplements according to the EHEA principles for all study programmes.

- **Condition 2** (see chapter 5):

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

**Proof of meeting these conditions is to be supplied by August 28, 2024.**

Period of Accreditation: November 29, 2023 to November 28, 2028

The FIBAA Quality Seal is awarded.

## Assessment Report

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**Higher Education Institution:**

Universitas Gadjah Mada, Indonesia

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**Bachelor/Master programmes:**

1. Undergraduate Programme - Communication Science
2. Undergraduate Programme - Public Policy and Management
3. Master of Arts in Politics and Government

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**Qualification awarded on completion:**

1. Sarjana Ilmu Politik (S.I.P.)/Bachelor of Political Science
2. Sarjana Ilmu Politik (S.I.P.)/Bachelor of Political Science
3. Master of Arts (M.A.)

# General information on the study programme

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

The **Undergraduate Programme - Communication Science** (hereafter called Bachelor in Communication Science, BCS) is a four-year study programme with the main objective to educate students to become media & communication specialists or mediapreneurs, with knowledge and practical skills needed by media, communication and cultural creative industries, but also under-developed communities. In a mediapreneurial environment, graduates may work for example as content creators, journalists, independent filmmakers.

The **Undergraduate Programme - Public Policy and Management** (hereafter called Bachelor in Public Policy and Management, BPPM) is a seven to eight semester year study programme educating students to become policy analyst, diplomat, public sector manager, community development specialist, government officer, NGO activist, researcher, politician, multinational corporation executive, or human resource manager.

The **Master of Arts in Politics and Government** (MAPG) is a two-year study programme to enable students to gradually understand political theory, analyse a political phenomenon, solve problems, and finally practice political skills based on the theory they acquired during their studies. Graduates work in various institutions, in community services or private sectors, e.g. as lecturers or public officials.

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## **Type of study programme:**

Bachelor programme / Master programme

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

Bachelor in Communication Science: 3.5 - 4 years, 7 - 8 semesters, 144 SKS, 259 ECTS

Bachelor in Public Policy and Management: 3.5 - 4 years, 7 - 8 semesters, 144 SKS, 259 ECTS

Master of Arts in Politics and Government: 1.5 - 2 years, 3 - 4 semesters, 48 SKS, 86 ECTS

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## **Mode of study:**

For all programmes: full-time

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## **Didactic approach:**

For all programmes: study programme with obligatory class attendance

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## **Double/Joint Degree programme:**

Bachelor in Communication Science: no

Bachelor in Public Policy and Management: optional

Master of Arts in Politics and Government: optional

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

Bachelor in Communication Science: 75 students per cohort (regular programme), 50 students per cohort (IUP)

Bachelor in Public Policy and Management: 120 students

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Master of Arts in Politics and Government: 2 classes, and 50 students per cohort

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**Programme cycle starts in:**

Bachelor in Communication Science: summer semester

Bachelor in Public Policy and Management: summer semester

Master of Arts in Politics and Government: summer semester

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**Initial start of the programme:**

Bachelor in Communication Science: 1950

Bachelor in Public Policy and Management: 1957

Master of Arts in Politics and Government: 1983

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**Type of accreditation:**

initial accreditation

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# Procedure

A contract for the initial accreditation of the Undergraduate Programme - Communication Science (S.I.P.), Undergraduate Programme – Public Policy and Management (S.I.P.) and Master of Arts in Politics and Government (M.A.) was made between FIBAA and Universitas Gadjah Mada on September 9, 2022. On January 13, 2023, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel<sup>1</sup>. The HEI has agreed with the chosen experts. The panel consisted of:

**Riitta Ahlholm, MBA**

Fountain Park Oy, Finland

Vice Chairman of the Board, Partner (ICT, Management, Leadership, Entrepreneurship, Change Management, Digitalisation, Sales and Marketing management including Communication (strategy, social media, Press, PR, IR)

**Prof. Dr. Aditya Perdana**

Universitas Indonesia, Jakarta, Indonesia

Associate Professor Department of Political Science, Chairman of the Centre for Political Studies (PUKAPOL) (Political Science, Government Studies, Social Sciences, State and Civil Society, Indonesian Politics, The Ethics of Electoral Management Bodies, Logistics and Electoral Management National Assessor for Higher Education)

**Assoc. Prof. Dr. Rūta Petrauskienė**

Kaunas University of Technology, Lithuania

Professor, Coordinator of the Committee for Political Science, Sociology and Public Governance Study Programmes (Public Governance, Political Sciences, Public Administration, Non-Governmental Sector, Strategic Management in Public Sector, Public Services Management)

**Prof. Dr. phil. habil. Harald Rau**

Ostfalia University of Applied Sciences, Germany

Professor of Communication Management, Dean of the Faculty (Media and Communication Sciences, Media Economics, Media Management, Communication Management, Journalism)

**Julien Seid**

University of Hohenheim, Germany

Student Communication Science (B.A.)

FIBAA project manager:

Michael Stephan

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

The assessment is based on the self-evaluation reports, amended by further documents, as requested by the panel, and an on-site visit. The on-site visit took place on August 1-3, 2023, at the HEI's premises in Yogyakarta, Indonesia, one panel member participated online. At the end of the on-site visit, the panel has given short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on October 23, 2023. The statement on the report was given up on November 7, 2023. It has been taken into account in the report at hand.

# Summary

**The Undergraduate Programme - Communication Science (S.I.P.),** offered by Universitas Gadjah Mada fulfils with three exceptions 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 November 29, 2023 and finishing on November 28, 2028, under three conditions. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects<sup>2</sup>: Examination and final thesis; regulations of the study programme; Quality assurance and quality development. They recommend the accreditation on condition of meeting the following requirements<sup>3</sup>:

- **Condition 1** (see chapter 3.1):

The University

- a) provides clear regulations for the bachelor theses' scope, content and credit allocation;
- b) ensures that students prove their ability to do scientific work.

- **Condition 2** (see chapter 3.2):

The University

- a) provides course descriptions in which the learning outcomes address taxonomy levels;
- b) revises its examination forms after revising the intended learning outcomes;
- c) issues diploma supplements according to the EHEA principles.

- **Condition 3** (see chapter 5):

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

**Proof of meeting these conditions is to be submitted by August 28, 2024.**

Furthermore, the quality requirement that has not been fulfilled (Practical business experience of faculty (see chapter 4.1)) 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.

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

<sup>3</sup> The panel sees the university as a leading and role-modeling institution for all of Indonesia - against this background, the experts hope that as many other universities as possible will take their cue from the concepts incorporated here. The conditions and recommendations should also be seen against this background.



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

- unifying and elaborating documentation of objectives across the programmes and official documents (see chapter 1.1),
- utilising the course descriptions to more distinctively promote the importance of ethical implications within the curriculum (see chapter 3.1),
- further developing academic skills by reorganising and fostering education in academic writing (see chapter 3.1),
- utilising the course descriptions to present the variety of teaching methods within the respective courses (see chapter 3.3),
- updating the course descriptions in terms of literature reference (see chapter 3.3),
- focussing on inviting more international guest lecturers (see chapter 3.3),
- describing international contents in the course descriptions (see chapter 3.4),
- integrating more guest professors with media production experience abroad (see chapter 3.4),
- identifying and describing important future skills and sustainably implementing them in the programmes' objectives and learning outcomes (see chapter 3.5),
- having a specific focus on faculty with specific practical experience for further recruitments (see chapter 4.1),
- building additional capacities in programme development by also training the administrative staff in relevant skills to help grow the programme (see chapter 4.2).

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

There are many criteria in which the programme exceeds the quality requirements:

- Positioning of the study programme in the educational market (see chapter 1.3)
- Positioning of the study programme within the HEI's overall strategic concept (see chapter 1.3)
- Selection procedure (see chapter 2.3)
- Transparency and documentation of admission procedure and decision (see chapter 2.6)
- Lecturing tutors (see chapter 3.3)
- Internationality of faculty (see chapter 3.4)
- Academic qualification of faculty (see chapter 4.1)
- Internal cooperation (see chapter 4.1)
- Student support by the faculty (see chapter 4.1)

- Process organisation and administrative support for students and faculty (see chapter 4.2)
- Cooperation with HEIs and other academic institutions or networks (see chapter 4.3)
- Quantity, quality, media and IT equipment of teaching and group rooms (see chapter 4.4)
- Career counselling and placement service (see chapter 4.5)
- Information on activities during the academic year (see chapter 5.3)

Furthermore, there are two criteria the panel rated as “exceptional”:

- Counselling of prospective students (see chapter 2.2)
- Access to literature (see chapter 4.4)

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

# Summary

**The Undergraduate Programme - Public Policy and Management (S.I.P.)** offered by Universitas Gadjah Mada fulfils with exceptions 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 November 29, 2023 and finishing on November 28, 2028, under three conditions. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects<sup>4</sup>: Examination and final thesis; regulations of the study programme; Quality assurance and quality development. They recommend the accreditation on condition of meeting the following requirements<sup>5</sup>:

- **Condition 1** (see chapter 3.1):

The University

- a) provides clear regulations for the bachelor theses' scope, content and credit allocation;
- b) ensures that students prove their ability to do scientific work.

- **Condition 2** (see chapter 3.2):

The University

- a) provides course descriptions in which the learning outcomes address taxonomy levels;
- b) revises its examination forms after revising the intended learning outcomes;
- c) issues diploma supplements according to the EHEA principles.

- **Condition 3** (see chapter 5):

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

**Proof of meeting these conditions is to be submitted by August 28, 2024.**

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

- observing dropout rates and fostering a best practice exchange with the BCS programme on how to maintain students in the programme,

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<sup>4</sup> These aspects are asterisk criteria which means that they are essential for the study programme.

<sup>5</sup> The panel sees the university as a leading and role-modeling institution for all of Indonesia - against this background, the experts hope that as many other universities as possible will take their cue from the concepts incorporated here. The conditions and recommendations should also be seen against this background.

- unifying and elaborating documentation of objectives across the programmes and official documents (see chapter 1.1),
- utilising the module descriptions to more distinctively promote the importance of ethical implications within the curriculum (see chapter 3.1),
- further developing academic skills by reorganising and fostering education in academic writing (see chapter 3.1),
- utilising the module descriptions to present the variety of teaching methods within the respective modules (see chapter 3.3),
- updating the module descriptions in terms of literature reference (see chapter 3.3),
- focussing on inviting more international guest lecturers (see chapter 3.3),
- describing international contents in the module descriptions (see chapter 3.4),
- starting earlier in the curriculum with international contents (see chapter 3.4),
- identifying and describing important future skills and sustainably implementing them in the programmes' objectives and learning outcomes (see chapter 3.5),
- building additional capacities in programme development by also training the administrative staff in relevant skills to help grow the programme (see chapter 4.2).

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

There are many criteria in which the programme exceeds the quality requirements:

- Positioning of the study programme in the educational market (see chapter 1.3)
- Positioning of the study programme within the HEI's overall strategic concept (see chapter 1.3)
- Selection procedure (see chapter 2.3)
- Transparency and documentation of admission procedure and decision (see chapter 2.6)
- Lecturing tutors (see chapter 3.3)
- Internationality of faculty (see chapter 3.4)
- Academic qualification of faculty (see chapter 4.1)
- Internal cooperation (see chapter 4.1)
- Student support by the faculty (see chapter 4.1)
- Process organisation and administrative support for students and faculty (see chapter 4.2)
- Cooperation with HEIs and other academic institutions or networks (see chapter 4.3)
- Quantity, quality, media and IT equipment of teaching and group rooms (see chapter 4.4)
- Career counselling and placement service (see chapter 4.5)

- Information on activities during the academic year (see chapter 5.3)

Furthermore, there are two criteria the panel rated as “exceptional”:

- Counselling of prospective students (see chapter 2.2)
- Access to literature (see chapter 4.4)

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

## Summary

The **Master of Arts in Politics and Government (M.A.)** offered by Universitas Gadjah Mada fulfils with exceptions the FIBAA quality requirements for master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on November 29, 2023 and finishing on November 28, 2028, under two conditions. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects<sup>6</sup>: regulations of the study programme; Quality assurance and quality development. They recommend the accreditation on condition of meeting the following requirements<sup>7</sup>:

- **Condition 1:**

The University

- a) provides course descriptions in which the learning outcomes address taxonomy levels and are formulated at Master level;
- b) revises its examination forms after revising the intended learning outcomes;
- c) issues diploma supplements according to the EHEA principles (see chapter 3.2).

- **Condition 2:**

The University implements a student workload evaluation system for each module which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures (see chapter 5).

**Proof of meeting these conditions is to be submitted by August 28, 2024.**

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

- unifying and elaborating documentation of objectives across the programmes and official documents (see chapter 1.1),
- utilising the module descriptions to more distinctively promote the importance of ethical implications within the curriculum (see chapter 3.1),
- further developing academic skills by reorganising and fostering education in academic writing (see chapter 3.1),

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<sup>6</sup> These aspects are asterisk criteria which means that they are essential for the study programme.

<sup>7</sup> The panel sees the university as a leading and role-modeling institution for all of Indonesia - against this background, the experts hope that as many other universities as possible will take their cue from the concepts incorporated here. The conditions and recommendations should also be seen against this background.

- utilising the module descriptions to present the variety of teaching methods within the respective modules (see chapter 3.3),
- updating the module descriptions in terms of literature reference (see chapter 3.3),
- focussing on inviting more international guest lecturers (see chapter 3.3),
- describing international contents in the module descriptions (see chapter 3.4),
- identifying and describing important future skills and sustainably implementing them in the programmes' objectives and learning outcomes (see chapter 3.5),
- building additional capacities in programme development by also training the administrative staff in relevant skills to help grow the programme (see chapter 4.2).

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

There are many criteria in which the programme exceeds the quality requirements:

- Positioning of the study programme in the educational market (see chapter 1.3)
- Positioning of the study programme within the HEI's overall strategic concept (see chapter 1.3)
- Transparency and documentation of admission procedure and decision (see chapter 2.6)
- Lecturing tutors (see chapter 3.3)
- Internationality of faculty (see chapter 3.4)
- Academic qualification of faculty (see chapter 4.1)
- Internal cooperation (see chapter 4.1)
- Student support by the faculty (see chapter 4.1)
- Process organisation and administrative support for students and faculty (see chapter 4.2)
- Cooperation with HEIs and other academic institutions or networks (see chapter 4.3)
- Quantity, quality, media and IT equipment of teaching and group rooms (see chapter 4.4)
- Career counselling and placement service (see chapter 4.5)
- Information on activities during the academic year (see chapter 5.3)

Furthermore, there are two criteria the panel rated as "exceptional":

- Counselling of prospective students (see chapter 2.2)
- Access to literature (see chapter 4.4)

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

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# Information

## Information on the Institution

Universitas Gadjah Mada (UGM) was officially established on December 19, 1949, in Yogyakarta through Government Regulation (PP) No. 23 of 1949, regarding the merger of colleges to form a university. Since its foundation, UGM has been shift-shaped and changed its structure, institutional bodies and the supporting units. UGM initiates five strata: vocation, undergraduate, profession, graduate and specialist, as well as doctoral programmes. As of today, UGM has 18 faculties, a vocational school and a graduate school offering 273 study programmes of which 205 have been accredited with an "A" by the Indonesian National Accreditation Body for Higher Education. These include 70 undergraduate study programmes, 22 diploma study programmes, 92 master programmes, 40 profession and specialist programmes and 49 doctorate programmes. It has approximately 50,090 students, 1,451 foreign students and 4,728 faculty members.

UGM follows the following vision and mission:

"Universitas Gadjah Mada as the pioneer of a world class national university which is excellent and innovative, subservient for the nation's interest and humanity, spirited by Pancasila-based national and cultural values."

"Performing education, research and dedication for the society and the preservation of excellent and beneficial science and knowledge."

UGM's mission is inspired by the spirit of Tri Dharma of higher education (*Tri Dharma Perguruan Tinggi*), comprising teaching, research and community services. Moreover, to assure the smooth flows of academic and non-academic activities, UGM develops and manages physical infrastructure in the campus environment predicated on the principle of "edu-copolis". This principle is elaborated in the Campus Development Master Plan, which mandates an environment conducive to the learning process and responsive to ecological issues in the context of multidisciplinary collaborations. What is more, the University has planned 40 new infrastructures to be completed in 2025 in supporting the academic, administration and student activity since 2019.

All three programmes are offered by the Faculty of Social and Political Sciences (FISIPOL) which itself consists of six departments: Department of Communication Science (referred to DCS in this report), Department of Public Policy and Management (DPPM), Department of Politics and Government (DPG); Department of Sociology; Department of International Relations and Department of Social Development and Welfare.

The Bachelor in Communication Science study programme (BCS) was established in 1950 as an undergraduate study programme under the Department of Communication Science (DCS). In 2019, DCS also set up the International Undergraduate Programme (IUP) in Communication Science. The DCS also offers a Master programme in Communication Science (established in 2008) and a Doctoral programme in Communication Science (established in 2020).

The Bachelor in Public Policy and Management (BPPM), was established in 1957 as an undergraduate study programme under the Department of Public Policy and Management (DPPM). Like the Department of Communication Science, the DPPM also offers an International Undergraduate programme, a Master programme and a Doctoral programme.

The Master of Arts in Politics and Government (MAPG) was established in 1983 as Master of Arts in Political Science by the FISIPOL. The programme was decentralised to the Department of Politics and Government (DPG) and renamed to Master of Arts (M.A.) in Politics and Government (MAPG) in 1999.

## **Further development of the programmes, statistical data and evaluation results**

Since the Covid-19 pandemic outbreak, the programmes have managed online courses and distance learning systems for their students by using the online teaching platform eLOK, facilitated by UGM and the Faculty.

Both bachelor programmes have been participating in the Freedom to Learn-Independent Campus or Merdeka Belajar Kampus Merdeka (MBKM) programme since 2020. This programme was launched and is managed by Indonesia's Ministry of Education and Culture based on the ministry's regulation number 3, 2020 on the National Higher Education Standard. Students who join this programme are allowed to take up to three semesters either to study in other universities or do research in the business, governmental and social institutions, which officially collaborate with UGM or the faculty (FISIPOL) or get apprenticeship experiences from professionals who worked for these institutions. Alternatively, they could develop independent student projects or organise humanitarian projects to help the people who need humanitarian aid or take part in the village development programme, especially in the remote areas and under-developed regions in Indonesia.

### **Bachelor in Communication Science (BCS)**

Based on the Internal Quality Audit (AMI) conducted by Universitas Gadjah Mada in 2021, three suggestions were given to BCS.

1. First, the study programme was expected to have a curriculum that is in accordance with the dynamics of social change in society. In order to accomplish this, BCS organised a series of workshops to review BCS's 2017 curriculum document and finally produce the BCS's 2021 curriculum. This curriculum is equipped with a curriculum map in accordance with BCS's targeted learning outcomes and being deployed to achieve BCS's graduate profiles.
2. Second, BCS has established many international collaborations with overseas university partners to attract international students to study at BCS. In consideration of the relatively small number of BCS's international students, BCS keeps seeking

support from not merely UGM’s office of international affairs but also UGM’s reputable research centres, such as the Centre for Southeast Asian Social Studies (CESASS UGM). This effort was conducted through a series of summer course programmes and joint course programmes attended by international students. Despite promoting its IUP programme, BCS strives to develop collaborative programmes with international student recruitment agencies to get larger numbers of international students.

3. Third, young lecturer career growth and development programmes have been organised by BCS. These programmes include the young lecturer mentoring programme, English course and academic writing programmes, individual and group research grants, teaching the summer course programme, the study exchange programme and monthly academic meeting and discussion programmes to explore contemporary issues in the field studies of communication, media, journalism, public relations and advertising as well as strategic communications.

Statistical data confirmed that the total number of applicants who applied to BCS from 2014s to 2018s had increased substantially. It has slightly decreased in 2019s but has gradually escalated since the 2020s. BCS attempted to manage a balanced proportion of gender among the students enrolled in the study programme throughout the years.

**Table 1: Statistical Data Bachelor in Communication Science**

		2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022
# Study Places offere d by HEI		80	80	80	130	130	135
# Applic ants	∑	5742	8885	10000	6000	11011	5419
	f						
	m						
Applic ation rate		7177 %	11106 %	12500 %	4615 %	8470 %	4014 %
# First- Year Stude nts (accep ted applic ants)	∑	79	72	78	125	127	132
	f	59	50	49	78	90	82
	m	20	22	29	47	37	50
Rate of femal e		75 %	69 %	63 %	62 %	71 %	62 %

students							
# Foreign Students	$\Sigma$	0	0	0	0	2	2
	f					1	1
	m					1	1
Rate of foreign students		0	0	0	0	1 %	1 %
Percentage of occupied study places		99 %	90 %	98 %	96 %	98 %	98 %
# Graduates	$\Sigma$	68	45	31	0	0	0
	f	51	30	16			
	m	17	15	15			
Success rate (students who finished their studies)		71	58	54	49		
Dropout rate (students who dropped their studies)		0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %
Average duration of study		4.37	4.04	3.79			
Average grade of final degree		3.64	3.69	3.75			

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### Bachelor in Public Policy and Management (BPPM)

The BPPM programme got the first "A" accreditation from National Accreditation Agency for Higher Education (BAN-PT) in 1996. BPPM is also the first programme of public administration field both in Indonesia and Southeast Asia certified by the ASEAN University Network in 2013 and again in 2017 with a score of 4.4. The certification enables BPPM to have a more global academic network. Working together with the two accreditation institutions, BPPM also has an internal quality control mechanism that annually reviews the programme and provides necessary recommendations for improvement.

BPPM is currently implementing the new 2021 curriculum, which was developed to prepare graduates with more hands-on knowledge and skills. BPPM considers current issues such as the emergence of the digital economy and digitalisation in general very seriously and adjusts to this trend accordingly in its curriculum (see also chapter 3.1). Moreover, as required by The Ministry of Education and Culture, the BPPM programme offers various schemes for students to acquire relevant knowledge and skills outside routine campus activities.

In the 2021/2022 Academic Year, BPPM received 2.780 applicants, and 119 of them were enrolled as students. After developing an international undergraduate programme in 2015, BPPM recruits full time international students. BPPM plans to admit more international students while continuing to send BPPM students to our overseas partner universities through the student mobility programme. Concurrently, the BPPM is also in preparation to create a double-degree opportunity for its students.

Table 2: Statistical Data Bachelor in Public Policy and Management

		1. Cohort 2016	2. Cohort 2017	3. Cohort 2018	4. Cohort 2019	5. Cohort 2020	6. Cohort 2021
# Study Places offered by HEI		116	105	123	120	126	117
# Applicants	Σ	4473	5571	7154	4337	6742	2705
	f						
	m						
Application rate		3856 %	5306 %	5816 %	3614 %	5351 %	2312 %
# First-Year Students (accepted applicants)	Σ	107	95	116	109	129	107
	f	60	53	71	70	78	73
	m	47	42	45	39	51	34
Rate of female students		56 %	56 %	61 %	64 %	60 %	68 %
# Foreign Students	Σ	0	0	1	7	3	1
	f	0	0	1	4	2	1
	m	0	0	0	3	1	0
Rate of foreign students		0	0	1 %	6,4 %	2,3 %	1 %
Percentage of occupied study places		92,24 %	90,48 %	94,31 %	90,83 %	102,38 %	91,45 %
# Graduates	Σ	100	89	87	48	0	0
	f	50	48	59	36	0	0
	m	50	41	28	12	0	0
Success rate (students who finished their studies)		93,45 %	93,68 %	75,00 %	44,00 %	0,00 %	0,00 %
Dropout rate (students who		0,00 %	2,1 %	12,1 %	20,2 %	0,00 %	0,00 %

<i>dropped their studies)</i>							
<b>Average duration of study</b>		4,08	3,96	3,8	3,45	0	0
<b>Average grade of final degree</b>		3,51	3,63	3,64	3,77	0	0

### Master of Arts in Politics and Government (MAPG)

Based on the Internal Quality Audit (AMI) conducted by Universitas Gadjah Mada in 2020, the following suggestions were given to MAPG.

1. First, auditors suggested that the syllabi systematically follow the standard Expected Learning Outcome (ELO). Rather than starting from what the programme could offer, logical learning starts from the expected graduates' skills and knowledge, which were then divided into modules<sup>8</sup> and sessions. Every session in the module should contribute to the ELO. To cope with the evaluation result, MAPG is currently adjusting its modules to ELO and making improvement of teaching delivery methods.
2. Second, auditors suggested students' involvement in the Department's research unit, which the Research Centre for Politics and Government (PolGov) currently coordinates.

MAPG has three concentrations (“Electives” in curriculum overview, see chapter 3.1) in the regular programme: Indonesian Politics; Local Politics and Regional Autonomy; Electoral Governance. Since 2009, the Department has collaborated with four other universities: Mahidol University (Thailand), Ateneo de Manila University (Philippines), Kathmandu Law School (Nepal) and University of Colombo (Sri Lanka) and created a joint Master's programme (APMA MHRD), with two more concentrations: Human Rights and Democratisation and Natural Resources Governance.

MAPG follows the Department's vision of “becoming the development centre for politics and government studies in the context of academic performance, community service, and research that uphold the values of humanity and democracy”. To realise this vision, MAPG has formulated three strategic missions:

- 1) Developing academic capacity through teaching activities to prepare students to master theoretical and analytical skills;

<sup>8</sup> UGM also uses “course/courses” as terminology when FIBAA/ECTS terminology would be “module/modules”. The report has been adjusted to one consistent terminology “modules” in all respective appraisals

- 2) Developing academic capacity through research activities to contribute to the development of science and social empowerment;
- 3) Developing social sensibilities to contribute to community empowerment.

Statistical data shows that MAPG has increased applicants from 2014 to 2018, even though it slightly decreased in 2019. In addition, MAPG has a balanced proportion in terms of gender among the students throughout the years. MAPG also has a high student success rate.

**Table 3: Statistical Data Master of Arts in Politics and Government**

		2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
# Study Places		50	50	50	50	50
# Applicants	∑	184	172	136	89	79
	f	85	83	66	32	36
	m	99	89	70	57	43
Application rate		368 %	344 %	272 %	178 %	158 %
# First-Year Student	∑	60	29	42	31	25
	f	30	11	17	14	15
	m	30	18	25	17	10
Rate of female students		50 %	38 %	40 %	45 %	60 %
# Foreign Students	∑	7	6	10	4	8
	f	4	4	6	1	5
	m	3	2	4	3	3
Rate of foreign students		12 %	21 %	24 %	13 %	32 %
Percentage of occupied study places		120 %	58 %	84 %	62 %	50 %
# Graduates	∑	56	20	16	3	0
	f	29	9	7	1	0
	m	27	11	9	2	0
Success rate		93,33%	68,97%	38,10%	9,68%	0,00%
Dropout rate		1.67%	6.90%	2.38%	0.0%	0.00%
Average duration of study		2.19	2.12	1.98	1.50	0



Average grade of final degree		3.53	3.71	3.77	3.79	0
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## Appraisal

**The two bachelor programmes** show high application rates, the rates exceed by far the number of study places offered. Almost all study places are occupied every year. Many students from the cohorts since 2017 have not finished their studies yet. There are very few foreign students in the bachelor programmes; however, the number has varied in the last years between 0 % and 7 %. There are no dropouts in the **BCS** programme, all students that enrolled since 2016 have either graduated or are still in the programme. In the **BPPM** programme, all students enrolled in 2016 have graduated or are still in the programme. Figures show that for enrolment in 2017, 2018 and 2019 there is an increasing dropout rate. Although this may also be attributed to the developments of the COVID 19 pandemic, the panel recommends observing dropout rates and fostering a best practice exchange with the BCS programme on how to maintain students in the programme. In both bachelor programmes, the rate of the female students continuously exceeds that of the male students, varying between 56 and 75 % from 2016 to 2021. The average duration of study has been decreasing; however, the cohorts from 2019 have not finished their studies yet.

**The Master programme** shows continuously decreasing application rates, meanwhile not all of the study places are occupied every year, also showing the high requirements and entry restrictions to ensure successful graduation of the students. Dropout rates are between two and seven percent.

The rate of female and male students is balanced in the Master programme, being between 38 % and 60 %.

The average duration of study has been slightly decreasing; however, the cohorts from 2021 have not finished their studies yet.

All variations in the number of applicants, the number of foreign students and drop-outs are thoroughly evaluated by the University.

# Programme Description and Appraisal in Detail

## 1. Objectives

### 1.1 Objectives of the study programme (Asterisk Criterion)

#### Bachelor in Communication Science (BCS)

BCS is the first and oldest study programme in communication science in Indonesia. BCS has the vision of “becoming the leading education and internationally reputable communication institution – based on the innovative critical and creative thinking and ethical norms – to support the development of information society in 2025”. In order to achieve this vision, BCS has formulated the following four strategic missions:

- 1) to be professionally and responsible higher education institution that is capable of arranging professional education and teaching at the undergraduate and graduate levels and supporting the scientific development and practical enhancement in the field study of communication;
- 2) implement and expand the academical and practical communication research that are beneficial for the betterment of society, nation, and the state;
- 3) organise and develop a community service programme in the field study of communication that is dedicated to the advancement and empowerment of society;
- 4) increase organisational management capacity for organising accountable and professional teaching and research programmes and sustainable community service activities.

BCS’s main objective is to educate undergraduate students to become media & communication specialists or mediapreneurs:

- Media & Communication Specialists refers to graduates who have knowledge and practical skills needed by media, communication and cultural creative industries, but also under-developed communities. Graduates may work for example as media or communication analysts, media and communication specialists, public relations practitioners, copywriters, script writers, digital literacy trainers.
- Mediapreneurs refers to graduates who are capable of creating, managing or developing small-scale media business enterprises for either profit or the non-profit orientations. Graduates may work for example as content creators, journalists, independent filmmakers.

Based on the objectives, BCS’s curriculum proposes the Expected Learning Outcomes (ELOs). ELOs incorporate the elements of Attitude (A), Knowledge (K), General Skills (GS) and Special Skills (SS) and are chronicled as follows:

1. Graduates have critical and creative thinking and are adaptive and capable of organising a fertile collaboration in developing knowledge for society (A).

2. Graduates master theories in the field of social sciences, especially in the field of communication science (K)
3. Graduates have analytical skills and understand research methods in the field of communication (GS).
4. Graduates have the ability to design and implement strategic communication (GS).
5. Graduates have the ability to carry out communication practices, either orally, in writing, or through audio-visual mediation (GS).
6. Graduates have the ability to develop entrepreneurial ideas in the professional communication fields (SS).
7. Graduates understand the dynamics of communication in the Asia Pacific region (SS).

#### Bachelor in Public Policy and Management (BPPM)

BPPM`s objective is to educate undergraduate students to be a policy analyst, diplomat, public sector manager, community development specialist, government officer, NGOs activist, researcher, politician, multinational corporation executive, and human resource manager. The programme has four Programme Educational Objectives (PEO):

1. **Scholarship:** includes ability to understand the context, process and content of the public policy and public management, apply a multidisciplinary or cross-disciplinary approach to analysing problems and formulate solutions, and carry out robust research methods in the scope of policy analysis and public management
2. **Global leadership:** includes indication of multi-cultural understanding and holistic organisational skills, carry out assignments effectively with adaptability and flexibility to change, strong creativity in finding alternative solutions and courage to take risks amid uncertainty.
3. **Indigeneity:** includes comprehension of various contextual interests or priorities, ability to develop policy recommendations grounded in the local community and strengthen inclusivity. In this context, BPPM scholars are trained to develop genuine public values and citizenship that align with the social capital or norms owned by the community.
4. **Relevance:** includes abilities required to become pioneers and participate in the academic and the practical world, accommodate diverging interests that are often conflicting among stakeholders, and formulate intelligent breakthrough solutions.

The Expected Learning Outcomes (ELOs) of the BPPM programme are based on the new curriculum of the Department of Public Policy and Management (DPPM) that covers the four core competencies-based objectives (Epistemology, Axiology, Ontology and Methodology). The BPPM ELOs are evaluated, and revisions are made where applicable every five years by

the DPPM Curriculum Task Force team. The new curriculum and ELOs are designed to adapt the Indonesian Qualification Framework (IGF) and upcoming global changes in the future.

- ELO 1: Able to analyse and interpret quantitative and qualitative data related to public policy and decision-making process;
- ELO 2: Able to evaluate and compare existing public policies and management dynamics;
- ELO 3: Able to demonstrate systemic thinking to formulate public policies;
- ELO 4: Able to create public sector innovations;
- ELO 5: Able to lead public and private organisations;
- ELO 6: Able to build inter-organisational networking;
- ELO 7: Able to influence actors across sectors;
- ELO 8: Able to advocate for public policy and public sector reform;
- ELO 9: Able to criticise existing public management and political phenomenon;
- ELO 10: Able to participate in problem-solving and conflict resolutions in public and non-public organisations;
- ELO 11: Able to articulate values of public interests.

#### Master in Politics and Government (MAPG)

In recent years, MAPG has not only contributed to political science development and continues to keep pace with the rapid social change in the era of a digital revolution. Students are facing more significant challenges in addition to thinking critically. They also must find quick and effective solutions for emerging social problems. Instead of finding their place in the job market, the current situation also pushes students to create jobs. MAPG is pushed to be more innovative and creative within such context. The infrastructure, access, and network are essential in today's learning process. To meet such demands, MAPG is supported by other units within the Department, namely the Research Centre for Politics and Government (PolGov) and the Big Data Laboratory for research activities.

In developing its curriculum, MAPG relies on KKNI (Kerangka Penjenjangan Kualifikasi Kompetensi or the Indonesian National Qualification Framework). This framework provides qualifications and competencies to be fulfilled at the end of the study period. The KKNI provides formulation methods of programme learning outcomes (PLO) for each education level that should refer to the description of the ELO of KKNI and have an equal educational qualification in the KKNI.

The MAPG's Graduate Profiles cover the attitudes, knowledge, and skill areas that are coherent with the national competencies<sup>9</sup>.

- Adaptive and agile learner: MAPG's graduates are expected to have the fortitude and confidence to be lifelong learners.

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<sup>9</sup> mandated by Law No. 12/2012 on the National Education System and Presidential Regulation No. 8/2021, the Rector of Gadjah Mada University Regulation No. 16/2016; Presidential Regulation No. 8 of 2012 on Indonesia National Qualification Framework; and Minister of Education and Culture Regulation No. 3 of 2020 on Higher Education National Standard

- Uphold democratic values: MAPG's graduates are expected to develop and practice democratic values in their activities.
- Integrity and humanism: MAPG's graduates are expected to be able to work and learn ethically, compassionately, and democratically.
- Critical thinking: the MAPG's graduates are expected to be able to challenge knowledge and practice that enable them to analyse issues related to politics and government rigorously and critically.

Based on the regulations mentioned above regarding the Graduate Profiles, the MAPG curriculum covers the Expected Learning Outcomes (ELO).

- Nurture academic ethics;
- Systematic understanding on and capacity to elaborate key concepts and theories of political science;
- Develop skills for political analysis through critical use of evidence and effective application of methods;
- Capacity to make coherent and reflective argument, and to present and communicate ideas effectively;
- Capacity to design and conduct in-depth independent academic research and study in their fields of study.

Furthermore, UGM refers to three main competencies students will gain from the MAPG (see self-report p.21):

1. First, the students will learn how to identify and formulate a problem in social and political issues, then develop it into academic research or academic paper.
2. Second, the students understand the primary methodologies and approaches in politics and government studies.
3. Third, the students will learn how to employ theory and methodology as analytical tools to analyse certain social and political phenomena thoroughly.

## Appraisal:

The qualification objectives of **all three programmes** are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality.

The subject-specific and extra-curricular qualification objectives and skills to be acquired of all three programmes correspond with the aspired levels at graduation. They take into account the requirements of the national qualification framework.

The panel notes that official documents of the University and the departments as well as study programmes (e.g. Diploma supplements, Handbooks, websites) place different emphases on the description of the study programmes and choose different styles of

description<sup>10</sup>. The panel therefore recommends unifying and elaborating documentation of objectives across the programmes and official documents.

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

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

Universitas Gadjah Mada is oriented toward international performance, as is reflected in its motto: "Locally Rooted, Globally Respected".

68 % of FISIPOL's teaching staff (119 lecturers out of 174) are academics with international perspectives, having graduated from international universities in Europe, the USA and Australia.

Since 2015 and 2019, respectively, BPPM and BCS have been offering the international undergraduate programme (IUP), where all teaching and learning activities are conducted in English. This facilitates international students to enrol in the study programme and Indonesian students to get an international exposure as well. One of the important characteristics of the IUP is the international exposure programme. Students who have enrolled in this programme are encouraged to participate in the international student exchange or take up an internship in an international institution in the third year (5<sup>th</sup> or 6<sup>th</sup> semester) with a conversion of 18 sks credits (minimum 12 sks credits). In the last year, students participate in the student exchange programmes, organised in co-operation with universities in Europe, US, Australia and Asia that have signed MoU with UGM or the faculty (FISIPOL).

### Bachelor in Communication Science (BCS)

BCS keeps developing its curriculum to help its graduates to be much more competitive in the international and regional job markets, particularly in the Asia Pacific region.

A set of modules from BCS curriculum is developed based on the international standards. The process of determining these modules is carried out through benchmarking stages with 15 international universities<sup>11</sup>. They are also quite active in publishing articles in some international journals, taking part in collaborative international research and international conferences as well. Routinely, BCS also invites guest lecturers and professionals either from

<sup>10</sup> e.g. see deviating structure and content in description of objectives in MAPG Diploma Supplement and self-report, BPPM Handbook of New Curriculum does not contain a separate description of programme objectives

<sup>11</sup> Six universities from Europe, three from USA, six from Asia Pacific ("BCS National+International Benchmarking")

abroad or working for international institutions. Within the last couple of years, total number of BCS' alumni who are working for international institutions has been increasing<sup>12</sup>.

### Bachelor in Public Policy and Management (BPPM)

The BPPM is focused on becoming an internationally recognised educational institution and research institution in the field of management and public policy. This orientation is achieved through several steps as follows:

1. Developing conceptual skills to prepare graduates capable of understanding fundamental concepts in management and public policy.
2. Developing practical and managerial skills to prepare graduates capable of managing public organisations and becoming policy analysts who assist policymakers in the public sector.
3. Developing analytical skills to prepare graduates capable of becoming academics/researchers in the field of management and public policy.

The BPPM expects its students to have a global perspective while grounding themselves with Indonesia as the BPPM slogan declares locally embedded, globally connected. With that, BPPM prepares the graduates to pursue careers with a global orientation and contribute actively to global transformation. Modules such as international institutions, globalisation and the public sector, and sustainable tourism development are offered for students to familiarise themselves with global trends and demand.

### Master in Politics and Government (MAPG)

Although MAPG mostly focuses on Indonesian politics, the curriculum of MAPG is integrated with current research result collaborations with foreign universities and institutions, such as modules on natural resources governance which is inspired by research collaboration with NTNU Norwegian; and human rights modules which are activated through a consortium with Mahidol University (Thailand). Since June 2022, the programme has invited five foreign lectures to discuss human rights issues who come from Thailand, the Philippines, Sri Lanka, Nepal, and the Republic of Timor-Leste. Institutionally, the internationality on contents and intercultural aspects plan through several strategies, such as participation in international conferences and exposure, international research collaboration, international journals and books as course references, student exchanges, foreign guest lecturers, immersion classes, as well as international internship programmes. The programme provides scholarships for its students to immerse themselves in international circumstances, for example, an exchange scholarship at NTNU, Norway, for three students per year.

Since 2009, MAPG has collaborated with Mahidol University (Thailand), Ateneo de Manila (The Philippines), Kathmandu School of Law (Nepal), and Colombo University (Sri Lanka) to create a joint degree programme in Human Rights and Democratisation in Asia Pacific (APMA MHRD). This programme is part of the Human Rights Global Campus, funded by the European

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<sup>12</sup> Tracer study data: BCS's alumni working for international organisations: 2019: 15.6%, 2020: 12.2%, 2021: 9.6%; 2022: 24.4%

Union and initially organised by the University of Sydney, Australia, as the hub. Then, Mahidol University took the lead by becoming the current hub in 2016. In this programme, students are jointly selected and spend the first semester at Mahidol University. Students then continue and finish their studies at their respective universities of choice.

## Appraisal:

The programme designs of **all three study programmes** appropriately take into account the required international aspects, with respect, too, to their graduates' employability. For both bachelor programmes, there is also an international class (International Undergraduate Programme (IUP) offered for students to aim at an international working environment.

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

## 1.3 Positioning of the study programme

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

In 2022, UGM was ranked 231<sup>st</sup><sup>13</sup>, retaining a spot among the top 250 leading universities worldwide and becoming the first ranked university in Indonesia. With these results, UGM remains the best university in Indonesia.

In terms of demand for the study programmes, the statistical data shows that the number of applicants for the two bachelor programmes by far exceeds the number of study places<sup>14</sup>.

**Bachelor in Communication Science (BCS)** is a reputable academic study programme in Indonesia's educational market. In 2019, BCS achieved official national accreditation with an "A" (very good) by BAN-PT, the official national accreditation agency in Indonesia. Some BCS's teaching staff hold high positions in national communication studies associations, such as the Indonesian BCS association (ASPIKOM) and Indonesian Communication Scholar Union (ISKI).

BCS is a pioneer of the media journalism study programmes in Indonesia. Within the last couple of decades, BCS's curriculum has been considered as a role model for many Indonesian universities when organising their own media and communication study programme (see self-report p.8). BCS's current curriculum is quite unique since it includes one of BCS' graduate profiles, namely that of mediapreneurs. BCS' students are trained to be not merely professionals who work for the media and communication industries, but also professional entrepreneurs that are capable of creating a new job in these media and

<sup>13</sup> <https://www.topuniversities.com/universities/gajah-mada-university> (last call August 15, 2023)

<sup>14</sup> See chapter "Further development of the programmes, statistical data and evaluation results"



communication industries. Along with curriculum development, the profile of BCS graduates is continuously evaluated at least once every five years.

**Bachelor in Public Policy and Management (BPPM)** is recognised as the only Public Policy and Management programme in Indonesia accredited by the National HEI Accreditation Board (BAN-PT) and ASEAN University Network (AUN) in 2017. As a part of UGM, BPPM tries to accommodate the gap of policy studies under the bachelor programme in the Southeast Asia educational market. Mostly, the policy studies under the bachelor programme are offered by Singaporean universities as one of their courses. At the same time, the department positions the programme as a center of reference for other related programmes throughout Indonesia. BPPM has been consulted by different programmes throughout Indonesia<sup>15</sup> in staff recruitment and curriculum development.

To ensure that BPPM is able to gain a bigger potential market in Southeast Asia, the BPPM utilises the Independent Learning Independent Campus (MBKM) Programme to open opportunities for partner institutions in joining the agreement, specifically for the internship programme. BPPM believes that with the specific knowledge in public policy and management combined with extended cooperation with international partners under the MBKM programme, BPPM is able to reach the potential market in Southeast Asia.

In line with the previous aspect, BPPM has consistently put itself in the international education market, and pursued this in several strategies:

1. Developing a curriculum by engaging with international best practices and comparative benchmarking.
2. Actively developing and strengthening academic networks and cooperation with relevant partners throughout the globe.
3. Recruiting international students by offering scholarships (currently focusing on ASEAN countries).

Indonesia is in the phase of consolidating its democracy, and therefore, adopting the science in the political practice, which cannot simply be copied from the western trajectory, has made the study of political science and government studies more critical than ever. **Master of Arts in Politics and Government (MAPG)** contributes to developing political science and government studies in Indonesia by educating potential lecturers in these disciplines and positions itself as the leading political and government master's programme in Indonesia (see self-report p. 18).

Previously only focusing on national politics ("Elective 1", see curriculum overview chapter 3.1), currently MAPG has developed other concentrations which also include international and global topics.

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<sup>15</sup> E.g, Universitas Lancang Kuning (Fakultas Ilmu Administrasi); Universitas Brawijaya (Departemen Administrasi Publik); Institut Pemerintahan Dalam Negeri

### Positioning of the study programmes on the job market for graduates

**BCS** is the oldest communication study programme and also one of the highest ranked communication study programmes in Indonesia. Between the 1960s and the 1990s, BCS focused on training students who want to work as Indonesian government's bureaucrats or civil services with the media, public relation and communication expertise. However, since the 1990s up to now, BCS gradually turned into a communication study programme that is oriented to train not merely students for these positions, but also those who want to work in the media, journalism, advertising, public relations and cultural creative industries.

To ascertain the need for related employment, the University regularly conducts graduate tracer and user studies. User studies are conducted to portray the characteristics and professional capability of BCS's graduates in managing their jobs from the user or the employer perspective. The user study shows that BCS's alumni are graduates who are known to be highly skilled and demanded by the media and communication industries as well as the government institutions. The tracer study in 2020 shows that BCS's alumni work in various institutions, such as the media and communication industries, the government sectors and NGOs. The latest tracer study shows that BCS's alumni, overall, need less than three months to get their first job with a starting salary above the regional minimum wage constituted by the Indonesian government.

To ensure BCS' students being more familiar with the job market, BCS encourages them to take part in an internship programme for six up to 12 months. In every year, more than 50 % of students take internship programmes at major national institutions.

**BPPM** employs two-pronged strategies to address the job market for graduates. First, BPPM responds to the job market annually through an annual tracer study. A key objective of the BPPM vision of education is to strengthen democratic public governance. This is done by designing and implementing the teaching and learning practices for students, which are characterised by:

- the capacity of systemic thinking for developing public policies formulation,
- skills of public management innovations,
- leadership skills for public and non-public organisations,
- capacity to do Advocacy for public policy and public sector reform,
- ability to criticise existing public management and political phenomenon.

The tracer study reveals that most BPPM graduates are employed in government and government-related institutions. Therefore, BPPM develops a curriculum that arms students with all necessary knowledge, skills, and attitude to fill governmental positions. Those capacities support the alumni of BPPM to be able to work widely at both national and local governmental institutions, that can be seen as the following table:

In addition, given the development of a new era with new opportunities and challenges, BPPM develops the curriculum to prepare students to fill non-governmental positions such as sociopreneurs, community workers, and employment in private sectors. The banking sectors and private enterprises recruit more and more of BPPM graduates (2022 tracer study:

38.4%). With these combined strategies, the current tracer study reveals that the graduates' average time to enter the job market after graduation is approximately four months.

**MAPG** has made a significant contribution to the development of Indonesia's academic landscape of politics and governmental studies. A considerable number of MAPG graduates<sup>16</sup> started their career as junior academics in Indonesian universities and contributed significantly to developing political science and government in Indonesian universities.

The curriculum of MAPG has been designed to meet the demands of the job market. Streamlining the feedback and employers' demands of graduates' knowledge and skills becomes one of the University's strategies to keep the curriculum relevant. The tracer study in 2020 shows that the alumni of the MAPG work in various institutions, either as lecturers, public officials, private sectors, or community services.

The latest tracer study shows that the alumni of MAPG need almost zero months to get their first job (compared to an average of 3.04 months of FISIPOL graduates). Nevertheless, this achievement challenges MAPG to continuously develop the programme. MAPG aims to develop theoretical and practical skills within the context of the social, economic, and political growth dynamics. Based on internal assessment, most students plan to become a lecturer in private and public universities.

#### Positioning of the study programmes in the overall strategic concept

The vision maintained by Universitas Gadjah Mada is to become a world-class research university. At the university level, UGM has developed several strategies for all the undergraduate programmes to accomplish its vision, such as hybrid and integrated curriculum, student-based learning, problem-based learning, and innovative sociopreneurship, supported by human resources infrastructure and governance development.

**BCS** has a strategic vision that is in line with the University, faculty, and department visions. Universitas Gadjah Mada is oriented towards international performance, as it is reflected in its motto: "Locally Rooted, Globally Respected". This spirit is pointed out by the faculty's (FISIPOL) motto, which is "Committed to Better Society". Following this, Department of communication science formulated its motto, which is to "Crafting a well-informed Society". This represents this department's vision to become a prominent education communication institution, which strongly advocates the importance of developing critical thinking, creative innovation and ethical norms and encourages a collective participation to manage the development of digital society in the year of 2025.

More specifically, the department have the following missions:

- Developing professional and responsible education and teaching programmes at the undergraduate and graduate levels to support the scientific development and practical enhancement in the fields of the media and communication.

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<sup>16</sup> 36 graduates from the classes of 2012 to 2017 (Since then, open recruitment by the Indonesian universities has been limited)

- Implementing and expanding the academic and practical of communication research that are beneficial for the betterment of society, nation and the state.
- Organising and developing a community service programme in the fields of the media and communication that is dedicated to the advancement and empowerment.
- Increasing the organisational and educational capacity in teaching, research and community services in the fields of the media and communication that are transparent and accountable.

This vision and mission are sustainably implemented in annual programmes, such as research grants, community service grants and staff training and upgrading programmes. The output of these programmes is in line with the faculty and University's road maps. The department's vision and missions are regularly evaluated under faculty and university supervision.

The community service programmes (KKN, see chapter 3.1) conducted by BCS have been acknowledged as the inspiration for other institutions. Additionally, within the last couple of years, BCS has been managing the digital literacy programmes to tackle increasing hoaxes and disinformation and misinformation issues in Indonesia's digital sphere.

**BPPM** established the objectives-based competencies (Scholarship, Global Leadership, Indigeneity and Relevance) in line with the Strategic Plan 2020-2024 of UGM. The Ministry of Education states that the human resource development must be concerned with global trends related to rapid technological advances, socio-cultural shifts, environmental changes, and differences in the future world of work in the field of education at every level and cultural field.

BPPM develops its strategies and programmes by referring to the UGM Strategic Plan and UGM strategies. For example, the learning process employs multiple strategies such as student-centered and problem-based learning, MOOC, combining curricular and extracurricular activities. Students are armed with critical and practical knowledge and skills to boost their employability. Moreover, BPPM is committed to broadening the collaboration with national and international HEIs, business enterprises, and various other stakeholders. BPPM is also committed to support the teaching staff to continuously develop elements of national and international collaboration, such as International Undergraduate programme (IUP), International Webinar, International Joint Courses, Future Skills, Indonesian International Student Mobility Awards (IISMA) and internship/MBKM scheme.

BPPM develops a strategic plan that lays down strategies for competitive human resource management, starting with recruitment, career development, and professional development to fit the UGM strategic plan. In line with the University's target to boost publication, BPPM recruited only PhD graduates from reputable universities with solid academic and research backgrounds to fill faculty positions. BPPM also offers several research opportunities through annual research grants for BPPM faculties in addition to those offered by both the faculty and University. Through the strengthened university governance, BPPM programme maintains responsiveness, collaboration, and accountability. This is realised by, among others, regular teaching evaluation, regular performance assessment through Laporan Kinerja Dosen (Faculty Performance Report), regular faculty meetings to plan, discuss and evaluate any strategic issues.

UGM has long strived for local relevance and international reputation (locally rooted, globally respected) through its three-pronged mission (education, research and community service). BPPM develops its curriculum and its respective implementation, which is closely knitted with the vision and mission of the university. BPPM focuses on strengthening governance and realising public welfare, which is part of the UGM's commitment. BPPM also conducts research and community services in line with the University mandates, and they are evaluated annually. The University also pays special attention to internationalisation in teaching and research.

In the future, **MAPG** will focus on internal and external dimensions to implement three pillars of the higher educational level in Indonesia: teaching, research and publication, and social empowerment activities. The internal dimension focuses on increasing the competencies among academic staff, including continuously strengthening its curriculum (teaching materials and methods of delivery) and increasing both the intellectual and practical competencies among the students. At the same time, the external dimension focuses on the efforts to strengthen collaboration with other institutions at the national and international levels to meet international standards.

### Appraisal:

The reasons given for the positioning in the educational market of all three study programmes are plausible. UGM has thoroughly examined the educational market and used the results in establishing its own unique and competitive profile. The study programmes are considered to be among the leading study programmes in their field in Indonesia.

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

What is more, all three study programmes are convincingly integrated into the overall strategic concept of UGM to pursue the three pillars education, research and community services. The study programmes' qualification goals are not only in line with the missions and strategic planning of UGM but constitute the core of UGM's and faculty's strategy and are sustainably implemented.

		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

For the **two Bachelor programmes**, there are four types of student selection:

1. SNMPTN (Seleksi Nasional Masuk Perguruan Tinggi Negeri – State University Entrance Selection). This student admission model is specified to select undergraduate students with excellent academic and non-academic achievements from all over Indonesia as well as their high school accreditation status (National level).
2. SBMPTN (Seleksi Bersama Masuk Perguruan Tinggi Negeri – Joint Admission Selection of State Universities). This student admission model requires applicants to pass the national written test. In order to be able to pass in the SBMPTN, students must participate in UTBK (Ujian Tulis Berbasis Komputer – Computer Based Writing Examination) that consist of Scholastic Potential Test, English, and Academic Competence Test (National level).
3. Individual Selection (*Ujian Mandiri*). UGM has three schemes in this student admission type, namely Penelusuran Bibit Unggul Kemitraan (PBUK) in which prospective applicants will be funded by their local government, Penelusuran Bibit Unggul Tidak Mampu (PBUTM) for applicants who have less economic power, and Penelusuran Bibit Unggul Berprestasi (PBUB) for applicants who owns achievements in sport, arts, or science and technology in provincial, national and international levels.
4. UGM Computer Based Test (CBT-UM UGM) in which the prospective students exclusively choose study programmes in UGM. Unlike in the SBMPTN wherein applicants are free to register the study programmes in the multiple state universities, in this student admission, applicants are merely allowed to choose study programmes in UGM. The selection is based on combination of scores of the applicants' CBT-UM UGM and UTBK- SBMPTN.

UGM has set the quota for SNMPTN, SBMPTN, individual selection and CBT-UM UGM in percentage of 25%, 35%, 40% (individual selection and CBT-UM UGM ).

UGM is a state University, therefore the selection process follows schemes whereby prospective students participate in national level tests which will determine their placement in one of the many state universities in Indonesia. The SNMPTN and SBMPTN is conducted by the National Institution for University Admission, which is under supervision of the Ministry for Educational and Cultural Affairs. The Individual selection is managed by the Directorate of Education and Teaching at UGM.

The admission requirements are stated on the UGM admission website. The admission requirements are:

1. Pass the National Examination (SMA/MA/SMK/MAK).
2. Be graduates of Senior High School (*Sekolah Menengah Atas*) in either national science, social science or language specifications. Prospective students may also be graduates of Vocational Schools, Religious Based Schools (*Madrasah 38nclud kejuruan/MAK*).

3. The graduation must not exceed three years.
4. Applicants must have Computer Based Writing Examination called UTBK.
5. Applicants can choose three undergraduate programmes in three different universities.

They are also required to demonstrate good quantitative and verbal reasoning evidenced by performance in the Gadjah Mada Scholastic Test (GMST).

The admission process for the International Undergraduate Programme (IUP) is different and conducted separately from student admission for the regular programme. Prospective students or applicants should fulfil the following admission requirements:

- Applicants should pass the Indonesian Higher Education's National Examination.
- The graduation period of applicants must not exceed three years,
- Applicants must have the score of Computer Based Writing Examination (UTBK, see SBMPTN description above)),
- The applicants' high schools must have a National School Identification Number (NPSN) (for SNMPTN).
- Good academic capability, as indicated by a score of Gadjah Mada Scholastic Test (GMST) ( $\geq 450$ ).
- Good proficiency in English, as indicated by a score of Academic English Proficiency Test (AcEPT) UGM ( $\geq 268$ ).

Registration and Application requirement for foreign citizens are:

1. Curriculum vitae
2. Statement of financial support
3. Personal statement
4. Recommendation/nomination letter from applicants' institution
5. Copy of academic record
6. Statement of good health

For the **Master of Arts in Politics and Government (MAPG)**, the admission is carried out by the University. There are four types of admission procedures that prospective students can apply:

1. Regular admission: This type of admission is available for all self-funded applicants.
2. Partnership admission: This type of admission is available for:
  - a. Applicants awarded a scholarship from related organisation(s) or institution(s)(proved by a letter of a statement given by the organisation/institution )
  - b. Applicants funded by UGM's partner institutions proved by a Memorandum of Understanding (MoU) between UGM and the partner institution(s).
3. Scholarship admission: This type of admission is available to applicants applying for scholarships (from related institutions or scholarship providers) during the admission period.
4. International Admission: This type of admission is available only for foreign national applicants.

The documents required for programme application are:

1. Certificate of completion from previous education (bachelor's degree from a university with A or B accreditation). MAPG also welcomes students from different experiences/backgrounds, like political science, government study, law study, and philosophy. MAPG also holds responsibility for the future development of political science by giving opportunities to applicants from undeveloped and remote areas in Indonesia and the Asia Pacific region (affirmative action).
2. Certificate or proof of accreditation of the previous study programme.
3. An academic transcript indicating the grade point average (GPA).
4. A certificate of the potential academic test (two-year validity period from issuance). The acceptable academic potential tests are:
  - a. Tes Potensi Dasar Akademik PLTI (Basic Academic Potential Test)
  - b. Tes Potensi Akademik Pascasarjana UGM (UGM Postgraduate Academic Potential Test)
  - c. Tes Potensi Akademik BAPPENAS (BAPPENAS Academic Potential Test)
5. A certificate of English proficiency test result (two-year validity period from issuance) issued by:
  - a. UGM Academic English Proficiency Test (AcEPT)
  - b. Pusat Layanan Tes Indonesia (Indonesia's Centre of Test Services) Test of English Proficiency
  - c. British Council/IALF/IDP International English Testing System (IELTS)
  - d. IIEF Internet-Based TOEFL
  - e. IIEF Institutional Testing Programme (ITP) TOEFL
6. A study permit letter issued by the related institution of employed/working prospective students.
7. Memorandum of Understanding (MoU) or letter of scholarship determination for applicants under the cooperation admission.
8. The motivation letter includes the applicant's reasoning, learning expectations, a research topic plan, and prospects after graduating from the programme.
9. Thesis research proposal draft.
10. A letter of statement regarding the documents' authenticity.

Professional experience is not required for admission for any of the three programmes.

### Counselling for prospective students

UGM has an online and offline help desk to provide services for prospective students. The prospective students can find all the necessary information on the University website and the respective faculty website.<sup>17</sup> The website contains information concerning admission and academic matters as well as information related to the curriculum. For further questions, the prospective students can contact the admission office by phone, email and WhatsApp or visit the Student Admission Office. People interested in the programmes can also ask questions and require information through the University's social media accounts of UGM's Education and Teaching Directorate (*Direktorat Pendidikan dan Pengajaran* UGM-DPP UGM). At faculty

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<sup>17</sup> see: <http://um.ugm.ac.id> (last call September 5, 2023)



level FISIPOL also provides counselling service by the Career Development Center (CDC) Office (study plan and career counselling for prospective students and their parents) and the Global Engagement Office (GEO) (for international student and international affairs counselling).

For offline counselling, the Bachelor programmes actively participate in high school roadshows, expos or sharing sessions to engage with the prospective students' questions about the study programmes.

For the national process, held by LTMPT, the National Institution for University Admission, which is under supervision of the Ministry for Educational and Cultural Affairs, information and counselling service is provided on the website.<sup>18</sup>

### Selection procedure

To ensure that the prospective students for the **Bachelor programmes** are well qualified, the selection procedure through State University Entrance Selection (SNMPTN) is based on the Student Index and School Index. The Student Index consists of the grade of the National Examination subjects (Semester I-V), the Minimum Completion Criteria, Academic Achievement, the Non-Academic Achievement and community empowerment. The School Index consists of School Accreditation, Class Type, SNMPTN Index and Independent Index. For each component of the Student and School Index, a score is given by the Rector. The final value of the SNMPTN selection is based on the weight of the Student Index and School Index determined by the Rector.

Moreover, the University organises its own University level selection scheme namely the Independent Exam (*Ujian Mandiri*) which includes a track for students who have demonstrated excellence in a range of fields while also targeting prospective students from an underprivileged background. These selection schemes include the Search for Students based on Academic Merit (PBUB), Search for Underprivileged Excellent Students (PBUTM), Search for Excellent Students in Sports and Arts (PBOS) and Search for Excellent Students based on Partnerships (PBUK).

The41ncluitment procedure for prospective students in the international programmes (IUP) is conducted in two main stages. The initial stage consists of selection based on English proficiency using the AcEpt test as well as quantitative and verbal reasoning using the English Gadjah Mada Scholastic Test (GMST). The second stage is the essay test (BCS) and an interview (personality; knowledge; vision and commitment; language skills; financial and family support) with the respective programmes' IUP student selection teams.

For the selection in the **Master of Arts in Politics and Government**, applicants submit the documents proving the eligibility via the website of UGM<sup>19</sup>. Several documents required in this stage include diploma, recommendation letter, English language proficiency test certificate (see above). Eligible applicants proceed to the second stage of the selection on faculty level (FISIPOL), which is a structured interview. Interview guidelines put emphasis

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<sup>18</sup> see: <http://ltmpt.ac.id> (last call September 5, 2023)

<sup>19</sup> see: <http://um.ugm.ac.id> (last call September 5, 2023)

on applicant's background, the research proposal, motivation, potential to finish the programme in time, and objectives after graduating.

### Foreign Language proficiency

For the regular classes of the **Bachelor programmes**, foreign language proficiency is not mandatory, since they are taught in Bahasa Indonesia. However, English is assessed as part of the national tests for university admission (SNMPTN and SBMPTN) and Seleksi Mandiri (UGM Selection). Therefore, the students should have English proficiency for studying any materials given to students at University level. Moreover, to ensure that the graduates have good English proficiency, the regular programme policy requires the students to take the AcEPT test before graduation.

For the IUP classes of the **Bachelor programmes**, foreign language proficiency is mandatory. Applicants are required to meet the minimum of 268 in UGM's own English proficiency test, the Academic English Proficiency Test (AcEPT).

For the **Master of Arts in Politics and Government**, English proficiency is required on the following levels:

1. Academic English Proficiency Test (AcEPT) from UGM with minimum score of 149,
2. Pusat Layanan Tes Indonesia's (PLTI) Test of English Proficiency with a minimum score of 401 (31),
3. British Council/IALF/IDP's International English Testing System (IELTS) with an overall minimum score of 4.0,
4. Indonesian International Education Foundation's (IIEF) Internet-Based TOEFL with minimum score of 30,
5. IIEF's Institutional Testing Programme (ITP) TOEFL with a minimum score of 400.

For internship and exchange programmes, students are provided with an IELTS course to deepen their foreign language proficiency.

### Transparency and Documentation of Admission procedure and decision

The admission procedure and decision can be accessed by all responsible services in the University admission system on the website. After the selection process finishes, applicants will receive an email notification whether they have been accepted or not. The admission is centralised in an online portal where the applicant can see their history and result. The applicant may open the portal and check the status and score. As the output of the admission process, the assessed eligible applicants are listed based on ranks stored as internal documents. This information is not disclosed to the applicant, however if it is necessary and the applicant wishes to see, the rank will be shown.

For the international programmes (IUP), the decision to admit students is made at faculty level. The respective faculty holds a meeting specifically to determine which students are admitted to the programme. Applicants can raise questions or complaints directly to the programme and will be responded to by the programme director.

The number of applicants (MAPG) had a downward trend in 2021/2022 because of the pandemic era<sup>20</sup>, where the courses were held online, and it impacted 43nclude43z preference. At the Department's level, the programme committee will develop a list of applicants based on rank for internal documentation. Even though this information is not disclosed, the applicants may have a chance to see it if they are asked. The programme director will handle the complaint mechanism in responding to objections and providing the necessary supporting documentation.

## Appraisal:

The admission requirements are defined and comprehensible. The national requirements are presented and taken into account. Applicants can directly turn to a student counselling service, or to an online and offline helpdesk at the University, for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and UGM is provided by defined office hours, by telephone and via e-mail. What is more, the University organises events for potential students to inform about the programmes. UGM ensures a constant availability for prospective students and reacts quickly to incoming enquiries. The counselling options are based on the target group's needs. The panel highlights that UGM's admission policies demonstrate an outstanding commitment to the needs of prospective students, e.g. by offering to bring the parents to talks with the administrative officers and by providing comprehensive personnel for advisory and counselling.

The selection procedures for all three programmes are transparent and ensure that qualified students are admitted. For all programmes, the panel found proof that the selection procedure was developed on the basis of the study programme's objectives. The procedure is periodically reviewed for its effectiveness and adapted in accordance with the obtained results. To underline the University's vision of "becoming the leading education and internationally reputable communication institution" (see chapter 1.1), for the **Bachelor in Communication Science** programme the panel suggests offering a specific selection procedure for communication talents. To further foster and underline the University's aspiration for national and international reputation for research and scientific work, for the **Master of Arts in Politics and Government** programme the panel suggests asking for a recommendation paper from previous undergraduate studies, e.g. by a former academic supervisor.

Professional experiences are not required for any of the three programmes.

The admission requirements (required language proficiency level) ensure that students are able to successfully complete the study programme (modules, additional literature, utilisation of counselling services and extracurricular activities). For the regular **Bachelor programmes**, a language test is part of the national examination for admission. For the international classes of the **Bachelor programmes** (IUP) and the **Master programme**, UGM conducts additional language tests.

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<sup>20</sup> See also chapter "Further development of the programmes, statistical data and evaluation results"

The admission procedure is described, documented, accessible for interested parties. For the **Bachelor programmes**, the admission procedures and decision-making are determined by national regulations. For the **Master programme**, the admission procedure and decision are carried out by UGM. For all programmes, the admission decision is based on transparent criteria and is communicated in writing. Students in the Bachelor programmes receive their results via the national online platform, for the Master programme, applicants receive an email with their result from UGM. In addition, the admission decision contains detailed information on the results of the admission procedure.

		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)		BPPM	BCS MAPG		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)		X			

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

#### 3.1 Contents

##### Logic and conceptual coherence: Bachelor in Communication Science (BCS)

**Table 4: Curriculum Bachelor in Communication Science**

Title of Module / Course Unit	Credit Points per Semester							
	1	2	3	4	5	6	7	8
<b>1<sup>st</sup> Semester</b>								
<b>University Compulsory Course</b>	<b>6</b>							
Religion (Islam, Buddhism, Hinduism, Catholic, Christian)	2							
National Ideology	2							
Student Orientation	1							
Academic Writing	1							
<b>Faculty Compulsory Course</b>	<b>9</b>							
Introduction to Political Science	3							
Indonesian Social and Political History	3							
Basic of Social Science	3							
<b>Department Compulsory Course</b>	<b>9</b>							
Public Speaking	3							
Communication Science I	3							
Human and Cultural Communication	3							
<b>2<sup>nd</sup> Semester</b>								
<b>Faculty Compulsory Course</b>	<b>5</b>							
Social Research Method	3							
Citizenship	2							
<b>Department Compulsory Course</b>	<b>6</b>							
Communication Science II	3							
Media Enterpreunership	3							
<b>Department Compulsory Course</b>	<b>1 2</b>							
Journalism	3							
Advertising	3							

Public Relations		3						
Entertainment Media		3						

### 3<sup>rd</sup> Semester

<b>Faculty Compulsory Course</b>			<b>3</b>					
Indonesian Social and Political System			3					
<b>Department Compulsory Course</b>			<b>1 2</b>					
International Communication			3					
Group and Organizational Communication			3					
Political Economy of Indonesian Media			3					
Visual Communication			3					
<b>Department Elective Courses</b>			<b>9</b>					
Creative Media Industries			3					
Integrated Marketing Communication			3					
Communication Ethics			3					

### 4<sup>th</sup> Semester

<b>Department Compulsory Course</b>				<b>1 2</b>				
Media Management				3				
Social Campaign				3				
Indonesian Media Policy and Regulation				3				
Communication Research Methods				3				
<b>Department Elective Courses</b>				<b>9</b>				
Media , Youth, and Culture in Indonesia				3				
Content Production				3				
Communication and Indonesian Tradition				3				
Multiplatform Media				3				

### 5<sup>th</sup> Semester

<b>Department Elective Courses</b>					<b>1 8</b>			
Multimedia Journalism					3			
Cinema in Southeast Asia					3			
Marketing Public Relation					3			
Lobby and Negotiation					3			
Brand Management					3			
Consumer Behaviour					3			

### 6<sup>th</sup> Semester

<b>Department Compulsory Course</b>								
Thesis Proposal						3		
<b>Department Elective Courses</b>						<b>1 8</b>		

Communication and Gender							3		
Creative Media Writings							3		
Crisis Communication							3		
Government Relations							3		
Strategic Planning							3		
Advertising Management							3		
<b>7<sup>th</sup> Semester</b>									
<b>Student Community Service- Community Empowerment Learning</b>								8	
<b>Bachelor Thesis</b>								6	
<b>OR 8<sup>th</sup> Semester</b>									
<b>Bachelor Thesis</b>									6
	2	2	2	2	1	2	1	6	
	4	3	4	4	8	1	4		

BCS curriculum adopts a semi-block curriculum structure system. In this system, students will take all compulsory courses (University, Faculty, or Department) starting from the first semester to the fourth semester. In the third year, students are also given an option to take elective courses, cross-department or cross-faculty courses, and independent study. Independent study includes assessment of achievement, participation in academic activities, external courses, internships, and independent study under lecturer supervision.

In the first year, students are introduced to both theoretical and practical foundations of communication science. In the first semester, students are expected to gain basic knowledge to become students of communication science, especially as part of the faculty of social and political sciences. Students are expected to master the basic concepts of communication science and be able to carry out basic practices such as writing and public speaking. In the second semester, students are introduced to the media landscape and also the roles of communication in it. Students are expected to understand the historical dynamics and contemporary developments of these fields in the media landscape at the national and global levels.

In the second year, students are given the opportunity to sharpen their interest further in specific communication fields, such as journalism, creative media, public relations, or advertising. Students are introduced to the relationship between communication science and other fields in society. In the third semester, students explore several disciplines that prepare them to take an active role as communication experts in society. Students are expected to master essential things in communication practice and their social context, such as ethics and industry, on the national and international scales. In the fourth semester, students will continue to deepen a number of courses that could help them to get a particular communication profession or be professional to manage communication research. Students are also expected to master important things in communication practices such as communication and media management, regulation, and other social contexts as well.

In the third year, BCS's students are given freedom to study based on their preferences. Students in the regular programme may take up the off-campus programmes, such as student exchanges, research, entrepreneurship or internships within the MBKM programme or





			r s e s			
1	Qualitative Research Methods	4	1	Quantitative Research	Method	4
2	Public Administration	4	2	Policy Advocacy Management	nd Conflict	4
3	Behavior	4	3	Public Policy Implementation		4
	Public Sector Economics		4	Public Sector Budgeting		4
4	Public Policy Formulation	4	5	Public Sector Innovation		4
5	Leadership in Public Sector	4	6	Political Economy	of Development	4
6	Public Sector Governance	4				
Total SKS		24	Total SKSs			24

YEAR 3						
SEMESTER 5						
ALTERNATIVE 1			ALTERNATIVE 2			
No	Courses	SKS	No	Courses	SKS	
1	Public Policy Evaluation	4	1	Research Proposal Seminar	4	
2	Decision Making Techniques	4	2	Elective Courses / MBKM	2	0
3	Public Sector Ethics and Accountability	4				
4	Digital Governance	4				
5	Global Public Policy	4				
6	Research Proposal Seminar	4				
Total SKS		24	Total SKS		24	0

YEAR 3						
SEMESTER 6						
ALTERNATIVE 1			ALTERNATIVE 2			
No	Courses	SKS	No	Courses	SKS	
1	Community Service	3	1	Community Service	3	
2	Elective Courses/MBKM	2	2	Public Policy Evaluation	4	

		3	Decision Making Techniques	4
		4	Public Sector Ethics and Accountability	4
		5	Digital Governance	4
		6	Global Public Policy	4
	<b>Total SKS</b>	<b>2</b>		
		<b>3</b>		
<b>YEAR 4</b>				
<b>SEMESTER 7</b>				
1	Undergraduate Thesis			6

The curriculum for BPPM and BPPM-IUP is the same, except from a few deviations of allocation of courses to semesters and the fifth semester, where IUP students are obligated to take a semester of international exposure programme held in collaboration with partner universities abroad.

**Table 6: Elective Modules BPPM, Regular Undergraduate Programme**

No	Mata Kuliah	SKS
1	Decentralization Policy and Issues	4
2	CSR and governance	4
3	Tourism Policy and Governance	4
4	Informal Economy, MSMEs, and Development	4
5	Disaster Management	4
6	ASEAN Community and Public Sector	4
7	Risk Management for the Public Sector	4
8	Asset Management	4
9	Change Management for the Public Sector	4
10	Institutional Development	4
11	Public Policy and Gender	4
12	Corruption and Anti-corruption	4
13	Public Sector Marketing	4
14	Social Entrepreneurship	4
15	Policy Communication	4

**Table 7: Elective Modules BPPM, International Undergraduate Programme**

No	Courses	SKS
1	Decentralization Policy	4
2	Corporate Social Responsibility and Governance	4
3	Tourism Policy and Governance	4
4	Informal Economy, SMEs and Development	4
5	Disaster Management	4

6	ASEAN Community and Public Sector	4
7	Risk Management for Public Sector	4
8	Asset Management	4
9	Change Management for Public Sector	4
10	Knowledge Management and Innovation	4
11	Globalization and Trade	4
12	New Media and Policy	4
13	Institutional Development	4
14	Gendering and Public Policy	4
15	Corruption and Anti-corruption	4
16	Public Sector Marketing	4
17	Social Entrepreneurship	4
18	Policy Communication	4
19	Energy Security	4
20	Public Private Partnership	4
21	Urban Governance and Global Cities	4
22	NGOs and International Development Assistance	4
23	Public Sector Audit	4

Logic and conceptual coherence: Master in Politics and Government (MAPG)

**Table 8: Curriculum Master in Politics and Government**

**1st Semester**

Modul No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester				Workload	
		1.	2.	3.	4.	Hours in Class	Hours Self-Study
<b>SPPP Compulsory Courses</b>		<b>18</b>				<b>210</b>	<b>504</b>
SPPP211106	Governance and Public Policy	3				35	84
SPPP211102	Political Theory	3				35	84
SPPP211101	Scope and Methods of Political Science	3				35	84
SPPP211105	Study on Intermediary Politics	3				35	84
SPPP211104	Study on Indonesian Politics	3				35	84
SPPP211103	Study on Power, Conflict and Democracy	3				35	84

**2nd Semester**

<b>Compulsory Course</b>						<b>35</b>	<b>84</b>
SPPP211213	Research Methods		3			35	84
<b>Elective 1: Indonesian Politics</b>						<b>175</b>	<b>420</b>

SPPP211225	The Politics of Security and Development		3			35	84
SPPP211218	Political Parties, General Elections and Legislation		3			35	84
SPPP211221	Political Behavior		3			35	84
SPPP211231	Government System and Institution		3			35	84
SPPP211224	Identity Politics and Multiculturalism		3			35	84
<b>Elective 2: Local Politics and Regional Autonomy</b>						<b>175</b>	<b>420</b>
SPPP211226	The Politics of Regional Finance		3			35	84
SPPP211227	Local Politics and Global Context		3			35	84
SPPP211211	Conflict Management		3			35	84
SPPP211212	Poverty Alleviation Management and Public Service Development		3			35	84
	One elective course from other elective group		3			35	84
<b>Elective 3: Electoral Governance</b>						<b>175</b>	<b>420</b>
SPPP211207	Electoral Quality Assessment		3			35	84
SPPP211220	Comparative Electoral System		3			35	84
SPPP211217	Election Organization and Bureaucracy		3			35	84
SPPP211219	Conflict Prevention and Handling		3			35	84
	One elective course from other elective group		3			35	84

### 3rd Semester

<b>Compulsory Course</b>						<b>35</b>	<b>84</b>
SPPP211232	Research Seminar			3		35	84

### 4th Semester

<b>Compulsory Course</b>							<b>252</b>
SPPP211233	<b>Master's Thesis</b>				9		252
<b>total</b>		<b>18</b>	<b>18</b>	<b>3</b>	<b>9</b>	<b>455</b>	<b>1344</b>

The curriculum is divided into four semesters:

In the first semester (18 SKS credits), student take five courses in politics and government (Governance and Public Policy (3); Political Theory (3); Study on Intermediary Politics (3); Study on Indonesian Politics (3); Study on Power, Conflict and Democracy (3)) and one methodology course (Scope and Methods of Political Science (3)).

In the second semester (18 SKS credits), students choose four courses (each 3 SKS credits) of their Elective and one other course (3 SKS credits) from one of the other electives. Students also take one methodology course (Research methods (3)). At the end of semester two, students are expected to present their research proposal.

Students can graduate at the end of semester three or four. During the third semester or the third and fourth semester, they take a methodology course (Research Seminar (3)) and do their thesis (9).

#### Rationale for degree and programme name (all programmes)

The names and degrees of **all three study programmes** are formulated based on national regulations and decrees, namely:

1. Minister of Research, Technology, and Higher Education Regulation No. 33 of 2018 on Study Programme Naming at the University.
2. Minister of Research, Technology, and Higher Education Decree No. 57/M/KPT/2019 on Name of Study Programme the University.
3. Director of Study and Students Affairs of the Ministry of Research, Technology, and Higher Education Decree No. 46/B/HK/2019 on the List Name of The Study Programme at The University.

Moreover, at University level, the official naming and degree are provided by the Rector of UGM Decree No. 1718/UN1/P/SK/HUKOR/2017 on The Naming of Study Programmes at Universitas Gadjah Mada.

The official names and degrees following the Rector Decree are:

1. Undergraduate Programme – Communication Science with the degree Bachelor of Political Science (Sarjana Ilmu Politik, SIP)
2. Undergraduate Programme – Public Policy and Management with the degree Bachelor of Political Science (Sarjana Ilmu Politik, SIP)
3. Master of Arts in Politics and Government with the degree of Master of Arts (M.A.)

#### Integration of theory and practice

For both **Bachelor programmes**, the MBKM Programme<sup>21</sup> enables students to choose courses with practical content or internships. Through either socio-entrepreneurship or internships,

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<sup>21</sup> See chapter: Further development of the programmes, statistical data and evaluation results

students will confront the problem directly and try to solve it with a particular theoretical or conceptual framework.

Moreover, UGM regulation mandates students to undertake an up to three-month community service programme. They will have to live with the remote community and use their knowledge and skills to solve local problems.

In the teaching process of the **Bachelor in Communication Science (BCS)**, the integration lies in the use of case studies and project-based teaching method. For instance, BCS's lecturer may select some cases as a mean to understand how the media communication theories are working in these cases. Alternatively, BCS's lecturer may present communication issues to students and ask them to develop the media and communication projects, products or strategic planning to manage or resolve these communication issues.

Communication practice is the laboratory and practical learning that is taught in the second semester to help students to acquire practical foundation of communication skills, such as basic communication design, photography, videography and knowledge of audio and video production. Some courses, such as content production, creative media industry, visual communication, strategic planning and others produce various communication products from strategic to media content. Guest lecturers who work in various fields of communication are also invited as practitioners to enrich students' knowledge regarding the way to integrate theory and practice. For their thesis in the final year, students can select to write a communication product, such as a strategic communication plan or media content creation.

There are several courses, where BCS adopts an interdisciplinary and collaborative teaching plan. Following this approach, guest lectures not only deliver course materials, but also develop courses' syllabi. For example, the syllabus of the strategic planning course was developed by a collaboration of a lecturer and a strategic planning director from a multinational advertising agency.

The new curriculum of the **Bachelor in Public Policy and Management (BPPM)** was developed in response to the digitalisation of all aspects of life, keeping in mind that in a VUCA (volatile, uncertain, complex and ambiguous) world the university must play an active role as the agent of social change. Practical implementations are ensured through employing several teaching methods such as case studies, flipped learning, problem-based learning, and independent projects. The delivery of the course is also catered in such a way as to bridge theory and practice.

The **Master in Politics and Government (MAPG)** curriculum design is supposed to link with ELO 1 and 3<sup>22</sup>, covering both the theoretical and practical dimensions. First, the curriculum encourages students to understand the theory and use it to analyse empirical phenomena. The curriculum also facilitates students to interpret empirical phenomena with the theories and concepts they have learned. Second, in the learning process, the lecturer brings case illustrations to understand the theory's workings.

In terms of teaching methods, the MAPG considers the skill diversities and capacities of the lecturers and chooses lecturers with comprehensive academic and practical knowledge to

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<sup>22</sup> ELOs see chapter 1.1: ELO 1: Nurture academic ethics; ELO 3: Develop skills for political analysis through critical use of evidence and effective application of methods

enrich the subjects and cases used in the class. Some courses offer field study visits to related institutions, such as field study in mining sites, visiting government institutions, NGOs, and other related organisations or institutions.

The students also practise their theoretical knowledge in the thesis. Students are encouraged to link their work with the existing social phenomena and their actors. For example, if the students aim to write about political parties, they need to be involved with the party directly so that the work will be beneficial for the party and the students themselves. Through these processes, the programme is intended to bring about graduates who have a social character or the so-called “humanising politics”<sup>23</sup> paradigm with sensitivity to social problems.

### Interdisciplinary Thinking

For both **Bachelor programmes**, several learning activities and courses are held at faculty and university levels to support the student in developing their interdisciplinary thinking abilities, such as cross-department and cross-faculty courses in the MBKM programme, Student Community Service-Community Empowerment Learning (KKN) and the optional Future Skill Course.

The Student Community Service-Community Empowerment Learning programme (KKN) is a programme where students from multiple departments work as a group to develop a practical solution to tackle societal problems they encounter in a particular area where the programme is being conducted. It is a compulsory activity for students, which allows students to stay and live with society for a full two months. The location of KKN can be proposed by a lecturer or appointed by the University. Since 2007, it is allowed for students to do KKN even in the outer regions of Indonesia.

On faculty level, in the Future Skill courses, various professional guest lecturers with diverse backgrounds, such as businessmen, art-up founders, state-owned enterprises, NGOs, and INGO sectors, are invited to share their knowledge and experiences to students. The programme incorporates the following four courses: Socio-Entrepreneurship; Future Leader and Organisation; Green Planet and Future Living; Society and Creative Industry.

In the **Bachelor in Communication Science (BCS)** curriculum, courses like entrepreneurship, communication and creative industry, marketing, crisis communication, entertainment and celebrity, social and political system, international relation, and big data analysis contain diverse perspectives and develop students’ interdisciplinary thinking ability.

Aside from courses that specifically study media, communication, journalism, advertising, public relation, strategic planning, and other specific courses in the communication area, students are encouraged to study a broad 55nclude55zed55ation of courses. For instance, studying contextual communications is taught in courses such as crisis communication, communication, arts and tradition, community relations and CSR, media/communication entrepreneurship, creative media industries, sociology and psychology of communication, big data analytics and communication and gender.

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<sup>23</sup> See self-report, p. 23

The **Bachelor in Public Policy and Management (BPPM)** curriculum draws on different disciplines such as sociology, political science, law, management, economics, and psychology. This synthesis is delivered in all courses, through which the materials combine several perspectives. For example, in the Policy Formulation course, the lecturer(s) combines sociological, political, legal and economic approaches. It expects students to have multiple perspectives and make public policies that are politically acceptable, legally prudent, economically viable, and socially supported. This is similarly applied in courses like Urban Governance, International Tourism, Organisational Behaviour, Risk Management for Public-Sector, Public-Sector Innovation, and others.

Team teaching has become more a rule than an exception in the DPPM. Team teaching delivers courses based on combined expertise of lecturers and also actively engages lecturers from different backgrounds, not only from different departments within the FISIPOL faculty, but also from other faculties like Humanities, Philosophy, Engineering, Law and the Faculty of Economics and Business.

The **Master in Politics and Government (MAPG)** curriculum is designed to encourage students to have interdisciplinary competencies. Courses cover aspects that encourage students to understand various fields of science, such as economics, law, energy, human geography, spatial planning, statistics, and data science. Furthermore, the integration of interdisciplinary approaches is developed by allowing students to enrol in contextualisation courses from different departments and faculties.

### Ethical Aspects

Following UGM's vision and mission that includes ethical aspects<sup>24</sup>, ethical aspects are also enacted the respective departments. All department members of academic community are requested to follow all ethical norms enacted by the University and the faculty. Ethical aspects related with the academic and non-academic issues were regulated by UGM and faculty. Regulations related with these ethical aspects are published to help students and lecturers being familiar with ethical concerns when they do both the academic activities and non-academic activities.

To implement these ethical aspects, the departments also follow a zero-tolerance policy against plagiarism. Curricula also strengthen ethical values and principles in all methodological courses (e.g. such as "Scope and Methods of Political Science", "Research Methods" in MAPG and Research Seminar (MAPG) and Research Proposal Seminar in bachelor programmes) and in courses like "Communication Ethics and Regulation" (BCS) or "Public Sector Ethics and Accountability" (BPPM). Additionally, the BPPM curriculum accommodates various ideological knowledge related to ethics and moral behaviours as a pivot point for BPPM studies, such as corruption, issues of bureaucratic neutrality, public service equality mission, and other issues of importance in Indonesia.

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<sup>24</sup> See chapter "Information on the Institution"



### Methods and Scientific Practice

In order to help students to acquire research methodological skills, **BCS** incorporates two methodological courses in its curriculum: “Qualitative Communication Research Methods” and “Quantitative Communication Research Methodology”. BCS also include Seminar Proposal courses. These courses are specified to facilitate BCS’s students to be capable of managing an independent research project.

BCS also encourages students to take part in the Student’s Creativity Programme (Program Kreativitas Mahasiswa). This is an annual academic event conducted by the Indonesian Ministry for Education, Culture and Research to stimulate Indonesian students to develop their academic and research capability. In 2021, BCS students won gold medals in the event. To provide support for students to conduct research and gain achievements individually and in groups, BCS offers student research grants which not only include financial supports, but non-financial support provided by BCS’s lecturers who are willing to supervise the students.

The **BPPM** curriculum incorporates methodological competencies and scientific practice. Students are equipped with the necessary skills to conduct empirical research, which enhances their employability in various fields. Students are equipped with several methodological courses, qualitative and quantitative methods, to guide them in undertaking research projects. Methodological tools such as statistics and big data analytics are also taught.

According to the self-evaluation report, for **MAPG** thesis writing is the most crucial factor in determining a student’s success in the programme. Therefore, the curriculum focuses on strengthening students’ capacity in research methodology and scientific practice by incorporating those capabilities into the courses.

In the first semester, the course Scope and Methods in Political Science is designed to equip students with the capacity for scientific literature review. In the second semester, the course Research Methods helps students to understand many research methods. At the end of this course, students are expected to have presented a research proposal. During the semester two to semester three break, students are expected to conduct fieldwork research. Fieldwork research is following students’ methodological choice of their research accordingly, most students are doing it as part of their data collection strategy. Fieldwork research is part of the thesis’s credit. In semester three, the course Research Seminar helps students to put their findings into a thorough argument structurally. With the research methods and scientific practice monitored in the courses and curricula, MAPG aims to ensure that every MAPG graduate has research capacity at the master’s level.

### Examination and Final Thesis: all programmes

In all study programmes, various examination mechanisms are set based on the logic, appropriateness and learning outcomes of the courses. The assessment guidelines are provided in the Academic Handbook of the study programmes. Course grades are calculated from a combination of assessments, like grades for attendance, participation, mid-term and final exam and further assignments, if applicable. As for the final thesis, the programmes also

set out specific thesis writing guidelines. Each student shall obtain a supervisor. The supervisor is appointed by the head of the department. The assignment is based on several considerations, i.e. the lecturer's competence on the thesis' topic, the amount of the students who have been supervised by the lecturer, or the administrative or academic burden of the lecturers. The head of department is also responsible for assigning reviewers (board of examination), who can be from the same or different departments.

#### Examination and final thesis: Bachelor in Communication Science (BCS)

Examination and final thesis assessment is conducted based on the Faculty Regulation No. 343/UN1/FSP/SDEK/OT/2022 on Academic Guidelines for Undergraduates Programme.

The types of examinations used include Written Test, Oral Test, Paper, Group Paper and Presentation, Final Report, Literature Review, Group Project, (Group) Field Work Report, Group Business Plan. Most courses have at least two mandatory exams: the mid-semester examination and the final examination.

The final thesis demonstrates the students' knowledge and capability regarding the methodology, theoretical framework, research method and analysis, research ethics, and also specific skills, as stated in the graduate learning outcomes (CPL) of BCS's curriculum.

Students that have completed 139 SKS credits and have obtained the approval from his or her thesis supervisor are required to complete a thesis project. This regulation allows BCS's students to select one of the following options as a thesis:

- Conventional undergraduate thesis
- Journal articles
- Policy papers
- Advocacy products
- Social campaign programme
- Internship report
- Organisational profile and analysis
- Cinematographic and photographic works such as short films, documentary videos, radio/tv dramas, commercial/product advertisements, fotonovelas and photo essays

As student completed his or her thesis project, he or she could go into a thesis examination stage. This examination can be conducted through one of following procedures:

- Offline thesis examination
- Online (synchronous or asynchronous) thesis examination
- A written review.

#### Examination and final thesis: Bachelor in Public Policy and Management (BPPM)

Examination and final thesis assessment is conducted based on the Faculty Regulation No. 343/UN1/FSP/SDEK/OT/2022 on Academic Guidelines for Undergraduates Programme.

The types of examinations used include Written Test, Oral Test, Project/Group Project, (Weekly) Assignments, Essay, Presentation, Discussion, Social Project, Reflection Paper.

Each course has at least two mandatory exams: the mid-semester examination and the final examination. The grading system is available online through an integrated system in line with the university policy on grading transparency. Students may file complaints that must be responded to by respective lecturers.

Upon finishing the courses and community services, students will have to write and defend their thesis. The thesis must reflect the student's capability to address and analyse certain cases by employing specific theoretical or conceptual frameworks. Students may write a conventional thesis of around 20,000 words, a journal article, or a report based on an internship or entrepreneurship project. Students attend a proposal seminar after consulting with the thesis supervisor. After finishing the thesis, students will have to defend their thesis in an exam panel consisting of three examiners. Only manuscripts with no indication of plagiarism can be examined. Finally, the approved thesis may be published in international journals or university ETDs.

### Examination and final thesis: Master in Politics and Government (MAPG)

Examination and final thesis assessment is conducted based on the Faculty Regulation No. 344/UN1/FSP/ SDEK/OT/2022 Academic Guidelines for Master Programme.

Assessment consists of formative and summative assessments. Examination method include written exams (two-hour closed book examination) or oral examination (one hour), Literature Review, Group Paper, Group Presentation, Case study presentation, Essay research papers and group or individual projects in the form of audio-visual products. Most courses have at least two mandatory exams: the mid-semester examination and the final examination.

For the final thesis, students may choose between the master's thesis, journal article, and policy brief. No special requirements are needed to choose one of the options mentioned. The main requirement is that the student must finish a minimum of 36 SKS credits (64.8 ECTS credits) and conduct a proposal seminar before taking the final thesis. The master thesis should contain 10,000-15,000 words. In oral defence, two lectures are assigned to examine the master thesis.

### Appraisal:

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

The degree and programme name of **all three study programmes** correspond to the contents of the curriculum and the programme objectives.

Theoretical questions are explained by means of practical examples in **all three programmes**. During the assessment conference, students and graduates revealed that they would like to see more integration of theory and practice. The panel therefore suggests to develop ideas for student and graduate evaluation surveys to face this topic and match students' and graduates' expectations with the development of the curriculum.

All study programmes put an emphasis on preparing the students for an occupation requiring trans- or interdisciplinary knowledge. This is especially shown in the implementation of the Independent Campus Programme (MBKM). However, UGM had already placed a focus on interdisciplinary before the Ministry introduced the programme, which allowed students to receive credit for modules from other study programmes or practical experience.

There is evidence that the programmes qualify for interdisciplinary thinking. Ethical implications are communicated in **all three programmes**. However, the panel did find much more evidence about ethical implications during the assessment conference in discussions with programme management, lecturers and students than from the written material. The panel therefore recommends utilising the module descriptions to more distinctively promote the importance of ethical implications within the curriculum (with respect to module descriptions, see also condition in chapter 3.2 and recommendations in chapter 3.3).

Students acquire methodological competences and are enabled to do scientific work on the required level. There are modules on research methods in **all three study programmes**. In order to maintain the University's aspiration for national and international reputation for research and scientific work, the panel recommends further developing academic skills by reorganising and fostering education in academic writing (e.g. with additional asynchronous online courses or by allocating formal supervisors which are available for all kind of students' research throughout the study programmes).

All exams, as they are defined for the modules, 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. However, referring to the panel's concerns about the learning outcomes in the course descriptions (see chapter 3.2), the panel sees the necessity to revise all examinations after having revised the learning outcomes (see condition chapter 3.2).

The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures. In the **Master programme**, the students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives.

However, for the **Bachelor programmes**, the panel emphasises that neither an internship report, nor an organisation profile and analysis nor advocacy products are able to document student's ability to work scientifically. In the panel's opinion the thesis is the most appropriate instrument to prove the ability to do scientific work. An internship report therefore may lead to a thesis project, but should not be accepted as bachelor thesis. Moreover, according to the regulations, an internship report can be around 7,500 to 10,000 words which does not correlate to the information given in the self-report, that a "conventional thesis" is "around 20,000 words". Guidelines about the requested scope of the thesis should be clear about the possibility of reducing number of words, e.g. by allowance of faculty. In the opinion of the panel, a thesis of 10,000 words can be sufficient under defined circumstances but is likely to be too short to serve scientific methodology without further regulations. Furthermore, in the opinion of the panel, an internship report of 7,500 to 10,000 words (without further scientific processing) will also not comprise the

same workload as a scientific thesis of 20,000 words, thus providing ambiguous interpretation about the intended workload for the allocation of six SKS credits.

Therefore, the panel recommends the following **condition** for the bachelor programmes:

The University

- d) provides clear regulations for the bachelor theses' scope, content and credit allocation;
- e) ensures that students prove their ability to do scientific work.

	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)					condition

## 3.2 Structure

The Indonesian credit point system (SKS) can be converted into the European Credit Transfer System (ECTS). One SKS consists of 170 minutes per week that are (50 minutes face to face lecture, 60 minutes of structured academic activities, 60 minutes of self-study activities):

For all programmes, the University provided the following conversion, based on 25 hours/ECTS credit point:

- f) 1 SKS = 170 minutes/week
- g) 1 credit point = 25 hours (according to ECTS guideline)
- h) Total hours per semester = 170 minutes x 16 meetings = 2.720 minutes (45.3 hours)
- i) One credit programme is equivalent with = 45.3 / 25 hours = 1.8 ECTS

A semester has sixteen weeks, including two weeks allocated for midterm and final examination. In general, for courses<sup>25</sup> with one to three SKS credits, face-to-face or online activities consist of 14 meetings and two meetings for exams. Courses with a minimum of four credits can hold 28 meetings and two exam meetings with classes being held twice a

<sup>25</sup> UGM also uses “course/courses” as terminology when FIBAA/ECTS terminology would be “module/modules”. The report has been adjusted to one consistent terminology “modules” in all respective appraisals

week. Students are expected to complete the undergraduate thesis within one semester, starting from the time they registered. An extension of one semester is possible.

#### Bachelor in Communication Science (BCS)

Projected study time	8 semesters, 4 years
Number of credits (national credits and ECTS credits)	Minimum 144 SKS (259 ECTS)
Workload per credit	45.3 hours per SKS/25 hours per ECTS
Number of modules	44 modules
Time required for processing the final thesis/project and awarded credits	6-12 months, 6 SKS (10.8 ECTS)
Number of contact hours	1,536 hours

The current curriculum of the BCS covering at least 144 SKS credits consists of four different groups, including University compulsory, faculty compulsory, department compulsory and department elective modules. Students are expected to finish their studies within eight semesters, with a GPA  $\geq$  3.00. Based on the conversion from SKS to ECTS credits, students must accomplish 261 ECTS credits within four years.

#### Bachelor in Public Policy and Management (BPPM)

Projected study time	3.5 to 4 years, 3.5-4 years
Number of Credit Points (CP)	144 SKS (216 ECTS)
Workload per CP	45.3 hours per SKS/30 hours per ECTS
Number of modules	33 modules + 5 electives
Time required for processing the final thesis and awarded CP	6-12 months, 6 SKS (9 ECTS)
Number of contact hours	1,267 hours

The regular duration of study of the BPPM is eight semesters with a total of 144 SKS credits. Courses are categorised into University mandated courses (including Community Service) and faculty mandated courses (consist of mandatory and elective modules). The students are enabled to accomplish their study in 3.5 years, although the regular duration is four years. The maximum duration of study set by the government is seven years.

#### Master in Politics and Government (MAPG)

Projected study time	2 years, 4 semesters
Number of Credit Points (CP)	48 SKS (86,4 ECTS credit points)
Workload per CP	45.3 hours per SKS/25 hours per ECTS
Number of modules	13 modules
Time required for processing the final thesis and awarded CP	1-2 semesters, 9 SKS (16 ECTS)
Number of contact hours	520 hours

The regular duration of study of the MAPG is four semesters with a total of 48 SKS credits. Courses are categorised into University mandated courses (including Community Service) and faculty mandated courses (consist of mandatory and elective modules). The students are enabled to accomplish their study in 3.5 years, although the regular duration is four years. The maximum duration of study set by the government is seven years.

All required courses are passed within four semesters of study time. The overall amount of SKS credits that a student needs to take is 48, which is distributed as follows:

- 1<sup>st</sup> Semester: 18 SKs credits for compulsory courses
- 2<sup>nd</sup> Semester: 3 SKs credits for compulsory courses, 15 SKS credits for elective modules.
- 3<sup>rd</sup> and 4<sup>th</sup> Semester: 12 SKS credits for compulsory course (Research seminar and Master's Thesis).

### Study and exam regulations

For **all study programmes**, there is a study and examination regulation, which defines the aim of the study programme, student's intake, duration of study, curriculum, academic counselling, academic system and learning method, study evaluation and examination, examination rules, grading rules, programme's major selection procedure, undergraduate thesis, academic leave, graduation, index point average, study evaluation, internship programme, ethics rules and tracer study.

Each course is conducted in one semester or consists of 16 sessions, including mid and final examinations. Lecturers are asked to provide grades for all students at the end of the semester, a maximum of two weeks after their courses' final examinations. The regulations on credit transfers for courses from other universities are based on the Minister of Education and Culture Regulation.

The standards for assessment for each course may use a normal curve, or a set of criteria that was agreed to by the course lecturers, or a combination of both. The grade for each course is from E (0) to A (4). The basis for the grades for each course is composed of at least two components (exams and assignments, see chapter 3.1). Information about the course's type of assessment, grading's components and criteria can be found in the module descriptions. The Faculty shall ensure that the assessment's measure is valid, reliable, and being communicated to the students at the beginning of each semester. The Quality Assurance, Curriculum and Academic Innovation Unit has provided an exam and assignment's template form to ensure that the Faculty's assessments are in line with the expected learning outcomes.

Based on the Rector's Decree concerning assessment of student learning, the University applies the following grading system:

**Table 9: Grading system at UGM**

Quality	Very Good				Good			Sufficient			Poor		Fail	
Grade In Number	4.00	3.75	3.50	3.25	3.00	2.75	2.50	2.25	2.00	1.75	1.50	1.25	1.00	1.00
Grade In Alphabet	A	A-	A/B	B+	B	B-	B/C	C+	C	C-	C/D	D+	D	E

After defending the thesis, the faculty checks if students fulfil the academic administration condition of students, including:

- tuition fee payment,
- grade transcripts for all courses taken by students,
- involvement in any cases (criminal or civil) which defile the reputation of the department/faculty/university,
- borrowing status at the faculty and University Libraries.

Once all procedures are clear, the student is eligible to receive a degree from the faculty and may register to participate in the graduation ceremony. The faculty accommodates and acknowledges the students' extracurricular activities into transcript, including exchange programmes in international HEIs or internship programmes.

To receive graduation **BCS, BPPM and MAPG** students must accomplish:

- a compulsory number of credits (minimum 144 SKS in the bachelor programmes),
- a minimum GPA of 2.00,
- a minimum score for compulsory courses of C,
- no more than 10 % of their total credits with a D grade,
- no E grades,
- passed thesis defence (with a minimum grade of C).

### Feasibility of study workload

Students of the three study programmes may take courses that amount up to 24 SKS credits in each semester. In the first semester, students have to follow the course package that has been provided by the programme (18-24 SKS credits). In the following semesters, the number of credits that students can undertake is determined based on the index point average they obtain in the previous semester.

Based on the 2022 faculty's academic guidelines, the number of credits that can be taken by students in the second semester and subsequently is determined based on the achievement of the Semester Achievement Index (GPA), which is regulated as follows:

- GPA 3.00 – 4.00 = 24 SKS credits or 43.2 ECTS credits
- GPA 2.50 – 2.99 = 21 SKS credits or 37.8 ECTS credits
- GPA 2.00 – 2.49 = 18 SKS credits or 32.4 ECTS credits
- GPA 0.00 – 1.99 = 15 SKS credits or 27 ECTS credits



Most of the programme courses are worth three SKS credits. Lecturers must thus design the workload of each course equivalent with that requirement.

The departments facilitate the academic counselling for those who have problems with their study by counselling sessions of the lecturers. Senior students as tutors provide advice both in academic and personal life of the junior students. Furthermore, the programmes have established “acceleration teams” to help the students who were in their predefined time to finish the study. Annual study evaluations to identify student’s problems are held by cooperating with the academic unit at faculty level.

To further assist students cope with the expected load, the programme provides several services such as a fair number of tutors (see above), mental health management<sup>26</sup> through the FISIPOL Career Development Center (CDC) and FISIPOL Crisis Center (FCC), a hotline facility and a service centre called WE CARE, where students may post or ask for any necessary facilitation or undertake personal consultation a course evaluation twice a semester, and a regular meeting per semester with the student committee. Students’ feedback is taken very seriously, including reducing workload when necessary.

In the Master programme, for those students that need help to follow the three-semester programme or spend a few months more shaping their proposal and conducting fieldwork during semester three, **MAPG** offers Research Seminar Course every semester to anticipate delays.

#### Equality of opportunity

The University, the faculties and the three study programmes ensure equal opportunity across gender and stand against any kind of discrimination. This is manifested in the University regulations, which state that student application is conducted based on fairness without discriminating against “race, religion, gender, age, social status, physical condition and economic level”.

In order to avoid discrimination related to the economy, UGM, with reference to the government, applies the Single Tuition Fee (UKT) scheme in which students pay tuition fees according to their abilities. In addition, UGM also provides various scholarships from the government or in collaboration with other institutions to ensure that every student from various economic backgrounds has the same opportunities.

To provide equal access to prospective students in various regions in Indonesia, UGM also provides opportunities for prospective students in certain areas from the frontier, outermost, and least developed regions (tertinggal, terdepan, terluar – 3T) in Indonesia. Under the Directorate of Students Affairs’ management, UGM applies for scholarships called “Beasiswa Afirmasi Teladan”. The scholarship aims to support those who are economically disadvantaged yet to have an excellent study record. Promoting gender balance policy, UGM has a special quota for women students from east Indonesia and other regions with limited access to higher education. The faculty also tracks statistics on Lecturers’ background by place of origin, gender and religion.

To support equal opportunities for students and staff with disabilities, the faculty provides disabled-friendly facilities. This includes lifts, ramps for wheelchairs, as well as disabled-

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<sup>26</sup> see chapter 4.5

friendly facilities in lecture halls, libraries, study areas, classrooms and other study rooms as well as toilets specific for students with disabilities. This also includes providing sign language interpreters for events held both offline and online.

Protection for those reporting discriminations from educational or employment disadvantage is stated within the Rector's Regulation about UGM Honorary Council about Complaint/Reporting, including reporting discrimination from educational or employment disadvantage. The Health Promoting University Programme at University and faculty level has been established since 2020 that includes the task force for zero tolerance for violence, bullying and harassment.

## Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of modules and assigns credit points per module on the basis of the necessary student workload. Practical components are designed and integrated in such a way that credits can be acquired. The module descriptions provide descriptions of the information defined in the ECTS Users' Guide.

However, in the course descriptions of all study programmes the learning outcomes are mostly stated at the "lower" levels of the available taxonomies – in many cases verbs like „understand“, „know“, „remember“ are used, In the panel's opinion, this is not sufficient for a modern curriculum as the higher taxonomy levels are not addressed (e.g. „apply“, „analyse“, „evaluate“, „create“ – and all connecting verbs). For the MAPG Programme, the panel noted learning outcome descriptions quite often on bachelor level ("understand"). During the online conference, the panel got the impression that learning outcomes are indeed on higher taxonomy level, and the Master programme actually teaches competencies on Master level, however, this is not visible in the descriptions. The panel therefore recommends a condition to revise the learning outcomes in the course descriptions (see below). In that context, the panel points out that, after having revised the learning outcomes, it is necessary to revise all exams as they are defined for the modules, in order to ensure that the exams are still suited in format and content to ascertain the intended learning outcomes (see chapter 3.1).

Therefore, the panel recommends the following **condition** for the **Master of Arts in Politics and Government**:

The University

- a) provides course descriptions in which the learning outcomes address taxonomy levels and are formulated at Master level;
- b) revises its exams after revising the intended learning outcomes.

And for the **Bachelor in Communication Science** and **Bachelor in Public Policy and Management**:

The University

- a) provides course descriptions in which the learning outcomes address taxonomy levels;
- b) revises its examination forms after revising the intended learning outcomes.

In order to develop learning outcomes addressing taxonomy levels precisely, the panel suggests building a skills matrix for all programmes. For further development of the course descriptions, see also recommendations chapters 3.1 and 3.3.

For all programmes, UGM does not issue diploma supplements fully according to the EHEA principles. For the BCS programme, UGM did not provide a diploma supplement according to the EHEA principles. For the BPPM programme and the MAPG programme, the diploma supplements do not provide the number of credits awarded to the graduate. Furthermore, the diploma supplements provided contain inaccuracies or misleading information: The programme name on the Diploma Supplement of the BPPM (“Bachelor in Public Policy and Management” vs. “Undergraduate programme – Public Policy and Management”) differs from the official programme’s name. For the Master programme, the diploma supplement issued communicated a study time of eight semesters.

Therefore, the panel recommends the following **condition** for all study programmes:

- c) The University issues diploma supplements according to the EHEA principles for all study programmes.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. The study programme is designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The Republic of Indonesia has not ratified the Lisbon Recognition Convention.<sup>27</sup> However, the panel learnt that UGM stipulates the recognition of periods of study at other HEI and the transfer of obtained credits in the framework of the MBKM or with partner universities (e.g., double degree programmes and international exchanges). The final grade is supplied with a relative grade.

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 for **all three study programmes**. During the online conference, the panel learnt that the students are content with the workload. When reviewing the workload (see also condition chapter 5.), UGM also takes into account evaluation findings, including student feedback and the programme’s success rate.

UGM ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. Students in special circumstances, such as

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<sup>27</sup> <https://www.coe.int/en/web/conventions/full-list?module=signatures-by-treaty&treatynum=165>

single parents, foreign students, students with a migration background and/or from so-called non-academic backgrounds, are also particularly assisted.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2 Structure					
3.2.1* Modular structure of the study programme (Asterisk Criterion)				condition	
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

Each study programme in UGM is required to implement the student-centred learning (SCL) method, using a model known as the Student-Teacher Aesthetic Role Sharing (STAR). It is based on the Rector of Universitas Gadjah Mada Regulation No. 14 2022 on General Guidelines for Curriculum Drafting. In general, this method focuses on harmonious engagement between lecturers and students, with students are encouraged to ‘discover’ knowledge and experience with the support of their lecturers, using a personalised approach whenever possible. This method includes several learning methods, for example, collaborative learning, cooperative learning, competitive learning, case/research-based learning and problem-based learning. This method prioritises active participation of the students so that students are also involved in the learning process. During face-to-face interactions, students are given the opportunity to ask questions and deliver opinions. Individual assignments allow the students to seek their own information and knowledge. The use of the SCL approach also develops the students’ skills in communication, critical thinking, analysis, delivering opinions, while also increasing sensitivity towards the environment. Finally, the method is chosen to encourage the growth of students’ confidence and independence.

Based on UGM Chancellor’s Regulation No. 14/2020 regarding the basic curriculum framework, the curriculum in each study programme at UGM must consider the following aspects:

1. The characteristics of the learning process are interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centred;
2. Strengthening graduate character development, with an emphasis on graduate character development programmes;
3. Cross-disciplinary synergies that enable students to study cross/inter/trans-disciplinary fields of science; and
4. The structure and depth of the curriculum for the sustainability of studies as outlined in the outcome-based teaching and learning.

At the beginning of each semester, students are informed about the learning methods in each class, including if there are assignments. Students will get information about the types of assignments to be given in certain courses, for example, case studies, field observations, or other forms. All teaching materials are readily available in the online platforms developed by UGM: eLOK and SIMASTER. Furthermore, in response to distance learning needs in this COVID-19 outbreak, the University has developed its own online meeting and video conferencing platform called GUYUB. Lecturers also use the platforms for providing assignments, submission of assignments and conducting examinations. Lecturers can also share learning videos through the platforms. To support the teaching staff in adapting to different platforms and online learning methods, various trainings were provided to lecturers, the formation of a special IT team and subscriptions to online platforms as needed can support the learning process.

In the **Bachelor in Communication Science (BCS)** the programme deploys a team-teaching method in most of the courses. For instance, journalism courses are taught by two lecturers who are included in journalism with different interests, such as digital journalism and media management. This teaching method will allow student to get journalism knowledge and skills from diverse perspectives. Another example, some practical courses are delivered by a BCS lecturer and a professional practitioner with expertise in particular area of the media and communication. According to the self-evaluation report (p. 19) this team-teaching method enriches BCS's student knowledge and skills.

The didactical concept in the **Bachelor in Public Policy and Management (BPPM)** programme is based on the student (student-centred Learning), the learning process (developing of personal and professional skills towards the programme learning objectives (PLOs) and the educational environment to foster effective teaching and learning. Teaching methods in the introductory courses of the first year apply one–two interactive methods, advanced courses (from the second year onwards) combine more methods. Interactive learning methods applied at BPPM are:

- d) Collaborative learning model (e.g. group debates, group assignments and group presentations)
- e) Problem-based learning model (e.g. independently seek the necessary information and find ways to solve a given problem)
- f) Flipped classroom model: Lecture participants can see lecture recordings made and developed by DPPM lecturers prior to coming to class. Teaching methods applied in class are e.g. discussions, allowing learners to ask about the lecture's content, present their skills in applying knowledge, and interact with other members of the class.
- g) Blended learning model, e.g. synchronous and asynchronous lectures
- h) Work-based learning model, accomplished by the integration of guest lecturers, internship (within the MBKM programme), annual field trips, webinar projects and the Young Professional Training and Development programme (see chapter 4.5)
- i) Research-based learning model (e.g. research-based assignment schemes, methodology-based courses (academic writing, qualitative and quantitative research methods, research plan seminar)

Following the principles of the UGM Guidelines (see above), the **Master of Politics and Government (MAPG)** and the department have several meetings, including student representatives, to evaluate implemented didactic methods. According to the self-evaluation report, these evaluations confirm that the SCL-STAR method is effective for the students because they can focus on their interests. However, another finding is that the students' confidence in taking a role in academic activity still needs to elevate. The MAPG and the department have formulated strategies to achieve this, for example setting up an active classroom where the students are required to speak up their arguments and thoughts. Currently, the MAPG together with the faculty is preparing both the infrastructure and method of this blended nature for the learning process.

### Course materials

The course materials for **all study programmes** are digitally accessed via Learning Management Systems (LMS) such as eLOK, Microsoft Team, and Google Classroom. All reading materials are accessible via eLOK, together with suggested references and other reading materials that is listed in the module descriptions. Module descriptions are called Rencana Program dan Kegiatan Pembelajaran Semester (RPKPS), or syllabi<sup>28</sup>. The RPKPS also contains information of the research activities and community service activities conducted by lecturers and included in the course material. The study programmes update the RPKPS every semester to ensure the learning process is able to keep up with the latest issues. Course materials are updated once a year by the lecturer in charge of the course. This effort is undertaken by revising the substance of the course materials, list of reading references for students, the study cases that will be discussed in this course and types of projects that will be taken by students.

Course materials are based on the Course Learning Outcome (CLO) aligned with the programmes' Expected Learning Outcomes (ELO). The course materials may consist of textbooks, scripts, journals, journal articles, literature recommendations, films, videos, government reports, local-national-international regulation and news or short articles for case studies and all references related to the respective degree discipline. Every course may have a different proportion in particular course materials since the reading materials will be adjusted with the CLO and Lesson Learning Outcome (LLO) of each course. The course designs and materials are presented in the course syllabus and reviewed every five years by the Programme Board.

### Guest lecturers: Bachelor in Communication Science (BCS)

At the beginning of each semester, BCS's lecturers are given the opportunity to invite the guest lecturers with expertise in their respective fields. These guest lecturers come from various sectors of the communication industries. They consist of professionals who worked for these industries and the media, public relations, journalism, creative content, film and communication researchers.

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<sup>28</sup> i.e. module descriptions

In practice, BCS's guest lecturers teach through various schemes. Some lecturers are invited to teach in one or two class sessions. However, there are also BCS's guest lecturers who are involved in several academic meetings to define the course materials or types of assignments assigned to BCS's students and evaluate modes of students' assignments as well. By inviting guest lectures, BCS expects that students have opportunities to learn directly from practitioners and understand the knowledge and skills they must acquire before they enter the job markets.

#### Guest Lecturers: Bachelor in Public Policy and Management (BPPM)

To broaden students' and faculty members' perspectives, BPPM regularly invites guest lecturers. Most of the courses at BPPM invite guest speakers or lecturers each semester to enrich classes according to their skills, experience, and by adjusting the subject matter. The invitation of guest lecturers is based on their professional and research experience and the learning objectives of the courses. Guest lecturers come from different backgrounds, several of them being distinguished alumni. Guest lecturers in the BPPM programme are applied in two categories:

1. Academia from another university: lecturers from BPPM's international and national partners are invited to share their research with our faculties and students. Recent guest lecturers have been invited from the Universitas Terbuka, Universitas Islam Negeri Walisongo Semarang and from Germany, Norway, the Netherlands, Australia, South Korea, the Philippines and Taiwan. Their perspectives are also used to review and improve the curriculum.
2. Practitioners are invited to share their respective experiences, especially concerning job and career experiences. This is to better arm students with relevant knowledge and skills to enter the job market. Guest lecturers include representatives from government, private, and NGO sectors, in recent semesters e.g. from Indonesia Social Security, Bank Syariah Indonesia, the Regional Tourism Office and the Ministry of State Secretariat of the Republic of Indonesia.

#### Guest Lecturers: Master in Politics and Government (MAPG)

Each course in this programme is encouraged to invite one or more guest lecturers either from among practitioners, professionals, or overseas university lecturers with expertise relevant to the course topics. These guest lecturers enable students to broaden and update their perspectives on politics and government and how politics and government studies are utilised in the field. Inviting guest lecturers also serves the MAPG to strengthen its collaboration network with other institutions.

Practitioners are invited to share their perspective and experience on how knowledge from politics and government studies are put into practice. This serves to facilitate the students to develop their plan throughout their studies towards their objectives after graduating. Guest lecturers also come from different backgrounds with indirect relations to social and political science. Several alumni whose professions as artists and musicians were invited to deliver interdisciplinary approaches to understanding social phenomena for the students.

The course materials delivered by guest lecturers often complement the materials previously prepared by the teaching team. These guest lecturers provide more practical knowledge for students based on their experiences in their respective fields. Guest lecturers are part of the faculty's strategic plan to improve the transfer process of knowledge and practical abilities.

### Lecturing tutors

**BCS's** lecturing tutors are commonly called student assistants. Student assistants are usually BCS' alumni with academic writing and teaching as well as practical communication skills. Some of them are graduate students who are studying at DCS's postgraduate study programme in communication science. Student assistants are expected to supervise BCS's students to achieve the ELOs and CLOs of courses listed in BCS's curriculum. BCS has two following types of lecturing tutors:

1. Undergraduate Thesis Tutors are specified to help the final-year students who are in the process of working on their thesis. Undergraduate Thesis tutors are commonly students who have just graduated from BCS with satisfactory grades. They are expected to be able to speed up the writing process and pay attention to the quality of the thesis, both technically and substantively.
2. Laboratory Tutors are specific tutors with practical communication skills. They are recruited and employed by BCS as laboratory staff. They are given special responsibility to coach the first-year students who want to master the practical and technical communication skills needed by the media and communication industries.

To enhance learning effectiveness, **BPPM** recruits several tutors for nearly all courses. They are recruited based on specific qualifications, and it is open, especially among master graduates and PhD students. The main idea is to help students learn more effectively, especially for courses requiring practical tools and practices, especially quantitative content, like public sector economics, quantitative research methods, decision-making techniques, and policy formulation. The tutor will facilitate students in elaborating the materials and finalising the assignments. For courses without specific quantitative tools, tutors consult students after lecture hours. Tutors may also bridge between students and lecturers for better communication.

Lecturing tutors in the **MAPG** are selected through limited internal discussion among the programme management team. The tutors are junior lecturers at the Department with relevant expertise and research interest.

1. Course Tutors are usually junior lecturers. They are responsible for tutorial support and guidance to students, as well as facilitating them to achieve an appropriate academic standard in the relevant course or class.
2. Research Plan Tutors are fresh graduates or researchers in the Department's research centre. Their role is to provide aid and guidance to the third-year students as they prepare their research plan for their master's thesis. Moreover, research tutors help students to enhance their research skills.



## Appraisal:

The didactical concepts of **all three study programmes** are described, plausible and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects. Students are encouraged to take an active role in creating the learning process. At this point, the panel suggests the faculty to be even more creative, more open and more future-oriented in living current demands on teaching. This is expressed internationally mostly in given space for teaching experiments, in an abundance of media-supported flipped classrooms, implemented think-pair-share-methodology, fishbowl-discussions or world cafes, especially as the University has a thoroughly interesting infrastructure for media production which can also be applied for the implementation of teaching content.

During the assessment conference, the panel learned about a variety of teaching methods which were not all apparent from the documentation. The panel therefore recommends utilising the module descriptions to present the variety of teaching methods within the respective modules, such as role play, discussions, group work, presentations, flipped classrooms, and others (see also recommendation chapter 3.2). The panel also suggests elaborating online teaching abilities (e.g. by using Miro, Discord, Collaboard, by using the virtual learning environment of moodle to its maximum by integrating several H5P elements or similar).

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date and digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies. The panel points out that the amount and quality of reference to literature is differing in the module descriptions, some modules being well-supported by updated literature, others less<sup>29</sup>. The panel also points out that aspects of digital transformation and Artificial Intelligence (AI) are not covered at all by the literature references. The panel therefore additionally recommends updating the literature references in the module descriptions, utilising the module descriptions to present the programmes in a modern and comprehensive manner and using it as a crucial tool to attract students.

Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work, but also, for example, from culture and politics. In order to support international aspects of the programmes, the panel recommends focussing on inviting more international guest lecturers. In order to maximise the potential of inviting international guest lecturers, the panel suggests offering online sessions.

Lecturing tutors (senior students that support the teaching and learning process) contribute significantly to the students' learning process in **all three programmes** and are thus systematically integrated into the teaching activities.

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<sup>29</sup> BCS: e.g. „Introduction to Political Science“; „Human Communication“; „Group and Organizational Communication“ etc.; BPPM: e.g.: „Citizenship Education“; „Human Resources Management“; „Leadership in Public Sector“ etc.; MAPG: e.g. „Political Theory“; „Local Politics and Global Context“; „Study on Power, Conflict, and Democracy“ etc.

		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

For **all study programmes** the faculty provides support and assistance to students to take part in international events, collaborations, and study programmes. Other events, such as ASEAN Study Centre and Scandinavia Community UGM, are supported and facilitated by both university and faculty.

FISIPOL faculty has a mission to be “a faculty with international reputation capable of encouraging progress of the nation towards Indonesia as a developed country in 2050”. The internationality of the faculty is centralised through the Global Engagement Office (GEO), the office of international affairs at the FISIPOL. It is a supporting unit that functions to support the internationalisation of the faculty, and the University in general. As an international affairs unit, their74ncludees internal cooperation and legal affairs, student affairs, research and education and media events.

In terms of the international academic cooperation, FISIPOL has established numerous international collaborations with 32 international universities across the continent from America, Europe, Asia and Australia. The international corporation initiated by the faculty becomes the umbrella corporation which can be used by all the departments. Additionally, the departments are encouraged by the faculty to initiate international collaborations with top universities in the world that fit the department’s current issues. All legal aspects of these collaborations are under GEO.

Currently, there are no permanent lecturers from outside Indonesia. However, 68 % (see also chapter 1.2) of the lecturers have international qualifications as they graduated from top universities across the world, such as London School of Economics, Amsterdam University, National University of Singapore, University of Melbourne, University of Leeds, University of Canberra, Universitas Leipzig, University of New South Wales, Universitetet I Agder (Norway), National Cheng Kung University Taiwan, Nagoya University (Japan). Regarding the foreign lecturer at FISIPOL UGM, the faculty has a visiting lecture scheme to invite prominent professors from foreign universities to fulfil the demand for internationalisation of the faculty. Currently, FISIPOL encourages lecturers to pursue a higher level of education overseas and to join various international research collaborations.

Both **Bachelor study programmes** have incorporated the MBKM programme that aims to encourage students to master a variety of knowledge and skills through experiential learning for entering the practical working world. The Merdeka Campus provides an opportunity for

students to practise interacting, working in a team, as well as communicating with other students and mentors within an international and intercultural environment. In this programme, students could take up to three semesters of courses outside campus from UGM's domestic and international university partners and industries.

Both Bachelor study programmes have also incorporated the community service programme. Students have to undertake an up to three month community service programme during their third year of study. The programme is designed to allow students to solve society problems using the knowledge they have obtained in the university. During the programme, the students should live together with society in different backgrounds, cultures, languages<sup>30</sup>.

Both Bachelor programmes also offer the IUP (International Undergraduate Programme) classes where all courses are being taught in English. Students of the IUP classes take a semester abroad in collaboration with partner universities ("International Exposure Programme"). As a mandatory requirement for the International Exposure Programme, students have to meet the minimum IELTS overall score of 6.5, writing score must be at least 6.0.

The faculty offers six fully-funded scholarships for eligible high school graduates from ASEAN countries for the IUP classes in three departments: Communication Studies, International Relations and Public Policy and Management.

All lecturers of the Faculty of Social and Political Science (FISIPOL) hold international education backgrounds, accompanied with international competencies and skills both in academic and professional fields. The faculty encourages lecturers to pursue an even higher level of education overseas and to join various international research collaborations. As a result, the departments at the faculty have opportunities for international research collaborations, internships, fellowships and other various kinds of international partnerships. Once, the faculty held seminars and public lectures for all departments based on the research collaboration on women issues with University of Melbourne (Australia). The department also develops an internship programme at Ateneo de Manila University (Philippines), where both the students and the lecturers can exchange their experience and immerse themselves in the international environment.

Students of BCS's regular study programme are also exposed to an international learning process through international conferences and competitions, summer school programmes, study exchange programmes, foreign guest lecturers, as well as written course material and reading lists that are mostly in English.

BCS encourages its staff and students to be familiar with international contents and get experiences related with the intercultural aspects. BCS ask lecturers to keep updating and enriching the course materials with international contents and establishing international academic culture and learning environment. BCS also regularly invites international practitioners and guest lecturers to share their knowledge in the classes. Collaboration between universities becomes one of BCS's strategies to keep its study programmes to be internationality reputable. For example, a collaboration with Thammasat University in

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<sup>30</sup> Apart from the official language Bahasa Indonesia, there are more than 700 different languages in Indonesia.

Thailand (Bachelor of Journalism and Mass Communication study programme) includes joint lectures in the ‘strategic planning course’ and ‘digital strategy course’, where both BCS’ students and students from Thammasat University to enrol in the same lectures.

BCS encourages its students to join international events that are specialised to develop their skills and competencies outside the classes, such as Model United Nations (MUN). This allows BCS’s students to master leadership, negotiation, and diplomacy skills and develop a new network with youth leaders across the globe. Several BSC students were joining this event before the COVID-19 Pandemic outbreak to develop their knowledge, skill and networking capability.

In addition to the IUP classes, lecturers who teach in BCS’s regular study programme frequently use English as a primary language when delivering the course material and select the literature for students as reading materials and references.

Part of the regular review of the **BPPM** programme (see also chapter 5) is an adjustment to global academic discourses and practical changes. There are also joint lectures held by BPPM and Sungkyunkwan University (South Korea) in topics like Disaster Management, Understanding Local Finance, Urban Governance, and Effective Policy Making and Smart Policy Framework 4.0 within the elective modules.

Students of BPPM also come from different parts of the country, and some of them are coming from foreign countries (see statistical data, currently from Myanmar and the Philippines). BPPM regularly welcomes international students for one semester up to one year through the exchange or study abroad programme, e.g. from the Netherlands, Japan and France, and Japan.

Faculty members of BPPM come from different academic backgrounds. As a state university UGM is obliged to employ Indonesian lecturers only, but the faculty enjoyed international experiences in different countries like Master or Doctoral degrees in the United States, Australia, Taiwan, the Netherlands or Germany.

Apart from the IUP class, regular students are also endorsed to take English-delivered courses as option. Despite the distinction, both regular and internal tracks require students to have a certain degree of English proficiency as the reading materials used are mostly English. BPPM does not require foreign language proficiency other than English though students are encouraged to arm themselves with a foreign language such as French, Chinese or Japanese.

One of the measures taken by the faculty to promote the internationality of the student body is to open an immersion class from an internal programme. The students from the APMA MHRD<sup>31</sup> programme will have sessions with students from Indonesia where they can study together both inside and outside the class, such as group tasks and discussions. In addition to this, the **MAPG** is actively receiving international students from APMA MHRD and NTNU internship programmes. During their stay at UGM, they are also encouraged to be involved in faculty-student communities such as ASEAN Study Centre and Scandinavia Community UGM.

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<sup>31</sup> See chapter “Further development of the programmes, statistical data and evaluation results”

This community provides a place for domestic and international students to discuss current international issues and allows them to have cultural interaction and exchange.

MAPG has plans to improve its presence at the international level, especially regarding its programme management. It aims to widen the internationality of faculty in general by building up more collaboration with international universities. The newest programme is an exchange programme with NTNU, Norway, where MAPG students will spend one semester and their grades at NTNU will be included in their transcript.

Since 2021, the MAPG collaborates in two international research collaborations, one on citizenship and education with Lund University (Sweden), and on in research on village governance in collaboration with Australian National University, Leiden University (Netherlands), and the World Bank. Collaborative publications on books and international journals are part of the output agreement.

Most of the reading material and literature references (see module descriptions) contain foreign language contents for the MAPG programme. Moreover, the MAPG encourages its students to improve their English ability by providing an IELTS course. The course is held once a year and aims to assist the students before departing for NTNU.

## Appraisal:

International contents are an integral part of the curricula. Students are thus prepared for the challenges in an international working environment. This especially applies to the international classes of the bachelor programmes, which strongly promote international aspects and intercultural competences. Through practical examples, students are enabled to act in an intercultural environment. As the panel did not recognise the international content from the module descriptions but had to trace it during the assessment conference, the panel recommends describing the international contents more clearly in the module descriptions (see also recommendations in chapter 3.1 and 3.3). For the **Bachelor in Public Policy and Management** programme, students and graduates expressed their desire to get more insight into global contents. The panel supports this idea and recommends starting earlier in the curriculum with international contents, e.g. by including contents about the work of the UN and NGOs, and to generally add global contents in the curriculum additionally to the ASEAN content.

The international composition of the student body corresponds to the programmes' concept. The measures taken to promote internationality are goal-oriented.

The international composition of the faculty (teachers from different countries, teachers with international academic and professional experience) promotes the acquisition of international competences and skills. The measures taken are goal-oriented. To foster the perception of media as an international business, for the **Bachelor in Communication Science** programme the panel recommends integrating more guest professors with media production experience abroad. For the **Bachelor in Public Policy and Management** and the **Master in Politics and Government** programme, the international composition of the faculty is a fundamental element shaping the profile of the study programmes and is promoted by the University. Many lecturers in **all three programmes** have graduated from a university

abroad (such as Australia, US, Netherlands). What is more, with international research collaborations and exchanges, lecturers are constantly exposed to an international environment.

The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programmes.

	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		BPPM MAPG	BCS	
3.4.4	Foreign language contents			X	

### 3.5 Multidisciplinary competences and skills (Asterisk Criterion)

At faculty level, communication, public speaking, collaborative and conflict-handling skills are delivered regularly through various self-development programmes via short courses, workshops, and classes organised by the Career Development Centre (CDC). CDC, through these programmes (e.g. public speaking class), invites prominent practitioners who worked for the media, journalism and communication industries, such as news anchors, journalists, HR practitioners and Masters of Ceremony, to share their knowledge and teach BCS's students based on their field experiences.

The faculty also develops a programme to enhance multidisciplinary competencies skills for their students through the Future Skills programme (see chapter 3.1).

Community service (KKN programme) is a compulsory course for all undergraduate students who have completed 100 credits of courses. Students will form a group consisting of members from the different faculties of UGM and will depart to their community service area to live and work with the community of that area. They are tasked as a group to collaborate and develop multidisciplinary strategies to resolve social problems that emerge in that area. This course is designed to produce students who are sensitive, empathic and caring to the challenges faced by society through the implementation of interdisciplinary sciences they received at their respective faculties as a team. It is also expected to improve the students' skills related to decision making, problem solving, critical thinking and creative thinking by introducing them to real problems in society and encouraging them to find a durable solution.

In **BCS**, communication, public speaking, cooperation and conflict handling skills are General Skills (GS), which are embedded in the Expected Learning Outcomes (ELOs), especially ELOs 1,3,4 and 5 (see chapter 1.1). Communication and public speaking skills are practised BCS's students in all courses when they are given individual quizzes, group assignments and presentations by BCS's lectures. Additionally, there are compulsory and elective modules such as "Public Speaking", "Crisis Communication", "Government Relations", "Strategic Planning", "Lobby and Negotiation", "Public Relations", "Social Campaign", "Content

Production”, and “Public Communication” which allow students to develop their communication skills orally and improve their capability in producing communication products directed to the audience, consumer and public.

By nature, the **BPPM** programme is multidisciplinary as it includes perspectives from other disciplines such as politics, sociology, economics, law, and psychology. Moreover, competencies such as public speaking, negotiation, conflict management, and teamwork are developed through specific courses such as “Negotiation and conflict resolution” and “Managing policy conflict”.

BPPM facilitates students to develop their communication skills through individual or group presentation assignments in different courses. Teamwork is developed through group assignments and the community service programmes.

The **MAPG** has designed the curriculum that ensures students and graduates acquire communication and public speaking skills as well as cooperation and conflict handling skills. Through department compulsory courses such as "Research Seminar" and "Conflict Management", those soft skills are embedded in the MAPG's expected learning outcome. The MAPG also encourages students to be part of extra-campus activities such as seminars, conferences, research dissemination, and debate so that students will be able to get first-hand experience in practising communication and public speaking skills.

### Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the module descriptions. This is supported by means of suitable didactical and methodological measures. The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured.

However, the panel noted that during the assessment conference students and graduates expressed their desire to have more training on these skills. The panel supports this desire and recommends UGM identifying and describing important future skills. Future skills may be described by and distinguished between personal, organisational and socially relevant skills. The panel recommends not only training future skills in optional Future skills courses (see chapter 3.1), but also sustainably implementing them in the programmes’ objectives and learning outcomes. In this process, it should be kept in mind that the programmes have to train skills for potential jobs that neither lecturers nor students at present know will exist in about five to ten years (see also chapter 3.6).

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

### 3.6 Skills for employment / Employability (Asterisk Criterion)

At department and programme level, the aim of reviewing **BCS's** curriculum every five years and yearly adjustments is to provide students not only with a range of knowledge in communication theory and context but also professional communication skills and competencies that are useful for their prospectus career.

Educating key competencies in the BCS programme is managed by BCS's Media and Communication Laboratory. Through taking BCS' communication practicum or Co-Curricula courses organised by the laboratory's staffs, students can develop their critical, analytical, creative, strategic thinking and problem-solving skills. These skills are also taught in the class through various courses, such as the strategic plan, social campaign, the media content production and branding courses. Students who take these courses are requested to develop a creative campaign plan. This allows them to have practical skills to solve a particular communication issue. In addition, the department also encourages students to take up internship programmes to enrich their knowledge and skills needed by the job markets.

As a result of the tracer study of the year 2020, approximately 90 % of BCS's alumni stated that they have mastered the required competencies, as outlined in BCS's curriculum, and 70 % of these BCS's alumni realised that these competencies quite meet with the needs of the media and communication organisations wherein they worked for. According to the report, nearly 70 % of BCS's alumni work for the private enterprises, while approximately 18 % of them serve state-owned enterprises. Furthermore, BCS graduates are commonly not taking a long time to get their first job. The average time to get their first job after graduation is two and a half months.

**BPPM** equips the students to readily adapt to new work areas and develop their acquired skills further. The skills are developed through several mechanisms in the curriculum: embedded with the courses. BPPM also opens internal internships for undergraduate students to equip them with developing student skills such as managerial skills, media, and research for three months.

BPPM invites practitioners and job providers from various backgrounds to consult their requirements. BPPM also actively engages with prominent alumni who willingly share their working experiences with our students. Through regular alumni tracer study, employability survey and user perception study, BPPM incorporates the latest development in the labour market into curriculum review. The tracer study shows that 80 % of the graduates do find a job before or a maximum of six months after graduation.

The **MAPG** not only trains graduates with extensive knowledge and critical thinking but also introduces them to be capable of exercising practical skills. As can be seen in the MAPG's ELO, students are expected to gradually understand the political theory, analyse a political phenomenon, solve problems, and finally practice political skills based on the theory they acquired during their studies.

At department level in the MAPG programme, the support of skills for employment programmes is managed at the research unit level under PolGov. PolGov carries out student internship programmes with various government institutions that collaborate with the



Department (see also chapter 4.3). The tracer study shows that average time for graduates to get their first job after graduation is three months.

Apart from department/programme level, the support of skills for employment is also available at the University (Young Professional Training and Development Programme) and Faculty (Career Development Centre of FISIPOL UGM, CDC) levels (see chapter 4.5).

**Appraisal:**

The promotion of employability – through the integration of theory and practice and through the promotion of multidisciplinary competences and skills – runs as a common thread of all three study programmes through all its modules. The panel would like to emphasise that the study programmes do qualify for the job market at hand but would also like to draw the attention to the implementation of the training of future skills (see recommendation chapter 3.5) to pay off for future jobs in a VUCA world<sup>32</sup>.

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

<sup>32</sup> See self-report BPPM, p. 19

## 4. Academic environment and framework conditions

### 4.1 Faculty

#### Structure and quantity of faculty in relation to curricular requirements

BCS has 32 full-time lecturers. They consist of three professors, nine lecturers with doctoral degree qualifications, and 20 lecturers with master's degree qualifications. BCS is also supported by six part-time lecturers.

**Table 10: List of Lecturers - Bachelor in Communication Science**

Full-time Lecturer	
Professor	3
Doctors	11
Masters	18 <sup>33</sup>
<b>Total</b>	<b>32</b>
Part-time Lecturer	
Practitioners	6
<b>Total</b>	<b>6</b>

Currently, BCS does not recruit more lecturers as the ratio of its lecturers to students is already balanced. However, for the recruitment of lecturers, BCS applies strict qualifications for prospective lecturers to improve the department's human resource quality. BCS, along with FISIPOL UGM, also conducts several supporting programmes to help lecturers with a Master qualification to pursue their professorships and doctoral degrees.

The **BPPM** Faculty composition consists of 33 permanent lecturers and four part-time lecturers. The permanent lecturers formerly based in the study programme and the non-permanent lecturers originated from the external study programme. Both faculty members have met the qualification of professional requirements. In terms of the number and student-teacher ratio of faculty members current ratio is 1:16, the study programme already met the ideal ratio according to the national regulation 1:20.

**Table 11: List of Lecturers - Bachelor in Public Policy and Management**

Full-time Lecturer	
Professor	5
Doctors	20
PhD cand.	6
Masters	2
<b>Total</b>	<b>33</b>
Part-time Lecturer	
Practitioners	4

<sup>33</sup> Six of them currently pursuing doctoral degrees, five will start pursuing doctoral degrees in 2024, and seven are preparing to pursue doctoral education

<b>Total</b>	4
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To this day, **MAPG** has 22 lecturers, including 15 full-time and seven part-time lecturers. The part-time lecturers have various backgrounds, such as practitioners, legal activists, government experts, and businesses.

**Table 12: List of Lecturers - Master in Politics and Government**

<b>Full-time Lecturer</b>	
Professor	3
Doctors	12
<b>Total</b>	15
<b>Part-time Lecturer</b>	
Retired former lecturers	3
Practitioners	4
<b>Total</b>	7

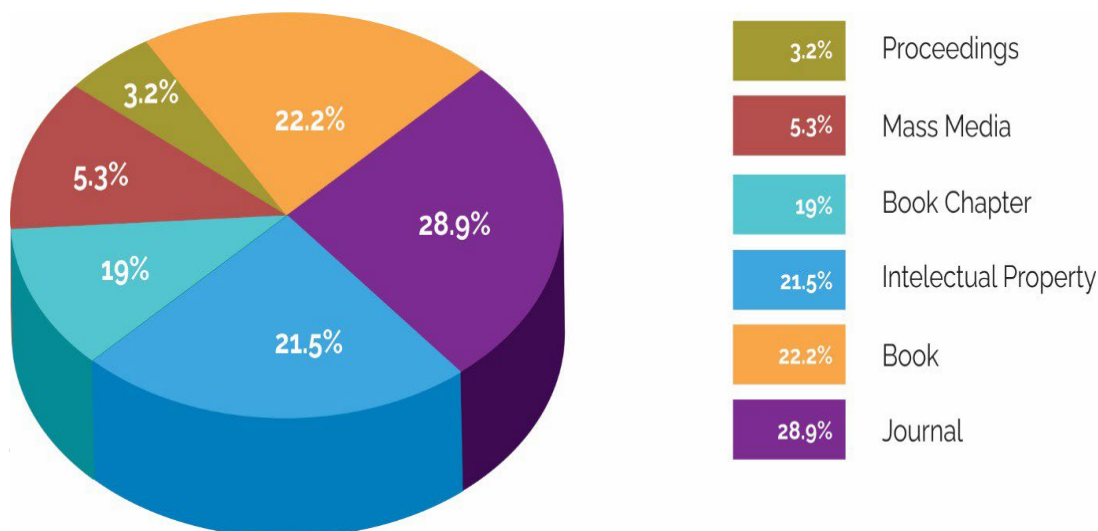
Academic qualification of faculty

In Indonesia, the mission of the university is implemented in three areas of teaching, research and social community services, which put scientific publication as one of the outputs. Therefore, the university’s lecturers are expected to produce scientific publications in the form of journals, books, book chapters, monographs, policy briefs, and popular articles. UGM has a publication department that actively facilitates lecturers, including MAPG, to produce their work.

The academic qualification of faculty members in **BCS** fits with the Decree of the Minister of Education No. 42 of 2007, which requires lecturers who teach at the bachelor level to hold at least a master's degree. All lecturers are graduated from reputable universities in Indonesia and overseas. Most of them have experienced in conducting research on a national and global scales. Academic qualification of BCS’s lecturers is currently dominated by a master’s degree. However, many of them are currently pursuing their doctoral studies at some reputable universities in Indonesia and overseas (see Table 10 and footnote 33).

In BCS, as of August 2022, the total number of lecturer’s publications in the last couple of years (2020 - 2022) is 284, comprising books and book chapters, national and international journals, and intellectual property, as shown in the diagram below.

**Table 13: Publication Percentage BCS faculty**



In order to support publications of its lecturers, BCS adopts an output-based performance policy for every research activity. The recommended output is scientific journals or books on a national and international scale. To facilitate lecturers' publication of BCS, programmes are conducted such as research and publication grants, financial support to the publishing process, and recognition incentives for the published publications.

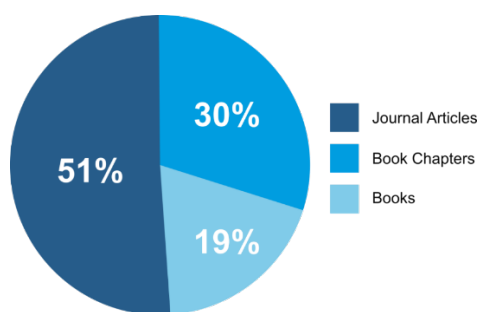
**BPPM** Faculty graduated from reputable universities in the US, Europe, and Australia. BPPM employs lecturers from various educational and competency backgrounds such as public administration, political science, anthropology, education, business administration, economics, law, international relations, environmental sciences, disaster, tourism, and development policy which reflect the multidisciplinary nature of the discipline/programme. BPPM faculty members have various strong research experiences and are involved in numerous consultancy projects that help them accumulate both theoretical and practical.

To foreign language content in BPPM, lectures and students are supported to write and publish in international journals and to do research collaboration with international institution. Most BPPM faculty members have international publications in high impact journals. In 2021, academia from BPPM published 27 international journals articles and four international books chapter. BPPM academia also did collaboration with international institution i.e., ASEAN, Australian Aids and others international university. Not only in research and publication, BPPM also hold international seminars and webinars. Those webinars are conducted in English.

According to the Decree of the Minister of Education No. 3 of 2020, all lecturers for the **master programme** must hold an Educator's Certificate. This decree also requires lecturers who teach at the master's degree level to hold at least a doctoral degree. In terms of advancing its lecturer capacity, the department actively supports its lecturers who still hold master's degrees to pursue doctoral degrees. To date, six lecturers continue their education in the US, the UK, Australia, and New Zealand.

All but two professors and lecturers hold master and/or doctoral degrees from international universities. MAPG lecturers continuously produce academic publications (i.e., books, journals, popular articles, monographs, and policy briefs) as part of their performance evaluation. The number of publications is required for the career promotion process. In MAPG, as of 2021, the total number of lecture publications in the last four years is 611 comprising 181 book chapters, 116 books, and 314 journal articles. The table below shows the percentage of publications of the lectures between 2018-2021.

**Table 14: Publication Percentage MAPG faculty**



The Department creates strategies to support lecturers' research by proposing output-based research in their activities. Two publications were or are being produced from research:

1. "Education, Conflict Histories and Social Cohesion- Building in Indonesia" based on collaborative research between the DPG and Leuven University, Belgium.
2. The research team on village governance is currently developing their collaborative publication in an international journal along with local and international universities from Australian National University and KITLV-Leiden University.

#### Pedagogical / didactical qualification of faculty

The principal pedagogical requirements for a lecturer in Indonesia are governed by the Law of the Republic of Indonesia No. 14 of 2005 on Teachers and Lecturers. Based on the regulation, there are two principal pedagogy requirements for a lecturer:

1. General pedagogical knowledge (principles and strategies of cross-curricular classroom management and organisation);
2. Pedagogical content knowledge (the knowledge integrating the content knowledge of a specific subject and the pedagogical knowledge for teaching the particular subject).

UGM holds an intensive teaching training, namely "Innovative Learning Ecosystem" (Ekosistem Pembelajaran Inovatif) by the Center for Academic Innovation and Studies (PIKA UGM). The training is conducted for a week and is compulsory for every UGM lecturer. During this training, the lecturers learn and practise various methods of teaching and classroom management. Moreover, as UGM strongly holds the integration of Tridharma Perguruan Tinggi (the three main duties of teaching, research, and social community service activities), the lecturers also integrate their theoretical knowledge and practical experience with the duties.

Besides that, "Training on Technology-Based Learning (SIA Simaster and Webex)" is also conducted by the Center for Academic Innovation and Studies (PIKA UGM), aiming to develop the lecturer's skills in the digital age. Similar training is also conducted at the faculty level (FISIPOL UGM) each semester.

Additionally, UGM also conducted "the University Pedagogical Training" in collaboration with Finland University, and this programme has been followed by 18 faculties and two schools in UGM.

According to the self-report (BCS p. 52, BPPM p. 42), the Bachelor programmes have been awarded an A in terms of the national accreditation held by the National Accreditation Agency and been certified by the ASEAN University Network under the ASEAN-QA scheme. The achievement is made possible by the pedagogical/didactical qualification of the faculty members, which are also annually developed and reviewed through a standardised annual internal quality assessment by the university. Among the schemes to those purposes are:

1. The recruitment process is managed in such a way that only qualified candidates with relevant and compatible pedagogical qualification get accepted.
2. An end-semester department meeting is held regularly to assess and get feedback from each faculty members on their needs for further facilitation/development. Among the decision made so far is the introduction of team teaching to enable cross learning, additional trainings for faculty members, and the agreement on specific area of competence for prospective faculty candidates.
3. All faculty members are provided the same opportunity to develop themselves through related trainings conducted by the faculty and university units such as big data and learning management trainings such as the use of the Learning Management System lectures, lecture platforms using Zoom, Webex and Google Classroom, and an interactive student assessment such as Quizz and Mentimeter.
4. All faculty members are specifically provided with research grant schemes to sharpen their areas of expertise and use research as one the learning bases (see <https://hibahriset.fisipol.ugm.ac.id>). This includes an independent scheme that is individually chosen but institutionally facilitated.
5. Each faculty members must present an individual semester-based report showing their academic (and social) performance through a Performance Report.

#### Practical (business) experience of faculty

According to lecturers' CV of **BCS**, most of BCS's lecturers have experience in working with diverse academic, corporation, government, and non-governmental institutions.

BCS's lecturers, overall, have practical experience related to their expertise based on practices of consulting, working as analysts and advisors for corporations, governmental and non-governmental organisations. For example, some BCS's lecturers are actively involved in the Ministry of Tourism and Creative Economy as consultant and founder of a digital media literacy community (Japelidi), senior research analyst in a media and regulation community (PR2 Media), president of Jogja-NETPAC Asian Film Festival (JAFF), and the head of communication science higher education association (ASPIKOM). The practical experience these lecturers have is shared through the lecturing and learning processes.

All **BPPM** faculty members engage directly, actively and extensively with government and government-related businesses through many consulting and applied policy and management works. This is part of the curriculum requiring research- based and experience-based teaching beyond normative theoretical and conceptual frameworks. BPPM endorses the faculty members to be involved indirectly in business exercises through community development such as waste management and sociopreneurship in some village projects.

BPPM faculty members are also active participants in the community service programme mandated by the University. They have to involve and supervise students in community empowerment and service programmes.

Most **MAPG** lecturers have years of experience in government and other academic institutions, such as international journals' boards or national and international think tank organisations.

#### Internal cooperation

Internal cooperation at university level is conducted in terms of teaching, publication, and community service activities. Lecturers serve as supervisor of the student group conducting community service and will collaborate in these tasks with other lecturers from various faculties at UGM.

At faculty level, internal cooperation is shown by annual research and community service grants that require collaboration among lecturers from different departments. Internal cooperation within the departments is conducted through team teaching, collaborative research, co-authorship in publication, and mentoring younger faculty members.

In **BSC's** team-teaching system, each course is taught by two to three lecturers. The division of tasks between BCS's lecturers is usually managed by several schemes such as teaching side by side in each session, alternating the session before and after the mid-term test or alternating the session based on the course topic.

In the teaching activities, some BSC's lecturers are invited to teach at other UGM faculties, for example, to teach a Public Speaking course at the Faculty of Business and Economics UGM, while others are also teaching several courses at some graduate programmes organised by UGM Graduate School. On the other hand, BCS also invites lecturers from other faculties, for example lecturers from the Faculty of Philosophy to teach Citizenship and Religious Studies courses.

To enhance internal cooperation, BCS also conducts an inter-courses collaboration. For example, in the last semester, Social Campaign and Content Production courses are collaborating on their project assignments. Students are required to create a social campaign strategy along with their content promotion to support the proposed cause. The strategic idea is assessed in Social Campaign class, while the social media content is assessed in Content Production class by using one project output. Moreover, BCS also regularly conducts general lectures inviting reputable experts to give lectures for some courses at once. In order to ensure institutional cooperation, BCS has a regular meeting to discuss the learning process every semester, including internal cooperation plans among lecturers and/or courses. In support of inclusive learning, lecturers of BCS also collaborate in producing learning videos uploaded to the department and faculty websites and social media platforms.

On UGM level, lecturers in BCS are involved at university studies centres such as the Centre for Southeast Asian Studies and Centre of Energy Studies, enabling them to collaborate with lecturers from all faculties at UGM.

Moreover, BCS's lecturers are also actively involved as adjunct researchers at faculty studies centres such as Youth Studies Centre (YouSure), Center for Digital Society (CfDS), and ASEAN

Studies Center (ASC), allowing them to collaborate with lecturers who worked for other departments at FISIPOL UGM.

Cooperation is an imperative way for **BPPM** to enhance its quality. Cooperation is conducted in learning, research and publication, and community services. BPPM has various courses conducted by team teaching or joint lectures by faculty members or with outside faculties. These activities give students chances to understand a course from different perspectives. Furthermore, the programme offers joint research and publication among/between lecturers and students, resulting in books and journal articles. Cooperation is also conducted in community services. Regular meetings involving all faculty members are held at least once a semester to enhance internal cooperation. This is to evaluate the conduct of the courses or curriculum and improve its further implementation. Additionally, the board of the Department also held regular monthly meetings to develop and evaluate internal cooperation schemes, which are then put into the programme budget plan.

The **MAPG** department develops its curriculum to facilitate internal collaboration between internal department lecturers, trans-department, as well as trans-faculty. At faculty level each year a research collaboration grant and community service are held, which requires collaboration with other work units at the faculty and university levels. Currently, the department develops collaboration with the Faculty of Geography, UGM, in doing research and community development on natural resources governance funded by NTNU, Norway. Lastly, collaboration with the university has been done through publishing and teaching affairs. The department has regular monthly meetings to discuss its institutional collaborations, including internal cooperation.

MAPG teaching staff also implements the team-teaching method where each subject is taught by at least lecturers. Every team can develop their own workflow, either by attending classes together or separate appearance based on the respective expertise.

#### Student support by the faculty

In the students' beginning year of attending campus, UGM has provided students with "The Successful Training of Learning for Freshmen (Pelatihan Pembelajaran Sukses bagi Mahasiswa Baru, PPSMB)", which aims to provide new students with provision to become prosperous learners during their study in higher education.

UGM is conducting training for first-year students to provide academic and non-academic provisions during students' study periods. The initiative is also implemented as well at the faculty level through PPSMB "Society" to help the first-year students with provision and adaptation to university life.

The Faculty of Social and Political Science also provides supporting grants for students for participation in conferences, research, or student competition at various levels.

In terms of supporting communication processes between students and lecturers, students can access and communicate to **BCS's** lecturers through various channels such as e-mail, telephone, instant messaging (personal WhatsApp and class group WhatsApp), as well as a direct appointment to arrange their meetings. BCS provides a WhatsApp group for each course conducted in a every semester; so BCS's students can interact with their fellow students and lecturers. These students can also reach the course convenors and study



programme management through personal WhatsApp. A dedicated study programme officer is available to support these students. This officer can be reached through the official study programme WhatsApp as a help desk. BCS also has a social media account that enables its students and the general public to interact with BCS interactively. Should the students have any concerns regarding academic and non-academic matters, they can contact directly to BCS media staff through BCS social media account at any time. Furthermore, BCS also assigned one lecturer to intensively supervise students in writing their undergraduate thesis and one to be an academic and non-academic advisor as well.

The faculty board of **BPPM** aims to develop an amicable and positive relationship with the student board as a bridge to serve students' needs better. BPPM provides support to students through WeCare platform as a BPPM help desk, via social media and tutors. Students can make appointments with the faculty members beyond office hours, given a consensual agreement.

**MAPG** provides support for students in academic through email, telephone, WhatsApp groups, and direct appointments to arrange a meeting with academic supervisors. In terms of thesis supervision, MAPG assigns a lecturer to supervise students based on their interests and expertise.

## Appraisal:

Even when their teaching assignments in other study programmes are taken into account, the structure and number of the faculty correspond to the programmes' requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and part-time (visiting) lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

The academic qualification of the faculty corresponds to the requirements and objectives of the study programme. UGM 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. The faculty's outstanding academic qualification is underlined by scientific publications. The panel would like to encourage faculty to also strive for more visibility in the global academic community, e.g. by increasing more scientific publications in internationally recognised platforms and media, by increasing memberships in global academic networks and by increasing participation in global conferences.

The pedagogical and didactical qualification of the faculties correspond to the requirements and objectives of the study programmes. The University verifies the qualifications of the faculty members by means of an established procedure. UGM ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for the further qualification (such as training for digital learning methods) of the faculty members are implemented. The panel would like to emphasise that this appraisal was not apparent from the written material but revealed during the assessment conference. The panel concluded that the faculty is committed to develop in future skilling, design thinking, innovative teaching, teaching excellence. With respect to the faculty's commitment and the programmes' distinct roles in Indonesia within their disciplines (see chapter 1.3), the panel suggests UGM to strive to become a role model

in Indonesian University landscape in terms of teaching, too, e.g. by consulting organisations and HEI´s in Germany, Austria and Scandinavia, but also to contact the Ministry to develop innovation in teaching (blueprint: STIL-Case<sup>34</sup>)

The practical experience of the faculties in all programmes correspond to the requirements of the programmes to integrate theory and practice. For the BCS programme, the panel states that practical experience is mainly described by conducting own projects and by a limited number of business partners, and their position is mainly described as “principal investigator”. For further recruitments in the BCS programme, the panel recommends UGM having a specific focus on faculty with specific practical experience, e.g. inside leading institutions for media production in South East Asia, in consulting projects or in advisory roles. The panel also suggests increasing offerings for existing faculty and curriculum, e.g. by implementing a guest lecture programme with practitioners, to create a board of industry experts, to implement practical terms for faculty, and to introduce compulsory or elective modules that integrate practical industry to meet the lack of practical experience.

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. In addition, projects and/or courses are conducted cooperatively.

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully. The faculty members are available for the students outside the specified office hours as well. The students are “fully content” with the support they receive. The panel would also like to emphasise that a special focus lies on the mental health of the students (see chapter 4.5).

		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

<sup>34</sup> <https://stiftung-hochschullehre.de/en>

## 4.2 Programme management

The organisational structure and management of UGM refers to the Indonesian Government's Regulation No. 67 Year 2013 about Universitas Gadjah Mada Statute. Based on this Statute, the UGM faculties are led by the Dean and assisted by three Deputy Deans. The Head of Study programme is the programme director who has the following duties<sup>35</sup>:

1. running the study programme based on the regulations;
2. running the learning processes based on the agreed curriculum;
3. conducting coordination and synergy;
4. conducting quality assurance.

These duties are assisted by the secretary of the study programme. The election of the head and the secretary are carried out through a democratic mechanism in the UGM's Education and Teaching Directorate (DPP) meeting.

In implementing the roles and functions of the director, all educational activities and student affairs is coordinated by the director of the respective programme and reports these activities to the Dean. Based on regulation from the faculty's management, the functioning of the leadership is divided in three modes of leadership namely operational leadership, organisational leadership and public leadership.

- a. Operational leadership: The Director and the Secretary together with the Dean formulates the visions and missions and socialises these vision and mission to all members of the academic community. The vision and mission are implemented through the domains of academia, research, community service, administration, finance, development of resources and student affairs.
- b. Organisational leadership. The undergraduate management programme understands the nature of work between units and maintains effective work between the units within the organisation.
- c. Public leadership: The undergraduate management programme is active in building collaboration, which becomes reference for the public. The programme management also strengthens collaboration between alumni and external parties.

With respect to the duties, the programme director holds regular meetings with the academic and financial staff on a monthly basis. These meetings are usually held to discuss the following agenda:

- a. Constructing work plan for the study programme;
- b. Study programme management;
- c. Updating current works of staffs;
- d. Evaluating class and student performance;
- e. Identifying the needs or necessities of lecturers and staff which may lead to formulating SOPs;
- f. Preparing for exams;

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<sup>35</sup> based on the Rector Decree No.6569/UN1.P/SET-R/OT/2020 on The Nomination of Candidates for Head and Secretary of the Department/Study programme and Rector Decree No.809/P/SK/HT/2015 on Organisation Structure and Governance Faculty in the Universitas Gajah Mada

g. Preparing student admissions.

Coordination between programme directors and the lecturers is conducted directly and indirectly, via meetings of the programme directors with the heads of departments. These meeting results are shared to the lecturers by the head of departments. The student's union conducts critiques, appreciation, and feedback about the learning processes, and they express those in a forum between them and faculty management (representative from the dean office and the programme director). Besides, the study programmes also obtain feedback from quality assurance units and external assessors.

At faculty level, the dean and vice dean of FISIPOL UGM manage the internal and external dimensions, such as academic staff, administrative staff, students, alumni, and its network.

Administratively, FISIPOL is supported by 309 lecturers and administrative staff. The administrative staff is divided into two divisions, namely the academic staff and student affairs as well as the finance and human resources affairs. In implementing its tasks and duties, FISIPOL coordinates with DPG and MAPG continuously.

The first division manages the lecturing process, arranges class schedules and organises midterm and final semester exams, coordinates with lecturers regarding course grades and facilitates students in taking care of final assignments. The second division deals with matters related to students while they follow the learning process starting from registration, campus orientation, student exchanges, competitions, conferences, and graduation. To increase work performance, FISIPOL manages the job promotion of these administrative staff based on periodic evaluations and provides opportunities for administrative staff to develop their competencies.

**BCS** is managed under the management of the Department of Communication Science and FISIPOL UGM. Therefore, the head and secretary of BCS must manage the study programme following the department and faculty vision and mission. Currently, BCS has two programmes offered to the students, namely the BCS regular study programme and IUP. Regarding human resource management, BCS also works hand in hand with other study programmes in the Department of Communication Science (the graduate study programme) to manage allocation and collaboration among study programmes under the department.

In order to support the administrative aspect of the study programme, the head and secretary of BCS are supported by administrative staff. Currently, BCS has four administrative staff working exclusively to support the administration matters to the students and lecturers of BCS: (two supporting the learning process of the BCS regular programme, one to support IUP learning process, and one for IUP's international partnership). Besides that, BCS also has one administrative staff to support the programme's quality assurance, one administrative staff to support financial administration, and one administrative staff to support research matters. Moreover, the students and lecturers of BCS are also supported by six laboratory assistants who are ready to support technical matters.

In order to provide excellent service towards the staff and students, BCS offers online and offline support. Currently, BCS has an official WhatsApp number that lecturers and students can use to get assistance for administrative needs. Besides that, BCS administrative support can also be reached through email, social media, and the One Stop Service (OSS) portal.

Moreover, BCS also offers an offline help desk where students and staff can do one-to-one counselling.

In terms of financial support, BCS has allocated a budget to support students' activities, such as conferences, events, research grants, and recognition incentives for awards. In order to facilitate student skill development, BCS also actively encourage its students to develop their soft and hard skills through BCS laboratory. This enables BCS's students to have the experience hands-on with communication equipment such as camera, and facilitate them with several studios such as photography studio, audiovisual and radio production studio, multimedia studio, and green screen studio. Moreover, BCS also actively facilitates its students in research and publication activities through Digital Media and Communication Research Center (DECODE), where students are involved in the current lecturers' research activities as research assistants.

BCS, along with the faculty and university, always encourage professional development for all their staff, including the administrative staff. At this moment, the educational background of BCS staff consists of graduates with diploma, bachelor, and master's degrees. In addition to their professional development, BCS, along with the faculty and university conduct several training sessions to enhance their skills, such as training on managing sexual violence issues at the university, public speaking skills, and complaint handling management.

In **BPPM**, each layer of the structure is supported by an administrative staff responsible for running the daily administration of the whole programme. They do so by implementing what has been decided collectively by the department head and the study programme directors. At the department level, there is an executive secretary responsible for general administration and external relations. The administration of the study programmes is supported by administrative officers, one for the regular programme and one for the international programme (IUP). They are responsible for administering teaching and various student services. As the international programme mandates international exposure, BPPM has one special officer for administering the student's exchange programme responsible for developing and maintaining international collaboration and facilitating students to join the programme . Moreover, BPPM has one officer for conducting a particular MBKM programme and several other supporting staff responsible for IT maintenance, academic innovation, and financial administration.

In **MAPG**, the head and the secretary of the Department have several tasks and duties to manage interrelation among the study programmes (undergraduate, master, doctoral programme). The total staff for managerial, administrative, and financial matters in MAPG are nine persons.

The Department also manages the human resources aspects in these three study programmes as well as it manages collaborates with other institutions administratively.

## Appraisal:

The programme directors coordinate the activities of everyone involved in the programmes and ensure that the programmes run smoothly.

Faculty members and students are supported by the administration in the organisation of the study programme. Sufficient administrative staff is available. Furthermore, the administrative staff acts as a service provider for students and faculty. 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 University offers the administrative staff opportunities for continuous professional development. During the assessment conference, the panel was impressed by the commitment of the administrative staff and their desire to even more contribute to the development of the programmes. The panel supports their demand and recommends building additional capacities in programme development by also training the administrative staff in relevant skills to help grow the programmes. Administrative staff in this context suggested training in skills like English, marketing knowledge and public speaking skills.

		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

All programmes welcome cooperation and partnership opportunities with various higher education institutions and others. The scheme of cooperation proposal can be proposed directly to the department or indirectly via the faculty (FISIPOL). Moreover, the faculty distributes authority evenly for each department to expand networks.

On faculty level, there are numerous cooperations with HEIs and other academic institutions on national and to international levels, covering education, research, and student creativity activities.

At faculty level, an integrated e-money system with Bank Mandiri, one of the state-owned company banks, is available so that students and canteen tenants on the campus may have cashless transactions for easier access to the payment. Furthermore, FISIPOL has a cooperation with Bank Rakyat Indonesia (BRI-Bank of Indonesian People) to build a learning space (BRI Works) and Telkomsel (a state-owned telecommunication company) to develop a Big Data laboratory which supports the lecturers’ and students’ research.

Additionally, the faculty holds seminars and public lectures for all departments based on the research collaboration on women's issues with the University of Melbourne, Australia.

On department and programme level, cooperation with other institutions and universities is part of BCS’s strategic plan. This initiative aligns with the faculty programmes to conduct partnerships with academic and business entities. Currently, BCS has various cooperation with other universities at national and international levels, mostly covering student exchange

(Thailand, Japan, Malaysia, United Kingdom, Sweden, the Netherlands, Belgium, Greece, South Korea, Taiwan, Singapore, Norway and Australia), but also lecturer exchange, joint seminars and research (Malaysia, Thailand). The cooperations are documented via Memorandum of Agreement documents signed by the dean.

To promote the cooperation activities in the student exchange programme, BCS conducts regular meetings with students and parents to promote available programmes for international exposure. BCS also publishes an exposure booklet informing students about available university partners and all requirements to apply for the exchange programme.

Regarding the implementation of the cooperation, BCS regularly conducts cooperation in terms of student exchange, lecturer exchange, and joint courses. Sophomore students will undergo student exchange for one semester at the partner university. Besides that, the exchange scheme is also conducted by exchanging lecturers and conducting joint courses (see chapter 3.4).

BCS also supports the lecturers and students participating in numerous national and international academic forums such as conferences and seminars. The initiative is believed to be able to expand BCS' academic network as well as the lecturers' and students' skills. BCS actively collaborates with academic associations at the national and international levels, such as Higher Education Association in Communication Science (ASPIKOM), Indonesia Communication Bachelor Association (ISKI), Asian Media Information and Communication Center (AMIC), and International Communication Association (ICA). BCS even became a strategic partner for AMIC as the host of the 22nd AMIC Conference. At last, the cooperation between BCS and partner universities is monitored and evaluated periodically. The process is conducted at the end of the semester year to check on the output and performance as the basis to continue or revise the cooperation scheme.

BCS, Department of Communication Science, and FISIPOL UGM have numerous partnership programmes with government institutions, non-government organisations, and business enterprises. BCS conducts cooperation with government institutions by focusing on social empowerment and capacity building. For example, in 2020, BCS lecturers and students conducted a community service project at Pentingsari Village, Sleman, to assist local communities to enhance their digital marketing communication skill.

Second, the cooperation between BCS and non-government organisations is also conducted in many forms. In 2018, BCS collaborated with UNESCO to conduct community support towards MSME (micro-, small- and medium-sized enterprises) in Yogyakarta and Central Java through the Branding Bahagia programme. The cooperation involved sophomore and junior students to support the MSME doing their marketing communication activities.

BCS and the Department of Communication Science also actively initiated a non-profit community focused on advocating digital literacy issues in Indonesia, namely Japelidi. This movement is aligned with the department's vision to craft a well-informed society as it becomes the foundation of many courses at BCS.

BCS, along with the department and the faculty, also collaborates with numerous multinational, national, and local business enterprises to provide a better study experience. For example, BCS regularly collaborates with multinational and local advertising agencies, which help students to understand the practical aspect of advertising as part of the BCS

curriculum. Since 2017s BCS has been collaborating with UM, a multinational advertising agency, by inviting UM executives to Advertising Media Planning Class as guest lecturers who also give final projects to students. The final project requires students to create a strategic advertising campaign from a real brief which later will be presented to the lecturers, UM, and their actual client. Besides that, in 2021s, BCS also implemented the MBKM curriculum by partnering with Dentsu Indonesia and PT. Ajinomoto Indonesia by sending students to do internships with a scheme of product development pitching. BCS and the Department of Communication Science also partnered with research consultant agencies, with several media companies such as IDN Times, which is very beneficial to the development of journalism studies. BCS and the Department of Communication also have long-term partnerships with oil and gas companies such as ExxonMobil, Cepu and PT. Badak NGL.

BCS, along with the Department of Communication Science and FISIPOL, regularly monitor and evaluate through the partnership. The evaluation mostly targets efforts to intensify and expand the scope of the partnership.

**BPPM** has actively developed various cooperation frameworks with different institutions at the national and global levels, all to serve the three primary missions of the university: education, research and publication and community service. BPPM has a cooperation with all public administration departments throughout Indonesia by joining and currently chairing the Indonesian Association of Public Administration (IAPA), a professional association of all Public Administration, Public Policy and Public Management study programmes throughout Indonesia. At regional level, BPPM has cooperation with other HEIs in ASEAN through the Eastern Regional Organisation for Public Administration (EROPA), the ASEAN Association of Public Administration (AAPA) and especially with the Korean Association of Public Administration (KAPA) and the Philippine Society for Public Administration (PSPA). Globally, BPPM has access to UGM of FISIPOL collaboration frameworks with HEIs in the Netherlands, the Philippines, United Kingdom, Spain, South Korea, USA, Norway, and Australia. The cooperation have contributed to the development of the programme and benefited the students, such as through scholarship offers and student exposure or study abroad programmes. Concerning international exposure, BPPM designed the cooperation conditions with the BPPM partner. The cooperation has a formative impact on the way BPPM develops its curriculum (i.e. by following similar/same standards).

These networks and collaborations have benefitted the programme by (1) broadening BPPM faculty's horizon through joint teaching and conference (see also chapter 3.4); (2) enriching BPPM's perspective in developing and improving the overall curriculum design; (3) presenting students with more opportunity for comparative learning, primarily through student exchange programmes; and (4) serving as a tool for declaring institutional and individual international reputation.

Collaboration with business enterprises (e.g. Lazada Indonesia, Unilever, and Bukalapak) are actively developed to facilitate students' access to internships and to enrol for jobs. The collaborations benefit students by gaining practical knowledge and developing valuable skills for their future careers.

At department level, **MAPG** has established partnerships with universities, government and international organisations, NGOs, research institutions and international associations,



public and private sectors. Furthermore, DPG and MAPG consistently provide financial and substantive support for their staff to participate in national and international academic forums. DPG has joined 52 cooperative projects in the last 14 years both at national and international levels, consisting of eight projects in academic areas; 36 projects in research activities; and eight programmes in community development. International academic and research co-operations include co-operations with institutions in the Netherlands, Australia, Sri Lanka, Norway, France, Sweden, Denmark and Belgium. UGM co-operates with the University of Oslo (Norway) and the University of Colombo (Sri Lanka) in publishing an international journal called “PCD Journal” (Power, Conflict, and Democracy journal). Students can also submit their work and thesis in the PCD Journal.

The collaborative works with the University of Oslo have provided the NOMA master scholarship for completing MA study in the MAPG but also allowed to take some courses in one semester in Department of Politics at the University of Oslo. The cooperation with NTNU also gives a full scholarship for students to attend a one-semester study in Norway specialising in the study of resource governance.

MAPG, DPG, and FISIPOL have various programmes with organisations, government institutions both at the national and local level, and business enterprises. Collaborations with. For example, MAPG and DPG have collaborated with the General Elections Commission of Indonesia (KPU) for over five years in curriculum development and job market adjustment in the field of the general election. MAPG has created an Electoral Governance concentration (Elective 3, see chapter 3.1), where students are KPU employees and receive full scholarships to pursue their master's degree. This cooperation also strengthened the initialisation of the Electoral Governance concentration (“Elective” in curriculum overview, see chapter 3.1). MAPG and DPG also develop cooperation with village governments in community service programmes, for example by assisting the village government of Sendangsari, Kulon Progo, in 2019 to elect its village secretary.

Collaborations with non-government organisations include for instance an international collaboration with the Natural Resource Governance Institute (NRGI) since 2013 to establish an Asia-pacific Knowledge Hub on the governance of Extractive Industries providing research and training for NGOs working in extractive industry issues. Results of the cooperation were also integrated into the curriculum to initiate the concentration on natural resource governance. Moreover, under the Citizen Engagement and Resource Education (CitRes-Edu) project, MAPG manages to maintain cooperation with local NGOs which enables students to conduct field studies in related places, such as the traditional oil mining in Wonocolo.

Collaborations with business enterprises include a collaboration with Triputra, one of the architecture companies in Yogyakarta, in designing and developing a learning studio for producing MOOC (Massive Open Online Courses) materials, webinars or public lectures, and any kind of MAPG programme information update to be published through social media.

## Appraisal:

Cooperation with HEIs, other academic institutions and networks are aligned with the strategy of the study programmes and actively promoted. Such cooperation has a formative impact on the curricular contents and on the profile of the graduates. By means of specific

measures (e.g. student and staff exchange, mutual sharing of course materials, and the joint offer of additional electives), they significantly contribute to the development of qualifications and skills.

The scope and nature of cooperation with business enterprises and other institutions relevant to the programmes 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 programmes. All such activities contribute to the development of the students' qualification and skills. For further development of cooperation with enterprises and organisations in the BCS programme, see also recommendation in chapter 4.1.

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

## 4.4 Facilities and equipment

In the Faculty of Social and Political Sciences, there are 42 classrooms in various sizes with seating capacities up to 90 people. The faculty also has lecture halls and course rooms equipped with permanent learning equipment (computer, sound system, projector, screen/LCD TV, fingerprint machine, 360-degree camera, and board) and fast internet connection. All classrooms are equipped with AC and can be functioned for multimedia purposes (including movie screening, distance learning, and video conference). The classrooms' set up is flexible; this quality allows lecturers and students to rearrange desks and chairs to suit their various learning methods. For special needs, such as public lectures and seminars, the faculty also provides auditorium and seminar rooms with seating capacities up to 300 people. In addition, all buildings are equipped with disabled-friendly facilities, such as elevators, accessible toilets and wheelchair-accessible ramps. In 2019, the Big Data Analytics Laboratory was built as an interdisciplinary research laboratory focusing on the use of data technology in social science. The laboratory facilitates the various needs of students, both in terms of deepening their understanding of social data science or the need for final project research. BCS and FISIPOL UGM also have a Communication Laboratory that can be used to support teaching and learning activities. The laboratory has complete multimedia equipment and consists of four studios, including a photography studio, an audio-visual and radio production studio, a multimedia studio, and a green screen studio.

All study programmes use SIMASTER and eLOK for the official Learning Management Systems (LMS) for the UGM academic community with Single Sign On service to access various

information systems. In the SIMASTER account, several menus convey academic information in the current semester and the previous semester, including e-learning with syllabus, materials, lecture announcements, study plans, assignments, study results and exams. There is also information on final project consultation, guidance schedule and test schedule as well as information on community service and research available.

The Faculty has expanded its safety and health programme by establishing “Fisipol Health Programme” or known as “Health Promoting University (HPU)”. It covers various programmes, such as wellness development centre, providing psychological clinic for both its students and its staff, and the Fisipol Crisis Center which is responsible to handle any sexual harassment affairs and its victims. For the latter, the Faculty offers a 24 hours hotline to prevent and respond to sudden unwanted events.

UGM has a hotline service in IT to support the teaching and study processes. The hotline covers various facilities, e.g. the internet infrastructure and e-library. The list of the hotline numbers, manual and troubleshooting of the digital facilities are available on the website.

### Access to literature

Access to literature for students and members of the academic community can be accessed from the UGM Central Library and the Faculty’s Library. The UGM Central Library provides numerous collections both in print and digital form. For the collection of teaching material in the library, lecturers and students are allowed to propose books and international journals to be provided by the library. Lecturers and students can access teaching materials through the electronic library, an online book loan application. In addition, the library provides services to the students and the academic community comprised of Circulation Services (Borrowing Books) as well as providing access to periodical references, final assignments, undergraduate thesis, thesis and dissertation and scientific articles. What is more, students can communicate directly to librarians to assist them with the references needed for their research and study.

UGM’s Head of Library interprets her role as a service provider for faculty and students. After graduation, alumni maintain the possibility to use the library.

Thousands of e-books, e-journal, e-proceeding, e-theses and other digital formats of any documents are available online in the digital library. Lecturers and students have access to the library online database through the website of UGM library or the websites of the faculty libraries. The students have free access to more than 60 e-journal and e-book providers including:

- SpringerLink
- EBSCO
- WILEY
- JSTOR
- Proquest
- Taylor & Francis
- Sage Open
- Power, Conflict and Democracy Journal of UGM

- Journal PolGov

The UGM Library also provides further facilities to users like:

- Wifi / Hotspot Area in all areas of the library
- Study room for independent and group study
- Discussion room
- Seminar room
- Reading Cafe
- Computer to access catalogue, Internet, Electronic Thesis and Dissertation, and for working on assignments (100 computers are available)
- Learning garden

The opening hour during the pandemic is limited and divided into two sessions with maximum 20 students each. However online access to digital libraries is available 24/7. The library consists of a book collection room, reading room and individual and group reading rooms. The library is open every Monday – Friday (07.00 AM – 08.00 PM) and Saturday (07.00 AM – 1.00 PM). The digital library can be accessed using the University network or outside University network that requires single sign on. Furthermore, the digital library provided by the University is integrated and all students from all faculties can access all literature, thus supporting interdisciplinary learning.

FISIPOL also has a digital library called Digilib which focuses on digital collections such as e-books, e-journals, electronic theses and dissertations. Students can access the digital library from their home at any time. Should the requested books not be available in digital format, the library staff will send the hard copy via shipping delivery. Furthermore, the library staff is also available to advise students and lecturers who need assistance in accessing the collection. The faculty library offers plagiarism checks. The librarians at FISIPOL libraries hold bachelor’s degrees in library science to match their qualifications with the requirements.

Access to the following software is offered to the students for academic purposes:

**Table 15: Software for data analysis**

No	Software
1	SPSS versi 22 – Program Analisis Data (Lisensi UGM)
2	AMOS versi 22 – Analisis Moment Structure (Lisensi UGM)
3	BILOG-MG - Program Analisis Item Response Theory
4	MULTILOG – Program Analisis Item Response Theory
5	Winsteps 4 (Rasch Modeling)
6	Iteman
7	Itap
8	Rascal
9	Xcalibre
10	DFIT
11	Parscale
12	Scoreall

At the Department of Communication Science level, access to literature is facilitated by DECODE<sup>36</sup> by providing free open access to its publications, including books and research

<sup>36</sup> <https://dikom.fisipol.ugm.ac.id/unit-pendukung/decode/> (last call August 30, 2023)

reports. Besides that, students can also access the Department of Communication Science journal, *Jurnal Media dan Komunikasi Indonesia (JMKI)*<sup>37</sup>.

## Appraisal:

According to the panel, the quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programme, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. The teaching rooms and labs are equipped with state-of-the-art technology. For special contents of the curriculum (e.g. producing podcasts or virtual elements etc.), UGM possesses appropriate rooms which possess the specific technical components needed. The panel suggests to also acquire a movie camera<sup>38</sup>.

) to support professional media and video production. Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms are available for students' learning sessions, also during online lectures. Students are supported by the digital learning management system SIMASTER of the University. The panel welcomes that the students and lecturers were all satisfied with the facilities and the learning environment provided.

The teaching rooms and labs are equipped with state-of-the-art technology.

The library is accessible during most of the day and considers students' needs (Monday – Friday: 7 am – 8 pm and Saturday: 7 am – 1 pm). There is a main library at University level and a faculty library. These libraries provide access to a wide range of physical literature and journals as well as to digital media (e.g. electronic media, databases, e-journals, e-books, and archives). This literature is also available from the students' home or anywhere at campus via a remote access. The literature expressly required for the study programmes is available in the library and kept up to date. Moreover, there is qualified library staff to advise students in their literature research. The panel highlights the commitment of UGM's Head of Library which works as a service provider for faculty and students. The library ensures continuous updating of literature and easy access to students. The panel also highlights the fact that even graduates are still entitled to have access to the library and the faculty library offers plagiarism checks.

		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				

<sup>37</sup> <https://jurnal.ugm.ac.id/jmki> (last call August 30, 2023)

<sup>38</sup> not necessarily the latest model, but with changeable optic (some optic alternatives, too), mountable on a gimbal and tripod.

## 4.5 Additional services

The University provides a variety of supports intended to prepare students and recent graduates to determine their future career path and enter the job market. Through an integrated system called UGM Career, the University is committed to providing up-to-date information concerning job opportunities that can be accessed through its website and social media accounts. Moreover, UGM Career also regularly holds career preparation events delivered by experts and experienced practitioners in leading companies in the country, with topics ranging from tips building a career in certain fields, writing resumes and cover letters to career-related consultation. Furthermore, UGM Career also organises annual career fair events, which invites numerous companies and organisations to offer job vacancies for the UGM graduates. In addition, through the UGM Career Platform, students and alumni have access to information about career opportunities, since students can check job and internship vacancies, and participate in events like Company Talk and Campus Hiring.

On faculty level, the supporting programme to enhance the skills and competencies of the students of the three programmes is conducted by CDC (Career Development Centre). The CDC's main objectives are strengthening students' skill and capacity as well as providing professional career counselling performed by certified psychologists on career, academic and personal issues, internships and job vacancies. The CDC regularly organises events, workshops, and classes to help students improve their hard skills and soft skills. There are scholarship talks and discussion, various classes such as TOEFL and IELTS preparation classes, foreign language classes, public speaking classes. Leadership training, digital media and big data analytics classes. In addition to that, The CDC often organises joint events together with companies, public institutions and NGOs and at a time provides internship and job vacancies to students and alumni.

Moreover, CDC has an annual survey to see whether their activities meet the students' needs or not. The result of this annual survey helps the faculty to improve their performance i.e., the result helps the faculty to figure out what kind of vacancy they prefer. The faculty also considers experiences from other faculties and universities, including from the international universities in developing the CDC unit. In addition, based on the latest exit survey report, graduates assess the programme management as lacking in terms of career development. Based on these results, programme management plans regular activities for discussions with alumni in the process of career development.

The Young Professional Training and Development Programme is a non-credit and competency-based scheme open for all students. Undertaken by the Center for Policy and Development (PolDev), students may join monthly sessions with different topics for free. Through the programme, students are trained with the use of IT technology, mastery of soft skills such as effective communication or public speaking, IT-based tools (e.g. google trends, excel) for research and decision making.

There are several varieties of student extracurricular activities, such as sports, arts, spirituality, journalism, environment, student councils, debate clubs, research clubs, and so on.

**BPPM** Students can take part in extracurricular activities at study programme level through activities carried out by GAMAPI. Beyond this, the programme also upholds a regular student association meeting (GAMAPI) at least once a semester.

Alumni engagement activities have been continuously implemented at the university, faculty, and department level. At university level, UGM has a large-scale alumni organisation known as KAGAMA. KAGAMA also has divisions and subdivisions that work on annual programmes such as alumni gatherings, classes, workshops, sports programmes, and business incubation for UGM alumni who plan to start or develop their own businesses.

At faculty level, FISIPOL has KAFISPOLGAMA. KAFISPOLGAMA also regularly organises activities for students and alumni, for example talk shows by alumni from their respective fields to the students in an event called iTalk. KAFISPOLGAMA also organises alumni gatherings and organises fundraising events for students who were and are highly affected by the pandemic. The assessment of alumni activities also emphasises alumni engagement in supporting the study programme. In order to conduct alumni engagement activities, FISIPOL has two dedicated staff managing alumni relations activities such as tracer study and alumni user satisfaction.

At department level, **BCS** has an alumni association, namely Publikongama. Publikongama actively initiates many activities, such as alumni gatherings and scholarships for BCS students affected by the pandemic. Moreover, Publikongama also regularly supports BCS by providing notable alumni in their respective fields to be guest lecturers for BCS courses every semester. Publikongama also financially supports less fortunate students through scholarships.

On department level, the **MAPG** programme has an alumni organisation called DEPOLPE. DEPOLPE members pursuing careers in the government and non-government sector may serve as guest lecturers in the MAPG.

At the department level, the students are also actively involved in a student body organisation, namely “Communication Students Corp” (Korps Mahasiswa Komunikasi, KOMAKO), which creates many events and activities. Students can also participate in activity units that are relevant to the required skills in the communication field, such as Photography Club (Publisia Photo Club, PPC), Movie Club (Kine Club), Advertising Club (DeAdline), Public Relations Club (PRemiere), and Podcast Club (BASKOM). Several supporting units are also provided by the Faculty, such as Fisipol UGM Creative Hub (CHub), Career Development Center (CDC), and the Global Engagement Office (GEO). Fisipol CHub facilitates students to develop their sociopreneurship spirit by combining a transdisciplinary approach to solve social problems. Meanwhile, the CDC is conducting the role to prepare and provide information for students in terms of their career preparation. Moreover, the unit also provides mental health support for students by assisting them through psychological guidance and counselling by the faculty’s psychologist. The GEO has the role of facilitating and developing international networks for the faculty, department, study programme, lecturers, and students. Furthermore, the convenient health system at the Faculty is also supported by the faculty through the Wellness Centre unit in order to support the University’s commitment to Health Promoting University for the academic community at UGM. In the

Wellness Center, students and all faculty members can check their physical state as well as access mental health assistance provided by the faculty's psychologist.

Moreover, UGM also provides various grants and activity units to develop students' soft and hard skills during their studies. The activity unit (Unit Kegiatan Mahasiswa, UKM) is available such as art, sport, choir, religious, English debate, and organisational bodies such as student senate and executive body. The newly formed organisation in UGM is also initiated by students, namely UGM Buddy aiming to help incoming international students to adapt to UGM's academic and non-academic life, and International Student Association (ISA) to help international students stay connected during the pandemic. UGM also provides health support for students through Gadjah Mada Medical Center (GMC). GMC provides basic health care, consultancy, medicine, inpatient, and gym for students and staff. The students can access healthcare facilities during their study period for free. Should the students be referred to be hospitalised, GMC provides financial support for as much as 75 % of the total billings in UGM Academic Hospital (Rumah Sakit Akademik UGM). In terms of pandemic conditions, UGM also facilitates the Covid-19 vaccine for all students.

In order to create a conducive learning environment, FISIPOL UGM has varied academic and non-academic activity units for students in terms of sport-based (Fisipol Sports Forum (FOF), Fisipol Bicycling (Fisipit), art-based (Fisipol Music Forum (FMF), and study interest-based (ASEAN Studies Center, Center for Digital Society, Youth Studies Center). The faculty also facilitates students to gain scientific exposure by providing student research grants and facilitating them to participate in competitions as well as conferences at the local, national, and international levels through Research, Publication, and Research Unit (UPPPM).

As part of its development, the Faculty launched its Health System and Infrastructure for the whole academic community in 2019. One of the facilities is a day-care unit, which was launched in early 2022 so that the staff can leave their children while they are working at the office.

## Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability, e.g., with career counselling, workshops and application trainings. In addition, career counselling and placement services are offered to the students and graduates on an individual basis. Such activities are planned on a long-term basis, performed regularly and are actively marketed. Sufficient staff is available for this purpose. Students have access to the UGM corporate network. UGM brings its graduates in contact with representatives from business enterprises at regular basis.

An alumni organisation has been set up with the aim of developing an alumni network from the University and from each faculty. Alumni activities are planned on a long-term basis and performed regularly. Sufficient staff and resources are available for this purpose. The panel points out that alumni information about assessing and evolving the programmes is available, but the influence of alumni feedback was not clear to the panel (see chapter 5).

In order to further promote graduates' visibility in the job market, the panel suggests to provide lists of graduates per programme on platforms and networks like LinkedIn.



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

## 4.6 Financing of the study programme (Asterisk Criterion)

The financial system is centralised at University level. UGM has been declared as state University having the status of a public legal entity and therefore autonomy.

The income for all three study programmes is generated by three sources:

1. Government fund – in the form of funding assistance which includes grant, subsidy, and collaborations fund such as research, publication, and community services funds.
2. Public fund – comes from the public, especially from student tuition fees.
3. Cooperation fund – from collaborations activities with partners.

The Government allocates operational support to fund operational costs from academic activities for the faculty annually. This fund may only be utilised to finance operational costs for instance purchase of stationery and procurement of facilities. The faculty members are civil servants and non-civil servant staff. The government pays civil servant's salaries.

What is more, the University implements Single Tuition Fee (Uang Kuliah Tunggal) paid every semester. There will be no other charges for specific academic activity such as community service or thesis defense. For the undergraduate students, the University applies a tuition fee classification based on the economic ability of the students.

The faculties also receive income from cooperation activity with partners. In every cooperation activity, partners will be charged several percentages of institutional fee from the overall value. The variation of income sources and good financial management allows the sustainability of academic activity.

The management fund of the study programmes is based on the Annual Budget Work Plan (Rencana Kegiatan Anggaran Tahunan – RKAT), which resonates with the short and long mission of the programmes. RKAT consists of detailed activities, budget and source of financing the academic and students' affairs. The RKAT is an integrated document, which represents the interest and participation of both the programmes and the respective faculty. It is based on the strategic and operational activities of the faculty, which resonate with its vision and mission. Evaluation and monitoring meetings are held annually as part of the report department.

## Appraisal:

**All three study programmes** are 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

The Law No. 12 of 2012 on Higher Education stipulated systematic procedures of quality assurance that should be adopted and carried out by all Higher Education Institutions in Indonesia. Under that regulation, UGM established Regulation of Board of Trustees (MWA) No. 4 Year 2014 on Organisations and Governance of Universitas Gadjah Mada.

Elements of quality assurance include quality planning, implementation, evaluation, and improvement. Both internal and external quality assurance is implemented to assess the quality of teaching and learning processes. Besides achieving quality assurance, internal quality assurance also aims to prepare for external quality assurance assessment. At the UGM level, AMI (Audit Mutu Internal or Internal Audit Quality) is a systematic and independent internal quality assurance. The assessment is carried out on a yearly basis to assess each department's quality of teaching and learning system. UGM's Policy on Quality Assurance serves as a guideline for procedures and mechanisms for internal quality assurance. At the faculty level, there is also a unit dedicated to quality assurance whose tasks are in line with the University's mission of establishing higher education quality teaching and learning.

The governance of curriculum evaluation is managed in accordance with the dean's decree of the Faculty of Social and Political Science (FISIPOL) Universitas Gadjah Mada (UGM) regarding the Bachelor Programme Academic Guidelines at FISIPOL UGM. The curricula are reviewed by an internal department team and external stakeholders every five years. Lectures are requested to update course materials by considering contemporary issues related with the courses. Before being implemented, the curriculum draft must go through a discussion and evaluation at the department decision-making forum involving all academic and administrative staff. Accreditation processes, stakeholders evaluations, as well as curriculum revisions, are well documented in reports, minutes of meetings and also certificates. All documents can be accessed by the academic and administrative staff. General data insights of quality evaluation, as well as accreditation certificates, are available to access by external stakeholders.

However, if necessary, slight revisions and adjustments can be performed to make the curriculum relevant to the intended learning outcomes. The departments conduct a meeting or workshop with all the teaching staff before the semester starts to discuss the upcoming issues and trends related to the communications phenomenon, teaching method and content deliveries for the forthcoming semesters. The Quality Assurance Unit evaluates each study programme at the faculty level annually.

Students participate in the quality assurance process at faculty level through the Faculty Student Activity Unit and the Student Council. In addition, students can also participate in the activities of the Student Activity Unit at university level.

The involvement of both internal (students, lecturers) and external stakeholders (alumni, users/ professional associations) is pivotal in designing the curriculum and enabling teaching and learning innovation. The feedback from internal stakeholders is mainly obtained from course evaluations conducted at the end of every semester.

Students' feedback is collected each semester at faculty level by conducting surveys for students. This evaluation focuses on three critical aspects of the teaching and learning

process: the relevance of the course material, the quality of course delivery, and the academic staff's competence and performance. The students are required to complete the questionnaire, namely Lecturer Evaluation by the Students (EDoM) at Simaster, for each course they took. The system has been designed in such a way that courses scores will not be displayed on the website if students have not filled out these evaluation questionnaires. The results of the evaluation will be then submitted to the departments, study programmes, and lecturers for improvements. The result of QA process from student feedback is automatically connected and showed in each faculty member's SIMASTER account. The results of student feedback are also considered to decide the next teaching plotting in the programmes' annual meetings.

Evaluation is carried out on a monthly basis through Faculty Work Meetings (RKF). RKF invites all six departments of the faculty to join the meeting. The meeting discusses various issues related to learning and teaching activities, student issues, research and cooperation, financial and human resources matters, and other ongoing issues needed to be addressed. The EDoM evaluation result is also discussed in this forum and evaluated by meeting participants, which later will be considered for faculty policy formulation. Minutes of meetings of RKF are delivered to all departments. Thus, every evaluation discussion is archived and accessible to all faculty members. RKF evaluations are used by BCS to review the curriculum and lecturers' performance. Upon quality and performance review, curriculum modification and lecturers' quality improvement programme will be put into action if deemed necessary.

Exit surveys for the graduates are conducted in each graduation period on faculty level (four times a year). This survey aims to find out the study experience of the students, their perception and satisfaction with teaching and learning quality, challenges faced during the study period, academic and non-academic support provided by the faculty and the department, as well as career readiness of the graduates. The report of the exit survey is communicated to the departments and used by the department to discuss the needed improvements further.

To improve the qualifications of faculty members, the University has an established procedure to evaluate them. Each semester, all members have to submit their performance reports, including teaching, research and publication, and community service achievements.

Evaluations by the alumni and employers are conducted each year through tracer studies. Tracer studies conducted by the faculty aim to track the graduates as well as alumni two years post-graduation. The evaluation covers various dimensions, including course material, curriculum design, teaching methods, lecturer competencies, faculty infrastructures and waiting period before getting the first job.

Tracer studies for users and employers include instruments consist of ethical aspects, expertise in the field of studies, foreign language skills, IT usage skills, communication skills, teamwork, and self- development. The results of the tracer studies are presented in the Tracer Study Report that is submitted to each department in FISIPOL.

The feedback from external stakeholders is primarily gathered through surveys, interviews and focus group discussions and used in the annual evaluation as well as in the curriculum review every five years. Another more informal involvement of external stakeholders to

improve the programme is through their engagement in guest lectures, talks, and sharing sessions.

### Programme description

Information on the study programmes is available on the respective websites. Information includes the selection schemes, tuition fees, curriculum, programme’s objectives, list and description of the courses, multidisciplinary courses, learning activities, examination schemes, student research and community service, competence for undergraduates and working prospects for graduates. The website also includes general information about the faculties, departments, lecturers and staff profiles.

The information on the website is explained in detail in the Academic Handbook for each study programme. The Academic Handbook contains some sections of general information, student admission, academic registration, learning activities, student evaluation, academic ethics, and other regulations. Academic Handbooks and documents concerning the curriculum can also be accessed and downloaded through SIMASTER. All information on the website and SIMASTER is regularly updated.

The University regularly publishes academic and current events information to the faculty members through end-to-end platforms, such as institutional email and Simaster system, as well as through public platforms, such as university websites and social media. The students will receive academic information, such as course registration, examination schedule, conference, webinar, and scholarship opportunities via SIMASTER. In general, all of the elements of UGM also receive general information, such as meeting invitations, ticket promotion for staff and students, and traffic pattern changes.

The faculty and departments also use their websites and social media channels to publish news and information regarding academic and research activities and especially use social media to engage in interactive communication with the public. The faculty is actively maintaining relationships with external stakeholders, including the alumni and the press, through the faculty secretary office. The faculty also collaborates with the press (Narasi TV) to organise capacity development programmes targeted to media officers working in faculty units and offices. Platforms used by the University, the faculty, and the departments are as follows:

**Table 16: Information and Communication Platforms**

<b>University</b>		
1	Website	<a href="https://ugm.ac.id/">https://ugm.ac.id/</a>
2	Instagram	<a href="https://www.instagram.com/ugm.yogyakarta/?hl=en">https://www.instagram.com/ugm.yogyakarta/?hl=en</a>
3	Youtube	<a href="https://www.youtube.com/user/UGMOfficial">https://www.youtube.com/user/UGMOfficial</a>
4	Instagram	instagram.com/ugm.yogyakarta
5	Twitter	twitter.com/UGMYogyakarta
5	TikTok	tiktok.com/ <a href="https://www.tiktok.com/@ugm.id">@ugm.id</a>
<b>Faculty</b>		
1	Website	<a href="https://fisipol.ugm.ac.id/en/home-english/">https://fisipol.ugm.ac.id/en/home-english/</a>
2	Instagram	<a href="https://www.instagram.com/fisipolugm/?hl=en">https://www.instagram.com/fisipolugm/?hl=en</a>

3	Youtube	<a href="https://m.youtube.com/c/FisipolUGMOfficial">https://m.youtube.com/c/FisipolUGMOfficial</a>
<b>BCS (Department)</b>		
1	Website	<a href="https://dikom.fisipol.ugm.ac.id/">https://dikom.fisipol.ugm.ac.id/</a>
2	Instagram	<a href="https://www.instagram.com/dikomugm/">https://www.instagram.com/dikomugm/</a>
3	Twitter	<a href="https://twitter.com/dikomugm">https://twitter.com/dikomugm</a>
4	YouTube	<a href="https://www.youtube.com/channel/UCGNdEhxU23u-31IEIUaIIg">https://www.youtube.com/channel/UCGNdEhxU23u-31IEIUaIIg</a>
<b>BPPM (Department)</b>		
1	Website	<a href="https://mkp.fisipol.ugm.ac.id">https://mkp.fisipol.ugm.ac.id</a>
2	Instagram	<a href="https://www.instagram.com/dmkpfisipolugm/">https://www.instagram.com/dmkpfisipolugm/</a>
3	Spotify	<a href="http://ugm.id/SpotifyDPPMTalks">http://ugm.id/SpotifyDPPMTalks</a>
4	YouTube	<a href="https://www.youtube.com/c/DMKPFISIPOLUGM/feature_d">https://www.youtube.com/c/DMKPFISIPOLUGM/feature_d</a>
<b>MAPG (Department)</b>		
	Website	<a href="http://dpp.fisipol.ugm.ac.id">dpp.fisipol.ugm.ac.id</a>
	Facebook	<a href="https://www.facebook.com/dpp">https://www.facebook.com/dpp</a>
	YouTube	<a href="http://ugm.id/YouTubeDPPUGM">http://ugm.id/YouTubeDPPUGM</a>
	Instagram	<a href="https://www.instagram.com/dppugm/">https://www.instagram.com/dppugm/</a>
	Spotify	<a href="http://ugm.id/SpotifyDPPUGM">http://ugm.id/SpotifyDPPUGM</a>
	Twitter	<a href="https://twitter.com/dppugm">https://twitter.com/dppugm</a>

## Appraisal:

During the online conference, the panel got insights into the quality assurance and development processes that have been set up for the three programmes. Evaluations of the study courses, the lecturers and the University in general are carried out on a regular basis, which systematically and continuously monitor and develop the quality of the programme with respect to its contents, processes and outcomes. Responsibilities are clearly defined. Additionally, graduates and representatives from the professional side are included in the process since they also give feedback on the study programmes. Success rate and graduate employment are taken into account. The Bachelor programmes have the national “A” accreditation that also includes the quality management system.

However, there is no student survey at module level in the three study programmes, which includes a question regarding the workload. A question whether the actual workload of the whole module corresponds with, is lower or higher than the estimated workload (including teaching time, self-study time and examination) is missing.

Therefore, the panel recommends the following **condition** for all three programmes:

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

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. The panel would like to point out that this was not apparent from the self-documentation but verified during discussions with students and graduates

during the assessment conference. The panel therefore suggests implementing a clear process documentation throughout department, faculty and University level.

In addition, the evaluation results are translated into a list of measures to be taken and published in an appropriate manner. Within the framework of controlling the implementation, it is ensured that measures are a) implemented, b) reviewed and evaluated with regard to their quality and faithfulness to the original objective, c) modified and adapted, if necessary, as well as d) documented.

Quality control by the faculty and an external evaluation are carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

However, the panel would like to point out that several suggestions by faculty, students and graduates that were also communicated during the assessment conference cannot yet be seen in the curricula. The panel acknowledges that not all suggestions may be implementable within short time but suggests to the University to utilise the great potential of personal exchanges with teachers, students and graduates for developing the programmes.

The study programmes' content, curriculum and examination scheme have been suitably documented and published on the website and on the online platform SIMASTER.

UGM regularly publishes current news and information – both quantitative and qualitative – about the study programme. These are distributed via the website of UGM and several social media accounts including Facebook, Instagram, Twitter, Spotify and YouTube. Press relations and network communication are actively maintained. In its annual report UGM presents a summary of the activities of the academic year.

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

# Quality profile

HEI: Universitas Gadjah Mada

**Bachelor / Master programme:** Bachelor in Communication Science (BCS); Bachelor in Public Policy and Management (BPPM), Master of Arts in Politics and Government (MAPG)

		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)		BPPM	BCS MAPG		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)		X			
<b>3</b>	<b>Contents, structure and didactical concept</b>					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3*	Integration of theory and practice (Asterisk Criterion)			X		
3.1.4	Interdisciplinary thinking			X		
3.1.5	Ethical aspects			X		
3.1.6*	Methods and scientific practice (Asterisk Criterion)			X		
3.1.7*	Examination and final thesis (Asterisk Criterion)				X	
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)				X	



		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.2*	Study and exam regulations (Asterisk Criterion)			X		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			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		BPPM MAPG	BCS		
3.4.4	Foreign language contents			X		
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		
3.6*	Skills for employment / Employability (Asterisk Criterion)			X		
4.	Academic environment and framework conditions					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)		X			
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4	Practical business experience of faculty			X		
4.1.5*	Internal cooperation (Asterisk Criterion)		X			
4.1.6*	Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			X		
4.2.2	Process organisation and administrative support for students and faculty		X			
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)		X			
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for)			X		

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