AQAS

AGENTUR FÜR
QUALITÄTSSICHERUNG DURCH
AKKREDITIERUNG VON
STUDIENGÄNGEN E.V.

FINAL REPORT

UNIVERSITAS BRAWIJAYA (INDONESIA)

CLUSTER ADMINISTRATION SCIENCES

PUBLIC ADMINISTRATION (MASTER)

ADMINISTRATIVE SCIENCE (PHD) (CAMPUS MALANG)

ADMINISTRATIVE SCIENCE (PHD) (CAMPUS JAKARTA)

May 2025

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Content

DECISION OF THE AQAS STANDING COMMISSION

ON THE STUDY PROGRAMMES

▪ **"PUBLIC ADMINISTRATION" (MASTER)**

▪ **"ADMINISTRATIVE SCIENCE" (PHD)**

OFFERED BY UNIVERSITAS BRAWIJAYA, MALANG, INDONESIA

Based on the report of the expert panel, and the discussions of the AQAS Standing Commission in its 25th meeting on 19 May 2025, the AQAS Standing Commission decides:

1. The study programmes "**Public Administration**" (**Master**) and "**Administrative Science**" (**PhD**) offered by **Universitas Brawijaya**, **Indonesia** are accredited according to the AQAS Criteria for Programme Accreditation (Bachelor/Master) and the AQAS Criteria for Doctoral Programme Accreditation (PhD).

    The accreditations are conditional.

    The study programmes essentially comply with the requirements defined by the criteria and thus the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and the European Qualifications Framework (EQF) in their current version. The required adjustments can be implemented within a time period of twelve months.

2. The conditions have to be fulfilled. The fulfilment of the conditions has to be documented and reported to AQAS no later than **31 May 2026**. The confirmation of the conditions might include a physical site visit within the time period of twelve months.

3. The accreditation is given for the period of **six years** and is valid until **31 May 2031**, provided that the conditions listed above are fully met. Otherwise, the accreditation may be withdrawn.

Conditions:

For all study programmes:

1. The academic handbook has to be provided in English language.

For the study programme "Public Administration" (Master):

2. The revised admission process for the Master in Public Administration programme has to be published in English language.

3. The university has to clarify which courses are mandatory prospective Master students with professional experience in Public Administration without a Bachelor's degree.

The following **recommendation** is given for further improvement of the programmes:

1. FAS should systematically support its staff to increase its English skills, e.g., through language classes specifically for staff.

With regard to the reasons for this decision the Standing Commission refers to the attached experts' report.

EXPERTS' REPORT

ON THE STUDY PROGRAMMES

- **"PUBLIC ADMINISTRATION" (MASTER, MAP)**

- **"ADMINISTRATIVE SCIENCE" (PHD)**

OFFERED BY UNIVERSITAS BRAWIJAYA, MALANG, INDONESIA

Visit to the university: 6-9 February 2023

Panel of experts:

Prof. Dr. Jens Müller	Professor for Business Administration, especially corporate taxation, University of Paderborn/Germany
Prof. Dr. Noor Ismawati Jaafar	Faculty of Business and Economics, Department of Management, University of Malaya/Malaysia

Coordinator:

Annette Büning	AQAS, Cologne, Germany

- **Preamble**

AQAS – Agency for Quality Assurance through Accreditation of Study Programmes – is an independent non-profit organisation supported by more than 90 universities, universities of applied sciences and academic associations. Since 2002, the agency has been recognised by the German Accreditation Council (GAC). It is, therefore, a notified body for the accreditation of higher education institutions and programmes in Germany.

AQAS is a full member of ENQA and also listed in the European Quality Assurance Register for Higher Education (EQAR) which confirms that our procedures comply with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), on which all Bologna countries agreed as a basis for internal and external quality assurance.

AQAS is an institution founded by and working for higher education institutions and academic associations. The agency is devoted to quality assurance and quality development of academic studies and higher education institutions' teaching. In line with AQAS' mission statement, the official bodies in Germany and Europe (GAC and EQAR) approved that the activities of AQAS in accreditation are neither limited to specific academic disciplines or degrees nor a particular type of higher education institution.

- **Accreditation procedure**

This report results from the external review of the study programmes "Public Administration (Master)", and "Administrative Science (PhD) (Campus Malang and Campus Jakarta)" offered by Universitas Brawijaya.

▪ **Criteria**

Each programme is assessed against a set of criteria for accreditation developed by AQAS: the AQAS Criteria for Programme Accreditation (Bachelor/Master) and the AQAS Criteria for Doctoral Programme Accreditation (PhD). The criteria are based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) 2015. To facilitate the review each criterion features a set of indicators that can be used to demonstrate the fulfilment of the criteria. However, if single indicators are not fulfilled this does not automatically mean that a criterion is not met. The indicators need to be discussed in the context of each programme since not all indicators necessarily can be applied to every programme.

▪ **Approach and methodology**

Initialisation

The university mandated AQAS to perform the accreditation procedure in April 2021. The university produced a Self-Evaluation Report (SER). In November 2021, the institution handed in a draft of the SER together with the relevant documentation on the programmes and an. The appendix included e.g.:
- an overview over statistical data of the student body (e.g., number of applications, beginners, students, graduates, student dropouts),
- the CVs of the teaching staff/supervisors,
- information on student services,
- core information on the main library,
- as well as academic regulations.

AQAS checked the SER regarding completeness, comprehensibility, and transparency. The accreditation procedure was officially initialised in the circulation procedure of the AQAS Standing Commission on 22 July 2022. The final version of the SER was handed in December 2022.

Nomination of the expert panel

The composition of the panel of experts follows the stakeholder principle. Consequently, representatives from the respective disciplines, the labour market, and students are involved. Furthermore, AQAS follows the principles for the selection of experts defined by the European Consortium for Accreditation (ECA). The Standing Commission nominated the aforementioned expert panel in December 2022. AQAS informed the university about the members of the expert panel and the university did not raise any concerns against the composition of the panel.

Preparation of the site visit

Prior to the site visit, the experts reviewed the SER and submitted a short preliminary statement including open questions and potential needs for additional information. AQAS forwarded these preliminary statements to the university and to all panel members in order to increase transparency in the process and the upcoming discussions during the site visit.

Site visit

After a review of the SER, a site visit to the university took place on 6-9 February 2023. On site, the experts interviewed different stakeholders, e.g., the management of the higher education institution, the programme management, teaching staff, as well as students and graduates, in separate discussion rounds and consulted additional documentation as well as student work. The visit concluded by the presentation of the preliminary findings of the group of experts to the university's representatives.

Reporting

After the site visit had taken place, the expert group drafted the following report, assessing the fulfilment of the AQAS Criteria. The report included a recommendation to the AQAS Standing Commission. The report was sent to the university for comments.

Postponement of decision

The report, together with the comments of the department, forms the basis for the AQAS Standing Commission to take a decision regarding the accreditation of the programmes. Based on these two documents, the AQAS Standing Commission took its decision on the accreditation on 21 August 2023. AQAS forwarded the decision to the university. The university had the right to appeal against the decision or any of the imposed findings.

The AQAS Commission decided to give the programmes additional 18 months for the further enhancement of the quality of the programmes. The deadline for the submission of the revised documents was 31 March 2025.

Reconsideration

The university submitted further evidence in March 2025, and thus, in the given timeframe, for the reconsideration process. The documents were forwarded to relevant key stakeholders in the experts' panel. The expert group drafted this follow-up report on the consideration, assessing the fulfilment of the AQAS Criteria. The report includes a short description of the situation when the programmes were assessed firstly, the evaluation by the expert panel which formed the basis for decision taking in 2023, the assessment of the situation on the basis of the additional documents provided in 2025 and a recommendation to the AQAS Standing Commission.

Decision

The report forms the basis for the AQAS Standing Commission to take a decision regarding the accreditation of the study programmes. The AQAS Standing Commission took its decision on the accreditation on 19 May 2025. AQAS forwarded the decision to the university. The university had the right to appeal against the decision or any of the imposed conditions.

- **General information on the university**

Universitas Brawijaya (UB) is a public university located in Malang, East Java, Indonesia. It was founded in 1963, has three campuses, 15 faculties and 1 Postgraduate School, and offers 177 study programmes (Diploma programmes, vocational programmes, Bachelor, Master and PhD programmes) to approximatively 72,000 active students in the academic year 2021/22. UB employs close to 2,100 lecturers and about 1,900 educational staff. UB's main source of income is from PNBP (Non-Tax Revenue) and APBN (State Budget).

The university defines its vision and mission at university level, as well as at faculty level. The vision of UB is "to Become a Pioneering and Innovative University with an International Reputation of Science and Technology Advancements that Form the Basis of Culture-Based Industries for Community's Welfare". According to the self-evaluation report (SER), the university's missions are (1) providing graduates with standardised education, who are characterised as religious and noble characters, and act with self-reliance, professionalism, and entrepreneurial spirit, (2) providing graduates that have a mission as agents of renewal, a pioneer and disseminators of science, technology, arts, and humanities, as well as agents of the nation's economic development based on local wisdom, and (3) organising distinguished, equitable, and sustainable higher education. UB states that its objectives are (1) providing graduates with good academic ability, entrepreneurial spirit, professionalism, self-reliance, work ethic, discipline, noble character, techno-savviness, and who are ready to compete and excel at the national and international levels, (2) presenting innovative crafts in technology, arts, and social science that play a role in the nation's economy, self-reliance based on noble and local wisdom values, (3) creating a friendly, competitive, and state of the art environment to support every potential student in an academic environment, and (4) providing good education governance that is accountable, effective, efficient, and state of the art environment to compete at national and international levels. The university developed a Strategic Plan for the period 2020-2024 aiming at contributing to its vision and mission. Accordingly, specific goals and performance targets have been defined in the areas of government, innovation, reputation, alumni, faculty, funding, and efficiency.

The Faculty of Administrative Sciences (FAS) developed an individual strategic plan based on and referring to UB's overall Strategic Plan. UB follows a Research Master Plan for the whole university, considering the direction of national research policies and serving as a basis for the research roadmaps of the different faculties and of individual staff.

The study programmes reviewed are offered by the Faculty of Administrative Sciences (FAS), which was founded in 1960 (with its current name as of 1982). It offers six study programmes at the undergraduate level, three at the Master's level, and two at the doctoral level. The undergraduate study programmes are: Educational Administration, Library Science, Public Administration, Business Administration, Taxation, and Tourism. The Master's study programmes cover Magisters Management in Higher Education (MMPT), Magisters in Public Administration (MAP), and Magisters in Business Administration (MAB). UB has a doctoral programme in Administration Science at the Main Campus in Malang and the doctoral programme in Administration Science at the Jakarta Campus. The faculty consists of two departments, Business Administration and Public Administration. According to the SER, FAS has 147 academic staff members (11 professors, 26 associate professors, 98 assistant professors, 12 lecturers).

According to the SER, the vision of FAS is to become a reputable administrative science development institution based on entrepreneurial governance values in 2025. In its implementation, there are three missions to support the vision, namely:

1. Organising standardised administrative science to produce qualified and professional graduates with a spirited and passionate entrepreneurship.

2. Pioneering the development and dissemination of administrative sciences to contribute to the nation-wide development.

3. Translating dynamic and adaptive good and innovative faculty governance through Institutional Capacity Development.

- **Assessment of the study programmes**

1.   Quality of the curriculum / Aims and structure of the doctoral programme

> **Bachelor's/Master's degree**
>
> *The intended learning outcomes of the programme are defined and available in published form. They reflect both academic and labour-market requirements and are up-to-date with relation to the relevant field. The design of the programme supports achievement of the intended learning outcomes.*
>
> *The academic level of graduates corresponds to the requirements of the appropriate level of the European Qualifications Framework.*
>
> *The curriculum's design is readily available and transparently formulated.*
>
> *[ESG 1.2]*
>
> **Doctoral degree**
>
> *The intended learning outcomes of the programme are defined and available in published form. They reflect both academic and labour-market requirements and are up-to-date with relation to the relevant field. The design of the programme supports the achievement of the intended learning outcomes.*
>
> *The academic level of graduates corresponds to with the requirements of the appropriate level of the national qualifications framework or the European Qualifications Framework.*
>
> *The curriculum's design is readily available and transparently formulated.*
>
> *[ESG 1.2]*

General information

According to the SER, student and staff workload is assessed based on the SKS credit system for all programmes.

FAS states that the curricula were developed considering national regulations including the Indonesian National Qualifications Framework (IQF or KKNI) at level 8 for the Master's programmes. The doctoral programme (PDIA) curriculum refers to IQF level 9, which means that graduates shall be able develop new knowledge, solve problems, and manage, lead, and develop research and development that is beneficial for science and the benefit of humanity and gain nation-wide and international recognition.

The SER reports that the curricula of the study programmes contain national graduate competency standards that shall support the achievement of learning outcomes and shall provide flexibility for students to broaden their horizons and deepen their expertise according to their interests. According to the report, each curriculum is to be designed according to relevance of the objectives, scope and depth of material, management that encourage hard skills, personality and behavioural skills (soft skills) that can be applied in work life. It is to be equipped with descriptions of courses/modules/blocks, syllabi, lesson plans and evaluation.

Public Administration – Master (MPA)

Description

The Master's programme "Public Administration" covers four semesters (two years) and 39 SKS. The SER states that the planned admission number and admission cycle for MPA is 32 students per year. Upon graduation students are awarded with a "Master of Business Administration" degree.

The SER states that the Master of Public Administration (MPA) programme allows students to pursue three different profiles as Public Administrator, Public Policy Consultant, and Research Manager in the field of Public Administration. The profiles are intended to set path for the potential work for MPA students. According to the SER, the curriculum offers the courses exclusively for this study programme. FAS states that the curriculum is reviewed every five years based on review analysis.

According to the SER, the MPA curriculum allows enrolment for bachelor graduates from any discipline. However, it is pointed out that students with non-linear academic background or public administration alumni for more than three years will have to undergo two additional courses (non-SKS: "Introduction to Public Administrative Science" and "Introduction to Research Method and Scientific Writing"). As stated in the SER, the MPA study programme is in accordance with the KKNI level 8.

As stated by the university, the MPA curriculum structure comprises five compulsory courses (three SKS each) that every MPA student has to take. In addition, each specialization has four additional compulsory courses (three SKS each). Every student has to choose at least one out of six offered elective courses (three SKS). The final thesis is compulsory and has nine SKS.

FAS states that the MPA Master's programme has eleven Intended Learning Outcomes (ILOs) that shall lead to IQF level 8:

1. Advanced theories in public administration

2. Strengthening the strategy of administrative reform, good governance & public services

3. Mastering research methods to develop applied and predictive development research

4. Being able to manage research and development in accordance with relevant research methods in public administrative science

5. Have the ability to communicate scientific results to the public and scientists

6. Have the ability to cooperate or work together in a group to understand and solve public administration problems

7. Being able to perform a comprehensive conceptual synthesis in answering public administration issues

8. Possessing the ability to develop policy scenarios to be applied in solving public administration problems

9. Being able to policy art and science in public organisations, management models and business processes in public sector or administrative reform models and strategies

10. Having the ability to design scientific studies to answer the problems of public administration

11. Being able to explore policy issues in public organizations to generate critical thinking in public sector administration reform models

Experts' evaluation

a) Evaluation in 2023

The actual structure of the Master's programme "Public Administration" could not be discussed during the consultation with the staff at UB since no actual curriculum map was available at this moment. Even though a presumably more current version of a curriculum map was introduced to the experts during the site visit, it still included inconsistencies to other documentation received by the experts, making it impossible to get an unbiased view into the programme's curriculum and assess it. For example, some modules (e.g., "Political Development of Public Policy") are not included in the module handbook whereas others – such as "Cross Cultural Management", "Seminar on Good Governance" or "Political Economy Development" – may not be found in the

curriculum map handed out. Other modules shown in the curriculum map do not bear the same designation as the (supposed) equivalents in the annex of the SER (e.g., "Ethic in Public Sector" vs. "Public Ethic and Accountability"). Against this background, the experts could not make an assessment of whether the ILOs and the curriculum actually fit together and whether the curriculum is coherent. Therefore, a fundamental revision is necessary.

Regarding the content, the group of experts noted quite some overlapping of the modules taught on Bachelor's and Master's level. The following modules may serve as an example: "Public Sector Performance Management and Measurement" (on Bachelor's level) and "Management of Performance Measurement" (Master's level) share the same learning outcomes, the exact topics (so called "subjects aims"), and also refer to the same two sources of literature. In case there is a clear distinction between these modules it must be possible to read this distinction from the module handbook. Furthermore, in a Master's level course, the experts also expect a higher level of course and programme learning outcomes to differentiate between the knowledge and skills of bachelor and master students. Currently, a distinction between the two programmes cannot be certified.

Intended learning outcomes (ILOs) exist and are part of the module descriptions included in the self-evaluation report handed out to the group of experts. As already stated for the Bachelor's programme, the quality of the ILOs varies greatly. While some are easy to understand and somewhat self-explaining, others seem to establish an almost unrealistic high standard (e.g., #10 "Strengthening the strategy of administrative reform, good governance & public services"). With others it is not possible to understand what they are aiming at, and which skills or knowledge students are supposed to achieve (e.g., #1 "Advanced theories in public administration"). Thus, the ILOs do not only have to be formulated adequately for the programme's level but they also need to be defined in a more precise way.

ILOs are included in most of the module descriptions. However, sometimes the link between the ILOs and the content taught is rather loose. UB is therefore strongly asked to revise the ILOs in a way that they are formulated on a similar level of abstraction and may be connected to the competencies taught in this course.

The group of experts strongly recommends revising the module handbook regarding content and formal quality. The structure of all module descriptions should be identical, the ILOs should be included in the document, and each module description should include an overview about the relevant literature. While doing so, it should be noted that the literature – used at present – seems (partly) rather old and should be updated. Also, each module description indicates all possible assessment methods. To reflect the alignment of ILOs, content of the modules, competencies taught and the use of the suitable assessment type, the chosen assessment method should be highlighted for each module in its description.

Some further general remarks may also be considered when revising the documents. For those students without any academic qualification in the field of Public Administration a pre-qualification phase is installed. This phase consists of two modules: "Introduction of Public Administration" and "Fundamental of Research Methods and Scientific Writing". From an expert's perspective it is hard to believe that the content of an entire Bachelor's programme may be covered by one class. This is especially notable since the first semester also "only" includes two (out of four) modules dealing with chore issues of public administrations. This fact may not be an issue for those students enrolling with relevant work experience in the field of public administration, but this does not hold true for all applicants. The proof of relevant – either academic or practical – experience in the field of Public Administration could also be a requirement before enrolling.

b) Reconsideration evaluation in 2025

The ILOs have been adjusted convincingly based on the previous report. The process of formulating the ILOs is constructive taking into consideration feedback and needs from all stakeholders through the discussions with the industry experts and professional bodies who are future employers of the students. As for the PhD programmes, common ILOs have been developed to ensure the harmonisation is achieved. The difference

between Master and Doctoral Programmes now becomes obvious. A clear focus on research seems also to be unified for both specialisations.

The structure of the modules' descriptions is now more uniformed and standardized and therefore easier for any reader to locate the main information of all the modules offered in the programmes. The module descriptions show an identical structure and appropriate presentation of ILOs, method of assessments and link to study programme. Also, the linked website shows an informative course flow of the study programme of the MPA.

The courses references have been updated to include recent references even though some only up to 2020. Understandably, textbooks could be dated within the last 5 years with adequate level of relevancy to the body of knowledge. However, a substantial number of modules adjusted their teaching references to the latest editions.

Many modules now explain how the development of soft skills is supported. Additionally, initiatives to improve English language skills are provided beyond the regular course work – as explained in the submitted report.

Research oriented courses were implemented as a mandatory part of the curriculum.

The course flows for both programmes show clearer plan that students need to follow to complete their programmes.

The website presenting the Master Programme has been substantially improved. Vision, syllabus and further content is informative.

The distinctions have been stated in the ILOs, skills and knowledge acquired by the students. New explanations and descriptions of ILOs by UB make distinctions between the three levels of programmes clear.

From the answer of UB regarding the finding of the revision of the introductory courses for prospective master students without a degree in Public Administration there cannot be seen any major revision. The module title has changed (old code MMP1) and has now the same module title as code IAP4102 in the 2022 self-report. Also, in the submitted postponement report four courses are listed, but the list of courses in the additional sources shows only two courses. This should be clarified (**Finding 4**).

For most prospective students with a bachelor's degree these introductory courses however should be sufficient. It remains unclear how UB deals with prospective Master students without a bachelor's degree and only with professional experience from public administration. Are they required to take the same courses or more? (**Finding 4**)

Administrative Science – Doctoral Programme (PDIA)

Description

The Doctoral Programme of Administrative Science has a duration of six semesters (three years) and 51 SKS, including 28 SKS for the dissertation. The SER states that the planned admission number and admission cycle for MPA is 28 students per year. Upon graduation, students are awarded with a "Doctoral of Administrative Science" (Dr.) degree. Graduates of the programme can choose between one of two specialisations: business administration and public administration.

The SER states that the curriculum offers compulsory courses depending on the chosen specialisation (subject of interest), namely business administration and public administration, as well as elective subjects. According to the SER, PhD graduates with a specialisation in public administration can strive for further careers in the state civil apparatus (ASN), as lecturers/academics, government employees, regional or national officials,

government executives, members of the Regional House of Representatives and the Indonesian House of Representatives, or could be hired by the Indonesian National Army or the Indonesian National Police. Most PhD graduates with a specialisation in Business Administration shall be able to become state civil servants (ASN), lecturers/academics, government employees, employees of private companies, directors of state-owned enterprises, entrepreneurs, or commissioners of national companies.

According to the SER, the curriculum structure has special compulsory courses, programme compulsory courses, interest compulsory courses, and elective courses. FAS states that the doctoral programme with the specialisation in **Business Administration** has 15 Intended Learning Outcomes (ILOs) that were generated from IQF level 9:

1. Students are able to evaluate the relevance of existing and emerging business theories from inter-, multi-, and or transdisciplinary perspectives on governance of a business organization and current business practices.

2. Students can evaluate the impact of existing and emerging business theories from an inter-, multi-, and transdisciplinary perspective on culture, ethics, and relevant global issues.

3. Students can design, plan, and conduct research in the areas of governance systems, social and business culture to explain, predict, and improve business performance.

4. Students can design, plan, and carry out research in the areas of governance systems and business governance which aim to provide positive social change in a business organisation in accordance with the dynamics of the environment.

5. Students are able to generate innovation in business organisations by synergising the roles of business-people, government, academics and other stakeholders for the development of economic, social, and cultural institutions.

6. Students can develop business ideas and innovative solutions, as well as business models according to the dynamics of the environment based on the results of transdisciplinary research.

7. Students can navigate the latest global strategy issues into a business.

8. Students can design, plan, and carry out research in the area of professional entrepreneurs' ethics.

9. Students can formulate policies, decisions, and strategies for the governance of business organizations by considering cultural, ethical, and environmental aspects to create value for stakeholders through the integration of various theories, the latest and most advanced insights as well as practical knowledge in running a business, make research-based decisions in diverse business contexts

10. Students can formulate effective solutions to solve complex organisational problems and business practices.

11. Students can master philosophy related to stakeholder theory, business administration theory, business strategy theory, business ethics theory, systems theory, organisational theory (business processes and environment), decision-making theory, change theory, value creation theory, innovation theory and social behaviour theory.

12. Students can master the theory of interaction dynamics, international trade and agency theory.

13. Students can master a substantial, current and leading knowledge in the field of Business Administration.

14. Students can master the latest issues in terms of business ethics.

15. Students can master the latest issues in the development of information technology that supports business (e-commerce).

FAS states that the doctoral programme with the specialisation in **Public Administration** has six Intended Learning Outcomes (ILOs) that were generated from IQF level 9:

1. Students have the skill to produce new findings in the field of science and public administration practice.

2. Students have learnt to develop and apply projects individually to solve problems in the field of public administration.

3. Students are able to lead and develop research and development in the field of public administration.

4. Students have the ability to master the philosophy and scientific paradigm of public administration.

5. Students master the development of contemporary theories and issues in public administration.

6. Students master public administration research with inter, multi and transdisciplinary approach.

The SER states that the doctoral study programme in Administrative Sciences provides three supervisors for each student who are to be selected based on the student's doctoral research proposal: a promoter and two co-promoters responsible for guiding doctoral students. The selection of promoters and co-promoters shall be highly dependent on the student's doctoral research proposal.

FAS states that they have standard rules in the pre-candidate and candidate stages of the dissertation. According to the report, students must attend face-to-face lectures for two semesters with a study load of 23 to 27 credits with a minimum GPA of 3.0 in the pre-candidate stage. In addition, in the pre-candidate stage, doctoral students must also defend a dissertation proposal in a qualification exam tested by three examiners with an average score of 70 from each examiner to pass and advance to the candidacy stage. Then, in the candidacy stage, students must complete the proposals' preparation and examination, conduct field research and compose the dissertation, pass a final dissertation exam, and publish articles in international journals under the direction and guidance of the promoter team.

UB states that they invite oversea lecturers for some class sessions, involve external examiners from academics and practitioners at each stage of the dissertation results in seminars and in the mandatory dissertation final examination. Furthermore, they state to hold data analysis workshops and that doctoral students write scientific articles, especially in international publications.

Experts' evaluation

a) Evaluation in 2023

Intended learning outcomes (ILOs) exist for both specialisations in Business Administration (BA) and Public Administration (PA) and are part of the module descriptions included in the self-evaluation report. Compared to the ILOs of the other programmes of Public Administration, these ILOs are the most precise ones. Nevertheless, the ILOs in the module descriptions do not always match the ILOs of the entire programme. As a result, some are rather loosely formulated whereas others are formulated in a very specific way. The Head of Programme should revise the module descriptions to make sure that the ILOs stated in it match those of the study programme. The ILOs between both specialisations vary substantially in number and focus. It is not obvious why this is needed for two specialisations within the same doctoral programme. UB is therefore – again – strongly asked to revise the ILOs of the programme in the way that they are formulated on a similar level of abstraction and to streamline them within this programme.

Moreover, the experts strongly recommend revising the module handbook regarding content and formal quality, not only regarding the comments in the previous paragraph. The structure of all module descriptions should be identical, the ILOs should be included in the document and each module description should include an

overview about the relevant literature. The literature – used at present – seems (partly) rather old and should be updated.

In general, the structure of the programme allows for reaching the ILOs and prepare students to write their doctoral thesis. Remarkable in this context is the quite high number of research oriented extra curricula activities, which are offered. They can equip doctoral candidates with valuable knowledge regarding empirical research methods and scientific writing. Obviously, these courses and informal activities are highly recommended to students and ultimately lead to an increase in the workload. However, internationally the ability to do independent research is expected of PhD graduates, thus, the experts very strongly recommend implementing these research-oriented courses as a mandatory part of the curriculum.

As with the Master's programme in "Public Administration", a distinction between similar modules and especially the needed differentiation level of learning outcomes cannot be confirmed in all cases. The differences between the module "Public Service Management" and the module "Public Service Management" taught in the Bachelor's programme cannot be detected, e.g. Another example is the module "Theories in Business Policy and Strategy" in the BA specialization of the doctoral programme. The ILOs focus on acquiring rather basic knowledge and thus seem to aim at a lower level of ILOs as the corresponding Master's module "Business Strategy and Corporation". When revising the structure of the programme, UB must ensure a clear distinction between modules of all academic levels (Bachelor's, Master's, and doctoral degree) as, at this point, it is not possible to see the three different stages of degree offered by UB in Public Administration and Administrative Science, respectively.Whereas the Bachelor's degree fulfils the experts' expectations and follows the lines of a classical Bachelor's degree, the contents of the Master's and PhD degree become blurry in comparison and are not clearly separated.

For those students without any academic qualification in the field of Public Administration or Business Administration, a pre-qualification phase is installed. From an expert's perspective, it seems unrealistic that the content of an entire Bachelor's and Master's programme may be covered by only two courses and the study programme must, therefore, revise their pre-qualification courses to ensure they cover all important content of the Bachelor's and Master's programme. Most students applying for the doctoral programme seem to have sufficient and relevant knowledge of Public Management/Public Administration/Business Administration. But since this knowledge is not a requirement to enter the programme UB is encouraged to rethink the conditions of enrolment.

The group of experts learned that the doctoral programme intends to further qualify staff already working in the public or private sector to allow them to fill or apply for leadership positions. From a European perspective, one could argue that the predominant purpose of the doctoral programme with the specialisation in Administrative Science is to foster the academisation of the Indonesian public sector. This view was also to a high extend mirrored by the representatives of the labour market highlighting the importance of well-trained and highly qualified personnel for the development of the country.

The evidence presented to the group of experts shows that the academic standard of the doctoral thesis holds up against typical quality criteria in this sphere. The theses analysed by the group of experts all display a precise research design, are based on relevant theories, and are structured well. They make use of various (empirical) research methods and actual concepts from the broader sphere of Public Management/Public Administration/Business Administration. Hence, the programme does not only train future leaders of public sector organisations and the private labour market but qualifies future academic staff of UB and other institutions of higher education.

b) Reconsideration evaluation in 2025

The ILOs have been adjusted convincingly based on the previous report. The process of formulating the ILOs is constructive taking into consideration feedback and needs from all stakeholders through the discussions

with the industry experts and professional bodies who are future employers of the students. As for the PhD programmes, common ILOs have been developed to ensure the harmonisation is achieved. The difference between Master and Doctoral Programmes now becomes obvious. A clear focus on research seems also to be unified for both specialisations.

The structure of the modules' descriptions is now more uniformed and standardized and therefore easier for any reader to locate the main information of all the modules offered in the programmes. The module descriptions show an identical structure and appropriate presentation of ILOs, method of assessments and link to study programme. Also, the linked website shows an informative course flow of the study programme of the MPA.

The courses references have been updated to include recent references even though some only up to 2020. Understandably, textbooks could be dated within the last 5 years with adequate level of relevancy to the body of knowledge. However, a substantial number of modules adjusted their teaching references to the latest editions.

Many modules now explain how the development of soft skills is supported. Additionally, initiatives to improve English language skills are provided beyond the regular course work – as explained in the submitted report.

Research oriented courses were implemented as a mandatory part of the curriculum.

The course flows for both programmes show a clearer plan that students need to follow to complete their programmes.

The website presenting the programme has been substantially improved. Vision, syllabus and further content is informative.

The distinctions have been stated in the ILOs, skills and knowledge acquired by the students. New explanations and descriptions of ILOs by UB make distinctions between the three levels of programmes clear.

Conclusion

The criterion is partially fulfilled.

▪ **Procedures for quality assurance**

> **Bachelor's/Master's degree**
>
> *The programme is subject to the higher education institution's policy and associated procedures for quality assurance, including procedures for the design, approval, monitoring, and revision of the programmes.*
>
> *A quality-oriented culture, focusing on continuous quality enhancement, is in place. This includes regular feedback mechanisms involving both internal and external stakeholders.*
>
> *The strategy, policies, and procedures have a formal status and are made available in published form to all those concerned. They also include roles for students and other stakeholders.*
>
> *Data is collected from relevant sources and stakeholders, analysed, and used for the effective management and continuous enhancement of the programme.*
>
> *[ESG 1.1, 1.7 & 1.9]*
>
> **Doctoral degree**
>
> *The programme is subject to the higher education institution's policy and associated procedures for quality assurance, including procedures for the design, approval, monitoring, and revision of the programmes.*
>
> *A quality-oriented culture, focusing on continuous quality enhancement, is in place. This includes regular feedback mechanisms involving both internal and external stakeholders.*

> *The strategy, policies, and procedures have a formal status and are made available in published form to all those concerned. They also include roles for students and other stakeholders.*
>
> *Data is collected from relevant sources and stakeholders, analysed, and used for the effective management and continuous enhancement of the programme.*
>
> *[ESG 1.1, 1.7 & 1.9]*

Description

Following the description in the university's SER, the quality assurance system at Universitas Brawijaya (SPMI) is based on a general Quality Manual as well as on quality standards defined at university level that shall apply to all subsequent levels (academic activities and non-academic activities), on standard operating procedures as well as supporting documents. The system differentiates between internal and external quality assurance, the latter including ISO certification, national regulations, as well as national and international accreditation criteria. The internal Quality Insurance System is described as being planned, implemented, evaluated, controlled and developed by the Quality Assurance Center (PJM). The SER states that all teaching and measurement services have standard operating procedures. The quality assurance group of the Faculty of Administrative Sciences of Universitas Brawijaya is assigned to ensure that the teaching, learning and assessment procedures have been carried out in accordance with predetermined procedures.

UB states that all stakeholders are involved in the quality assurance measures, i.e., lecturers, supporting staff, students, alumni, and representatives of the labour market by tracer studies and stakeholder satisfaction surveys organised every semester by the central Career Development and Entrepreneurship Unit, and through focus group discussions organised directly by the faculty/department. The main evaluation tool in internal quality assurance is the annual Internal Quality Audit (AIM), conducted annually from September to October. Results of the discussions with stakeholders are made available to the public in the strategic planning documents (e.g., Course Handbook and Profile). External quality assurance takes the form of external audits in the context of national accreditation by the national agency BAN-PT and international accreditation.

The Faculty of Administrative Sciences points out in their SER that it has a quality assurance system that focuses on (a) lecture evaluation, (b) programme evaluation, and (c) student workload evaluation. The faculty follows a Quality Assurance Unit Procedure Manual. UB states that the curriculum development and review are carried out by internal and external evaluation in the form of curriculum review, carried out every two to five years.

To track the achievements of its alumni, the Faculty of Administrative Science implemented a tracer study. The goal is to enhance relationships and networks as well as to maintain a bond between alumni and the study programme.

Experts' evaluation

a) Evaluation in 2023

The university has a comprehensive policy for quality assurance that is publicly available in local languages. Internal stakeholders such as teaching and administrative staff as well as students were actively involved in the development of the policy. External stakeholders are involved through various structures of the university, such as e.g., regular personal consultations with practitioners or alumni.

The development and dissemination of the university policies is provided by the Quality Management System. The relevant documents and information are said to be available online on the university's homepage as soon as the relaunch has taken place. The experts highly welcome this development. As it is such an important information and process concerning the programmes' transparency, the experts need to follow up on this matter and receive evidence.

Considering the existing policies, the expert group concludes that a continuous development between research and education is provided. The university has implemented ISO-standards, all bodies of the university are part of the Internal Quality Audit (AIM) and therefore have a regular and public evaluation of their performance. Various councils, expert consultations and evaluations help to further develop the study programmes. The procedures and corresponding measures are appropriate and implemented. Equal opportunities are considered at the university and correspond to the national requirements. The proportion of female students and teaching staff is high.

Nevertheless, several quality management measures, e.g., regular consultations with students seem to be somewhat individual, rather than following a centralised and standardised procedure. A more consistent approach, handled by an administrative body rather than the individual teaching staff, might decrease the workload of teaching staff, increase the quality of the process in terms of standardisation and could, therefore, lead to an improvement within the quality assurance system at FAS.

Furthermore, it remained unclear to the experts to what extent a structured feedback process of student evaluation exists and to what extent there is a course of action to implement recommended improvements. To make sure all stakeholders are heard and kept up to date, the FAS should implement a structured process of dealing with all feedback given and disseminating its results amongst all stakeholders.

b) Reconsideration evaluation in 2025

The document shows that the admission process includes theoretical or practical experience as a pre-requisite (work experience, linearity of background study, previous academic institution, graduation from a national accredited university). However, the inconsistency of language used in the report and the website needs to be improved (**Finding 1**).

The faculty provided proof that the relevant documentation and information on its quality assurance system is available on its updated website and guaranteed continuously updates.

An administrative body that is responsible for harmonising and taking care of all surveys and questionnaires filled out by students was implemented.

Conclusion

The criterion is partially fulfilled.

▪ **Learning, teaching and assessment of students / Learning and assessment of students**

> **Bachelor's/Master's degree**
> *The delivery of material encourages students to take an active role in the learning process.*
> *Students are assessed using accessible criteria, regulations, and procedures, which are made readily available to all participants and which are applied consistently.*
> *Assessment procedures are designed to measure the achievement of the intended learning outcomes.*
> *[ESG 1.3]*
>
> **Doctoral degree**
> *The form of supervision and/or course structure is adequate and corresponds with the intended learning outcomes.*
> *Students are assessed using accessible criteria, regulations, and procedures, which are made readily available to all participants and which are applied consistently.*
> *Assessment procedures are designed to measure the achievement of the intended learning outcomes.*
> *[ESG 1.3]*

Description

The SER states that one credit (SKS) is equivalent to three hours of work. According to FAS, students work between six to eight hours a day, and five days a week. Students of a higher level of education are required to perform additional independent studies for two hours in the evening (eight to ten hours per day). The provided example states that a student takes 16-20 credits per semester, leading to 48-60 hours of work per week.

FAS states in its SER that teaching and learning activities derive from the faculty's research and community services activities, and that all study programmes should refer to the faculty-level research master plan when implementing learning activities. UB states that it pursues a student-centred approach in learning and teaching by offering synchronous (face-to-face meeting, also virtually) as well as asynchronous (self-study) teaching methods to enable students to study actively and independently. Following the SER, students have access to learning material and support on the different learning platforms used, including the university's own platform.

At FAS, the following specific teaching and learning forms are to be used in the Bachelor's programmes: lecturing, group discussion, simulation/role-playing, collaborative learning, cooperative learning, project-based learning, problem-based learning. The SER states that regulations for absent students are in place. FAS explains that students can access the assessment rules the FAS has compiled.

For the Master's programme, the following methods are frequently to be used: lecturing, group discussion, case study, and project-based learning. The faculty has a standard procedure in place in case students would like to express dissatisfaction with the learning methods.

For the doctoral programme, FAS lists the rules for graduation standards and assessment criteria. Followed by a final dissertation examination, PhD students must undergo a ratification commission hearing before taking part in the graduation. To reach a title with "Compliment" (cum laude), PhD students are required to have published scientific writings/articles in an indexed international journal.

FAS further states that the scope of the internship course in their programmes was expanded due to a policy set by the government in 2021 which applies to all higher education institutions in Indonesia. The policy is called "Merdeka Belajar Kampus Merdeka" (MBKM). In addition, the MBKM programme allows students to take online lectures, not limited by campus or study programme and outside of college (e.g., internship, work practices, community services in villages). Furthermore, students can request a recognition of prior learning to fulfil the minimum credit requirements.

Assessment techniques carried out by lecturers may include observation, participation, performance, written tests, oral tests, and questionnaires.

Experts' evaluation

a) Evaluation in 2023

While the documentation beforehand lacked certain information regarding different teaching methods it became clear during the on-site-visit that across all programmes different modes of teaching and assessment are used. Due to the aforementioned lack of proper information, the experts were only able to assess a small number of courses in regard to the correspondence of ILOs, teaching and assessment methods. The faculty should, therefore, define transparently and coherently the different methods of teaching and assessment and provide this information in a central document, e.g. syllabi, available to all stakeholders. In syllabi for all those courses students were informed about important information as, e.g., topics covered each week, weighting of different types of assessment, types of assessment used during class and in the midterm/final exam. For the midterm/final exam, rubrics were provided to ensure a transparent and fair assessment process.

The programmes concerned and the higher education system in general provide different opportunities for students to transfer their gained knowledge to the outside world (e.g., MBKM, internship, community service).

Nevertheless, as has previously been mentioned, courses taught, ILOs and examination methods do not always complement each other as well as they could, which is something UB should look into to improve the programme's transparency.

It is positive to mention that a structured mechanism is in place how students can complain if they do not agree with a grade given.

Finally, the students' workload should be mentioned. The impression during the site visit confirmed a rather high workload. Whereas students did not complain and the workload does not deviate from the university's targeted amount, the workload could still be distributed it more equally in the eyes of the experts.

b) Reconsideration evaluation in 2025

FAS implemented a structured process of dealing with all feedback given and disseminating its results amongst all stakeholders to make sure all stakeholders are heard and kept up to date.

The academic handbook link under resources to support the response to the finding which addresses the students' workload may contain the requested overview of teaching methods and assessment. However, it is not in English and thus, no final assessment can be carried out regarding this aspect (**Finding 2**).

Conclusion

The criterion is partially fulfilled.

- **Student admission, progression, recognition and certification / Legal status, admission and certification**

> **Bachelor's/Master's degree**
>
> *Consistently applied, pre-defined, and published regulations are in place which cover student admission, progression, recognition, and certification.*
>
> *[ESG 1.4]*
>
> **Doctoral degree**
>
> *The institution is entitled to award a doctorate.*
>
> *Consistently applied, pre-defined, and published regulations are in place which cover student admission, progression, recognition, and certification.*
>
> *[ESG 1.4]*

Description

UB's Academic Handbook as well as the relevant Rector's regulations shall govern the admission requirements and admission processes at the university. For undergraduate students, there are several pathways for enrolment. According to the SER, there are six methods of student admissions selection, each of which has specific requirements and procedures: National Selection for State University Entrance Test (National Path by the Higher Education Entrance Test Institute), Joint Selection for State University Entrance (National Path by Higher Education Entrance Test Institute), Independent Selection, Transfer Selection Programme, Selection for Admission of Students with Disabilities, International Student Admission for the Undergraduate Programme. For the Master's programmes, the prerequisites for the enrolment of postgraduate admissions are determined by the Decree of the Rector of Universitas Brawijaya. In the Postgraduate/Master's programmes, there are three student admission methods, each of which also has special requirements and procedures:

Postgraduate Independent Selection, Double Degree and International Student Admission for the Postgraduate Programme. All requirements, conditions and procedures for student enrolment are publicly available on UB's website.

To enrol in the Bachelor's programmes, students must be high school students/equivalent graduated from the last three years, they must already have a high school certificate, as well as adequate health to join the learning process. Bachelor candidates must pass a computer-based written exam. For admission to the Master's and doctoral programme, students have to fulfil several requirements, such as Indonesian citizenship, adequate health to participate in the learning process, they must have a Legalized Undergraduate Certificate and Transcript, a Certificate of Academic Potential (TPA), a TOEFL Certificate/other English language proficiency tests (IELTS, TOEFL ITP/IBT). In addition (but not limited to), two academic recommendation letters, a synopsis of a research plan and certificate of funding sources must be submitted. All qualified applicants must pass an interview process.

According to the SER, the regulations for admission of international students is provided on UB's website. Support for international students is regulated in specific guidelines and standard operating procedures. All information is available in English on the university's website. The university provides a scholarship scheme for foreign students. The scholarships given are the result of UB funds or in collaboration with alumni. With the granting of a scholarship, the university hopes that foreign students from developing countries will not only study, but also increase the promotion of the Indonesian state to the country of origin of the foreign students.

Upon graduation, students receive a certificate containing information that the student has graduated, a transcript of academic grades containing the grade of the courses, a Diploma Supplement (SKPI) and a TOEFL ITP certificate, an IC3 Certificate (Information and Communication Technology), and an alumni book.

Experts' evaluation

a) Evaluation in 2023

Universitas Brawijaya has regulations for student admission in the Bachelor's and Master's as well as the doctoral programmes. The guidelines regarding the recruitment of new students are available in the Academic Handbook 2021/2022. Universitas Brawijaya offers various admission schemes for its different programmes (Independent Selection for Vocational Programme Admission, Undergraduate Programmes, Undergraduate Transfer Programme, Employer-Sponsored Students, Professional Education and Specialist Programmes, Postgraduate Programmes).

Universitas Brawijaya has formal prerequisites for admission and a defined selection procedure. There are several opportunities to join the different programmes. The Department of Business Administration is responsible for the Bachelor's study programme of Business Administration, the Bachelor's study programme of Taxation and the Bachelor's study programme of Tourism. The Public Administration Department is responsible for the Bachelor's study programme of Public Administration and the Master's study programme of Public Administration, and the Department of Administration Department for the Business and Public Administration doctoral programme.

The registration schedule follows the registration regulations for degree programmes of the Rectorate. The interview process works well for the selection, but the process could be improved with regard to the bonding of applicants (e. g., supporting advanced study programmes, visa processes, exchange opportunities). A final report on the results is sent to the dean. All requirements are clearly defined and available to prospective students.

There are two ways of registering new students at Brawijaya University, namely the national path and the independent path. The Bachelor's study programmes open new student admissions through three channels. This written examination is an independent examination route given by the university to prospective students

to be able to continue their studies at tertiary institutions. The capacity for this line is 30% of the total reception lines. Students of the independent path are mostly of higher quality. Consideration could therefore be given to strengthening or expanding this selection process.

Registration for the Higher Education Management Study Programme is through three pathways, namely independent, study assignments, and fast track. Brawijaya University attracts also students from other universities. The applying students need to fulfil the requirements and are interviewed during the process. These access paths are comprehensible and adequately designed. Registration for the doctoral programme in the Faculty of Administrative Sciences is carried out centrally by Universitas Brawijaya.

Universitas Brawijaya has introduced mechanisms and criteria to recognize periods of studies.

The university has an academic system for reviewing student progress based on indicators such as GPA, number of credits, etc. The key indicators have therefore also been available in the assessment process. For example, the number of dropouts is very low. ILOs are measured directly, but also partially indirectly through tracer studies, satisfaction, etc. Accordingly, extensive data material is available on the learning progress of the students. Overall, this approach appears appropriate.

After finishing their studies, students receive an academic Bachelor's or Master's degree or are awarded a doctoral degree. They are receiving their certificate and a diploma supplement.

b) Reconsideration evaluation in 2025

No further evidence required. The experts already saw no need for short-term changes or additions in this area in the first evaluation of the programmes. Therefore, there is nothing to add to the previous evaluation.

Conclusion

The criterion is fulfilled.

▪ **Teaching staff / Academic level of supervisory staff**

Bachelor's/Master's degree

The composition (quantity, qualifications, professional and international experience, etc.) of the staff is appropriate for the achievement of the intended learning outcomes.

Staff involved with teaching is qualified and competent to do so.

Transparent procedures are in place for the recruitment and development of staff.

[ESG 1.5]

Doctoral degree

The composition (quantity, qualifications, professional and international experience, etc.) of the staff is appropriate for the achievement of the intended learning outcomes.

Staff involved with teaching is qualified and competent to do so.

Transparent procedures are in place for the recruitment and development of staff.

[ESG 1.5]

Description

At FAS, lecturers are divided into three categories, namely permanent civil servant lecturers, non-civil servant permanent lecturers and lecturers with work agreements. The SER states that regulations for recruitment are in place. Based on national guidelines, the lecturers' workload covers 12 to 16 credits per semester; this includes teaching, research, and community service activities. Research is compulsory for teaching staff. The

faculty's research activities are described as following the National Research Master Plan and UB's Research Master Plan for Social Sciences.

According to the SER, the full-time teaching staff for the seven programmes under review comprises 147 lecturers, consisting of eleven professors, 31 associate professors, 93 assistant professors, and twelve lecturers. Based on FAS regulations, teachers in the doctoral programme must be at least an associate professor with a doctoral degree. Assistant professors can teach in the doctoral programme if they form a team with an associate professor or professor. In the Master's programme, the minimum requirement for lecturing is being an assistant professor. Lecturer staffing is arranged in every semester. It is explained in the SER that lecturers shall be given opportunities to pursue career development, e.g., through scientific activities (national and international conferences or seminars) or opportunities as guest researchers. The SER states that regulations for promotion and filling of vacancies are in place.

FAS states that every full-time teaching staff is qualified to be a supervisor for thesis advisory purposes. The study programme manager appoints a supervisor based on the student's submitted research proposal. For the Master's thesis, two thesis supervisors are required per student. In this case, UB has regulated according to the SER that the principal supervisor is at least a doctor with the position of assistant professor while the second supervisor can be a lecturer.

According to the SER, in the doctoral programme three thesis supervisors are needed. The principial supervisor for a PhD thesis must have a minimum qualification as associate professor with a doctoral degree, who has published an article in a reputable international journal. As explained by UB, external supervisors are only available for the doctoral programme and only appointed for research-related reasons. According to the SER, an external supervisor is not necessarily appointed, except when no local teaching staff has the qualifications to supervise some details in the research project. In such case, external supervisors can be lecturers or practitioners, such as the head of BNPB, state officials, and government officials with adjusted requirements. The former must meet the minimum qualifications with a doctoral degree and have the functional position of associate professor. For the latter, the minimum requirements are their experiences in tailored issues related to the research project. The nominated external supervisor is to be submitted by the internal supervisor to KPS for consideration before their approval.

Experts' evaluation

a) Evaluation in 2023

Without any doubt, the teaching staff is quantitatively and qualitatively sufficient to carry out the study programmes under review. Especially their identification with the Brawijaya University and their motivation to contribute to further improvement must be commended. The university shows a high degree of academically well-educated staff members. Unfortunately, the vast amount of faculty members lacks experience outside of Universitas Brawijaya. In reference to the aimed increase of internationalisation, further efforts should be made to increase the international experience of existing faculty, while also considering hiring more international faculty members as permanent staff, as well as invited guest-lecturers. The existing support for scholarly activities of the teaching staff could set even more focus on internationalisation, especially in providing funding for abroad experience of faculty members. Another recommendation of the experts concerning the aspired internationalisation concerns especially the younger members of faculty with international experience in teaching and publishing, who might be stronger involved in decision-making processes within the university bodies so as to utilise their experience. When it comes to plans for further internationalisation, a specific effort on decreasing the existing heterogeneity in terms of the English language abilities, such as staff specific language courses, might also be helpful.

Q

In general, a more structured and transparent procedure including specific incentives, even beyond financial incentives, e. g., in terms of teaching load reduction might help to further increase the continuous effort for individual development, e. g., through publications or research.

Existing research activities seem to strongly focus on local and applied research which makes it difficult to clearly increase the high impact journal publications of faculty. Hence the existing international network of partner universities could be utilized to increase research in the field of Comparative Area Studies, which promises a high chance of publication in well-established international journals.

When it comes to existing PhD activities, the further inclusion of international examiners within the boards or even the establishment of joint PhD programmes with international partners might even foster the attractivity of Brawijaya on an international level.

b) Reconsideration evaluation in 2025

Many new programmes have been developed to increase the visibility and internationalisation.

UB provided no evidence to increase the English skills even though it was sampled that two individuals of UB's staff have English proficiency. The finding speaks more to systematic development initiatives of UB towards that goal. This, however, is not addressed in the response by UB (**Finding 3**).

Additional incentives were implemented for staff to increase publications and research.

The faculty's library was adequately updated to offer a standard repertoire of current print editions of the books used the most in courses as well as standard books for the study programmes.

The study programmes must ensure that all core information on their study programmes is available in English (**Findings 1 and 2**).

Conclusion

The criterion is fulfilled.

- **Learning resources and student support / Support and research environment**

> **Bachelor's/Master's degree**
>
> *Appropriate facilities and resources are available for learning and teaching activities.*
>
> *Guidance and support is available for students which includes advice on achieving a successful completion of their studies.*
>
> *[ESG 1.6]*
>
> **Doctoral degree**
>
> *Guidance and support are available for students which include advice on achieving a successful completion of their studies.*
>
> *Appropriate facilities and resources are available for learning and research activities.*
>
> *[ESG 1.6]*

Description

UB states that course material and course descriptions (Semester Lesson Plans, RPS) are updated before the start of every semester. Students shall have access to the material on the university's learning platform and they shall receive a schedule each semester. Information on the academic regulations is explained as being available in the different Academic Handbooks.

FAS describes in the SER that it has its own buildings for its lecture infrastructure and to support other academic activities and administrative services. According to the SER, each of these buildings comprises rooms that function for academic activities based on interrelated groupings and functions. According to the SER, these rooms are technically equipped.

Bachelor students at UB shall be supported by academic advisors, assigned to them for the duration of their studies; their role is to assist students in planning their studies each semester, evaluating semester outcomes and other aspects of the educational process. Each student is required to meet with the PA lecturer at least three times in one semester, which is usually done at the beginning, middle and end of the semester. Additional counselling for non-academic matters is described as being available at the Student Counselling Division. According to the SER, Master and doctoral students do not receive personal academic supervision beyond that provided by the thesis supervisors. However, it is explained in the SER that an orientation period for all accepted doctoral students is provided that aims to explain different aspects of academic and non-academic activities that doctoral students must undergo.

UB offers support for students with special needs through the UB Disability Service Study Centre (DSSC). FAS states that, in addition to mentoring facilities, they also provide infrastructure facilities in the form of special wheelchair ramps and elevators equipped with sound.

Financial aid and scholarships are also described as available for the study programmes. The faculty also offers fee waiver opportunities.

The faculty states in the SER that it provides free internet connection services for students.

According to the SER, the PhD programme in Administrative Science provides a supervisor team for each student consisting of three people: a promoter and two co-promoters responsible for guiding doctoral students. In addition, several other supporting units are listed, such as the Feasibility Commission, Examiner Council, External Blind Reviewer, Endorsement Commission, and the Plagiarism-Free Certification Team. The doctoral programme in Administrative Science has standard rules in the pre-candidate and candidate stages. FAS also states to provide opportunities for doctoral students to assist supervisors/teaching staff in conducting grant-based research.

Experts' evaluation

a) Evaluation in 2023

Students are provided with necessary course related information using syllabi (see also Chapter 3).

The university as a whole but especially FAS provides their students with "non-standard" modes of study. Students whose GPA in the previous semester was lower than 3.0 (out of 4) cannot take a full semester workload (e.g., full semester workload is 20-24, GPA <3 students can take only up to 18 credits). This enables students, who were not able to achieve a very good GPA in the previous semester, to focus more on less courses. While this alone might have negative impact on the duration of studies, the faculty offers students to take up to 15 additional credits in the semester break between spring and fall semester. This "additional" semester can also be used to graduate faster than the regularly scheduled eight semesters for the Bachelor's study programme. Overall, these two additional study modes can be used in different ways to ensure student success and reasonable duration of studies.

The infrastructure which the experts were able to examine during the on-site-visit, was overall appropriate. For different study programmes, different laboratories provided students with the opportunity to apply their theoretical knowledge practically outside of internships. The university also has a centre of Study and Services for Disabilities to support students with disabilities in their studies. Students are able to receive important

information on their studies and courses online and are supported through all stages of the student life cycle if they have questions concerning the online platforms needed for their studies.

While the university has an impressive access to the relevant e-learning/libraries such as Springer, Cambridge etc., the equipment with standard literature in the form of books seemed a little outdated. Even though the e-library system provides the students with extensive access, the faculty should consider having a standard repertoire of current print editions in the faculty library.

One of the strong points of the FAS is the strong system of academic supervisory. While this system must bind enormous amounts of resources, it ensures close academic supervision and certainly provides a very good level of support in each of the programmes under review. Also, the university-wide offers for support and guidance are adequate.

At the university, a system of tuition waivers/a scheme of nine different levels of tuition fees exists depending on the parent income. E.g., additional scholarships for exchange programmes are offered.

b) Reconsideration evaluation in 2025

The faculty's library was updated to offer a standard repertoire of current print editions of the books used the most in courses as well as standard books.

Conclusion

The criterion is fulfilled.

▪ **Information / Public information**

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Bachelor's/Master's degree

Impartial and objective, up-to-date information regarding the programme and its qualifications is published regularly. This published information is appropriate for and available to relevant stakeholders.

[ESG 1.8]

Doctoral degree

Impartial and objective, up-to-date information regarding the programme and its qualifications is published regularly. This published information is appropriate for and available to relevant stakeholders.

[ESG 1.8]

</td></tr>
</table>

Description

As stated by the university, the website of UB provides overall information on its study programmes and study conditions as well as services to students. As stated in the SER, the homepage includes information on profiles, education, research and service activities, students and alumni services, facilities, and quality assurance procedures and results.

The faculty's website is described as providing general information related to profiles, resources, and institutional policies. The study programmes' websites shall provide information related to lectures, activity resources, and curriculum and student guides (e.g., for internships and thesis) as well as quality assurance. The SER states that it is planned to provide more information on social media for each programme.

Experts' evaluation

a) Evaluation in 2023

Universitas Brawijaya provides a wide range of information materials for students and prospective students, and also for partners and the general public. The websites of Universitas Brawijaya, especially of the Faculty

of Administrative Science, are available in Indonesian and in English. The university also uses social media to make information available to the public.

Even though information on the quality assurance system is currently still missing, the range of available information is generally broad, and the content is informative. The design of the website is comprehensible and well structured. In addition to the faculty profile with information on history, vision and mission, goals and strategic, organisational structure, information on faculty members as well as units, etc. is also available. Vision and mission are almost always deduced in each case to the level of the study programmes.

For students, the relevant information on registration, accreditation, the academic calendar, educational and internship guidelines, and guidelines on theses are provided. Complete information on profile, lectures and staff as well as facilities is provided for the assessed study programmes. The structure and layout of the websites especially regarding these details is largely standardised. However, in the assessment period, some websites were still labelled "under construction", and can, therefore, not be assessed in this report.

A highlight on the website is that news on faculty's activities is also available in both languages. Unfortunately, it must also be noted that not all documentation is generally provided in English, especially information concerning the different programmes that is not generally available on the website. In such cases, lecturers try to translate this information for the students. During the desired internationalisation process, it is therefore important to ensure that all information, documents, etc. provided are also available in English.

In some areas, additionally, information appears to be outdated. For example, the information on strategic planning already ends with the year 2020. The currently valid Academic Yearbook, as well as other materials provided to the experts, is not available on the website at all. Here, the faculty should ensure that the information provided is regularly updated.

Apart from the content, Universitas Brawijaya could check whether the design and the provided information of the faculties could be harmonized concerning its layout, e.g., in presentations. Certainly, it would be an additional benefit if the entire presentation of the university and all faculties would have the same design and provided information in a largely similar structure. However, this is a fact that neither the study programmes being evaluated nor the faculty can improve this on their own; thus, this remark rather points at UB as a whole.

Universitas Brawijaya also uses input from outside to obtain information for further development. In this respect, the topic of "information" is not just a one-way communication where the faculty provides information about its study programmes. For example, experts from the labour market are also involved in the development of the different curricula. The experts welcome this kind of stakeholder involvement.

b) Reconsideration evaluation in 2025

The study programmes ensured that all core information on their study programmes is available in English.

Conclusion

The criterion is fulfilled.

- **Recommendation of the panel of experts**

The panel of experts recommends accrediting the decision on the study programmes "Public Administration (Master)" and "Administrative Science (PhD)" offered by Universitas Brawijaya with conditions.

Findings:

1. The revised admission process for the Master in Public Administration programme has to be published in English language.

2. The academic handbook has to be provided in English language.

3. FAS should systematically support its staff to increase its English skills, e.g., through language classes specifically for staff.

4. As it remains unclear how UB deals with prospective Master students without a bachelor's degree and only with professional experience from public administration, the university has to clarify which courses are required to take by these students.