

Decision of the FIBAA Accreditation and Certification Committee



13th Meeting on March 6, 2024

PROGRAMME ACCREDITATION

Project Number:	22/093 cluster 3
Higher Education Institution:	Universitas Diponegoro
Location:	Semarang, Indonesia
Study programme:	Doctor of Social Science (Dr. Sos)
Type of accreditation:	initial accreditation

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

According to § 7 (6) in conjunction with § 9 (1) in conjunction with § 10 (2) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from January 1, 2021, the study programme is accredited with two conditions.

Period of Accreditation: March 6, 2024 until March 5, 2029.

Conditions:

Condition 1 (see chapter 3.1): The University

- a) revises the formulation of learning outcomes in the course descriptions based on Bloom's taxonomy at the required level, and
- b) writes explicitly in the course descriptions which tools are given to students to adequately investigate, do research, interpret their empirical studies and design (the implementation of at least one empirical project needs to be part of student's education).

Condition 2 (see chapter 3.1): The University supplies the Diploma Supplement with an ECTS grading table or a relative grade in accordance with the ECTS User's Guide 2015.

Proof of meeting these conditions is to be submitted by December 5, 2024.

The FIBAA Quality Seal is awarded.



Assessment Report

Higher Education Institution (HEI):

Universitas Diponegoro, Indonesia

Doctoral programme:

Doctor of Social Science

Qualification awarded on completion:

Doctoral (Dr.)/Dr. Sos

General Information on the Study Programme

Brief description of the study programme:

The Doctor of Social Science programme (DSS) at Universitas Diponegoro is organised by the Faculty of Social and Political Sciences. There are two strategic programme concentrations: Political Science and Business Administration. DSS is receiving students from various groups such as lecturers, researchers, consultants, bureaucrats, journalists, and practitioners. The varied student backgrounds further increase the potential for multidisciplinary development of science. It has received "A" accreditation from the National Accreditation Board for Higher Education (NABHE). Graduates are able to develop knowledge and solve problems in the field of social science through creative, original and tested social research. The courses provide scientific philosophical knowledge and strengthen conceptual-theoretical, research methodology and writing skills of students to produce international publications.

Type of study programme:

PhD programme

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

3-7 years

63 ECTS credits / 42 SKS credits

Mode of study:

full-time

Didactic approach:

study programme with obligatory class attendance

Double/Joint Degree programme:

no

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

20 students per academic year

Programme cycle starts in:

January-June

July-December

Initial start of the programme:

January 17, 2012

Type of accreditation:

initial accreditation

Accreditation in one cluster (cluster 3) with:

Master of Communication Science

Procedure:

A contract for the initial accreditation of the Communication Science (Master) was made between FIBAA and Universitas Diponegoro (Undip) on December 7, 2022. On March 14, 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 panel¹. The HEI has agreed with the chosen experts. The panel consisted of:

Prof. Dr. Alexander Gattig

University of Bremen
Professor of Sociology
(Science)

Aditya Perdana

Universitas Indonesia,
Associate Professor Department of Political Science
(Country Expert)

Prof. Dr. Harald Rau

Ostfalia University of Applied Sciences
Professorship for Communication Management, Dean of the Faculty
(Science)

Julien Seid

University of Hohenheim
Student of Communication Science (B.A.)
(Student Representative)

Christoph Sodemann

Constructify.media e.V.
Managing Director and Co-Founder, Corporate Communication Manager
(Professional Practice)

FIBAA project manager:
Christiane Butler

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and a hybrid conference. The on-site visit took place on October 17, 18, and 19, 2023 via the video conference tool Zoom with four panel members participating online and one panel member visiting the HEI's premises in Semarang, Indonesia. The same cluster included an appraisal of the Master in Communication Science programme. At the end of the hybrid conference, the panel has given short feedback on its first impressions to representatives of the HEI.

¹ The panel is presented in alphabetical order.

The assessment report based on this was delivered to the HEI for comment on January 16., 2024. The statement on the report was given up on February 1, 2024. It has been taken into account in the report at hand.

Summary

The Doctor in Social Science offered by Universitas Diponegoro (Undip), fulfils with one exception the FIBAA quality requirements and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on March 6, 2024 and finishing on March 5, 2029, under 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 with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects² modular structure of the study programme (formulation of learning outcomes and teaching methods), and study and exam regulations (ECTS grade in Diploma Supplement). They recommend the accreditation on condition of meeting the following requirements:

Condition 1 (see chapter 3.1): The University

- a) revises the formulation of learning outcomes in the course descriptions based on Bloom's taxonomy at the required level, and
- b) writes explicitly in the course descriptions which tools are given to students to adequately investigate, do research, interpret their empirical studies and design (the implementation of at least one empirical project needs to be part of student's education).

Condition 2 (see chapter 3.1): The University supplies the Diploma Supplement with an ECTS grading table or a relative grade in accordance with the ECTS User's Guide 2015, and

Proof of meeting these conditions is to be submitted by December 5, 2024.

The panel members also identified a few areas where the programme could be further developed: The panel recommends:

- incorporating the free statistical software R into the curriculum (see chapter 3.2),
- integrating future skills into the curriculum (see chapter 3.2), and
- giving faculty more training or promote existing offers on modern teaching methods (see chapter 4.1).

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:

- Admission procedure (see chapter 2),
- Selection procedure (see chapter 2),
- Scientific Supervision (see chapter 3.4),
- Structure and Number of Teaching Staff (see chapter 4.1),
- Internal cooperation within the faculty (see chapter 4.1),

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

- Student support by the faculty (see chapter 4.1),
- Alumni Activities (see chapter 4.5).

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

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Information

Information on the Institution

Universitas Diponegoro (Undip) established on January 9, 1957, is a state university located in Semarang, Central Java, Indonesia. Undip currently has the status of a Legal Entity State University, in which it has been granted a degree of independence in managing the institution. This is stipulated by Government Regulation No. 81/2014 and Government Regulation of the Republic of Indonesia No. 52/2015. Undip has consistently held a position as one of the top ten leading universities in Indonesia.³

Undip has a vision to be an Excellent Research University.⁴ To achieve this vision, Undip has several missions:

- Providing education to produce outstanding and competitive graduates.
- Conducting research leading to publications, Intellectual Property Rights (IPR), textbooks, policies and technologies that are effectively and efficiently utilised to promote cultural and local resources.
- Organising community services leading to publications, Intellectual Property Rights (IPR), textbooks, policies and technologies that are effectively and efficiently utilised to promote cultural and local resources.
- Developing professionalism, capability, accountability in the governance of the University as well as the independence of the institution to conduct higher education.

Currently, Undip has approximately 56.382 students, which consist of: 40.929 undergraduate students; 4.714 master programme students; 1.360 doctoral programme students; 4.452 vocational diploma programme students; 1.130 professional programme students; 1.093 specialist programme students; and 2.704 applied bachelor programme students. The students are spread across eleven faculties, and one vocational and postgraduate school. Undip at present has 26 vocational programmes, 52 bachelor programmes, 38 master programmes, 15 doctoral programmes, four professional programmes, 19 specialist programmes, and six applied bachelor programmes. Undip has 940 educators who hold master's Degrees, 677 educators with doctoral degrees, and 83 educators with specialist qualifications.

In addition to the main campus in Semarang, UNDIP also organises study programmes outside the main campus in other cities such as Batang, Pekalongan, Jepara, and Rembang.

As part of the endeavors to achieve its vision and to provide quality educational services to students, Undip has established cooperations with local and international universities. International cooperation has been carried out with partners from 30 countries⁵ including Japan, France, Germany, Italy, Netherlands, Myanmar, South Korea, Malaysia, Iran, Kazakhstan, Finland, Taiwan, Pakistan, the Philippines, Russia, Singapore, Suriname, Switzerland, Vietnam, Turkey, Thailand, Timor Leste, United Kingdom, and the United States. These international collaborations open up opportunities for internationalisation in various academic activities with partner universities. These

³ See p. 2 self-evaluation report

⁴ Ibid.

⁵ , last access October 09, 2023

activities include joint research, visiting professors, double-degree programme, exchange programme and other activities.

Internationalisation is also carried out by opening international classes and scholarships for international students called Diponegoro International Students Scholarship (currently Undip Scholarship),⁶ Developing Countries Partnership (KNB) Scholarship, and Dharmasiswa.⁷

In performing its duties as an educational service provider institution, Undip received recognition from various parties, both national and international institutions. Recognitions that have been obtained by Undip are:

- Excellent Accreditation from the National Accreditation Board for Higher Education (BAN-PT)
- Ranked 5th Nationally in Main Performance Index PTNBH 2021 from Ministry of Education and Culture, Republic of Indonesia
- Ranked 8th Nationally and ranked 801-1000 Globally in QS World University Ranking 2023,
- Ranked 8th Nationally and 209th Globally in QS Asia University Ranking 2022,
- Ranked 1st Nationally and 251-300 Globally in QS World Graduate Employability Ranking 2022
- Ranked 7th Nationally and 1201+ Globally in THE WUR (World University Ranking) 2022,
- Ranked 6th Nationally and 300-400 Globally in THE Asia University Ranking,
- Ranked 7th Nationally and 201-300 Globally in THE WUR Impact Rankings – SDGs
- Ranked 501+ Globally in THE Emerging Economies University Rankings 2022.

In addition, the University publishes annual reports on sustainability.⁸

Brief information on the Doctor of Social Science programme

The Doctor of Social Science (DSS) programme is organised by the Faculty of Social and Political Sciences. DSS was established on January 17, 2012, and since then it has been receiving students from various groups such as lecturers, researchers, consultants, bureaucrats, journalists, and practitioners with an interest in Political Science and Business Administration. The varied student backgrounds further increase the potential for multidisciplinary development of science. After receiving "A" accreditation from the National Accreditation Board for Higher Education (NABHE), Universitas Diponegoro consistently developed its vision to produce graduates who are able to develop knowledge and solve problems in the field of social science through creative, original and tested social research. This consistency is supported by various courses that provide scientific philosophical knowledge, conceptual-theoretical mastery strengthening, research methodology proficiency and writing skills to produce international publications.

⁶ <https://io.undip.ac.id/undipscholarships/>, last access October 09, 2023

⁷ <https://darmasiswa.undip.ac.id/>, last access October 09, 2023

⁸ latest report from 2022: https://sustainability.undip.ac.id/wp-content/uploads/2022/11/Sustainability-Report-2021-2022_.pdf, last access October 27, 2023

Further development of the programme, statistical data and evaluation results

Table 1: Academic Statistics of DSS (2016-2022)

		2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Study Places offered by HEI		15	15	15	20	20	20	20
# Applicants	Σ	14	7	10	9	22	13	30
	Female	4	2	4	4	6	4	13
	Male	10	5	6	5	16	9	17
Application rate		93,33%	46,67%	66,67%	45%	110,00%	65%	150%
# First-Year Students (accepted applicants)	Σ	11	5	3	6	17	9	18
	Female	4	0	0	3	3	2	8
	Male	7	5	3	3	14	7	10
Rate of female students		36,4%	0%	0%	50%	17,64%	22,22%	44,44%
# Foreign Students	Σ	0	0	0	0	1	0	0
	Female	0	0	0	0	1	0	0
	Male	0	0	0	0	0	0	0
Rate of foreign students		0%	0%	0%	0%	5,88%	0%	0%
Percentage of occupied study places		73,33%	33,33%	20%	30%	85%	45%	90%

# Graduates	Σ	8	2	1	0	1	0	0
	Female	2	0	0	0	0	0	0
	Male	6	2	1	0	1	0	0
Success rate (students who finished their studies)		72,72%	40%	33,33%	-	5,89%	-	-
Dropout rate (students who dropped their studies)		0%	20%	33,33%	0%	0%	0%	0%
<i>*Additional Information</i>	Active	27,28%	20%	33,33%	83,33%	94,12%	100%	100%
	Resign	0%	0%	0%	0%	0%	0%	0%
	On leave	0%	20%	0%	16,67%	5,88%	0%	0%
Average duration of study		5,59	4,59	3,17	-	3,0	-	-
Average grade of final degree		3,8	3,76	3,88	-	3,92	-	-

Note: Data Per October 2, 2023

Appraisal

The application rate for the doctoral study programme has been up and down but reaching a peak of 150 % in 2023, indicating that the demand is rising. Study places offered were increased from 15 to 20 places in the winter term 2019/20.

There are more male than female first-year students, and one foreign student (female) in 2020/2021.

Some dropouts occurred in the cohort starting their studies in 2017/2018 and 2018/19 but since then dropout rates have been down to zero. Reasons for dropouts were students facing financial issues (2 cases) and one student resigned due to an offer of scholarship from another HEI.

Description and Appraisals in Detail

1. Goals and Strategy

1.1 Objectives of the Doctoral Programme

In line with the Vision of Universitas Diponegoro,⁹ the Vision developed by the DSS programme¹⁰ is to excel in the fields of knowledge, research and problem solving related to social science in a creative, original, and approved way for the benefit of humanity. The study programme strives for national and international recognition. To ensure the achievement of DSS' objectives, the aim is to produce graduates who are able to develop new knowledge, technology and arts in the field of social sciences. Graduates are able to produce new research in social sciences that is creative, original and tested, especially in solving social problems through a multidisciplinary approach. They are supposed to study the understanding, position, advantages, and disadvantages of research, theory, and technology from other academic disciplines. They are able to adapt and transfer knowledge and skills into one particular academic discipline as well as to develop knowledge by taking into account other stakeholders outside of academics.

These abilities are based on the National Standard of Higher Education and Indonesian Qualifications Framework level 9.

The learning outcomes are:

- **Research Skills:** to have innovative and transformative critical thinking to produce new, original, high-quality research published for both academic and non-academic environments by using an interdisciplinary, transdisciplinary or multidisciplinary research approach. The results are expected to be published both for academic and non-academic environments and obtain national and international recognition.
- **Analytical and Social Skills:** to have data processing skills using the latest techniques and methods. Therefore, they are able to present and understand the socio-cultural issues necessary for their future careers.
- **Problem Solving Skills:** to be able to think critically in solving complex problems in the socio-cultural field by applying technical tools and to be able to identify and use available data sources for institutional contexts.
- **Presentation and Writing Skills:** to support students' study success and future career, they are able to successfully present their work both in seminars and in written form.

Based on academic regulation (Rector's Decree Number 5¹¹ and Rector's Decree number 29¹²) students are required to write articles and publish them in reputable international journals.

⁹ <https://www.undip.ac.id/language/en/vision-and-mission>, last access on October 11, 2023

¹⁰ <https://dis.fisip.undip.ac.id/about-us/vision-and-mission/>, last access on October 11, 2023

¹¹ https://fisip.undip.ac.id/wp-content/uploads/2022/08/REGULATION-OF-THE-RECTOR-OF-UNIVERSITAS-DIPONEGORO-NUMBER-05-OF-2020_-Graduate-Degree-Academic-Regulation.pdf, last access on October 11, 2023

¹² https://fisip.undip.ac.id/wp-content/uploads/2022/08/REGULATION-OF-THE-RECTOR-OF-UNIVERSITAS-DIPONEGORO-NUMBER-29-OF-2020_-Amendment-of-Graduate-Degree-Academic-Regulation.pdf, last access on October 11, 2023

Appraisal:

The doctoral programme corresponds to the goals of the European and national qualification framework. It stipulates clear and realistic qualification and competency goals at the doctoral qualification level.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.	STRATEGY AND OBJECTIVES					
1.1	Objectives of the Doctoral Programme			X		

1.2 Positioning of the Doctoral Programme in the education market

According to the University, DSS is one of the doctoral programmes that have a great reputation at the national level.¹³ DSS provides opportunities for students who want to explore social science with a focus on political science and business administration. The provision of these two concentrations gives a strategic position to produce researchers focusing on highly dynamic political or business topics. These two concentrations are research topics which are highly developed and relevant to the needs of democratisation in Indonesia. Indonesia's position as an emerging market requires researchers who are capable of studying political science and business. Because competent resources in these two concentrations are highly needed, there is a market for DSS. At the national level, the DSS market is also widely opened by the government policies that encourage lecturers to continue their studies at the doctoral level. The strong position of DSS in the doctoral education market in social science can be seen from the number of DSS applicants who come from various regions in Indonesia. The applicants are not only from lecturers but also from the practitioners who want to hone their research and analytical skills.

DSS has lecturers who are widely known in Indonesia with a reputation in the field of education and scientific publications in the field of social science. Several DSS professors are invited as visiting professors, or dissertation examiners at other universities. DSS is also considered as a reference in the development of social sciences.¹⁴ A number of textbooks, reference books and scientific articles published in international journals have been cited by other researchers both nationally and internationally (list of citations provided by HEI).

Appraisal:

The doctoral programme is positioned in the postgraduate education market due to the described profile and the pursued qualification and competency goals. The panel particularly highlights the focus on political science and business administration because it is “relevant to the needs of democratisation in Indonesia”.¹⁵

¹³ See p. 6 self-evaluation report

¹⁴ See p. 6 self-evaluation report

¹⁵ See p. 6 self-evaluation report

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.	STRATEGY AND OBJECTIVES					
1.2	Positioning of the Doctoral Programme in the educational market			X		

1.3 Positioning of the Doctoral Programmes in the Job Market for Graduates

In the research fields

In the job market for doctoral graduates, the University claims that the DSS has a very strong position,¹⁶ especially related to education and research. DSS graduates, especially those who work in educational institutions, contribute to the field of research. The University provided a list of 15 graduates, who worked as lecturers at Undip and other higher education institutions in Indonesia and their contributions after five years of graduating which are as follows (of these one third are female graduates):

Table 2: Performance of graduates (5 years after graduation)

No	International Publication	Speaker at Conference	National Publication	Book/ Monograph
1			2	
2	2	2	1	1
3	2	1		
4	2		1	
5	1	1	2	
6	1	1	6	1
7	3	1	6	
8	1	1		
9	1		1	
10	1		2	
11	4	4	2	4
12	16		11	
13	1			
14	2	2	7	
15	5	1	1	
Total	42	14	42	6

¹⁶ See p. 7 self-evaluation report

These publications have been in Scopus-indexed international journals or Sinta-indexed national journals and their articles are cited by other researchers. In addition, several graduates occupy positions in various universities or other institutions and are invited as reviewers of national and international scientific journals. The performance of graduates is in line with the profile and competencies developed by DSS, namely graduates who are able to develop new knowledge, technologies and arts in the field of social sciences, to produce new research in social science and solving social problems through an interdisciplinary, multidisciplinary or transdisciplinary approach. The performance of graduates is also used as an evaluation material to produce a DSS profile that is in line with the ever-changing market needs.

Outside the Research Fields

DSS graduates are also working in the government and private sector as indicated in the following table (29 % of those are women):

Table 3: Performance of graduates (5 years after graduation)

No	Institution	Position
1	Universitas PGRI Semarang	Vice Dean
2	Mandiri Bank	Branch Manager
3	UKSW Salatiga	Campus Ministry Coordinator
4	FISIP USU	Vice Dean
5	FISIP ULM BANJARMASIN	Chief of Journal Editor
6	Semarang Government	Head of The Government Goods/Services Procurement Policy Agency (LKPP)
7	PT JAMKRIDA KALSEL	President Commissioner of PT JAMKRIDA KALSEL
8	FKIP Lambung Mangkurat University	Head of LPPM
9	Fakultas Ilmu Sosial ULM	Head of Study Programme
10	FISIP ULM	Vice Dean
11	Universitas Negeri Semarang	Head of Study Programme
12	Universitas Negeri Semarang	Head of Study Programme
13	Kendal Government	The Regent of Kendal
14	FISIP - Universitas Jenderal Soedirman	Vice Chancellor
15	Kudus	Journalist
16	The House of Representatives of the Republic of Indonesia.	The House of Representatives of the Republic of Indonesia.
17	The House of Representatives of the Republic of Indonesia.	The House of Representatives of the Republic of Indonesia.

DSS graduates are appointed by their institutions to occupy positions as Vice Rector, Dean, Vice Dean, Head of Study Programme (outside Universitas Diponegoro), and become consultants for the government or other organisations. Similar to graduates who perform in the field of research, graduates who have careers outside the field of research show the profiles and competencies developed by DSS, especially when graduates use strategic thinking on social issues that are studied using various approaches both interdisciplinary, multidisciplinary or transdisciplinary. The performance of graduates is also used as an evaluation material to produce DSS profiles that are in line with the ever-changing market needs.

Appraisal:

The doctoral programme with special focus on professional qualification for science and research is positioned convincingly due to the described profile and the pursued focus of research. The panel finds the research focus on South-East Asia too narrow in terms of Undip's vision to become one of the top 500 universities worldwide. On the Indonesian market the programme is very competitive (study places offered and applicant rate have increased over the years while the number of applicants exceeds the study places offered).¹⁷ However, to be internationally visible, it needs more focus and exchange with HEIs abroad (in Europe and countries with a strong education system) and a clear focus on high standards in empirical research approaches.¹⁸ The University should write down further realistic steps to achieve their vision.

The doctoral programme is also positioned outside the science and research field by taking into account the professional qualification for employment due to the described profile and the pursued focus of research (political science and business administration). Graduates find employment in academic and non-academic environments. Most of the doctoral students are already employed while pursuing their higher degree. They achieve higher positions in relevant sectors after graduating.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.3	Positioning of the Doctoral Programme in the Job Market for Graduates					
1.3.1	in the research fields			X		
1.3.2	outside the research fields			X		

1.4 Positioning of the Doctoral Programmes in the Strategic Concept of the Higher Education Institution

Several academic programmes are in place to support the vision of the University:

- Implementation of research workshops held annually to support dissertation research and writing of students;
- Research collaboration between lecturers and students;
- The implementation of joint research programmes between the doctoral programme and partner universities abroad; and
- Development of research methods that are characteristic of doctoral programme research at Universitas Diponegoro, for example, mixed methods using nVivo.

¹⁷ See statistical data at the beginning of this report

¹⁸ See chapter 3.2

These academic programmes are developed by the doctoral programme management to commit to the vision of Universitas Diponegoro to become an excellent and world class research University. Consequently, the DSS is strategically integrated as part of the concept in the development of Universitas Diponegoro.

Research and publications by DSS lecturers¹⁹ also focus on themes that support the achievement of Universitas Diponegoro Initiatives for Sustainability (SDGs),²⁰ including research in the fields of good health and well-being, gender equality, quality education, affordable and clean energy, decent work and economic growth, industry, innovation and infrastructure.

Appraisal:

The goal-oriented integration of the programme in the strategic concept of the higher education institution is described and presented in a comprehensive manner. The panel highly appreciates the incorporation of the SDGs into the strategic concept. The study programme fits well within the research focus of the University.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.4	The Positioning of the Doctoral Programme in the Strategic Concept of the Higher Education Institution			X		

1.5 Gender Equality and Equal Opportunities

Universitas Diponegoro guarantees gender equality and equal opportunities for both students and the academic community.

The proportion of female students has increased over the years. In accordance with the Regulation of the “Academic Regulations of the Universitas Diponegoro Postgraduate Programme” (Rector Number 5 of 2020), all interested parties must respect all issues concerning gender equality and equal opportunities both on and off campus. Likewise, Universitas Diponegoro's doctoral programme also promotes gender equality and equal opportunities in the doctoral education. For this reason, all activities starting from the recruitment of students, the appointment of lecturers, and the learning process are carried out based on equality and justice, regardless of gender, religion, and ethnicity.

Universitas Diponegoro provides opportunities for people with disabilities to register, take part in the selection and be accepted as students, if they meet the general conditions and special requirements for new student admissions. The Rector has formulated this in a Regulation regarding the “Services for Students with Disabilities” under which a Service Unit for Students with Disabilities has been established. The doctoral programme identifies the special educational needs of students including students with disabilities and makes appropriate provisions

¹⁹ The University provided a list of 238 recent publications.
²⁰ Commitment of Undip to SDGs: <https://sustainability.undip.ac.id/>, last access on October 11, 2023

to meet those needs. The University also provides a number of supporting facilities and infrastructure for students with disabilities such as: toilets, parking lots, access routes, libraries and classrooms specifically designed for students with disabilities. The academic/administrative room is intentionally located on the first floor so that all students and lecturers can easily access the services provided.

Students with disabilities in accordance with the Regulation of the Rector of Universitas Diponegoro Number 24/2016 and Number 5/2020 (amended by the Regulation of the Rector of Universitas Diponegoro Number 29 of 2020), are guaranteed to be provided with good facilities and services. Students with disabilities can apply for accommodation or special arrangements to ensure all students are able to take the exam with the same requirements. They must also achieve the same academic standards to pass the exam.

The University has also formulated a regulation regarding the prevention and handling of sexual violence.

Appraisal:

The higher education institution promotes gender equality and the enforcement of general prohibitions on discrimination. Students with disabilities are provided with affirmative action concerning time and formal requirements throughout the programme and examinations. There is also a Service Unit for Students with Disabilities. Students in special circumstances, such as single parents, foreign students, students with a migration background and/or from so-called non-academic backgrounds, are particularly assisted. The University has also formulated a regulation regarding the prevention and handling of sexual violence.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.5	Gender Equality and Equal Opportunities			X		

2. Admission

Admission Conditions and Selection Procedure

The process of new student admissions can be accessed through the Universitas Diponegoro website for Indonesian students²¹ and for international students.²² The available information includes applicant requirements, and registration procedures.

The requirement to be able to register to the doctoral programme is a master's degree. Underlining the transdisciplinary focus of the programme, admission is not restricted to a particular

²¹ <https://pmb.undip.ac.id/pascasarjana/syarat-doktor/> and <https://pmb.undip.ac.id/>, last access on October 11, 2023

²² For international students: <https://io.undip.ac.id/admissions/> and <https://io.undip.ac.id/postgraduate-admission/>, last access on October 11, 2023

field of study regarding the applicant's previous degree.²³ New student admission in the doctoral study is carried out through the Independent Examination of the Postgraduate and Professional Programme path by applying standards and qualifications as follows:

- Master's degree graduates from an accredited institution, with a minimum GPA of 3 (scale 1-4) proven by legalised academic transcripts,
- certificate of guarantee for tuition fees payment (Personal/Agency/Sponsor) on stamped paper,
- submit a research proposal for a dissertation of at least three pages, which includes background, subject matter to be analysed, and research methods,
- recommendations from senior lecturers where he/she has studied or other parties who can provide references for the prospective students.

The assessment includes:

- Academic Potential Test,
- English Test (equivalent to Toefl 450 score),
- Study Programme Substance Test, and
- interview.

The interview process is via the Sipama system. Sipama is an application that is integrated into Undip's information system and that is dedicated for students' selection tests, particularly for the interview process. The application contains prospective students' academic history, personal ID, possible future topic of research, as well as ten assessment criteria of selection. This information is available to the interviewers, who all follow the same guidelines for the interview. The interviewers also record and submit their selection assessments and recommendations through the Sipama application.

The registration is carried out via the website.²⁴

Matriculation

Students with scientific backgrounds other than the social sciences are provided with training through matriculation. In the matriculation programme, students are guided to be able to conduct research in the social and political fields.

Transparency

Transparency and documentation of procedures of admission including admission decisions are organised by Universitas Diponegoro. In accordance with quality assurance, all new student admissions from within or outside the country are carried out centrally at the University. Technically, the management of tests is carried out by the Institute for Development and Quality Assurance of Education (IDQAE), which is an institution at the University level with the task of carrying out all promotions and admission procedures at Universitas Diponegoro.

²³ <https://fisip.undip.ac.id/postgraduate-pmb/>, last access on October 11, 2023

²⁴ For Indonesian students: <https://pendaftaran.undip.ac.id/>, for international students: <https://admission.undip.or.id/>, last access on October 11, 2023

The Rector through the Institute for Development and Quality Assurance of Education (IDQAE) establishes internal committees assigned to prepare and implement the test, as well as manage the test results. Data of this result is then submitted to the Institute for Development and Quality Assurance of Education (IDQAE) leader for discussion with the University leaders (the Rector and Vice Rectors) and the Deans to make a decision. The results of the decision can be accessed via the personal online account of the applicant.

Appraisal:

Admission conditions and procedures are properly defined and transparent. The panel points out the very clear structure of the admission path. Furthermore, admission conditions and procedures correspond to the profile development goals of the higher education institution regarding quality research and transdisciplinarity. However, given that Undip wants to increase its visibility in Southeast Asia's higher education system the DSS might benefit from the additional introduction of a pre-doctoral year. Northern American and increasingly European universities offer one-year pre-doctoral courses to equip incoming students with skills necessary to obtain a PhD, e.g. research design, and theory development. Sometimes students participate in a one-year research project and collaborate with a professor. This might attract prospective students from other universities and increase the fit between applicants and faculty. In addition, it might also reduce the duration of the PhD programme at Undip.

The selection procedure satisfies the legal requirements, and the interview is targeted to the programme goals.

The decision on admission is based on transparent criteria and it is clearly communicated; rejections are reasoned. The responsibilities are clearly regulated.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
2.	ADMISSION					
2.1	Admission conditions and procedures		X			
2.2	Selection Procedure		X			
2.3	Transparency of the Decision on Admission			X		

3. Implementation

3.1 Structure

Projected study time	6-14 semesters (3-7 years)
Number of Credit Points (CP)	42 credits which is equivalent to 63 ECTS credits
Workload per CP	40 hours of study
Number of courses	13 compulsory courses, no electives
Time required for processing the final dissertation and awarded CP	32 credits = 48 ECTS credits = 1280 hours.
Number of contact hours	Semester 1 = 400 hours Semester 2 = 200 hours Semester 3 = 320 hours Semester 4 = 120 hours Semester 4 = 120 hours Semester 5 = 400 hours Semester 6 = 240 hours

Structural Setup of the Doctoral Programme

Credit (SKS) conversion to ECTS at Undip is stipulated in Rector Regulation No.3/2022, where one ECTS credit is considered equivalent to 0.67 SKS credits, or one SKS credit = 1.5 ECTS credits. This conversion value is based on Undip's Academic Regulation that one credit consists of three elements, which are: 50 minutes of face-to-face learning, 60 minutes of structured learning, and 60 minutes of independent learning. Therefore, the total study load in one week is 170 minutes for one credit. One semester comprises 16 weeks, so the study load of one semester is 170 minutes x 16 weeks = 2,720 minutes = 45.33 hours. Credit (sks) conversion to ECTS credits uses the calculation that one ECTS credit equals 30 hours. With this rate, the calculation of the conversion rate is $45.33/30 = 1.5$. Therefore, the conversion of SKS credits to ECTS credits is one SKS equals 1.5 ECTS credits, conversely one ECTS credit equals 0.67 SKS credits.

The curriculum comprises a total of 42 credits that must be fulfilled by students as per the Regulation of Higher Education No. 44 of 2015 on National Standards for Higher Education. These are comprised of ten credits (15 ECTS credits) for in-class lectures, 22 credits (33 ECTS credits) for courses-related dissertation and ten credits (15 ECTS credits) for national and international journal article publications, conducted through independent studies.

Students must have publications in accredited national scientific journals or indexed international seminars. Students are also required to have publications in reputable international journals as a requirement for the dissertation examination.

Doctoral Degree Regulations

The Regulation for the doctoral programme is based on the regulation by the Ministry of Research, Technology and Higher Education No. 59 of 2018 on Graduation Certificates, Certificates of Competency, Professional Certificates, Academic Degrees and Procedures for Writing Degrees in Higher Education.

Furthermore, at the University level, the doctoral programme regulations are stated in the Regulation of the Rector on Academic Regulations in Education Field for Postgraduate Programme of Universitas Diponegoro.

Thus, the DSS Programme refers to regulations at the national level and University level in terms of doctoral qualifications, awarding of graduate degrees, duration of study, dissertation supervision process, examination process, and dissertation examination process.

Status of the Doctoral Students

Students officially become doctoral students at DSS of Universitas Diponegoro when being declared as new students (after they have conducted administrative and academic registration). All new DSS students obtain a Student Identification Number and are registered in the Centre of Higher Education Database of the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia until they graduate. If students have graduated and obtained a Doctoral degree (Dr.), they also obtain a National Degree Certificate Number. This ensures that the status of students is official and recognised by the higher education authorities in Indonesia.

Module Description

Details of each course containing learning outcomes, contents, teaching methods, duration of the course, assessment criteria and indicators, assessment weights, and references are documented in the course descriptions. All course descriptions are documented in the Academic Guidebook of the Postgraduate Programme.

Appraisal:

The structure corresponds to the objectives of the doctoral programme. However, it was not obvious from the course descriptions, how students actually acquired their skills on the required level. The formulated learning outcomes for the DSS are similar to a Bachelor or Master in political sciences.²⁵ In the course descriptions it should be stated more clearly how the programme adds on to a master's programme.

During the interviews and by looking at further materials and dissertations of students, the panel could verify that students have the skills on the required level. Therefore, the descriptions of intended learning outcomes need to be revised based on a higher level of Bloom's taxonomy. **The panel recommends the following condition:**

The University revises the formulation of learning outcomes in the course descriptions based on Bloom's taxonomy at the required level.

Moreover, the panel points out that knowledge cannot be mediated, it has to be activated and used. It was unclear to the panel how students actually acquired their skills. This should have been transparent in the course descriptions (content and teaching methods section). Students should not only know relevant theories and practices, but also how to translate this into research questions and transfer them into empirical research. The final thesis samples showed that students are able to do scientific research on the required level.²⁶

²⁵ See chapter 3.1

²⁶ See appraisal in chapter 3.1

The panel recommends the following condition:

The University writes explicitly in the course descriptions which tools are given to students to adequately investigate, do research, interpret their empirical studies and design (the implementation of at least one empirical project needs to be part of student's education).

Besides this critique, the range of courses are described according to content, scope/duration, requirements, required reading, degree and the qualifications/competencies to be achieved.

The structural requirements of the doctoral programme are accounted for by taking into account the national and higher education specific requirements in a doctoral degree regulation. However, the final grade is not supplied with an ECTS grading table. **The panel recommends the following condition:**

The University supplies the Diploma Supplement with an ECTS grading table or a relative grade in accordance with the ECTS User's Guide 2015.

In terms of law and of fact the status is regulated properly.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.	PROGRAMME DESIGN					
3.1	Structure					
3.1.1	Structural Setup of the Doctoral Programme*			X		
3.1.2	Doctoral Degree Regulations*				Condition	
3.1.3	Status of the Doctoral Students			X		
3.1.4	Module Description*				Condition	

3.2 Content

Logic and Conceptual Consistency

DSS produces graduates with profiles as researchers and educators. To support this objective, the DSS curriculum is designed to prepare students to become reliable researchers and qualified academics. DSS also offers two concentrations, namely political science and business administration.

The curriculum is designed to actualise learning outcomes. Competencies in the field of research are built through the course of Social Research Methodology. DSS also provides various workshops in the field of research. Students' analytical skills are built by applying case-based learning during the learning process. Problem solving skills are built by applying problem-based learning methods in lecturers. Students develop presentation skills through course assignments that must be presented and discussed in class.

Writing skills are formed through various papers and articles writing tasks to be published in proceedings and scientific journals.

The curriculum is as follows:

1st Semester

NO.	COURSE CODE	COURSE	CREDITS	ECTS
1.	PSDS9001	Theories of Social Science	3	4,50
2.	PSDS9002	Critical Issues in Social Science	2	3,00
3.	PSDS9003	Social Research Methodology	3	4,50
4.	LSDS9004	Writing Techniques for Scientific Article	2	3,00
Total Credits			10	15,00

2nd Semester

NO.	COURSE CODE	COURSE	CREDITS	ECTS
1.	PSDS9005	Capita Selecta Seminar	2	3,00
2.	PSDS9006	Research Proposal Seminar	3	4,50
Total Credits			5	7,50

3rd Semester

NO.	COURSE CODE	COURSE	CREDITS	ECTS
1.	PSDS9007	Literature Review	2	3,00
2.	PSDS9008	National Scientific Publication	3	4,50
3.	PSDS9009	Dissertation Proposal Seminar	3	4,50
Total Credits			8	12,00

4th Semester

NO.	COURSE CODE	COURSE	CREDITS	ECTS
1.	PSDS9010	Dissertation Research Results Seminar	3	4,50
Total Credits			3	4,50

5th Semester

NO.	COURSE CODE	COURSE	CREDITS	ECTS
1.	PSDS9011	Dissertation Defense Seminar	3	4,50
2.	PSDS9012	International Scientific Publication	7	10,50
Total Credits			10	15,00

6th Semester

NO.	COURSE CODE	COURSE	CREDITS	ECTS
1.	PSDS9013	Dissertation	6	9,00
Total Credits			6	9,00

Science and Research Based Teaching

The Doctoral Programme at Universitas Diponegoro adopts research-based learning. The latest research findings found by lecturers are integrated into lecture materials. A curriculum update is carried out every four years through a curriculum workshop. This curriculum update is carried out to adjust the curriculum suitability not only to the needs of the job market, but also to the development of the latest research findings.

Lecturers at DSS teach based on science and research. In this case, the presentation of courses is based on the latest research results using references in the fields of philosophy and theory to solve problems in society. Science and research based-learning is implemented by involving students in research and adopting student-centred learning and problem-based learning as the learning methods.

Learning materials are also based on findings of research conducted by lecturers. The development of latest social science becomes a research reference for students and lecturers. Lecturers conduct research and study materials that are currently experiencing rapid development and become the basis for the lecture process. Lecture materials derived from research such as gender research, research on political behaviour, research on elections and voting behaviour, or research on service quality. The doctoral programme also updates reading materials by conducting joint research with experts from abroad.

Focus of the Curriculum on Qualification and Competency Development

DSS focuses on the curriculum development based on the qualifications and competencies contained in the Indonesian Qualifications Framework level 9, in order to produce a graduate profile that is in line with the vision developed by DSS. This is evaluated in every semester to ensure doctoral graduates meet the expected competencies.

There are nine out of 13 courses (70 %) in the DSS curriculum involving students in research activities. The results of student research must also be published in scientific journals and indexed international proceedings as a medium for dissemination.

Some of these publications are:

- The dynamics and existence of Islamic party in 2019 general election: case study of Prosperous Justice Party (PKS)

- Political Contestious As Political Behavior In Indonesian Electionpati District 2017 Local Election
- The Effect of Achievement Motivation, Competence and Self-Efficacy in Entrepreneurship on the Visionary Capabilities of Entrepreneurs, in South Kalimantan-Indonesia
- The Development of Entrepreneurial Orientation through Specific Critical Incident (SCI) Entrepreneurial Learning on Business Performance Case Study of Culinary Small and Medium Enterprises (SMEs) in South Kalimantan Province
- The Concept Of Management Model Of Semarang Smart City
- Building Transformational Leadership in Efforts to Improve the Performance of Handicraft MSMEs in Medan City
- The Effect Of Social Capital On Women's Political Participation
- The Essential Role of the Informal Mechanism in Restorative Justice Related to the 1965-1966 Incident in Palu-Indonesia
- Interfirm Collaboration Cluster as Source of Competitiveness to Enhance Performance
- Political Parties and Churches: The Process of Political Party Infiltration into GMIM Indonesia
- The Pandemic Politics in Indonesia: A Comparative Perspective

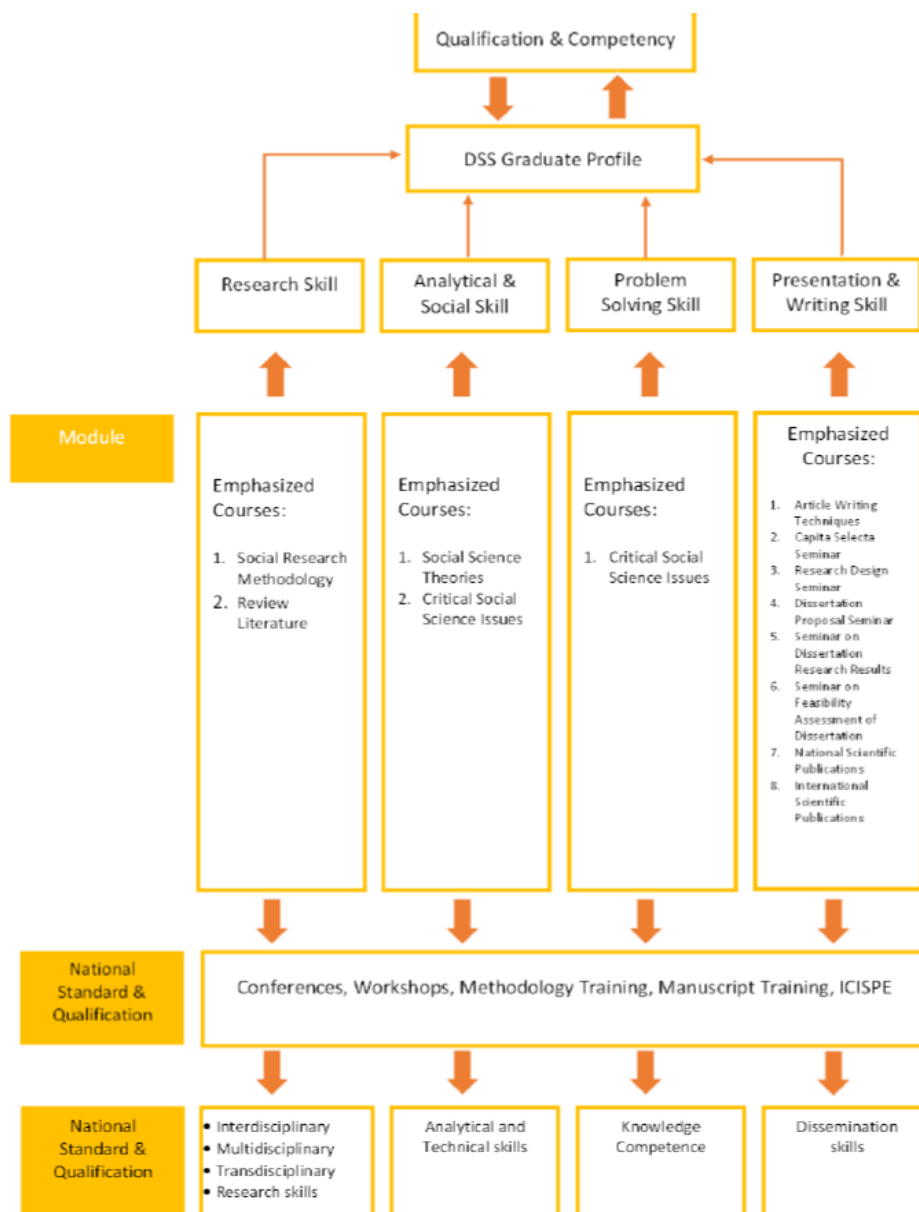
As academics, students must have the ability to transfer knowledge to others. These skills are acquired by using teaching methods, such as case-based learning and problem-based learning where students are required to present the results of their work and conduct discussions in class. Students' abilities as researchers and academics can also be acquired through their involvement as presenters at international seminars.

The alignment of graduate competencies is also carried out by taking into account the development of international research. Faculty organises international seminars (ICISPE)²⁷ as students' media to present the idea in front of the academic community and publish their articles in indexed international proceedings.

In addition to courses, the achievement of doctoral competencies and qualifications is achieved through methodological training, attendance of international seminars, or discussion with invited experts. Student competencies are also obtained through independent learning processes such as searching learning materials and following critical reviews.

²⁷ <https://icispe.fisip.undip.ac.id/>, last access on October 11, 2023

Figure 1: Relationship between Learning Outcomes and Courses in DSS



Technical Offers

The DSS curriculum is designed to develop students' abilities in research. In the first semester, students take the Social Research Methods course which provides basic knowledge in the field of research to students. In the second semester, students conduct the Capita Selecta Seminar where students conduct studies on selected topics that are in line with the planned research topic to be used in the dissertation to be taken. Furthermore, students carry out Research Design Seminars, Literature Reviews, Dissertation Proposal Seminars, Dissertation Research Results Seminars, Dissertation Paper Feasibility Assessment Seminars, and Dissertation Examinations.

To improve students' abilities in writing and publishing research results, students are required to take the Writing Techniques for Scientific Article course in the first semester. Furthermore, students must publish their articles in accredited national journals with a minimum of SINTA 3 and reputable international journals. In the writing techniques for scientific article writing, stu-

dents are invited to discuss, practice together about ways or methods in writing reputable scientific articles, which include the ability to identify research problems, theorisation and methodology of scientific research. The research methodology includes qualitative, quantitative and mixed methods using new applications (SPSS, NVivo).

In addition to the curriculum, the development of students' abilities in the field of research and scientific publications is carried out through the participation of doctoral students in organising international seminars (ICISPE) where students become presenters at the event. Students also get the opportunity to deepen their research skills by participating in research methodology workshops, scientific journal article writing workshops, and citation manager (Mendeley) workshops.

Multidisciplinary Qualifications

The open admission allows for diverse qualifications of DSS students who are Master graduates from all fields. Students with scientific backgrounds other than the social sciences are provided with training through matriculation. In the matriculation programme, students are guided to be able to conduct research in the social and political fields.

DSS also offers two concentrations in the focus of student research, namely political science and business administration. These concentrations help students to build research competencies in specialised fields. Specialisation of student research competencies is built throughout the dissertation preparation process supervised by competent supervisors and specialists in their respective topics.

At the same time, the interaction between these two concentrations also helps students to become familiar with multidisciplinary research topics. This, for example, is shown in courses that require multidisciplinary studies including Social Science Theories and Critical Issues in Social Sciences. In these courses, students analyse social issues using theoretical perspectives from various disciplines.

Appraisal:

The panel finds the logic and conceptual consistency in general quite good. However, in the curriculum, which is translated into course descriptions, there is a lack of evidence highlighting the distinctive features of this programme compared to other similar programmes. While it has been mentioned that there are two concentrations, Political Sciences and Business Administration, it's worth noting that there is also a Doctor of Public Administration programme within FISIP UNDIP. While revising the formulated learning outcomes for the DSS²⁸ (e.g. course descriptions) the University should state more clearly what is the benefit of doing the PhD and how does it really add on to a master's programme (improving the description of the unique selling proposition of the programme).

The competency concerning enhanced participation in the research field is the issue at the heart of the implementation (shown in several defence stages during dissertation writing and publication requirements of the programme).

²⁸ See appraisal in chapter 3.1

The teaching presents the current status of scientific knowledge in accordance with the objectives, and it takes into account the associated relevant research. However, the panel underlines that there is room for improvement regarding the description of ethical aspects with regards to scientific integrity. The course descriptions and curriculum imply there is not enough scientific depth (theory, scientific working routines, methodology, data generation and interpretation).²⁹ Despite this, the students and graduates show to be capable of adequate scientific work and understanding (based on interviewed students and the (during the assessment) checked dissertations). The lack in the University's documentation of what is actually taught is already formulated in the condition in chapter 3.1.

The courses are aimed at qualification and competency development, and they are linked to one another. The goals of a doctoral degree according to the national qualification framework are fulfilled. The panel highlights that the programme is nationally very competitive. On the international level it would have to be improved to be more competitive.³⁰

The technical offers cover the relevant requirements of discipline to achieve the pursued research competency of the doctoral students. It corresponds with the focus of research of the scientists and doctoral students involved in the programme. However, more courses on different research methods and approaches to science should be part of the curriculum (e.g., practical exercises, practice research skills/methods workshops). In addition, the panel strongly **recommends** incorporating the free statistical software R into the curriculum as this software will gain importance both in science and industry as compared to commercial software such as SPSS.

Multidisciplinary qualifications in the doctoral programme are communicated in a target appropriate manner. It especially enables the doctoral students to discuss the knowledge gained in the specialised fields with their colleagues, to present it in front of an academic audience and to communicate it to laymen. It promotes the ability to manage a team and to carry forward the social, scientific or cultural progress in their respective professional environment.

However, the panel noticed a notable lack of future skills (e.g., self-determination, self-efficacy, resilience, digital literacy, innovation, entrepreneurial skills and modern methodological knowledge linked to agile management and design-thinking). They **recommend** integrating future skills into the curriculum.

²⁹ See appraisal in chapter 3.1

³⁰ See chapter 1.3

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.	PROGRAMME DESIGN					
3.2	Content					
3.2.1	Logic and Conceptual Consistency			X		
3.2.2	Science and Research Based Teaching			X		
3.2.3	Focus of the Curriculum on Qualification and Competency Development			X		
3.2.4	Technical Offers			X		
3.2.5	Multidisciplinary Qualifications			X		

3.3 Examination Procedures

Examinations

The determination of the assessment criteria for DSS students has been formulated in the course description for each course. Weight, criteria and indicator of expected assessment are also determined in the course description.

Assessment consists of Assignment (50 %), Midterm Exam (25 %) and Final Exam (25 %). Students are required to have a minimal attendance of 75 % to be able to take the exam. Assessments during the semester, Midterm Test, and Final Exam focus on research deepening assignments. Students are encouraged to demonstrate critical analysis skills and complex thinking, academic writing skills, communication and presentation skills as well as to try to build the significance and novelty of research. The assessment is a written test, essay, or case study, or a presentation.

For project-based learning, the assessment focuses more on the Dissertation completion process starting from the Research Design Seminar, Dissertation Proposal Seminar, Dissertation Research Results Seminar, Dissertation Paper Feasibility Assessment Seminar, National Scientific Publication, International Scientific Publication and Dissertation Examination.

Students are declared to have passed the course if they get a C score. The assessment of learning outcomes is processed through the system and stated with letters, A (≥ 80); B (70-79.99); C (61-69.99); D (51-59.99) and E (≤ 50.99).

Organisation of the Examination Procedure

In every semester, DSS carries out scheduled written examinations, namely the Mid-Semester Examination and the Final Semester Examination. In the DSS, the examinations are organised by the faculty. The faculty sets the exam schedule, exam supervisor and exam room. This process is carried out through the Universitas Diponegoro's Single Sign On (SSO) system.

Through SSO, study programme managers, lecturers and students can view exam schedules, the courses being tested, exam supervisors and exam rooms. Student attendance in the exam is done through SSO by scanning the QR Code. Students are required to have a minimal attendance of 75 % to be able to take the exam.

The implementation of the Literature Review course exam, Capita Selecta Seminar, Research Design Seminar, Dissertation Proposal Seminar, Dissertation Research Results Seminar, Dissertation Script Feasibility Assessment Seminar, and Dissertation Examination is carried out on an unscheduled basis. This means that students can take the exam whenever the student is ready and approved by the supervisor. To take the exam, students must fill out the exam registration form and then submit it to the admin of the study programme online. The admin of the study programme then submits the exam registration form to the Head of the Study Programme. After that, the Head of the Study Programme determines the examiners, exam schedule, invitation letters, minutes, and assessment forms. This process is carried out at least seven days before the exam. If the examination is conducted offline, the admin of the study programme prepares the room and equipment needed for the examination. If the examination is conducted online, the admin of the study programme prepares the online media (Microsoft Teams), so the online examination can be conducted properly. After completing the exam, the team of examiners submits the assessment result to the admin of the study programme to be input in the Academic Information System (SIAP). Specifically for the score of the dissertation exam, each examiner inputs the score directly into the system. There, the head of the examiner team also determines whether the students have passed the dissertation exam.

Students are able to find the exam result score in SIAP. If they find any error in their scores, then students can submit a complaint to the course lecturer. The course lecturer then checks the assessment components and if errors are found, the lecturer will correct the assessment and input the new value in SIAP.

Appraisal:

The examinations are composed in such a manner that the achieved qualifications and competencies can be determined and assessed. This includes, above all, that the certificates of achievement aim for a systematic understanding of the research discipline and the control of the research methods which are applied in this field of research. In addition, the certificates of achievement are aimed at a contribution of research which expands the frontiers of knowledge and withstands a national and international assessment carried out by scientists.

The examinations are properly organised in terms of number, distribution, process, and form registration. The disadvantage compensation is regulated.³¹

³¹ See chapter 1.5

Quality Ratings

		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.	PROGRAMME DESIGN					
3.3	Examination Procedures					
3.3.1	Examinations			X		
3.3.2	Organisation of the Examination Procedure			X		

3.4 Didactic Concept

Logic and Comprehensibility of the Didactic Concept

DSS graduates must have reliable abilities in conducting research, have analytical and social skills, problem solving skills, as well as presentation and writing skills. Therefore, the learning method must provide a wide space for students to elaborate the main skills in the discipline of social science. Student-centred learning is carried out in the form of case-based learning and problem-based learning methods in accordance with the expected graduate qualifications. This approach allows students to be the centre of the learning process, with the lecturer as a facilitator and stimulator. Students are required to present the tasks given and be actively involved in class discussions. Presentations by students are also conducted in Research Design seminars, Dissertation Proposal Seminars, Dissertation Research Results Seminars, Dissertation Script Feasibility Assessment Seminars, National Scientific Publications, International Scientific Publications and Dissertation Examinations.

DSS regularly invites guest lecturers, especially lecturers with well-established methodological expertise, who already have a research reputation at the international level. Practitioners, both those who work in the bureaucracy, such as ministries, The House of Representatives of The Republic of Indonesia, and the nonprofit sector are also invited as guest lecturers.

With this curriculum model, DSS emphasises the ability of students to develop critical thinking skills, analyse complex topics, and perform synthesis to produce scientific ideas that have new contributions in social and political research.

Diversity of the Teaching Methods

The determination of teaching methods is carried out according to the didactic concepts at Universitas Diponegoro, namely, to know, to know how and to build. Face-to-face lectures are accompanied by a distance learning process using Microsoft Teams, Zoom and Kulon (Online Lecture).

Some of the teaching methods applied are:

- Active learning, where students not only listen to lectures, but also find, process, and discuss information.
- Think-Pair-Share, where students elaborate ideas in pairs, and then share their ideas with the class for discussion.
- Collaborative learning group, where students work on assignments in groups to solve a problem/ topic of the lecture.
- Analysis or reactions to videos, where students review a film about a case related to lectures.
- Student debate, where students are trained to build and present their arguments, and then defend their position against contestants having different perspectives.
- Analyse case studies, where students discuss cases given by the lecturer to assess the strengths and weaknesses of the theoretical framework that has been presented, or conversely, find cases to illustrate whether the theory supports the cases or not.
- Write and produce a newsletter, where students learn to write their ideas for wider audience.

Networking of the Doctoral Students

According to the objectives of the study programme, students of the DSS programme continuously make contact and discussion with other students of doctoral programmes in social science both at national and international levels through participation in academic activities including international conferences, doctoral student meetings, and community service research collaborations. At the faculty level, Faculty of Social and Political Sciences implements ICISPE as a showcase and a place to exchange research results of doctoral students with colleagues and other professors at the international level in the social and political fields.

Scientific Supervision

Students obtain a dissertation supervisor in the first semester. The appointment of the supervisor is based on the suitability of the supervisor's competence with the topic of the dissertation to be studied by the student and the number of supervising loads. This process begins with filling out the dissertation title plan by students and then it is submitted to the head of the study programme. Based on the dissertation title plan to be studied by students, the head of the study programme appoints the first supervisor (promoter) and the second supervisor (co-promoter). Based on the appointment made by the head of the study programme, the dean then issues a decree on the appointment of the dissertation supervisor.

The main supervisor or promoter of the doctoral programme must be a full-time lecturer with a doctoral degree and a functional position as Professor and/or Associate Professor; or lecturer with doctoral degree and functional position as Associate Professor who has experience as a main author in writing articles in accredited national journals or reputable international journals. While the second supervisor or co-promotor must be a full-time lecturer with a doctoral degree and functional position of assistant professor, or lecturers/experts from other institutions/universities with doctoral degree. Both supervisors must have areas of expertise relevant to the dissertation.

The head of the study programme periodically monitors the mentoring process and can replace the supervisor if the implementation of supervision found a problem. The supervision is carried out in a structured manner, at least four times per semester, and must be recorded in the supervision logbook online through the feature of Final Project Supervision in the Academic Information System.

Appraisal:

The panel learned during the site-visit that the didactical concept of the study programme is modern and diversified, for instance, through case studies and projects. Student-oriented approaches are employed. However, the panel suggests being far more explicit in the course descriptions on *how* content is taught in the programme and *how* skills are achieved.³²

The didactic concept of the doctoral programme is developed in accordance with the objectives. It is particularly aimed at enabling doctoral students to be able to carry out critical analyses, evaluations, and syntheses of new and complex ideas (impressions derived from the interviews). The panel notes that there is no evidence that this is being done given in the documentation and thus, as pointed out before, should be written down transparently.

³² See appraisal in chapter 3.1

A mix of methods is applied according to the didactic concept (four defences sessions, peer-review processes). Again, this also needs to be described more transparently.

In accordance with the objectives, the programme promotes the exchange of experiences and research results among the doctoral students and it contributes towards the broadening of the research based knowledge.

Students are allocated three supervisors (one promoter and two co-promoters). This secures a continual and intensive professional, methodological and scientific supervision of the doctoral students. A corresponding planning in the time budget is ensured. Lecturers including supervisors (e.g. the vice dean as well) are always reachable via WhatsApp, also outside office hours.

The panel particularly highlights that during their dissertation process students have four defence session at different stages of writing their thesis where they present their ideas and work in front of their supervisors and peers in form of a colloquium.

The individual supervision is regulated through an agreement between higher education institutions, supervisors and doctoral students. The supervision is continuously further developed through quality assurance measures.³³

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.	PROGRAMME DESIGN					
3.4	Didactic Concept					
3.4.1	Logic and Comprehensibility of the Didactic Concept			X		
3.4.2	Diversity of the Teaching Methods			X		
3.4.3	Networking of the Doctoral Students			X		
3.4.4	Scientific Supervision		X			

3.5 Professional Competencies/Employability

DSS alumni are spread in various fields, especially as academics, researchers, or politicians. Graduates' professional competencies are formed during the learning process that is oriented towards the development of abilities in conducting research and transferring knowledge to others. The research ability is formed at the beginning of the study period, namely in the first semester through lectures on social research methods. Furthermore, this ability is improved by conducting literature reviews, data collection, data analysis and writing research reports. The ability to disseminate ideas is built through various seminar activities, ranging from capita

³³ See chapter 5

selecta seminars, research design seminars, dissertation proposal seminars, dissertation results seminars, Dissertation Script Feasibility Seminars, to dissertation exams. Students have the opportunity to choose fields of social research either political or business science according to their research interests and job demands.

The qualification obtained by graduates during and after pursuing their doctoral studies improves their professionalism in their field of work. With the existing curriculum design, DSS graduates have a greater opportunity to improve their career on the job market, especially in positions that require human resources with doctoral qualifications such as lecturers, researchers, senior politicians, expert staff, and policy consultants.

Appraisal:

The doctoral programme is intended to convey the doctoral students with professional qualification in the scientific and research-oriented fields of activity. In doing so, the professional qualification is aimed both at a research-oriented activity (including teaching) as well as a practical vocational activity. Graduates are able to achieve higher positions after graduating.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.	PROGRAMME DESIGN					
3.5	Professional Competencies / Employability			X		

4. Scientific Environment and Framework conditions

4.1 Teaching Staff

Structure and Number of Teaching Staff

The Doctor of Social Sciences Programme is under the Faculty of Social and Political Sciences at Universitas Diponegoro. Lecturers are from the Faculty of Social and Political Sciences, the Faculty of Economics and Business and the Faculty of Humanities. Scientific multi-disciplinarity is needed in the teaching and learning process in accordance with the vision, mission, goals and objectives of DSS.

DSS lecturers are distributed as course lecturers and as promoters and co-promoters (supervisors) and examiners for each student according to the concentration of their field of knowledge. DSS has a structure in which the head of the study programme is assisted by the Quality Assurance Task Force Team (QATF). The Doctor of Social Sciences programme has 22 full-time lecturers (eight male and 14 female) and four part-time lecturers (three male and one female).

DSS also invites guest lecturers to give lectures. Guest lecturers are integrated with researchers by having a role as an external examiner at the dissertation exam.

Table 4: Structure of DSS faculty

No	Academic Rank	Number
1	Professor	10
2	Associate Professor	8
3	Assistant Professor	4
Total		22

Scientific Qualification of the Teaching Staff

The DSS lecturers have a minimum of doctoral title and a minimum functional position of associate professor. Furthermore, they must have expertise in accordance with the course being taught. This is in accordance with the National Standard for Higher Education. The number of lecturer capacity of the DSS Programme always increases gradually. Many of the DSS lecturers are professors. DSS lecturers must also have a good track record in the field of research and publication. Every year DSS lecturers must conduct research and publish scientific articles in international journals and international proceedings. A list of DSS lecturer publications in scientific journals was provided by the University.

Lecturers of DSS have qualifications according to the concentration of specialisation in Political Science and Business Administration. To support the competence of teaching staff, the DSS supports lecturers who take part in various national and international events, conferences, workshops, according to their field of expertise.

All academic activities are carried out to achieve the objectives of the study programme and the vision of the University to become a world class research university. Academic activities such as lecturer research are cited and developed in other scientific articles.³⁴ This shows that the research expertise of DSS lecturers is recognised by the academic community.

Pedagogical Qualification of the Teaching Staff

DSS lecturers have adequate pedagogical qualifications. All DSS lecturers already have a professional educator certification. All DSS lecturers have also received various learning trainings, including Applied Approach (AA) Training, Character Training (training on the development of basic skills of instructional techniques), ISS-IT training (interactive skill station based on information technology), Guardian Lecturer Training, Module Description Preparation Training, content language integrated learning (CLIL-IALF) training and others. The ability and experience of the DSS Lecturers over the years have become the foundation for developing their learning models, including in the preparation of the DSS curriculum.

The performance of lecturers in carrying out the learning process is monitored and evaluated regularly and periodically. DSS lecturer workload is calculated and evaluated based on the Operational Guidelines for Lecturer Workload. The workload of lecturers per semester normally ranges from 12-16 Credits.³⁵

The lecturers workload report always meets the standards required so that they are rewarded with lecturer certification allowances. Lecturers with workloads exceeding the standard receive additional rewards from the University.

³⁴ Relevant links to citations were provided by the University.

³⁵ This was evidenced by Lecturers Workload Reports.

The workload of lecturers is always reported to the leader by composing a Lecturer Performance Report every semester. Thus, the performance of lecturers can always be monitored by the institution so that it is in accordance with applicable provisions.

Internationality of the Teaching Staff

The DSS lecturers have international experience (six graduated from foreign universities in South Korea, Australia, the Netherlands, Japan, Canada, the United States of America). Three are also invited as guest lecturers at various universities abroad, including Australia National University, KITLV and Leiden University.

Lecturers have conducted collaborative research with foreign institutions. One of the opportunities that DSS students get in overseas research collaborations is through the Sandwich-like Programme to several foreign universities (Wyoming University, USA).

DSS often holds lectures by inviting guest lecturers from abroad. This aims to facilitate students to explore the deepest knowledge shared by the foreign guest lecturers. Guest lecturers who have given public lectures are from Wyoming University, USA; Wellesley College, Boston, USA; Mahidol University, Thailand; Charleston University, Canada; University of the Philippines Diliman, Philippines; University of Amsterdam, The Netherlands.

Internal Cooperation within the Faculty

Coordination between the Faculty of Social and Political Sciences and the DSS Programme is carried out through meetings and workshops. Meetings with the head of faculty are held at the beginning of every week. Coordination meetings are held to discuss technical and operational matters as well as share important information regarding various policies affecting the academic community. Meetings are held regularly every week, in the middle of the semester to coordinate the implementation of mid-semester exams, and at the end of each semester to coordinate the implementation of final exams, lecturer performance reports, monitoring and evaluation of the implementation of the Three Pillars of Higher Education. There are also meetings held annually to facilitate coordination related to new student admission, annual performance report, Faculty Work Meeting and others. A good coordination by faculty management aims to ensure that plans that have been set can be implemented as well as possible.

Joint activities are also carried out to improve the cohesiveness of faculty members, for example, through research methodology workshops such as NVivo method training, and capacity building for student research abilities. Joint activities are also carried out through research and community service activities carried out in groups by lecturers and students are involved.

Appraisal:

The structure and number of teaching staff exceeds the requirements of the doctoral programme. The necessary professional breadth and depth in scientific education and the research sponsorship of the doctoral students is ensured. The contractual situation of the teaching staff guarantees a continuous execution of the doctoral programme. A balanced gender ratio is pursued among the teaching staff.

Furthermore, the integration of researchers and guest lecturers from other institutes and institutions is systematically established.

The scientific qualification of the teaching staff corresponds to the national requirements. The scientific qualifications are consistent with the focal points of this programme and the strategic planning of higher education institutions. The research activities correspond with the orientation of the doctoral programme and they support the scientific education of the doctoral students.

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programme. The panel **recommends** giving the faculty more training or promote existing offers on modern teaching methods (e.g., level modelling, creating competence matrices, training on flipped classroom, discourse-oriented moderation techniques like think-pair-share, fishbowl-discussions, speed-sharing of research-questions, defending-discourse on theoretical approaches). Students could also be encouraged to organise a conference (or a panel at a conference).

A considerable number of teachers have relevant experience in international research and/or teaching abroad. The faculty is actively involved in international communities.

The faculty members cooperate closely and regularly with each other to coordinate the programme. An integrative approach exists and is encouraged by Undip. Numerous research projects are cooperatively carried out.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
4.1	Teaching Staff					
4.1.1	Structure and Number of Teaching Staff		X			
4.1.2	Scientific Qualification of the Teaching Staff			X		
4.1.3	Pedagogical Qualification of the Teaching Staff			X		
4.1.4	Internationality of the Teaching Staff			X		
4.1.5	Internal Cooperation within the Faculty		X			

4.2 Cooperation and Partnership

Scientific Integration of the Doctoral Students

The faculty together with the DSS Programme has cooperated with several foreign universities in the field of education, research and community service. The established cooperation is embodied in a Memorandum of Understanding (MOUs) and/or a Memorandum of Agreements (MOAs).

The following are partners establishing cooperation with Universitas Diponegoro:

- Endicott college of international studies Woosong University,
- College of Management National United University,
- Ateneo de Manila University,
- College of Humanities and Social Science of Asia University,
- The Faculty of Social Science of the University of Chile,
- Faculty of Political Science University of Zagreb,
- Universiti Telekom Sdn Bhd,
- Wyoming University.

Faculties and DSS also cooperate with institutions abroad to organise international seminars. For example, collaboration with:

- Nanyang Technological University, Singapore;
- LP3ES;
- APII;
- Universiti Malaysia Sabah;
- CSIS;
- AIFIS; and
- The People's Consultative Assembly of the Republic of Indonesia, hosting an International Conference on Indonesian Social & Political Enquiries (ICISPE).

The organisation of this international seminar provides wide opportunities for DSS students to disseminate the results of research and publications in the proceedings of international seminars.

Furthermore, the DSS Programme with the Faculty of Social and Political Sciences actively creates and implements an academic exchange programme in accordance with the agreement with partner universities. Several DSS students participate in various international academic cooperation events, like the sandwich-like programme. The DSS lecturers conduct joint research activities and obtain international funding. The collaboration is also carried out in the implementation of the collaborative doctoral programme, the preparation of the Regional Medium Term Development Plan, the preparation of the Strategic Environmental Assessment, and the review of national scientific journals. By joining this programme, students can gain research experience with international research institutions.

Networking of the Scientists

The DSS programme cooperates with institutions, universities, government, and the private sector. In the field of education, this cooperation allows the study programme to increase international exposure to students through the Sandwich-Like programme. In research activities, cooperation with external institutions allows the implementation of joint research, publication

of scientific articles, and implementation of international seminars. Students benefit from international academic networks in the form of enrichment of research topics, literature, and cross-cultural benefits shared by foreign lecturers invited by DSS. In the field of community service, this cooperation provides opportunities for lecturers to conduct community service in the area of cooperation partners, for example in Sub District of Rowosari, District of Tembalang to conduct community service entitled Strengthening the Village Community Empowerment Institutions. Students are involved in this activity to improve their research capacity. For example, in the Smart City development service activity in Semarang, doctoral students are involved and introduced to policy challenges. Students take advantage of this activity for research topics that might be developed in the topic of community service carried out by lecturers.

Appraisal:

The panel highlights the scope and nature of cooperation with HEIs, other academic institutions and networks relevant for the programme. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued but could have more impact on the conception and implementation of the study programme. The University should underline its cooperations in the curriculum and course descriptions to make them more transparent, and even expected of students. This would further contribute to the development of the students' qualification and skills.

The doctoral students are encouraged to participate in relevant conferences or to take part in other scientific events and establishments.

The scientific networking has a recognisable benefit for doctoral students.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
4.2	Cooperation and Partnership					
4.2.1	Scientific Integration of the Doctoral Students			X		
4.2.2	Networking the Scientists			X		

4.3 Programme Management

Structural Organisation

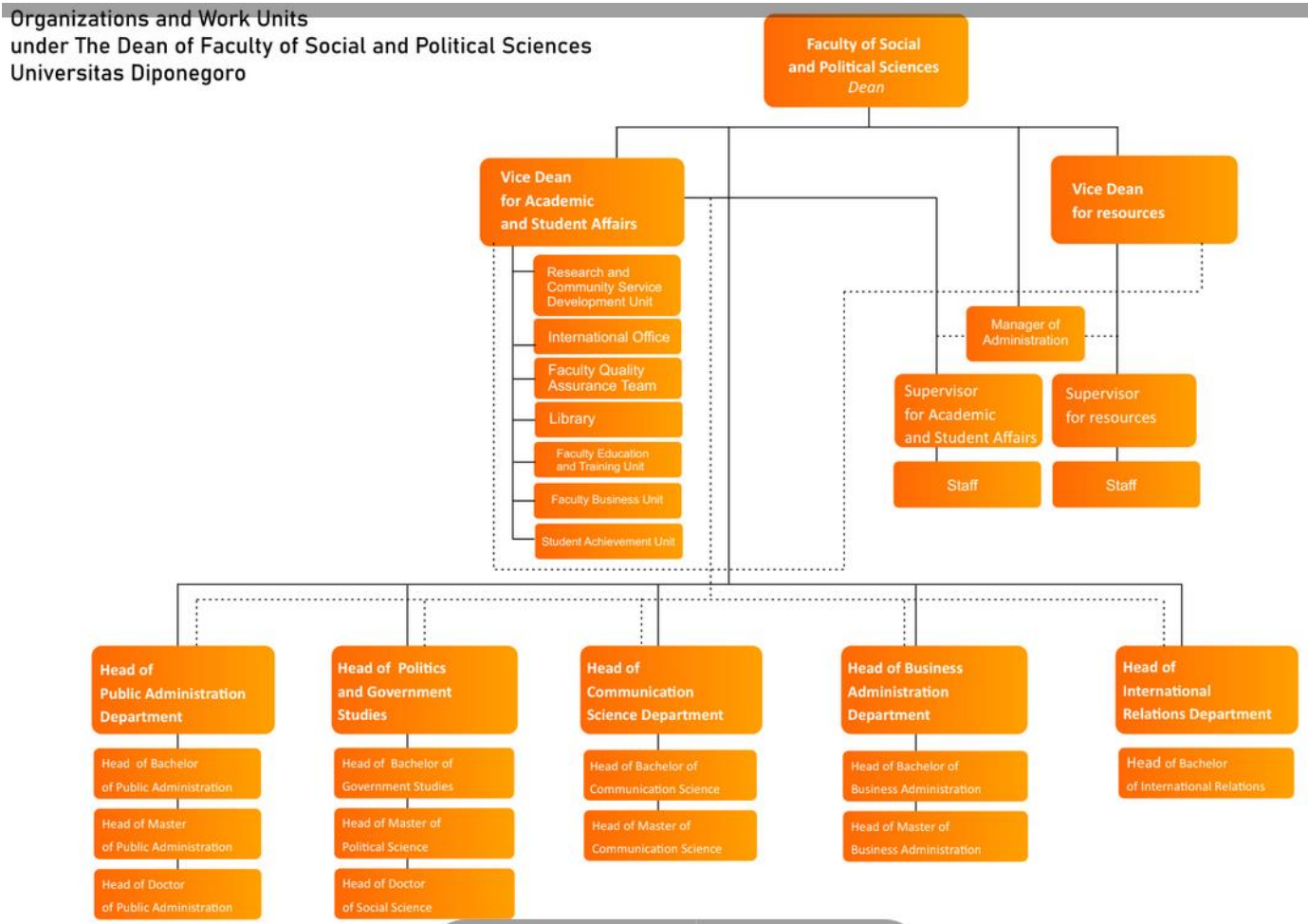
The governance of the faculties and study programmes must reflect the implementation of good university governance and accommodate all values, structures, roles, functions and aspirations of faculty and study programme stakeholders. Leaders of faculties and study programmes effectively provide direction, motivation and inspiration to realise the vision, carry out the mission, achieve goals and objectives through developed strategies.

The doctoral programme at Universitas Diponegoro is led by a head and a secretary of the programme whose main task is coordinating all programme activities and evaluating the programme management system that has been running. The head and the secretary of the programme are assisted by support staff in their respective fields, namely the academic and student affairs, finance, and general and asset management sections. The head of the study programme are also assisted by a quality assurance unit for the study programme, called the Quality Assurance Task Force (QATF), to improve academic quality gradually and sustainably through the development of a quality assurance system and carry out monitoring and evaluation of programme performance, so that appropriate academic quality is achieved according to the quality standards set by the University. After that, the head and the secretary of the programme will be responsible to the Dean and Vice Deans regarding the programme management, including policy making in the academic field and all other programme activities.

DSS also have mechanisms for dealing with complaints brought by students related to programme management, grades and dissertation guidance.

The organisational structure in the context of the coordination relationship between the Dean and the Vice Dean and the Head and the Secretary as well as supporting staff, can be seen in the organigram below:

Figure 2: Organisational Structure of FISIP Undip



Management Support

DSS is committed to offering a high-quality learning environment by providing students with modern classrooms, IT equipment, workplaces (cubic space), lecturer workspaces, seminar rooms, libraries and supporting facilities. DSS also has a computer laboratory to support doctoral students in completing their studies. The facilities can be accessed by doctoral students from 8 am to 6 pm. All rooms have internet access. DSS also sets up discussion rooms that help students conduct research and discussion in a more informal environment than in the classroom.

All rooms are supported by relatively modern technology and equipment as well as Wifi coverage available throughout the University. These facilities are free allowing teaching staff and students to freely use the University's Internet resources and internal services.

In addition to a suitable learning environment and available facilities and infrastructure, the education personnel is there to assist students and lecturers in conducting research. There are 65 education personnel, consisting of three librarians, two technicians/programmers and 60 administrative staff members.

They are ready to assist student activities. Educational personnel are always supported to achieve better university governance, one of which is by participating in skills training (e.g., Mendeley seminar, Slim training, English and computer courses) that can encourage good service, especially for students through faculty support, DSS educational personnel receive information technology training, archiving training.

Documentation of the Doctoral Programme

All information provided in hard copy regarding the content, structure, design, duration, study and examination process is documented by the DSS Academic Department and can be accessed by request. General information about the programme (such as profile, curriculum, admission requirements) is documented and publicly accessible via the DSS website.³⁶ While the academic records of all students (personal data, academic achievements and progress as well as other relevant information) are documented online through Academic Information System and Research Information System which can be accessed by all students and lecturers (for courses for which they are responsible) via Single Sign On (SSO) account. Lecturers' performance in teaching, supervising and conducting research is also documented online in the Academic Information System of Universitas Diponegoro and can be accessed at any time through the SSO system account.

A number of scientific activities such as seminars, dissertation exams and the like are documented on social media such as the DSS website and Instagram, which can be accessed by all interested parties.

³⁶ <https://dis.fisip.undip.ac.id/curriculum-of-doctoral-programme-in-social-science-2020-by-course/>, last access on October 11, 2023

Appraisal:

Faculty members and students are supported by the administration in the organisation of the study programme. Sufficient administrative staff is available. Decision-making processes, authority, and responsibilities are clearly defined. Teachers and students are included in the decision-making processes where their areas of work are involved.

The opportunities of electronic service-support are used and supplement personal one-to-one counselling. The HEI could offer the administrative staff more opportunities for continuous professional development. Both – administration staff and faculty – pointed out that further upskilling of administrative staff would benefit them.

The programme management works effectively in coordinating the activities of everyone involved in the programme and ensures that the programme runs smoothly. Management support concerning the allocation of tasks and persons are transparent and efficiently guaranteed both qualitatively and quantitatively.

The requirements in terms of content, structure, design, duration, study process and examinations are recognised through suitable documentation and publication. The interested parties also have access to the documentation in electronic form and it provides transparency.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
4.3	Programm Management					
4.3.1	Structural Organisation			X		
4.3.2	Management Support			X		
4.3.3	Documentation of the Doctoral Programme			X		

4.4 Material Resources

Quality of the Classrooms and Working Places

The teaching and learning process in the DSS of Universitas Diponegoro is held at Jalan Erlangga Barat VII No. 31 Semarang. All supporting facilities and infrastructure for DSS come from DSS itself, Faculty of Social and Political Science, and facilities owned by Universitas Diponegoro. These facilities and infrastructure have been effectively utilised and maintained periodically.

The working space for the Head of the Study Programme has an area of ten square meters, the working space for the Secretary of the Study Programme has an area of ten square meters

and the room of the Administration has an area of about 20 square meters. Infrastructure that can be used as a workplace for DSS students is classrooms equipped with LCD and air conditioning, hallways, living rooms and library rooms. Other facilities include a prayer room, toilets, hot spot areas, motorcycle and car parking spaces.

Facilities related to classroom learning activities are provided by the faculty, such as computer devices with software, LCD, and whiteboard, as well as computers.

Undip also has a Sustainability Center and publishes annual report on the sustainability of its campus.³⁷

Equipment (Literature, Magazines, Databases) for the library

The Universitas Diponegoro library provides a reference room, circulation room and reading room, equipped with free-wifi and internet-connected computers. The library also has a closed discussion room equipped with LCD facilities that can accommodate about 20 people. The library provides a book collection in the field of social science that suits the needs of students, consisting of local and international books, both printed books and e-books versions.

The library is managed professionally by certified librarians, with RFID-based library automation. Library facilities are provided at the University, faculty and study programme level, with various existing services, namely reference services, circulation services, electronic information retrieval services (online public access catalog/opac), nation building corner (cooperating with hati nurani dunia foundation), Sampoerna corner (in collaboration with PT HM Sampoerna), BNI corner (cooperating with BNI bank), Indonesian National Standard Corner (cooperating with the Indonesian National Standards Agency), information dissemination services, and user guidance services.

Universitas Diponegoro also facilitates access to online journal databases for the entire academic community through an integrated information system, SSO. Students can access 14 international journal/e-journal portals, four international book database portals, and four journal repository portals through Universitas Diponegoro online library as indicated below.

Table 5: List of international e-journals and book databases

No	E-Journal	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
1	ScienceDirect Freedom Collection	2.159	2.057	2.216	2.086	1.880	2.315	1.852	2.844	2.844	2.844	2.844	2.788	2.788
2	Springerlink	1.457			992	1.446	1.538	1.538	1.590	1.590	1.590	1.590	2.117	2.117
3	Oxford University Press		281	301	262	286	312	312	349	349	349			
4	Cambridge University Press		264	264	333	341	341	341	609	609	609	609	403	403
5	IEEE Computer Society		27	27	29									
6	Ebsco				2.904	2.901	2.804	2.804	6.689	6.689	6.689	6.689	18.140	18.140
7	Proquest Research Library				6.150	6.433	6.613	6.613	6.613	6.613	6.613	6.613	7.131	7.131
8	Engineering Case Studies Online				603									
9	Emerald E-Journals				306	300	305	305	305	305	305	305	307	307
10	Advanced Science Letter							2	2					
11	ProQuest Digital Dissertations & Theses Full (PQDT Full Text)												44.357	44357
12	ClinicalKey Flex												3.673	712
13	JSTOR Archive Complete Edition												1.369	2436
14	ABI/Inform Global												44.000	5217
	Jumlah	3.616	2.629	2.808	13.665	13.587	14.228	13.767	19.001	18.999	18.999	112.049	83.608	82.896

³⁷ See latest from 2022: https://sustainability.undip.ac.id/wp-content/uploads/2022/11/Sustainability-Report-2021-2022_.pdf, last access on October 27, 2023

The Undip library received an A accreditation from the National Accreditation Committee.

Another service provided by the library is a plagiarism checking service (Turnitin). Students can submit their articles or research reports in this service to ensure that their scientific work is free from plagiarism.

The DSS Faculty library (database) has more than 13,260 book titles (28,273 copies). The University library provides online access to students for e-books, e-journals, articles, and periodicals.³⁸ The required books are available in Indonesian and English and can be accessed in the library's online catalogue.

In addition, the independent study rooms are located in the University and faculty libraries.

Appraisal:

Upon site-visit of Undip, the panel gained a good impression of the quantity, quality, media and IT facilities of classrooms. The study programme has its own separate building located about 20 minutes from the FISIP faculty building.

On the first floor, there is a workroom for doctoral students with three tables and sufficient seats. This room can be accessed anytime without prior booking. A printer is available as well. There is a defence room and another room for the promotion of the dissertation. Classrooms are on the second floor, the offline library is on the third floor. Doctoral students use the library regularly to discuss their dissertation projects with their peers.

Access to the internet via wireless LAN is provided free of charge.

Digital access to relevant and updated literature and journals is ensured. The study programme also provides an offline library. Students can also access all graduate theses in hardcopy at the computer lab.

The technical equipment corresponds to the requirements.

A reference library is available. Literature, magazines and databases are up-to-date and current in terms of the study contents and research activities of the doctoral students. Online access for technical literature is guaranteed. Outside of the University the doctoral students have digital access to a large section of the technical literature. The most important databases are accessible totally free of charge.

³⁸ Can be accessed at <https://digilib.undip.ac.id/>, last access on October 27, 2023

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
4.4	Material Resources					
4.4.1	Quality of the Classrooms and Working Places			X		
4.4.2	Equipment (Literature, Magazines, Databases) for the Library			X		

4.5 Finance Planning and Financing

Finance Planning and Financing of the Doctoral Programme

Financing for the implementation of education at DSS is based on the provisions stated in the Regulation of the Government Number 52 of 2015 on the Statute of Universitas Diponegoro. The source of funding is from the central government and Universitas Diponegoro's income which is managed autonomously (not non-tax state revenue).

Universitas Diponegoro's income, which is managed autonomously, includes:

- Community;
- Single Tuition fees by the students (independent or scholarship recipients);
- Universitas Diponegoro businesses, such as PT Undip Maju, Undip Inn Hotels, and gas stations;
- Endowment fund management;
- Higher education threefold mission cooperation;
- Universitas Diponegoro wealth management;
- Local government budgets; and/or
- Loans.

The financing for the implementation of education is handed over to DSS and education is made based on the financing plan. The financing plan includes the preparation of income source planning and budget use planning. Universitas Diponegoro is a Legal Entity State University that is given special autonomy authority in income source and budget use to adjust to the dynamics of organisational needs. There are three income sources, namely domestic sources from the State Budget, BOPTNBH Fund, income from student's Single Tuition Fee (STF) and Institutional Development Contribution (IDC), and income from Revenue generating activities. Funding from the State Budget (FSB) is used to finance the payment of salaries of lecturers and staff with civil servant status. BOPTNBH fund is used to improve campus facilities, while revenue from RGA (Revenue of Generating Activities) is used to finance Universitas Diponegoro commercial projects as a Legal Entity State University, and income from tuition fee is used to finance educational operations.

The Faculty of Social and Political Sciences supports universities in realising efficient, accountable, transparent and fair planning and budgeting governance as well as achieving the vision,

mission, objectives and strategic goals of Universitas Diponegoro. The DSS programme follows the direction of the planning and budgeting governance of the University by initiating planning and budgeting such as, the preparation of the Annual Output Plan (AOP). With the preparation of the Annual Output Plan (AOP), the Annual Work Plan and Budget (AWPB) can be prepared by considering the 1.285 outputs and activities that can be carried out to achieve the Vision and Mission of Universitas Diponegoro based on the Strategic Plan of Universitas Diponegoro in 2020-2024.

The Faculty of Social and Political Sciences has carried out planning and budgeting for 2022 by prioritising outputs and activities that support: the provision of key services to students such as the provision of lecture equipment in the classroom such as projectors, computers, classroom furniture, and air conditioning/AC. The faculty has followed the University's budgeting policy in capital expenditures for the procurement of learning equipment and facilities and maintenance expenditures (including maintenance of learning equipment and facilities) of 20 % of the 2022 budget allocation. It is important to fulfil the basic needs of higher education so that the superior accreditation will be achieved by the National Accreditation Board for Higher Education (NABHE) or Higher Education Independent Accreditation Institute (HEIAI) and the international accreditation for study programmes at the Faculty of Social and Political Sciences can also be achieved, by financing publication costs and community service and research funds such as research and development services, joint research and cluster joint research.

Performance plans (Key Performance Indicators and outputs) and budgets are prepared using the 2022 Annual Output Plan (AOP) and Annual Work Plan and Budget (AWPB) applications which are applications based on the Strategic Plan of Universitas Diponegoro for 2020-2024. Annual Work Plan and Budget (AWPB) of 2022 is prepared using the basis of budget allocation of 2022. The budget ceiling for the Budget User Work Unit (BUWU) is determined by the Leaders of University and the feasibility of the planned use of the Budget User Work Unit (BUWU) budget ceiling will be verified by the University Budget Team.

Budget disbursement is carried out using the Budget Realisation System (BRS) application by the finance team at the faculty. Every budget disbursement pays attention to the achievement of the predetermined output target. The achievement of performance indicators is controlled by a team formed by the faculty. The financial management is carried out based on the principles of transparency, accountability, predictability and compliance.

The financial management also includes policy of achieving SDGs, for example, policies on pro-poverty eradication, allocations for health-related campaigns, and provision of health clinic service facilities in the campus environment, provision of main learning facilities and supporting facilities, budget allocation for improving human resource competencies in which male and female staff have equal opportunities, budget allocation for the maintenance of clean water and sanitation, budget allocation for guaranteeing the availability and maintenance of campus critical infrastructure, budget allocation for establishing cooperation with industry related to the down streaming of research results, provision of facilities for vulnerable groups with disabilities and elderly people, construction and maintenance of campus parks, cooperation in cultural preservation with various stakeholders through community service, shifting from paper-based manuals into electronic-based service business processes, provision of campus parks equipped with water resource conservation, planting of rare plants, application of integrity zones for budget management services, and budget allocations for study programmes to conduct international cooperation in the field of research and publications with partners abroad

both Universities and NGOs. In addition, budget allocations for scholarships, for both educational programmes and summer course (non-degree) programmes are also given to students from abroad.

Financial Support and Scholarship Programmes

Sources of tuition fee are from independent or scholarship payments. The University grants tuition fee exemptions for foreign students who are included in the list of developing countries so that they can study in Indonesia through the DISS scholarship (Diponegoro International Student Scholarship). The DISS scholarship coverage includes: Round Trip International Airfare and Round-Trip Local transport from Jakarta (CGK) to Semarang Airport (SRG) for all students; Settlement Allowance of IDR 2.500.000, 00 paid only once upon arrival in Universitas Diponegoro; Living Allowance of IDR 2.500.000,00 per month for those who reside in Semarang; Internet Allowance of IDR 500.000; Books Allowance paid per month; Health Insurance with a maximum of Rp 200.000,00 monthly; and Waiver of Tuition Fee.

This is part of the implementation of the Sustainable Development Goals. The University also has a Waiver Tuition Fee policy for students to submit a postponement or an objection to pay tuition fees.

There is also a grant for doctoral dissertation writing given by the government for doctoral students.

Appraisal:

Financial planning at Undip, a state university, takes into account the staff planning for scientific employees and doctoral positions. In fact, the quantity of academic staff for the DSS is impressive.³⁹ Financial security is guaranteed for the period of accreditation.

Undip also offers scholarships for the financial protection of the doctoral students.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
4.5	Finance Planning and Financing					
4.5.1	Finance Planning and Financing of the Doctoral Programme			X		
4.5.2	Financial Support and Scholarship Programmes			X		

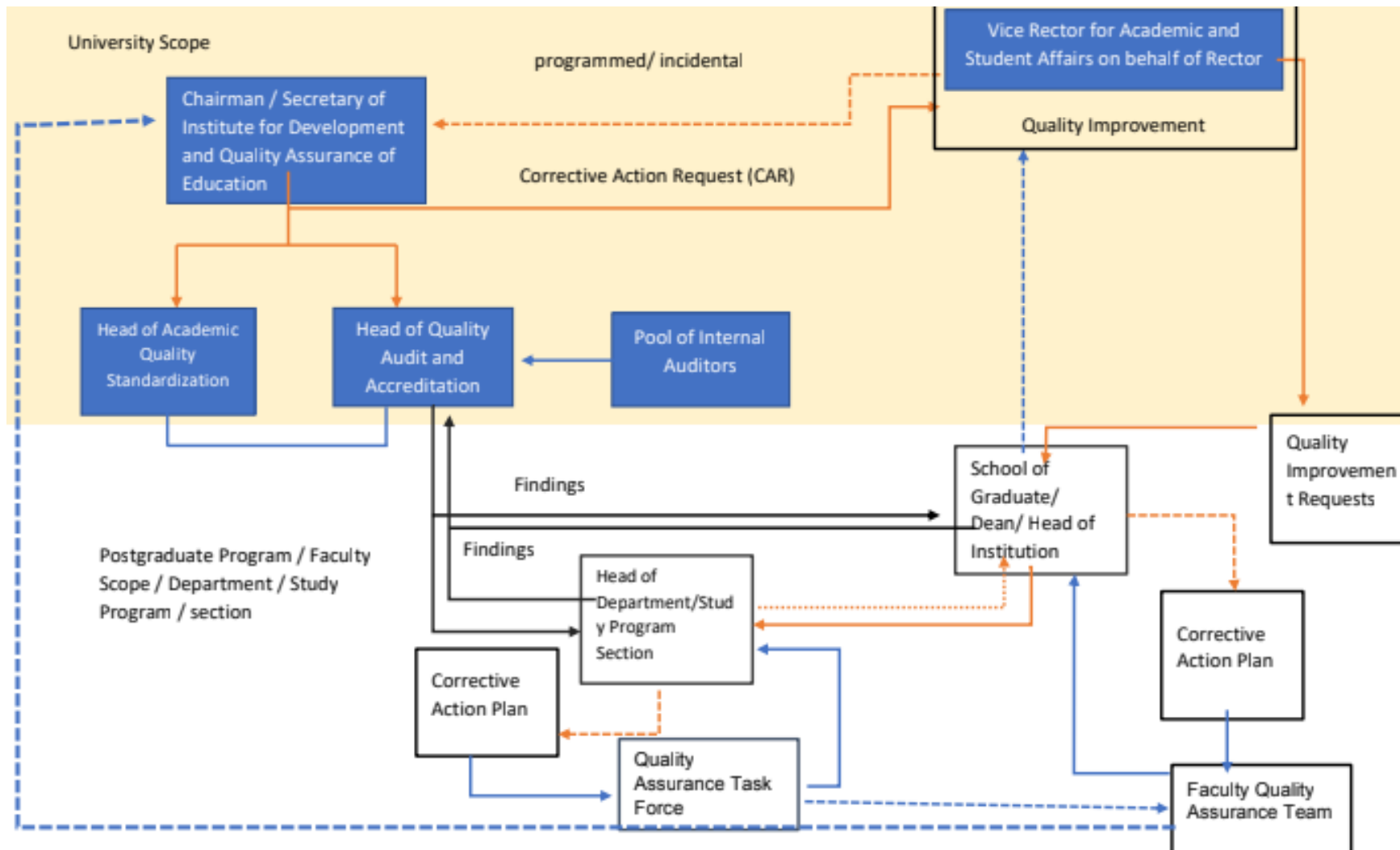
³⁹ See chapter 4.1

5. Quality Assurance

Quality Assurance in terms of Contents, Processes and Results

At the University level, the implementation of quality assurance is under the direction of the Institute for Development and Quality Assurance of Education (LP2MP), which in its implementation coordinates with all elements of UNDIP Internal Quality Assurance System stakeholders, consisting of: University Senate, University Leadership (Rector and Vice Rectors), Internal Supervisory Unit (SPI), Institute for Research and Community Service (LPPM), Faculty Quality Assurance Team (TPMF), and Quality Assurance Task Force (GPM). The following is a depiction of the Higher Education Quality Assurance Cycle at Universitas Diponegoro.

Figure 3: Higher Education Quality Assurance Cycle at Universitas Diponegoro



At the faculty level, the quality assurance is under the coordination of the Faculty Quality Assurance Team (TPMF) and at the study programme level, the quality assurance is under the coordination of the Quality Assurance Task Force (GPM).

Universitas Diponegoro has a complete document related to Undip Quality Assurance, the preparation of which is based on:

- Regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia No. 62 of 2016 on Quality Assurance System for Higher Education,
- Regulation of the Minister of Education and Culture No. 3 of 2020 on National Standards for Higher Education,
- Regulation of the Rector of Universitas Diponegoro Number 22 of 2016 on Internal Quality Assurance System of Universitas Diponegoro.

In the Regulation of the Minister of Education and Culture No. 3/2020, the national standards for higher education are divided into:

- 1) education national standards,
- 2) research national standards, and
- 3) community service national standards.

This chapter concentrates on the education national standards. In the **education national standards**, the Regulation of the Minister of Education and Culture (SNDikti) No. 3/2020 stipulates eight educational standards:

- Graduate Competency Standard,
- Learning Content Standard,
- Learning Process Standard,
- Learning Assessment Standard,
- Learning Facilities and Infrastructure Standard,
- Learning Management Standard,
- Learning Financing Standard,
- Academic Atmosphere Standard.

Documents related to Internal Quality Assurance of Undip are stipulated in the Rector Regulation No. 22/2016 regarding the Quality Assurance System of Universitas Diponegoro. As a Legal Entity State University (PTNBH) since 2016, the performance of Undip is not only related to SNDikti in general, but there are additional obligations in the form of Special Performance of PTNBH (IKU PTNBH).

Therefore, Universitas Diponegoro stipulates twelve additional standards going beyond the quality standards of the national system. These are:

- Student Admission Standard,
- Student Affair Standard,
- Cooperation Management Standard,
- Governance and Leadership Standard,
- Quality Assurance System Standard,

- Lecturer and Education Personnel Standard,
- Financial Management Standard,
- HR Planning and Development Standard,
- Information System Service Standard,
- Public Infrastructure Facilities Standard,
- MBKM Management Quality Standard, and
- Scientific Journal Publishing Management Standard.

The implementation of the quality assurance system conducted by Universitas Diponegoro is under the responsibility of LP2MP. The data completion carried out in each study programme is contained in the Academic Quality Assurance Information System (SIPMA). The Internal Quality Assurance System (SPMI) score is put in by uploading the data regarding the national educational standards. Furthermore, each standard is monitored by a set of indicators (see table below).

Evaluation of the implementation of higher education standards is conducted by uploading evidence of data by each study programme on the Academic Quality Assurance Information System (SIPMA) (see table below).

The following table shows the educational standards (eight national standards plus four of the twelve additional educational standards set by Undip) with their respective indicators and evidence documents.⁴⁰

⁴⁰ blue are national education standards and orange the additional educational standards set by Undip

Table 6: Educational Standards, KPIs, and Evidence

Standards	KPIs	Evidence
Graduate Competency Standard	<ul style="list-style-type: none"> • availability of guidelines for the preparation of graduate profiles of study programmes, • the availability of qualification documents of study programme graduates in the form of graduate learning outcomes (CPL), • Graduate Learning Outcomes refer to the respective KKN level, • the availability of graduate learning outcomes that have involved similar programme forums and external parties, alumni and graduate users. 	<ul style="list-style-type: none"> • Curriculum Guidelines; • Lesson Plan; (RPS) • minutes of the workshop; • Graduate Learning Outcomes (CPL) document; • graduate profile document; • study programme profile document and • meeting document.
Learning Content Standard	<ul style="list-style-type: none"> • the availability of Curriculum guidelines for Study Programmes, • the conformity of curriculum guidelines with Graduate Achievement, • Curriculum Guidelines have utilised the Results of Research and Community Service, • study programme has guidelines and is implementing study period and student load in the credits in accordance with the requirements specified by SN Dikti, • the availability of Curriculum Monitoring documents, • the availability of evaluation documents for teaching and learning process (PBM), • evaluation process involves internal and external parties. 	<ul style="list-style-type: none"> • curriculum guidelines; • excel sheet from SIAP related to assessment weight and documents of academic regulation (Perak); • PBM (teaching and learning process) monitoring documents in the form of attendance list recap on SIAP system; • approval sheet of research report, undergraduate thesis, Final Project (TA), Thesis, Dissertation; • Recap of scores obtained from SIAP; • RPS; • attendance list of lecturers on taught course; • minutes of study programme meeting; • minutes of the curriculum workshop; • minutes of the workshop on faculty guidelines.

<p>Learning Process Standard</p>	<ul style="list-style-type: none"> • conformity of PBM (teaching and learning process) implementation with the characteristics of the learning process in SN-DIKTI, • the availability of Semester Learning Plan (RPS) for all courses in the study programme, • the Conformity of Course Learning Outcomes in RPS with the rules of Learning Outcomes, • the availability of learning contracts at the beginning of the study and uploaded to SIAP, • the availability of learning monitoring document, • the availability of RPS review and update document, • the availability of research-based learning process document, • the availability of community service-based learning process document, • the availability of learning method monitoring document, the availability of learning form monitoring document, the availability of learning process monitoring document related to credits (SKS) 	<ul style="list-style-type: none"> • Faculty guidebook; • RPS; • curriculum guidelines; • minutes of the study programme meeting; • minutes of the workshop curriculum; • matrix for course change; • study plan (IRS) and study result cards (KHS); • form of internship assessment of the external party.
<p>Learning Assessment Standard</p>	<ul style="list-style-type: none"> • availability of assessment instrument of learning processes and outcomes, • the availability of monitoring and evaluation documents for the assessment of learning processes. 	<ul style="list-style-type: none"> • data instrument on SIAP; • final semester assessment results.
<p>Learning Facilities and Infrastructure Standard</p>	<ul style="list-style-type: none"> • facilities for disabled, • parking lots, • classrooms, • laboratories, and • buildings in the faculty 	<ul style="list-style-type: none"> • parking lots, classrooms, main building and laboratory; • supporting application for learning activities (Ms Teams, Zoom, etc.).

Learning Management Standard	<ul style="list-style-type: none"> the relationship between the academic community (lecturers, students, and education personnel) is well established, implementation of periodic monitoring and evaluation activities, the implementation of periodic learning programme results reports, the implementation of learning in accordance with the type and programme of education in accordance with graduate learning outcomes, availability of guidelines for improving the quality of management of study programmes in accordance with the vision and mission of Undip, implementation of monitoring and evaluation activities of study programmes in carrying out learning activities. 	<ul style="list-style-type: none"> Quality Assurance Group - GPM quarterly report;⁴¹ online learning and teaching process evaluation survey - EPBM Document; GPM quarterly Report, RPS, study programme manual procedures, minutes of the study programme meeting, performance reports and activity reports; Key Performance Indicators (IKU) document of study programme.
Learning Financing Standard	<ul style="list-style-type: none"> education financing using integrated tuition fee (UKT) through SSO. 	<ul style="list-style-type: none"> SSO of Undip; guidelines of General Cost Standard (SBU) of Undip; Budget plan of each faculty; PMB (admission of new students) Guidelines; Guidelines for the Management of the Fund; PMB evaluation Document; KHS; Decree on Capacity; Decree on Student Activity Unit (UKM) instructor.
Academic Atmosphere Standard	<ul style="list-style-type: none"> availability of extra-curricular programmes, the involvement of lecturers and students in research and community service, 	<ul style="list-style-type: none"> workshop report; academic regulation document; ODM Documentation;

⁴¹ <https://siap.undip.ac.id/> reports only accessible via SSO, last access of website on October 24, 2023

	<ul style="list-style-type: none"> the availability of scheduled seminar activities or the like of lecturers and students, the availability of feedback and evaluation questionnaires. 	<ul style="list-style-type: none"> KKL/KKN/PKL/Internship/Company Visit reports; document for organising seminars or the like, number of Student Publication, student evaluation questionnaire at the internship/kkl location.
Student Standard	<ul style="list-style-type: none"> availability of student performance monitoring systems, the availability of student activity monitoring facilities, the availability of student participation in the learning process, student participating in extracurricular activities, and student organisations. 	<ul style="list-style-type: none"> academic guidance books, Student Lounge, student attendance list, Decree (SK) of the Dean of student activities.
Lecturer and Education Personnel Standard	<ul style="list-style-type: none"> the number of lecturers with S3 (doctoral) qualifications, the number of lecturers with educator or lecturer certification, the number of lecturers who meet the lecture load (BKD), the availability of student final project monitoring documents, the availability of monitoring and evaluation documents for final project supervision of at least eight times. 	<ul style="list-style-type: none"> lecturer certificates; computer database programme; Decree (SK) of lecturer homebase; Consultation sheet, Faculty staff documents.
Academic Information System Standard	<ul style="list-style-type: none"> implementation of information system/Updating of information system. 	<ul style="list-style-type: none"> integrated information system; amount of the faculty budget for the development and maintenance of information systems.
Educational Cooperation Standard	<ul style="list-style-type: none"> implementation of educational cooperation. 	<ul style="list-style-type: none"> Cooperation Decree, MOU with other agencies, and Cooperation Decree.

To plan and assess quality assurance and development procedures, the faculty and students participate in committees or in a meeting held at the end or beginning of each semester to evaluate and provide improvements in a discussion forum or workshop. In addition, students are given the opportunity to evaluate the learning process conducted by each lecturer in the SIAP system. To complete the audit follow-up process, graduates and business representatives (graduate users) are included in the planning process of quality assurance, quality assessment, and curriculum development.

Evaluation of the Implementation of Quality Standards

Monitoring and evaluation of the implementation of quality standards is carried out in stages and periodically through the following activities:

- Internal quality audits conducted by LP2MP once a year. Internal quality audits conducted by Internal Auditors who have competence in audit. Internal quality audit using instruments that measure the achievement of quality standards applicable in Undip (36 Quality Standards).
- Routine performance evaluation based on BAN PT and/or LAM criteria. This evaluation is conducted based on the performance data that refers to BAN PT and/or LAM accreditation assessment reported by the Head of Study Programme online every year on the LP2MP page.
- Monitoring the evaluation of PBM activities conducted twice a year through an online learning and teaching process evaluation survey (EPBM) to students.
- Monitoring and evaluation of lecturer performance in the field of *Tridharma*, support, and strategic tasks conducted every six months. This monitoring and evaluation is conducted at the faculty level and the results are associated with remuneration and penalties that will be received by lecturers.
- Internal Audit specifically for Facilities and Infrastructure and Finance conducted by SPI and the Undip Audit Committee.
- External Audit specifically for Facilities and Infrastructure and Finance conducted by Audit Board of the Republic of Indonesia (BPK) and an Independent Public Accountant.
- Monitoring and evaluation of grants received by study programmes, faculties and grants received individually (lecturers). This monitoring and evaluation is carried out on all components of financing both from internal (UNDIP) and external sources (domestic and foreign aid), including:
 - Non-Tax Revenue Grant of Universitas Diponegoro,
 - Decentralisation Grant (Ministry of Research and Technology/BRIN /BRIN),
 - National Competitive Grant (Ministry of Research and Technology /BRIN),
 - Innovation Grant (Ministry of Research and Technology /BRIN),
 - Rispro Grant (Ministry of Finance),
 - Ministry of Agriculture Grant,
 - Ministry of Finance Grant,
 - Partnership/collaboration grants with various institutions.
- Monitoring and evaluation of Key Performance Indicators (IKU) of Higher Education Institutions conducted quarterly in the working units.
- Evaluation of Laboratory quality performance done through KAN accreditation external audit activities (SNI ISO/IEC 17025: 2017).

- Evaluation of the performance of external audit bureau/institution/faculty in Universitas Diponegoro by TÜV Rheinland Group.
- Research and PkM Monev by LPPM, especially on research and PkM that receive funding, both from internal and external Undip.
- Monitoring and evaluation of student service standards through online student satisfaction surveys carried out at both University and faculty levels annually.
- Internal monitoring and evaluation of Governance Standards and Cooperation through the signing of absolute responsibility for each rupiah of funds sourced from Universitas Diponegoro used by lecturers and educational personnel for *Tridarma* activities.
- External monitoring and evaluation of Financial Governance by Audit Board of the Republic of Indonesia /BPK, Inspectorate General, Public Accounting Firm/KAP, and Finance and Development Supervisory Agency /BPKP.

Standard Control

Standard Control is carried out by formulating a follow-up plan through a Management Review Meeting (RTM) and monitoring the implementation of the follow-up plan. The RTM carried out at Undip aims to formulate the follow up according to the guidelines of the Management Review Meeting of Universitas Diponegoro. The guidelines regulate the procedures for management review meetings to discuss issues related to the implementation of the quality system or other issues related to quality at Universitas Diponegoro. Undip has two types of Management Review Meeting (RTM):

- RTM at the University level: attended by all university leaders, faculty leaders, institutions and units or other related parties,
- RTM at the faculty level: attended by faculty leaders, study programmes, heads of laboratory, and other related parties.

The follow-up formulated at the faculty level RTM is an agreement between the head of the study programme or audited unit, internal auditors, as well as TPMF and GPM. The results of RTM at the faculty level will be submitted to LP2MP. The Internal Quality Audit process at the Faculty is declared finished and complete after the study programme and the auditor agreed and submitted a Correction Request Report (PTK), RTM report and Internal Quality Audit Closing to LP2MP.

Meanwhile, RTM at the university level begins with the process of studying the standard control report results and then continues with the holding of a meeting to discuss the results of the RTM report. RTM of Quality Assurance at the Faculty level regularly schedules and discusses internal audit results, feedback, process performance and product suitability, status of preventive and corrective actions, follow-up of previous management review meetings, changes that may affect the quality assurance system, and recommendations for improvement.

Improvement of Quality Standards

The results of the Internal Quality Audit of Undip draw conclusions of the achievement of the standards set by Undip. The standards that have been achieved are considered for quality improvement. The standard improvement is shown through the improvement of IKU achievement targets. Achievement targets indicating the standards will be improved if:

- The target/standard has been achieved and internal and external analysis allows for improvement of target/standard.
- The target/standard has not been achieved, but internal and external analysis as well as recent developments allow for the improvement of target/standard.
- There are changes in government policies and/or regulations.
- There are developments that require the target/standard to be improved.

Inclusion of Quality Assurance in a Superordinate Quality Concept

The quality assurance system at the study programme level is a process that is embedded in every academic stage in the study programme. DSS monitors the implementation of the learning process so that it meets the education, research, and community service standards set in the Internal Quality Assurance System. The previous chapter focused on the education standards. This chapter concentrates on the research and community service standards.

Research Standards in accordance with SNDikti are:

- Research Result Standard,
- Research Content Standard,
- Research Process Standard,
- Research Assessment Standard,
- Researcher Standards,
- Research Facility and Infrastructure Standard,
- Research Management Standard,
- Research Financing Standard.

Community Service Standards (PKM) in accordance with SNDikti are:

- PKM Results Standard,
- PKM Content Standard,
- PKM Process Standard,
- PKM Assessment Standard,
- PKM Implementation Standard,
- PKM Facilities and Infrastructure Standard,
- PKM Management Standard,
- PKM Financing Standard.

Based on these standards, DSS monitors and evaluates the learning process, thesis supervision, lecturer performance, student study progress, implementation of proposal seminars, results seminars, publications and thesis exams. DSS ensures that the entire process is also in accordance with postgraduate academic regulations. The results of the internal audit of academic quality become feedback for DSS managers to make continuous improvements.

The consistency of the implementation of Undip Research Standards can be seen from the research output, both in the form of articles in national accredited journals, as well as in international journals indexed by Scopus and/or WOS. In addition, the evidence of the implementation of Research Standards can also be seen from the improvement in accreditation of journals published by Undip, as well as the acquisition of IPR from scientific works produced by the lecturers.

From 2017 to 2022, 27 DSS graduates (from cohorts 2012-2020) have published papers in international journals. Lecturer's publication for the years 2020 and 2021 are listed on Undip's website.⁴²

The evidence of the implementation of quality standards in the Community Service (PkM) can be seen from the increasing amount of Undip funds allocated for PkM and the increasing number of PkM titles that qualify for funding in Undip. A list of Community Service projects of the DSS for the years 2020 to 2022 is published on the website.⁴³

The amount of funding indicates the implementation of Facilities and Infrastructure Standards as well as Funding and Financing Standards in PkM. Meanwhile, the number of PkM titles that qualify for funding indicates the implementation of other PkM quality standards (Results Standards, Content Standards, Process Standards, Assessment Standards, and Community Service Implementation Standards). It is because to qualify for funding, the PkM must be reviewed by referring to the PkM Standards.⁴⁴

Evaluation by Doctoral Students

Students make contributions in the evaluation of the quality of the learning process, especially the quality of academic and administrative services, at the end of each semester. The evaluation by students is carried out through the Single Sign On system. The results of the evaluation are analysed by a team from the faculty (Study Programme Quality Assurance Task Force and Faculty Quality Assurance Team) and then combined in the form of an evaluation report of the teaching and learning process. Questionnaires related to the evaluation of the teaching and learning process are filled out every semester (twice a year). To ensure students evaluate the teaching and learning process, students must fill out the evaluations before they can register for new courses on the academic system SSO. If students have not carried out evaluation, then they are not able to register the courses.

Aspects evaluated by students include:

- Assessment of Lecture Materials, including lecture evaluation plans or assessments; references to student compulsory books; provision of lecture materials; and assessment of results.
- Administrative services and infrastructure facilities, including satisfaction with lecture administration services; competence of administrative/laboratory personnel; attitude and behaviour of administrative/laboratory personnel; satisfaction with infrastructure facilities.
- Evaluation of the Academic Independent Study Time Process, including time for discussion outside class time; independent study; group discussion; conformity of materials with the lecture plan; soft skills that support the teaching and learning process; task load.
- The Academic Evaluation Examination Process, including the conformity of the exam questions with the lecture material; satisfaction with the scores given; opportunity to discuss the assessment process; opportunity to appeal.

⁴² <https://dis.fisip.undip.ac.id/research/>, last access on October 28, 2023

⁴³ <https://dis.fisip.undip.ac.id/community-service/>, last access on October 28, 2023

⁴⁴ See p. 33 ff. self-evaluation report

- Media Assessment, including online lectures; Internet connection used; devices used in online lectures; lecture method preferences; media preferences.

The results of the evaluation survey by the students are then analysed and a report for the evaluation of the teaching and learning process (TLP) is prepared. The report is submitted to the Faculty Quality Assurance Team and the University (Institute for Development and Quality Assurance of Education). The results of the TLP evaluation are generally conveyed to the lecturers through departmental meetings, while the results of student evaluations of the performance of each lecturer are given to the lecturers individually. The results of the TLP evaluation are also published through the study programme's website, so that it can be accessed by students and stakeholders.⁴⁵

Every year, faculties and study programmes conduct a public hearing to hear expectations, complaints, and input from lecturers, education personnel, and students for quality improvement. DSS also conducts online surveys on student satisfaction in each semester. The results of the student satisfaction survey are also published on the DSS website. Based on the results of the Teaching and Learning Process (TLP) evaluation, the DSS, the Quality Assurance Task Force, the Faculty Quality Assurance Team and faculty leaders establish an action plan to improve aspects that are considered to be deficient by students.

Evaluation by Supervisors

The DSS programme manager evaluates the service of the study programme through a lecturer satisfaction survey. The results of the lecturer and employee satisfaction survey are compiled in the form of reports and submitted to lecturers through departmental meetings held every semester. Evaluation reports by lecturers and students are also submitted to the Faculty Quality Assurance Team for discussion at the faculty level to formulate measures for promoting their improvement. All evaluation results (lecturer satisfaction report; employee satisfaction report) are also published through the DSS website so that they can be accessed by all students and stakeholders.

Evaluation procedures by the faculty include:

- Faculty Quality Assurance Team (FQAT) in coordination with the Quality Assurance Task Force (QATF) monitors and evaluates the semester learning process, Research and Community Service.
- QATF conducts monitoring and evaluation of the learning process, research and community service.
- QATF makes a report on the results of monitoring and evaluation.
- QATF reports to FQAT the results of monitoring and evaluation.
- FQAT discusses the report from QATF.
- FQAT reports to the faculty leader.
- FQAT improves and develops learning, research and community service systems.
- FQAT reports the results of evaluation to BPM.

All the activities are documented and uploaded through the Academic Quality Assurance Information System.

⁴⁵ See <https://dis.fisip.undip.ac.id/student-evaluation/>, last access 27.10.2023

Evaluation by Third Parties (Graduates, External Parties, and Stakeholders)

Evaluation of the study programme quality is also carried out by alumni, third parties (scientific associations such as the Association of Doctoral Programme in Social Science throughout Indonesia) and employers as correspondents to assess the quality of graduates and the suitability of the curriculum with the needs of the world of work.

For graduates, they must fill out an exit survey form when they register for graduation. Aspects assessed in the exit survey are the learning process, teaching and research, facilities, learning experiences, and plans after graduation. The results of the evaluation by graduates are analysed. In addition, evaluations by alumni can be done online through tracer studies. Tracer study is an application initiated by Undip to track the traces of graduates two years after graduation. The tracer study activity aims to find out the results of the process of educational activities that have been given to students as guidance when entering the world of work. Educational outputs are self-assessment of mastery and acquisition of competency, educational process in the form of evaluation of the learning process and contribution of higher education to acquisition of competency as well as educational input in the form of further research of graduate information.

The results of these evaluations are collected by the QATF to be evaluated and analysed. The results of the evaluation and analysis are then outlined in a letter of recommendation addressed to the study programme manager. The study programme manager will study these recommendations and develop strategic policy measures related to the evaluation results recommended by the QATF team.

To maintain transparency and accountability, the study programme also publishes a review of the evaluation results and forms of strategic measures taken by the study programme based on the recommendations from the QATF on the study programme website that can be accessed by the public.⁴⁶

Appraisal:

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes, has been set up. It takes into account the evaluation results and the analysis on student workload, success rate, and graduate employment as well as the profile of the student population. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined.

Evaluation by doctoral students and their supervisors is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the respective parties and provide input for the quality development process. The panel underlines the focus on the very technical/quantitative oriented surveys. This set up is based on the requirements for the national accreditation procedures. To gain better insight into student's feedback, Undip should ask for more qualitative feedback. To satisfy all stakeholders with a limited amount of time and

⁴⁶ See tracer study report 2022: <http://dis.fisip.undip.ac.id/wp-content/uploads/2023/01/TRACER-DIS.pdf> and user satisfaction report 2022: <http://dis.fisip.undip.ac.id/wp-content/uploads/2022/12/REPORT-OF-USER-SATISFACTION-2022.pdf>, last access on October 27, 2023

human resources available, the panel suggests to just include one open end question or comment section in the surveys, where students can express themselves freely.

A tracer study with alumni is carried out yearly and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process. All stakeholders are also invited to curriculum evaluation forums for this purpose.

The quality assurance of the doctoral programme is systematically embedded in the quality concept for the research of the faculty and the higher education institution (e.g., research and community service standards implemented).

There is a regular evaluation of the implementation of the programme carried out by the faculty (supervisors/lecturers/the head of the DSS who come together in task force teams) according to a predefined procedure; the results are discussed internally and find their way into the process of quality development.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
5.	QUALITY ASSURANCE					
5.1	Quality Assurance in terms of Contents, Processes and Results			X		
5.2	Inclusion of Quality Assurance in a Superordinate Quality Concept			X		
5.3	Evaluation by Doctoral Students			X		
5.4	Evaluation by Supervisors			X		
5.5	Evaluation by Third Parties (Graduates, external Peers, Stakeholders)			X		

Quality Profile

Institution: Universitas Diponegoro
 Programme: Doctor of Social Science



Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.	STRATEGY AND OBJECTIVES					
1.1	Objectives of the Doctoral Programme			X		
1.2	Positioning of the Doctoral Programme in the education market			X		
1.3	Positioning of the Doctoral Programme in the Job Market for Graduates			X		
1.3.1	In the research fields			X		
1.3.2	Outside the research fields			X		
1.4	The positioning of the Doctoral Programme in the Strategic Concept of the Higher Education Institution			X		
1.5	Gender Equality and Equal Opportunities			X		
2.	ADMISSION					
2.1	Admission conditions and procedures		X			
2.2	Selection procedure		X			
2.3	Transparency of the Decision on Admission			X		
3.	IMPLEMENTATION					
3.1	Structure					
3.1.1	Structural Setup of the Doctoral Programme			X		
3.1.2	Doctoral Degree Regulation				Condition	
3.1.3	Status of the Doctoral Students			X		
3.1.4	Module Description				Condition	
3.2	Contents					

3.2.1	Logic and Conceptual Consistency			X		
3.2.2	Science and Research Based Teaching			X		
3.2.3	Focus of the Curriculum on Qualification and Competency Development			X		
3.2.4	Technical Offers			X		
3.2.5	Multidisciplinary Qualifications			X		
3.3	Examination Procedures					
3.3.1	Examination			X		
3.3.2	Organisation of the Examination Procedure			X		
3.4	Didactic Concept					
3.4.1	Logic and Comprehensibility of the Didactic Concept			X		
3.4.2	Diversity of the Teaching Methods			X		
3.4.3	Networking of the Doctoral Students			X		
3.4.4	Scientific Supervision		X			
3.5	Professional Competencies/Employability			X		
4.	SCIENTIFIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
4.1	Teaching Staff					
4.1.1	Structure and Number of Teaching Staff		X			
4.1.2	Scientific Qualification of the Teaching Staff			X		
4.1.3	Pedagogical Qualification of the Teaching Staff			X		
4.1.4	Internationality of the Teaching Staff			X		
4.1.5	Internal Cooperation within the Faculty		X			
4.2	Cooperation and Partnership					
4.2.1	Scientific Integration of the Doctoral Students			X		
4.2.2	Networking the Scientists			X		
4.3	Programme Management					
4.3.1	Structural Organisation			X		

4.3.2	Management Support			X		
4.3.3	Documentation of the Doctoral Programme			X		
4.4	Material Resources					
4.4.1	Quality of the Classrooms and Working Places			X		
4.4.2	Equipment (Literature, Magazines, Databases) for the Library			X		
4.5	Finance Planning and Financing					
4.5.1	Finance Planning and Financing of the Doctoral Programm			X		
4.5.2	Financial Support and Scholarship Programms			X		
5.	QUALITY ASSURANCE					
5.1	Quality Assurance in terms of Contents, Processes and Results			X		
5.2	Inclusion of Quality Assurance in a Superordinate Quality Concept			X		
5.3	Evaluation by Doctoral Students			X		
5.4	Evaluation by Supervisors			X		
5.5	Evaluation by Third Parties (Graduates, external Peers, Stakeholders)			X		