Decision of the FIBAA Accreditation and Certification Committee

18th Meeting on June 5, 2025

PROGRAMME ACCREDITATION

Project Number:	23/099 Cluster 3
Higher Education Institution:	YARSI University
Location:	Jakarta, Indonesia
Study programme:	Bachelor of Psychology
Type of accreditation:	initial accreditation

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

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

Condition:

- The University includes at least one course with another faculty / a non-psychological elective course in the study programme.

Proof of meeting this condition is to be supplied by March 04, 2026.

Period of Accreditation: June 5, 2025 until June 4, 2030.

The FIBAA Quality Seal is awarded.

During the meeting, the FIBAA Accreditation and Certification Committee concluded that the condition is not relevant for the study programme. **Hence, the condition is deleted.**

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

According to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from January 1, 2021, the study programme is accredited without any condition.

Period of Accreditation: June 5, 2025 until June 4, 2030.

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution:

YARSI University, Indonesia

Bachelor/Master programme:

Bachelor of Psychology

Qualification awarded on completion:

Bachelor of Psychology/ Sarjana Psikologi (S.Psi)

General information on the study programme

Brief description of the study programme:
The Bachelor of Psychology is a four-year study programme that aims to educate graduates to master basic knowledge of psychology which includes the theory of psychological function, clinical psychology, educational and developmental psychology, social psychology, industrial and organisational psychology and health psychology along with a set of supporting knowledge consisting of research methods, basic psychological interventions and psychodiagnostics. Moreover, graduates shall assist in solving problems in society through a psychological approach that considers biopsychosocial, cultural and religious aspects.

Type of study programme:
Bachelor programme

Projected study time and number of ECTS credits assigned to the study programme:
8 Semesters / 4 years – 144 SKS credits / 216 ECTS 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:
1 class / 50 students

Programme cycle starts in:
summer semester (August)

Initial start of the programme:
2007

Type of accreditation:
initial accreditation

Procedure

A contract for the initial accreditation of the Bachelor of Psychology was concluded between FIBAA and YARSI University on October 23, 2023. On March 15, 2024, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel[1]. The HEI has agreed with the chosen experts. The panel consisted of:

Prof. Dr. rer. nat. Stephan Bongard
Goethe-University Frankfurt, Germany
Associate Professor of Psychology
(Psychological Assessment, Clinical Psychology, Psychotherapy, General Psychology, Biological Psychology, Individual Differences)

Paul Goesmann
Technical University Dresden, Germany
Student of M.Sc. Psychology: Human Performance in Socio- Technical Systems
Completed: B.Sc. Psychology

Andrea Lohmann-Haislah
Federal Institute for Occupational Safety and Health, Germany
Graduate Psychologist, Consultant and Research Assistant at the Federal Institute for Occupational Safety and Health Deputy Group Leader of group 3.5 Mental stress
(Occupational and Organisational Psychology, Health Psychology, Leadership Psychology, Mental Stress & Strain, Recovery, Stress, Risk assessment, Occupational health and safety, Working Conditions, Work Design)

Prof. Dr. Stefan Pollmann
Otto-von-Guericke-University Magdeburg, Germany
Professor for General Psychology
(Neurosciences, Psychology)

Prof. Endang Surjaningrum, Ph.D.
Professor of Psychology
University Airlangga, Indonesia
(Psychology at Bachelor, Master, Psychological Professional Programme and Doctoral Programme Level)

FIBAA project manager:
Friderike Uphoff

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an on-site visit. The on-site visit took place on February 25 and 26, 2025 at the HEI's premises in Jakarta (Indonesia). At the end of the on-site visit, the panel has given short feedback on its first impressions to representatives of the HEI.

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[1] The panel is presented in alphabetical order.

The assessment report based on this was delivered to the HEI for comment on May 19, 2025. The statement on the report was given up on May 22, 2025. It has been taken into account in the report at hand.

Summary

The Bachelor of Psychology offered by YARSI University fulfils with few exceptions the FIBAA quality requirements for Bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on June 5, 2025 and finishing on June 4, 2030 under one condition. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspect[2]: Multidisciplinary competences and skills. They recommend the accreditation on condition of meeting the following requirement:

- **Condition** (see chapter 3.5): The University includes at least one course with another faculty / a non-psychological elective course in the study programme.

Proof of meeting this condition is to be submitted by March 4, 2026.

The panel members identified several areas where the programme could be further developed and **recommend**:
- Strengthening the health psychology focus on the qualification objectives (see chapter 1.1),
- Including the selection procedure in the Regulations for Admission (see chapter 2.),
- Keeping up with the separation between psychological theories and Islamic interpretation (see chapter 3.1),
- Seeking more cooperation with other faculties (such as IT, medicine and management) to increase interdisciplinary thinking (see chapter 3.1),
- Educating students in designing and coding their own psychological experiments (see chapter 3.1),
- Extending the information in those course descriptions that have very broad definitions on assessment (see chapter 3.2),
- Considering financial support for students from economically disadvantaged backgrounds (see chapter 3.2),
- Updating the materials and including more scientific journal articles (see chapter 3.3),
- Increasing the number of guest lecturers (see chapter 3.3),
- Recruiting more students from other areas in Indonesia and therewith including more intercultural aspects and intercultural sensitivity (see chapter 3.4),
- Setting up a system to attract more international students (see chapter 3.4),
- Increasing the number of courses taught in English (see chapter 3.4),
- Supporting the PhDs to get a full professor / senior professorship for the study programme (see chapter 4.1),
- Increasing the number of cooperations and options for students to go abroad (see chapter 4.3),

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

- Communicating the teaching evaluation results directly from the lecturers to the students (see chapter 5.),
- Increasing the use of tracer study results to monitor the success of the study programme (see chapter 5.).

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

There are criteria in which the programme exceeds the quality requirements:
- Counselling for prospective students (see chapter 2.),
- Integration of theory and practice (see chapter 3.1),
- Ethical aspects (see chapter 3.1),
- Student support by the faculty (see chapter 4.1),
- Quantity, quality, media and IT equipment of teaching and group rooms (see chapter 4.4).

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

List of tables:

Information

Information on the Institution

Universitas YARSI was established by the Indonesian Islamic Hospital Foundation (YARSI) initially as the YARSI Medical School on April 15, 1967. The University has a 2.5-hectare campus on Letnan Jenderal Suprapto Street, Cempaka Putih, Central Jakarta. It has five tower buildings, with 14 floors each, to support all educational, teaching, research and community service activities for 16 study programmes.

Universitas YARSI's vision is to "realise a reputable, authoritative, high-quality Islamic higher education institution capable of competing nationally and internationally."

Universitas YARSI commits itself to the development of the global education system, necessitating cooperation with international organisations to develop education, research and community service systems. Since 2022, Universitas YARSI has also participated in global university rankings through Times Higher Education and UI Green Metric.

According to Times Higher Education, in 2022, Universitas YARSI ranked 1001+ globally and 26th in Indonesia. In 2023, there was an improvement, as Universitas YARSI reached a ranking of 801-1000 globally and 22nd in Indonesia. Universitas YARSI also ranked 1006 globally according to the UI Green Metric.[3]

Universitas YARSI adheres to credible, transparent, accountable, responsible and just governance when managing the organisation. Universitas YARSI has obtained ISO 21001:2018 certification for the Educational Organisation Management System (SMOP) from PT SGS Indonesia.

The Faculty of Psychology was established in July 2007, based on the Decree of the Ministry of Education, and Culture/the National Accreditation Board for Higher Education (BAN-PT). The Faculty of Psychology is accredited B from BAN-PT.[4] The last national accreditation has been done in November 2020. At the moment, the faculty offers the Bachelor of Psychology programme (BPP) and has produces 336 graduates since its introduction in 2007.

Further development of the programme and statistical data

BPP, with its B accreditation from the National Accreditation Agency for Higher Education (BAN-PT), is on a constant way to improve the quality of teaching and learning activities. The curriculum is evaluated based on the inputs from users, parents and alumni. The teaching and learning process is carried out by implementing the catur dharma of higher education including education, research, community service and the spirit of Islam.

BPP builds a curriculum based on the Outcome Based Education (OBE) approach, the Indonesian Qualification of Framework (IQF), or known as the 2018 curriculum, and is

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[3] see: self-evaluation report p.2

[4] based on the Decree of BAN-PT No: 2949/SK/BAN-PT/Ak-PNB/S/V/2021).

currently implementing the 2022 curriculum well known the Indonesian National Qualifications Framework (KKNI), and the National Higher Education Standards (SN DIKTI).

Since its establishment in 2007, BPP has undergone several curriculum changes, namely the 2008 curriculum, the 2013 curriculum, and the 2018 curriculum, and is currently implementing the 2022 curriculum well known Merdeka *Belajar-Kampus Merdeka* or the Independent Learning-Independent Campus curriculum, hereinafter referred to as MBKM curriculum.[5]

There are several activities in the context of evaluating and revising the curriculum carried out by BPP including:
- Curriculum discussions with Industry and Business Community (DuDi) partners on October 8 (social), October 15 (industry), November 11 (clinical), and December 2 (education) in 2021. From these discussions, inputs were obtained regarding what competencies should be owned by graduates according to the expectations of partners.
- Curriculum review on December 23, 2021, with the Dean of Faculty of Psychology Padjadjaran University as the resource person.
- Curriculum Revision Focused Group Discussion (FGD) with employers, students participating in certified internships (MSIB), alumni and parents of students in the period of August-November 2022.
- Evaluation of courses' Syllabus (RPS) for curriculum development following MBKM and OBE with on 1-4 November 2022.

Table 1: Statistical data Bachelor of Psychology

		1. 2019	2. 2020	3. 2021	4. 2022	5. 2023
# Study Places offered by HEI		80	80	80	80	80
# Applicants	∑	639	812	617	479	494
	f	470	679	504	374	397
	m	169	133	113	105	97
Application rate		798.75%	1015.00%	771.25%	598.75%	617.50%
# First-Year Students *(accepted applicants)*	∑	51	55	50	55	50
	f	40	51	42	51	42
	m	11	4	8	4	8
Rate of female students		0.784313725	0.927272727	0.84	0.927272727	0.84

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[5] In 2020, the Ministry of Education, Culture, Research and Technology (Mendikbud) introduced the Merdeka Belajar-Kampus Merdeka programme (MBKM programme, Independent Learning-Independent Campus programme). It aims to give undergraduate students the right to learn outside the home university and the study programme for up to three semesters with the following core elements: (1) internship, (2) project in a village, (3) student exchange, (4) research, (5) entrepreneurial activities, (6) independent study or project, (7) humanitarian project, and (8) teaching in school. The list of activities can be taken from the programmes determined by the government.

# Foreign Students	Σ	0	0	0	0	4
	f	0	0	0	0	4
	m	0	0	0	0	0
Rate of foreign students		0	0	0	0	0,08
Percentage of occupied study places		63.75%	68.75%	62.50%	68.75%	62.50%
# Graduates	Σ	51	43	38	0	0
	f	40	37	35	0	0
	m	11	6	3	0	0
Success rate (students who finished their studies)		100%	61.64%	64.06%	0.00%	0.00%
Dropout rate (students who dropped their studies)		0.00%	0.00%	0.00%	0.00%	0.00%
Still studying		0.00%	38.36%	35.94%	100%	100 %
Average duration of study		51 months	50 months	55 months	NA	NA
Average grade of final degree		3.2	3.16	2.92	NA	NA

Appraisal:

The statistical data show application rates that extend by far the number of study places available. However, not all study places are taken in all years, showing the high entry requirements and selections procedure of the programme. Moreover, the University explained that students have different paths to enter a public University. Since YARSI University, as a private HEI, is in competition with public universities, students might choose to go to a public university if admission is granted at a later state.
There are no dropouts of the study programmes, however, some students are still enrolled in the programme after reaching the regular study time. In general, students in the BPP study three months longer than the regular study time of 4 years.

There are at least 84% female students in all intake cohort of the study programmes.

Moreover, there are four foreign students in the study programme in the batch of 2023. In the other years, there were foreign students in the programme.

Programme Description and Appraisal in Detail

1.   Objectives

1.1   Objectives of the study programme (Asterisk Criterion)

The Bachelor of Psychology's (BPP) vision is to become an Islamic, quality, respected and authoritative study programme in the development of Health Psychology at national level and prepare itself to take part at international level. Meanwhile, its missions are:

- Organising and developing quality c*atur dharma Perguruan Tinggi* (the University's four main responsibilities of education, research, community service and the spirit of Islam) and emphasising Health Psychology which includes physical, mental, social and spiritual well-being.
- Organising and developing the quality t*ri dharma Perguruan Tinggi* (the University's three main responsibilities) following technological developments and Islamic values.
- Demonstrating self-existence in various national and international forums.

These vision and missions are implemented in the objectives of education, namely producing graduates who can:

- Demonstrate sensitivity and concern for actual issues in society concerning biopsychosocial, cultural and religious aspects.
- Master basic knowledge of psychology which includes the theory of psychological function, clinical psychology, educational and developmental psychology, social psychology, industrial and organisational psychology and health psychology along with a set of supporting knowledge consisting of research methods, basic psychological interventions and psychodiagnostics.
- Apply objective observation techniques such as observation, interviews, and administration of psychodiagnostics to help understand the dynamics of human behaviour both individuals, groups or organisations based on biopsychosocial, cultural and religious perspectives.
- Assist in solving problems in society through a psychological approach that considers biopsychosocial, cultural and religious aspects in line with their authorities in the professional code of ethics and based on Islamic values.

With the above educational objectives of BPP, the following table contains information about the profile of BPP graduates:

Table 2: Graduate profiles of BPP

Graduate profiles	Competency
Workers in the field of human resources	- Using basic concepts of the theory of psychology to describe and analyse various behaviours and psychological symptoms in individuals, groups, organisations and communities. - Applying an understanding of the basic concepts of psychological assessment in carrying out observations, and

	interviews and measuring personality, interests, talents and intelligence.
	• Working independently or in groups, developing themselves, maintaining and developing work networks, and evaluating and supervising group work responsibly.
	• Using at least one international language for oral and written communication.
	• Designing, implementing and reporting intervention programmes to solve psychological problems within the scope of individuals, groups, organisations and society, based on theoretical ideas, as well as appropriate data collection and analysis through the use of technology with appropriate scientific methodology and principles and based on the Indonesian Psychology Code of Ethics.
Psychologist assistant	• Using basic concepts of the theory of psychology to describe and analyse various behaviours and psychological symptoms in individuals, groups, organisations and communities.
	• Applying an understanding of the basic concepts of psychological assessment in carrying out observations, and interviews and measuring personality, interests, talents and intelligence.
	• Applying an understanding of non-clinical psychological intervention concepts in individual (counselling) and group (training, psychoeducation and social intervention) interventions.
	• Working independently or in groups, developing themselves, maintaining and developing work networks, and evaluating and supervising group work responsibly.
	• Designing, implementing and reporting intervention programmes to solve psychological problems within the scope of individuals, groups, organisations, and society based on theoretical ideas, as well as obtaining and analysing appropriate data, through the use of technology, with appropriate scientific methodology and principles and based on the Indonesian Psychology Code of Ethics.
A psychological scientist with characteristics of Health and Islamic Psychology	• Using basic concepts of the theory of Psychology to describe and analyse various behaviours and psychological symptoms in individuals, groups, organisations and communities.
	• Using an understanding of basic research methodology principles which include quantitative and statistical approaches, qualitative approaches and psychometric approaches in conducting research including data processing design, ethics and analysis of research results.
	• Using the principles of data literacy (procedures for obtaining valid data and information as well as processing data by

	utilising information technology) and technological literacy (procedures for using technology to express ideas) in conducting research practices.
	• Working independently or in groups, developing themselves, maintaining and developing work networks, and evaluating as well as supervising group work responsibly.
	• Designing, carrying out and reporting quantitative and qualitative research, including expressing conceptual thoughts and ideas, obtaining and processing research data and information in a psychological context, developing psychological measuring instruments and writing scientific papers through the use of technology with scientific methodology and principles appropriate and based on the Indonesian Psychology Code of Ethics.
	• Applying scientific principles, procedures and ethics in thinking, developing, implementing and evaluating the use of science and technology by considering the values of humanity according to their expertise in the form of a thesis or final assignment report uploaded on the University website.
	• Using the principles of data literacy (procedures for obtaining valid data and information as well as processing data by utilizing information technology) and technological literacy (procedures for using technology to convey ideas) in conducting research practices.
	• Using at least one international language for oral and written communication.
	• Analysing psychological concepts based on the Islamic perspective under scientific principles and valid Islamic sources.
Entrepreneurs	• Mastering the basic concepts of entrepreneurship and the ability to see business opportunities.
	• Demonstrating Islamic values in academic and non-academic life (focus on Islam).
	• Demonstrating concern, responsibility, and nationalism by participating in improving the quality of life in society, nation, and state.
	• Applying values, norms and ethics as well as a spirit of independence and entrepreneurship to achieve success according to their interests and skills.
	• Working independently or in groups, developing themselves, maintaining, and developing work networks, as well as evaluating and supervising group work responsibly.
	• Being adaptive, cooperative, creative, contributive and innovative in applying knowledge in the field of psychology in their social life and active as global citizens with a global perspective.

In solving various psychological problems, BPP graduates are expected to know biopsychosocial aspects of behaviour. This is an implementation of the understanding of Health Psychology.

The correspondent learning objectives of BPP are as follows:
- Applying their field of expertise and utilising science, technology and/or art in their field to solve problems and being able to adapt to the situation they are facing.
- Mastering the theoretical concepts of a particular field of knowledge in general and the theoretical concepts of a specific part of that field of knowledge in depth and being able to formulate procedural problem solving.
- Making the right decisions based on information and data analysis and being able to guide in choosing various alternative solutions independently and in groups.
- Being responsible for their work and can be given responsibility for achieving the organisation's work results.

Those learning objectives are prepared based on the Indonesian Qualification of Framework (IQF) or KKNI, The Association of Indonesian Psychology of Higher Education Institution (AP2TPI), the results of the tracer study and the results of internal discussions at BPP. To achieve the expected learning objectives and graduate profile, BPP formulates graduate learning outcomes (CPL) which are divided into four assessment domains including knowledge, general skills, specific skills and attitudes.

Table 3: Learning outcomes of BPP

Assessment Domain	Learning Outcomes
Knowledge	P1: Integrating knowledge of the basic teachings of Islam, which include faith, morals and worship in explaining psychological problems.
	P2: Using basic concepts of the theory of psychology to describe and analyse various behaviours and psychological symptoms in individuals, groups, organisations, and communities; covering the history of schools and perspectives of psychology, biopsychology, mental processes, and functions, personality theory, human development science, mental health science, psychopathology, human relationships and their social environment, as well as industrial & organisational psychology.
	P3: Using an understanding of basic research methodology principles, which include quantitative and statistical approaches, qualitative approaches and psychometric approaches in conducting research, which includes data processing design, ethics and analysis of research results.
	P4: Applying an understanding of the basic concepts of psychological assessment in carrying out observations and interviews and measuring personality, interests, talents and intelligence.
	P5: Applying an understanding of the concepts of non-clinical psychological intervention in individual (counselling) and group interventions (training, psychoeducation and social intervention).
	P6: Using the principles of data literacy (procedures for obtaining valid data and information and data processing by utilising information technology) and

	technological literacy (procedures for using technology to convey ideas) in conducting research practices.
Attitudes	S1: Demonstrating Islamic values in academic and non-academic life (focus on Islamic teachings).
	S2: Demonstrating concern, responsibility, and nationalism by participating in improving the quality of life of the society, nation and state.
	S3: Applying values, norms, and ethics as well as a spirit of independence and entrepreneurship to achieve success following their interests and expertise.
General Skills	KU1: Applying scientific principles, procedures, and ethics in thinking, developing, implementing, and evaluating the use of science and technology by considering the values of humanity according to the field of their psychology expertise and realising them in the form of an undergraduate thesis or final project report uploaded on the University's website.
	KU2: Working independently or in groups, developing themselves, maintaining and developing work networks, as well as evaluating and supervising group work responsibly.
	KU3: Applying the skills of being the *imam* or a prayer leader, giving sermons (*khutbah*), caring for corpses, reciting, memorising, and understanding the Qur'an, as well as relating the contents of the Qur'an to the study of psychology.
	KU4: Using at least one international language for oral and written communication.
Specific Skills	KK1: Designing, carrying out, and reporting quantitative and qualitative research including expressing conceptual thoughts and ideas, obtaining and processing research data and information in a psychological context, developing psychological measuring instruments, and writing scientific papers through the use of technology with appropriate scientific methodology and principles based on the Indonesian Psychology Code of Ethics.
	KK2: Designing, implementing and reporting intervention programmes to solve psychological problems within the scope of individuals, groups, organisations and society based on theoretical ideas as well as obtaining and analysing data appropriately through the use of technology based on appropriate scientific methodology and the principles of the Indonesian Psychology Code of Ethics.
	KK3: Analysing psychological concepts based on an Islamic perspective under scientific principles and valid Islamic sources.
	KK4: Being adaptive, cooperative, creative, contributive and innovative in applying knowledge in the field of psychology to social life and acting as global citizens with a global perspective.

The local characteristics of Health Psychology and Islamic values are implemented in learning materials both theoretically and practically. Theoretically, efforts are made to provide special material related to Health Psychology and Islamic values. Furthermore, it is also carried out in courses whose implementation requires collaborative practice with external parties such as internship programmes. In the internship programme, besides preparing a programme

according to the conditions at the internship site, students are also expected to be able to practice the application of Health Psychology such as creating a healthy living promotion programme.

Appraisal:

The qualification objectives of the programme are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality. The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired Bachelor level at graduation. They take into account the requirements of the national qualification framework of Indonesia. With regard to the further development of the programme, the panel is of the view that the programme could elaborate more on the health psychology focus, since this is emphasised by the programme. However, the focus is not described in the objectives. The panel **recommends** strengthening the health psychology focus on the qualification objectives. Otherwise, the focus on health psychology could also be included in the development of a Professional Programme in Psychology that the University is already planning to establish.

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

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

The Bachelor of Psychology (BPP) strives to improve the quality of education following national education standards and aligns itself at international level to achieve a competitive graduate profile. These commitments are stated in the BPP's visions and missions as well as the faculty's strategic plan.

The internationalisation process from 2020 to 2025 began by adapting the curriculum to government and AP2TPI policies and has gone through a review process. Courses are developed by adapting local and global content and using international literature on Psychology. BPP also continues to provide the lecture contents with issues developing in Indonesian society and discussions related to culture and religion. Therefore, the programme is part of the American Psychological Association and the Indonesian Association of Higher Education.

Besides reviewing and revising the curriculum, BPP also invites experts from foreign universities to provide guest lectures and workshops. BPP equips its students, lecturers and staff with English language competencies and sends lecturers to study abroad. Furthermore, BPP also increases education and research collaboration with lecturers who are studying abroad and their promoters to develop research topics in Indonesia. These internationalisation efforts are also supported by the University by preparing tools and facilities to move towards

an international standard campus such as the establishment of an International Affairs Office (KUI).

BPP's efforts have made BPP able to compete with other universities, also at international level. This is proven by the three BPP alumni who successfully continue their studies at overseas campuses such as Victoria University (Australia), Vrije Universiteit Amsterdam (Netherlands), and Universiti Kebangsaan Malaysia (Malaysia). There are also BPP students who take part in the Indonesian International Student Mobility Awards (IISMA) programme, and the establishment of student exchanges with UNIMAS. Moreover, lecturers and students can also participate in the presentations and writing of international-level scientific articles. In addition, there are also BPP graduates who work in multinational companies or consultancies such as Ipsos, Petrolink and Freeport Indonesia.

During the established international phase from 2026-2030, the programme expects more international cooperation The focus of the strategy lies on the education aspect, such as the student exchange programme with Malaysia. This also includes joint research and community services collaboration of lecturers. For the start, the programme focused on Asia, but for the next years, they want to extend collaborations with Australia, US and the Netherlands. This is also based on the network of lecturers that have graduated from overseas universities. Moreover, the programme has submitted an application for an Erasmus+ programme together with European partners, such as from Poland.

Another focus lies on international short courses, that will be conducted with students from Philippines in English. However, for the start, it will be an online format.

Furthermore, there are plans to increase the number of courses taught in English, that can also be attended by international students and therewith increase the international student intake. In the upcoming years, an international track of the study programme shall be set up.

With regard to the lecturers, YARSI University strives to increase participation of lecturers in international conferences, publications in national and international journals by providing incentives and funding by the YARSI foundation.

Appraisal:

The programme design appropriately takes into account the required international aspects, with respect, too, to its graduates' employability. The University has established an international office that handles exchange activities of the programme. Also, there are international conferences and other activities. The international orientation is based on a plan and a roadmap for the next years in the international phase. The challenges for the study programmes are included into a strategic plan.

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

1.3 Positioning of the study programme

BPP was established in 2007 and has a focus on Health Psychology and the development of Islamic values. Initially, BPP received its C accreditation from BAN-PT in 2012 and increased to its accreditation to B in 2017. This position aligns BPP with ten other private Psychology programmes in Jakarta which are also accredited B. However, among these programmes, only three programmes stated a written vision related to Islam. Moreover, with its characteristics in Health Psychology, the programme differentiates from other private study programmes that are accredited as excellent in Indonesia.

These characteristics of BPP's Health Psychology are known at local level (in Jakarta region) and at national level. This is e.g. shown by the existence of BPP in holding regular National Health Psychology Conferences, publishing and managing the Jurnal Psikogenesis since 2012 which is currently accredited by Sinta 3. In addition, BPP is part of the Indonesian Scientific Psychology Consortium (KPIN) which is a non-formal organisation whose members consist of various faculties of Psychology throughout Indonesia and facilitates *Tridharma* of Higher Education activities, especially in the areas of public lectures and guest lectures, training, research and scientific articles writing. BPP's scientific characteristics in Health Psychology are contained in a series of compulsory and elective courses. There is also a special sub-discussion about Health Psychology in each internship setting.

Furthermore, the vision of Islamic values is contained in a series of lessons on Islamic basics teachings and their applications, which are different from other BPPs with Islamic characteristics, in the form of Islamic Religion 1 – Islamic Religion 4 and Islamic Religious Assistance course. Besides, the integration of Islamic knowledge and universal Islamic values into the study of Psychology in the Introduction to Islamic Psychology and Islamic Psychology Capita Selecta courses.

In addition, there is a discussion of a special chapter on Psychology from an Islamic perspective in the undergraduate thesis accompanied by a religion advisor and examined by a religion examiner. This is not found in other Islamic-based BPPs in Jakarta.

BPP also has a laboratory that supports technology-based psychology learning like other BPPs that supports individual and classical psychodiagnostic learning.

What is more, BPP's is in terms of human resources. BPP lecturers are graduates or are currently undertaking Doctoral programmes at various foreign universities such as in Africa, America, Europe, Asia and Australia. This academic background enriches cross-cultural or cross-country perspectives in studying Psychology in teaching, research and community service activities and expand international networks.

Position of the study programme on the job market for graduates
BPP graduates are employed in the field of human resources, as psychologist assistants, psychological scientists with characteristics of Health and Islamic Psychology, as well as entrepreneurs. To prepare students to take part in society, BPP has carried out several activities. These activities include providing students with an overview of the work community before graduation (pre-graduation enrichment), sharing sessions with alumni, practicums in

certain courses to sharpen students' hard skills, entrepreneurship courses that prepare students to become entrepreneurs and internship courses of 20 SKS credits (33 ECTS credits).

Besides, students and alumni are also involved in lecturers' community service activities which enable them to implement their skills in conducting psychoeducation and administering psychological tests. Based on tracer study research, BPP graduates have taken part in local company (Experd, Kubik Leadership, Indocyber Global Tech, Superspring), national (PERTAMINA, Petrosea, Medco, ANTARA News Agency, Madani National Capital, PT. Bukit Makmur Mandiri Utama, RPX, Bank Syariah Mandiri), multinationals (Petrolink, Freeport Indonesia, Ipsos) private companies, educational institutions (Paramadina University, Talenta School, SMP Hang Tuah 5 Jakarta, SMP Al Khairiyah Jakarta) and government agencies (Supreme Court, Ministry Law and Human Rights, Jakarta Social Service). Besides, there are also BPP graduates who continue their study at Master's level at state universities in Indonesia (University of Indonesia, Padjadjaran University, Gadjah Mada University, Airlangga University), private universities in Indonesia (Unika Atmajaya, Tarumanegara University, Persada YAI University, Maranatha University, Krida Wacana Christian University) and universities abroad (Vrije Universiteit Amsterdam - Netherlands, Victoria University - Australia, and Universiti Kebangsaan Malaysia). In addition, there are also BPP graduates who become entrepreneurs such as psychological services, property and sales.

The tracer study is carried out by distributing questionnaires online and tracing professional social media accounts of the alumni. Moreover, BPP has also invited alumni users to provide input to align the BPP curriculum with market needs. The invited alumni users come from different industries including Talentlytica (technology-based HR Consultant), Talent Acquisition at Bank Syariah Indonesia and SAHABATKU online counselling. The tracer study shows that 80% of graduates are employed within the first 6 months after graduating.

Position of the study programme within the HEI's overall strategic concept
YARSI University has prepared a strategic plan to realise its vision of becoming an excellent and respected University at national and international level by upholding Islamic values (Catur Dharma). In 2023, Universitas YARSI is ranked 801-1000 universities in the world that have an impact on achieving SDGs globally according to Times Higher Education (THE). More specifically, Universitas YARSI is ranked 101-200 in the world in SDGs Impact No. 3, namely Good Health and Well Being, and is ranked 401-600 in the world in the Impact of SDGs No. 4, namely Quality Education.[6] The characteristics of BPP in Health Psychology in various settings can support and recognise Universitas YARSI's position internationally and in achieving its visions, missions and strategic plans.

In the field of education, BPP has a curriculum according to SNPT and AP2TPI provisions and facilitates the integration of theory and implementation of the knowledge of Psychology in the dynamics of lectures, coursework, internships and final assignments which shall be focusing Health Psychology on various settings. In the field of research and community service, BPP encourages lecturers to work together with students or partners to study and implement Health Psychology topics. Among the topics that are developed at BPP and support the achievement of the university's vision and strategic plans are the quality of life, healthy lifestyle, resilience,

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[6] see: self-evaluation report p.16.

mindfulness, stress, work-life balance, psychological well-being, environmental health, sense of community, driving safety, cyberbullying, career adaptation.

Moreover, many BPP lecturers also hold managerial positions at University level such as Vice Rector for Community Service, Head of the Centre for SDGs and Population Studies, Head of the Centre for Publications and Intellectual Property Rights (HKI), Head of the Human Resources Centre, Head of Islamic Value studies and development and Head of the Learning Management System Development Centre. Furthermore, several BPP lecturers also help as counsellors for Universitas YARSI's Satyagatra PPKS, which was established as a form of commitment to participate in the success of government programmes through collaboration with The National Population and Family Planning Board (BKKBN). Some BPP lecturers are also involved in the management of the Health Psychology Association of the Indonesian Psychological Association as head of Collaboration Affairs. These positions play a strategic role in helping achieve the University's visions, missions, and strategic plans and synergise with BPP's policy direction and scientific development at national and international levels.

BPP's contribution to achieving the University's strategic plan in terms of internationalisation is demonstrated by establishing the Tridharma of Higher Education collaboration with Universiti Malaysia Sarawak (UNIMAS). The implementation of the collaboration that has been carried out is student exchange. BPP has also been involved in international networking by sending lecturers to undertake Doctoral programmes at international level, holding guest lectures or workshops with sources known by those lecturers, as well as participating in seminars or publications at international level.

The Faculty of Psychology at Universitas YARSI plans to create a BPP for the psychology profession as a follow-up to changes to the psychology education system as covered in Law on Education and Services of Psychology and the Regulation of the Minister of Education, Culture, Research, and Technology Number 43 of 2023 concerning Psychology Professional Education.

Appraisal:

The reasons given for the positioning in the educational market of this study programme are plausible. The topic of Islamic Psychology is a key factor for the University. They have a special profile within the Indonesian educational market and are the only private University in the Jakarta region to offer the Psychology programme with this focus.

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth. Most graduates go into respective jobs within six months after graduation.

The study programme is convincingly integrated into the HEI's overall strategic concept. The study programme's qualification goals are in line with the HEI's mission and strategic planning. The panel sees further potential in cooperating with the Medical Faculty that is in core of the University's strategic concept. This could include interdisciplinary classes or lectures. However, the Bachelor of Psychology might also benefit from more cooperation with the management or IT departments of the University.

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

2. Admission

New student admission requirements currently in effect at Universitas YARSI are based on the Rector's Circular Letter.[7] This Rector's Circular is issued every year and only applies to the current academic year. This is based on evaluations and needs that change every year. In its implementation, the admission process from registration to being declared as accepted is carried out by the New Student Admissions Service (LPMB) which is under the Integrated Service Centre (PLT). In this process, the study programme is involved in the selection stage of the prospective students.

Universitas YARSI has established several principles in selecting prospective students, namely transparency and accessibility. The first principle is realised in the form of transparency of the minimum qualification standards for prospective students, as well as processes and results that can be monitored by stakeholders through the admission website. The second principle is accessible, meaning that the admission process can be accessed, known, and followed easily by stakeholders through the University website. Since the pandemic, the principle of safety was also added, namely ensuring the minimum risk to the health and safety of the prospective students and Universitas YARSI's academic community.

New student admissions are carried out through the registration system[8] which is held centrally at University level. The admissions process from registration to being declared accepted is done by the New Student Admissions Service (LPMB) under the Integrated Service Centre (PLT). In this process, the study programme plays a role in selecting applicants. After the faculty evaluates the applicant's requirements and determines a decision (accepted or not), they will inform LPMB of the decision. LPMB then conveys the selection results to the prospective student concerned via the account that the prospective student already has in the online registration system.

The main requirement to be able to enrol in the Bachelor of Psychology is that prospective students are graduates of Senior High Schools (SMA)/Madrasah Aliyah (MA) or Islamic Senior High Schools/Equivalency diploma (Package C) majoring in Natural Science/Social Science and Vocational or Islamic Vocational High Schools (SMK/MAK) which is proven by a diploma certificate. As an attachment to the registration, prospective students are required to include their 4th and 5th semester score reports for general subjects. These general subjects mentioned are Mathematics, Pancasila Citizenship Education (PPKn), Indonesian, as well as English. The minimum score requirement for the subjects is an average of 75, provided there is no score below 65 in any of these subjects. These four subjects are considered to represent the basic logical knowledge and abilities needed to pursue higher education. The grades, academic and non-academic achievements included beside the three main subjects become further considerations in selecting the students.

Furthermore, prospective students can add information about various achievements they have by including supporting documents such as certificates, statement letters or achievements.

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[7] namely Circular Letter No: 008/INT/SE/REKKU.10/12/2022 concerning New Undergraduate Students Admission Procedures at Universitas YARSI for the Academic Year of 2023/2024 and the Decree of the Dean No: 002/DEP/KEP/V/2023.
[8] see: https://www.yarsi.ac.id/pmb/pendaftaran/ (last access April 28, 2025).

The selection procedure includes pre-selection, selection and post-selection stages. The pre-selection stage is the registration stage. This stage is carried out online. The second stage is the selection stage. The faculty makes a selection by comparing the attached documents with the predetermined criteria. The third stage is the announcement stage, in which the result of this selection is announced to the prospective students. This information is provided through each registrant's account on the registration website and via the registrant's email. Prospective students who are declared accepted can immediately re-register themselves and receive Universitas YARSI new student status.

Counselling for prospective students
The registration procedure for prospective students is socialised via the YARSI University website. All information related to each study programme, the registration process and new student acceptance can be downloaded on the website. Information can also be obtained via call centre or email: pmb@yarsi.ac.id. Prospective students also come to the Integrated Service Centre (PLT) to obtain information directly from officers. These are available throughout the day on the campus of the University and might assist with the application. Moreover, the University is engaged in social media channels and provides information on its study programmes on its YouTube channel YARSI TV. On the website or information channels, there are also explanations about career potential and the BPP curriculum.

Furthermore, BPP invites students from high schools in the Jakarta region to see the facilities during a campus tour, since there are Open House days. This especially includes public schools and Islamic high schools, as well as high schools that teach psychological education. The Open House Day include a presentation of the programme and future career perspectives.

Ensuring foreign language proficiency
New students' ability to communicate in English is measured by using TOEIC (The Test of English for International Communication). The TOEIC organiser is Optima Language which collaborates with the official organiser of the TOEIC test, namely the International Test Centre (ITC). Every new student at YARSI University has to take an English proficiency test (entry test). The test is organised by Optima Language, which is a subsidiary of the YARSI Foundation. The result of this test shows the ability to write and speak in English and the result is used for further development purposes. Every student is required to take two credits of English course in the first semester. In semesters two to five, every student is required to take part in an English language enrichment programme which ends with an exit test in semester 6. The exit test scores and English scores from semesters one to five are a requirement for taking the undergraduate thesis examination at the end of the study period.

Transparency and documentation of admission procedures and decision
Transparency, documentation of examination and assessment procedures as well as decision making for new student admissions are accessible on the website[9]. The PMB website consists of three menus, the registration menu contains the registration flow along with the conditions that must be prepared by prospective students to register, the PMB document menu contains brochures and manual guides and the PMB login menu contains the status of each prospective student to see the results of the admission test and whether be declared passed or not. Apart

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[9] see: https://pmb.yarsi.ac.id (last access April 28, 2025)

from going through the website, prospective applicants who have been declared to have passed based on their report card grades and supporting documents will receive notification via email or WhatsApp chat. The results of administrative selection and exams are sent to each prospective student's account. Prospective students are expected to check their respective accounts and contact LPMB if there are no results.

Appraisal:

The admission requirements are defined and comprehensible. A digital application procedure is in place. The national requirements are presented and taken into account. The programme decides based on the high school grades and additional requirements about the admission. The panel **recommends** including the selection procedure in the Regulations for Admission[10].

Applicants can directly turn to a student counselling service, or to the helpdesk at the University, for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and the University is provided by defined office hours, by telephone and via e-mail. A lot of information is available online on the website and via the social media channels. The University ensures a constant availability for prospective students and reacts quickly to incoming enquiries. The counselling options are based on the target group's needs. This includes inviting high school students to the campus of YARSI University to inform them about the study programme.

The admission requirements (required language proficiency level, as well as language test at the time of admission) ensure that students can successfully complete the study programme (courses, additional literature, utilisation of counselling services and extracurricular activities).

The admission procedure is described, documented and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing in the digital application procedure.

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

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[10] see: Regulations on Admission, p.4.

3.   Contents, structure and didactical concept of the programme

3.1   Contents

BPP regularly updates the curriculum by considering the needs of the general public and following the guidelines provided by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia, the Indonesian Qualification of Framework (IQF), as well as of the Association of Indonesian Psychology of Higher Education Institutions (AP2TPI) as references. Moreover, curriculum updates are also based on input provided by stakeholders from alumni or students as well as inputs from experts in the field of Psychology in curriculum development. Therefore, routine curriculum updates are adjusted to graduate learning outcomes, market needs and government programmes.

The curriculum created by BPP uses an outcome-based education (OBE) approach. The output of this OBE-based curriculum will support student competencies when they graduate from BPP. In addition, this approach will support BPP's graduate profiles.

In the 2018-2022 period, BPP Implemented an IQF-based curriculum. However, because of the Independent Campus programme (MBKM) from the Ministry of Education, Culture, Research and Technology (Kemendikbudristek), BPP revised the curriculum and named it Transitional Curriculum. The change made is to facilitate students studying outside the programme or the University for one semester (in the 7th semester). The 2022 curriculum has been adjusted to the visions and missions of the study programme, IQF, AP2TPI, and the MBKM programme from the Ministry of Education, Culture, Research, and Technology.

Throughout the programme, there are University compulsory courses, faculty compulsory courses and elective courses. University compulsory courses are courses that must be taken by all students at the University, including BPP students. Meanwhile, faculty compulsory courses are courses that all BPP students must take. In elective courses, BPP students are free to choose courses based on their interests. Elective courses shall sharpen students' competencies and be useful when they enter the work community.

The programme offers a focus on Health Psychology, as well as an Islamic perspective on Psychology. For the latter, one part of the final thesis is a reflection on the Psychology thesis topic from an Islamic perspective. Therefore, the student is supported by an religious advisor for this part of the thesis.

Table 4: Curriculum Bachelor of Psychology

1st Semester

Course Code	Course Name	Credit Points per Semester								Workload	
		1	2	3	4	5	6	7	8	Hours in Class	Hours Self-Study
MKU160101	Islam I	3								26,666667	64
MKU160104	Pancasila	3								26,666667	64
MKU160102	English Language	3								26,666667	64
MKU160103	Indonesian Language	3								26,666667	64
MKK160101	Behavior in Biology, Cognition, and Learning Perspective	7,5								67,2	160
MKK160102	History and Stream of Psychology	4,5								40	96
MKK160103	Self and Career Development	3								26,67	64
MKK160104	Logic & Scientific Writing	3								26,67	64
Sub Total Credit for 1st Semester		30									

2nd Semester

MKU160201	Islam II	1,5									12,8	32
MKU160205	Civic Education	3									26,67	64
MKU160206	Entrepreneurship	3									26,67	64
MKK160201	Introduction to Psychological Assessment	3									26,67	64
MKK160202	Developmental Psychology	7,5									67,2	160
MKK160203	Basic Quantitative Research and Statistics (PKSD)	6									48	128
MKK160204	Psychology of Personality	6									48	128
MKK160205	Social Psychology	4,5									40	96
	Sub Total Credit for 2nd Semester	34,5										

3rd Semester

MKU1604801	Islam III		1,5								12,8	32
MKK1604801	Educational Psychology		4,5								40	96
MKK1604802	Method of Observation and Interview		6								48	128
MKK1604803	Industrial and Organizational Psychology (PIO)		4,5								40	96
MKK1604804	Advanced Quantitative and Statistical Research (PKSL)		6								48	128
MKK1604805	Social Issues Analysis		3								26,67	64
MKK1604806	Clinical Psychology and Psychopathology		6								48	128
	Sub Total Credit for 48rd Semester		31,5									

4th Semester

MKU160401	Islam IV				1,5							12,8	32
MKU160402	Islamic Assistance				1,5							12,8	32
MKK160401	Personality and Intelligence Assessment				9							80	192
MKK160402	Psychology and Culture				4,5							40	96
MKK160403	Method of Qualitative Research				6							48	128
MKK160404	Counseling Psychology				4,5							40	96
MKK160405	Psychology Measurement and Construction				6							48	128
Sub Total Credit for 4th Semester					33								

5th Semester

MKU160501	Introduction to Islamic Psychology						1,5					12,8	32
MKK160502	Health Psychology and its Applications						7,5					67,2	160
MKK160501	Psychology of Training						4,5					40	96
MKK160503	Assessment in Organization						4,5					40	96
MKK160504	Social Intervention						6					48	128
MKU160501	Psychology of Addiction						3					26,67	64
MKK160505	Forensic Psychology						3					26,67	64
MKK160506	Consumer Psychology						3					26,67	64
Sub Total Credit for 5th Semester							33						

6th Semester

MKM160601	Intership- Independent Performance							9			0	192
MKM160602	Intership- Analytical Thinking							10,5			0	224
MKM160603	Intership- Soft Skill Development							10,5			0	224
Sub Total Credit for 6th Semester								**30**				

7th Semester

MKK160701	Seminar of undergraduate thesis proposal							3		26,67	64
MBB160701	Coomunity Service Program (KKN)							4,5		40	96
MKK160702	Psychology of Play							3		26,67	64
MKK160703	Psychological First Aid							3		26,67	64
MKK160704	School Psychology							3		26,67	64
MKK160705	Family Psychology							3		26,67	64
MKK160706	Occupational Health Psychology							3		26,67	64
MKK160707	Environmental Psychology							3		26,67	64
MKK160708	Psychology of Special Needs Child Education							3		26,67	64
MKK160709	Current Issue Industrial & Organizational Psychology							3		26,67	64
MKK160710	Psychology of Women and Gender							3		26,67	64
Sub Total Credit for 7th Semester								**34,5**			

8th Semester

MKK160701	Current Issue Islamic Psychology							1.5	20	48
MBB160701	Undergraduate Thesis							12	107,2	256
MKK160702	Cyber Psychology							3	26,67	64
MKK160703	Early Childhood Psychology							3	26,67	64
Sub Total Credit for 8th Semester								**19.5**		

<u>Rationale for degree and programme name</u>
The establishment of BPP was approved by the Directorate General of Higher Education, Ministry of National Education on July 13, 2007[11]. At its establishment, the study programme collaborated with the Faculty of Psychology of Padjadjaran University, Bandung and continues to strive to develop collaborations with various parties to make progress and support the teaching and learning activities.

BPP aims to produce competent psychology graduates, especially in the field of Health Psychology, who can demonstrate Islamic values. The competencies possessed by a Bachelor of Psychology at Universitas YARSI are not only limited to the theory of Psychology but also the competence to interact with the environment and the surrounding community in applying the knowledge they have mastered. Meanwhile, students who graduate from BPP will receive a "Bachelor of Psychology" or S.Psi degree. This degree is based on the rules that have been regulated by the Association of Indonesian Psychology of Higher Education Institutions (AP2TPI) which regulates the curriculum and teaching and learning activities of the undergraduate programme of Psychology in Indonesia. BPP graduates are expected to be able to apply their knowledge when becoming (1) workers in the field of human resources, (2) psychologist assistants, (3) psychological scientists with characteristics of health and Islamic psychology and (4) entrepreneurs.

<u>Integration of theory and practice</u>
The curriculum at BPP facilitates students to implement the theory obtained both in class and in their daily lives. This can be seen in the syllabus or Semester Lecture Plans (RPS) in all BPP courses. The RPS in the 2022 curriculum is designed by combining theoretical learning in class and putting this theory into practice in lecture assignments. Lecture assignments are not only in the form of essays or presentations but also practical assignments that will increase students' understanding and experience regarding the material learned before. For example, in the Counselling Psychology Course, students will carry out counselling simulations with clients. There is also the Construction of Psychological Measurement Instruments Course whose final assignment is preparing measurement instruments, carrying out try-outs and testing the reliability and validity of the measurement instruments that have been made. Another course, namely Training, has a final assignment in the form of preparing and organising a training programme.

The implementation of theory and practice can also be seen in the Independent Learning Curriculum (MBKM) activities which can be carried out by students in semesters 6 and 7. Students can implement the theory and practice through internships, Community Service Programme (KKN), student exchanges with other study programmes or other universities, as well as research and other forms of MBKM activities. For example, in the internship programme, students can apply the knowledge gained from the lectures in a work environment setting. BPP students can also choose internship programmes provided by the government or with partners owned by BPP.

<u>Interdisciplinary thinking</u>
There are courses offered by BPP that require interdisciplinary skills other than Psychology. One of them is the Entrepreneurship Course which has been included in the 2022 Curriculum. This course will enhance the entrepreneurship skills of students and apply psychological

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[11] through Decree Number 1795/D/T/2007.

knowledge in the settings of entrepreneurship, citizenship, Indonesian and Islamic religion. Moreover, there is also a Behaviour in Biology, Cognition and Learning Perspective Course (PPBKB) which examines the relationship between biological, cognitive and learning processes and their relationship to Psychology. For elective courses, most of the courses offer an interdisciplinary understanding of science, including the Industrial and Organisational Psychology Kapita Selecta course which contains the latest issues regarding Industrial and Organisational Psychology so that it will have intersections with management, economics and other sciences. Meanwhile, the Islamic Psychology Kapita Selecta Course discusses the science of Psychology thematically and is linked to the Islamic perspective. The elective course on Forensic Psychology also studies psychology and its relationship to legal science.

Moreover, BPP facilitates students to undertake cross-BPP studies at Universitas YARSI. This opens opportunities for students to study related courses outside of Psychology. The programme included the Independent Learning Curriculum (MBKM). This curriculum enables students to study outside their campus for 1 semester. The form of activity carried out is an internship programme at BPP partners such as companies, hospitals, schools and social communities. Another form of MBKM activities is studying at other BPPs at domestic and foreign universities.

Ethical aspects
BPP pays attention to ethics in the teaching and learning process. All civitas Academica must follow the rules and ethics that apply at Universitas YARSI. In the scope of the study programme, students follow the teaching and learning process following the guidelines in the academic guidebook. In this book, students will know the guidelines for teaching and learning activities, lecture rules, and matters relating to ethics during class.

Ethics in the field of Psychology is also implemented in several courses such as Ethics in Research which is applied in the Quantitative Research & Basic - Advanced Statistics courses, Qualitative Research Methodology and the Undergraduate Thesis. Meanwhile, ethics in assessments of Psychology are also studied in courses under the Psychodiagnostics group. Moreover, the programme includes the ethics of Islamic religion.

Specifically for undergraduate theses, students are also required to take a research ethics examination conducted at University level. This process is carried out before students collect data in the field. For the BPP or faculty level, BPP has an Undergraduate Thesis Committee to monitor the progress of the student research process from the beginning of the proposal writing to the thesis final examination. The undergraduate Thesis Committee will regulate the ethics in conducting research, monitoring all research carried out by students under the research ethics applicable at BPP. The undergraduate Thesis Committee will also monitor plagiarism in each BPP student's thesis.

Ethical aspects are also regulated through regulations issued by the University. Among these are the Code of Ethics for lecturers and researchers, the Code of Ethics for students, and the Student Disciplinary Commission.

Methods and scientific practice
BPP has implemented scientific principles in the teaching and learning process in class, practicum, research and community services. For example, courses in the research group teach students to apply scientific principles in each assignment and course output. BPP also

has a Logic & Academic Writing Course as a basis for students to think and learn to write scientifically. Students learn to analyse and understand scientific articles as a reference for them to start writing in the field of Psychology scientifically. After that, students study Basic and Advanced Quantitative Research & Statistics, as well as Qualitative Research Methodology Courses. In the Basic-Advanced Quantitative Research and Statistics Courses, students learn about non-experimental quantitative research methodology and the use of statistics in research in Psychology. Students learn the basics of conducting research, as well as testing hypotheses with statistical calculations such as descriptive tests, correlation tests, difference tests, ANOVA tests and multiple regression. Meanwhile, in the Qualitative Research Method Course, learning materials are taught to students to enable them to conduct qualitative research in the field of Psychology.

In addition, as the preparation for completing an undergraduate thesis or final project, students can have the Undergraduate Thesis Proposal Seminar Course which assists them in preparing research proposals and conducting research for their thesis. Students who have strong research skills have the opportunity to be involved in research projects developed by lecturers, become research assistants for lecturers who receive research grants and even be involved in writing research articles with lecturers.

<u>Examination and final thesis</u>
The assessment of the learning outcomes is carried out in the form of examinations and assignments. All of these guidelines are contained in the academic guidebook. The exam is carried out two times, namely the Mid-Semester Exam (UTS) which is held after the 7th meeting and the Final Semester Exam (UAS) which is held after the 14th meeting. In its implementation, the preparation of exam questions is carried out through a cross-verification process carried out by the lecturers to ensure that the test items are suitable for measuring students' learning outcomes in related subjects. This verification process is carried out by non-teaching lecturers who have competence in the related subjects. If discrepancies are found during the verification process, the lecturer teaching the subject will revise them according to the verification results. Furthermore, the questions that have been verified will be approved by the Head of BPP and then allowed to be given in the exam.

Besides structured exams, the assessment can also be carried out in the form of assignments, practicums or projects that students need to work on. Assignments and projects are arranged and determined by each lecturer according to the needs of the related courses. For example, in the Personal and Career Development Course, students are given an individual project to create a career plan based on a self-portfolio built from 14 lecture meetings in the course.

The final project at BPP is in the form of an undergraduate thesis of 8 SKS credits (12 ECTS credits). Students can work on their thesis after completing 100 SKS credits or 150 ECTS credits. Besides the number of credits, students must pass the Undergraduate Thesis Proposal Seminar Course and take part in the MBKM programme for at least one semester. These regulations are presented in the BPP academic guidebook.

After completing the thesis, students must take an exam on the research results which will be examined by one advisor and one examiner. The exam has its own assessment rubric and assessment format which can be accessed. The results of this exam will be a reference for students to continue to the final thesis exam. For the undergraduate thesis exam, students will be examined by three examiners, namely the undergraduate thesis advisor, religion advisor

and undergraduate thesis examiner. The undergraduate thesis advisor and examiner's role is to evaluate students' research related to the Psychology field of study, while the religion advisor evaluates the relationship between research variables and concepts in Islam. This exam also has an assessment rubric and format. Several students' thesis results have also been published in research journals, both national and international journals. This publication was carried out together with their thesis advisor.

Appraisal:

The curriculum adequately reflects the qualification objectives of the study programme. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation (compulsory electives) or optional electives enable students to acquire additional competences and skills and are widespread. The panel understands the programme in a way that the teaching of Islamic Psychology does not affect the teaching of Psychology as an empirical science. This was also how the University explained it during the interviews. The religion is included with the religious advisor during the final thesis, moreover, there are courses on religion in the first semester. However, all other courses are not supervised by religious advisors, but religion and science are separated, which is crucial in order to be a scientific programme. The panel appreciates this separation between psychological theories and Islamic interpretation and **requests as well as strongly recommends** keeping up with this separation. The panel affirms that the study programme should teach Islamic Psychology as an extended interpretation of psychological phenomena, but not as alternative to empirical science of Psychology.

The degree and programme name correspond to the contents of the curriculum and the programme objectives.

Theory and practice are systematically interrelated throughout the curriculum, such as with internship, case studies and project-based lessons. Theoretical discourse and practical application complement each other in developing the students' qualification profile.

There is evidence that the programme qualifies for interdisciplinary thinking. However, the panel **recommends** seeking more cooperation with other faculties (such as IT, medicine and management) to increase interdisciplinary thinking. YARSI University has quite strong resources with different faculties but does not use it to its full extent.

The identification and reflection of ethical aspects are strongly promoted and considered key competences and an integral part of the study programme's qualification objectives. The study programme includes Islamic values, the UN development goals as criteria, community service, as well as the Indonesian Psychology Code of Ethics. Moreover, the study programme contains specific elements of ethical aspects, such as Forensic Psychology and research methods.

Students acquire methodological competences and are enabled to do scientific work on the required level, e.g., via a course on research methods. However, the study programme should focus on educational psychology and test psychology (working with surveys) to live up to international standards with regard to research. In addition, the panel **strongly recommends** educating students in designing and coding their own psychological experiments. This might

also benefit the further development in the field of Psychology, as well as pave the way for the planned professional or Master programme in Psychology.

All exams, as they are defined for the courses, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a variety of test formats. The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures. The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives (see also criterion 3.1.1).

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

3.2 Structure

Projected study time	4 years, 8 semesters
Number of Credit Points (CP)	144 SKS credits / 216 ECTS credits
Workload per CP	45 hours per credit
Number of courses	55 courses (42 compulsory courses and 13 elective courses)
Time required for processing the final thesis and awarded CP	1-2 semester, 8 SKS credits (12 ECTS credits)
Number of contact hours	2,160 hours

Students can complete the Bachelor programme in Psychology in eight semesters (four years) and a maximum of 14 semesters or (seven years). The minimum number of credits taken to graduate is 144 SKS credits and the maximum is 163 SKS credits. The number of credits is based on the PERMENRISTEKDIKTI No. 44 of 2015 and the Decree of AP2TPI No. 1/KEP/AP2TPI/2015. Students can graduate with more than 144 SKS credits by taking at least all compulsory courses, ten SKS credits of elective courses, and taking part in one learning activity outside the BPP (MBKM activity). In addition, student might take additional elective courses and therewith graduate with more than 144 SKS credits. The following is the table of student credit weight in the 2022 curriculum.

Table 5: The weight of credits in the 2022 Curriculum of BPP

	SKS credits	ECTS credits

Compulsory Courses	104 SKS credits	156 ECTS credits
Elective Courses	26 SKS credits	39 ECTS credits
Student Community Service (KKN)	3 SKS credits	4.5 ECTS credits
MBKM	20 SKS credits	30 ECTS credits
Undergraduate Thesis	8 SKS credits	12 ECTS credits
Total Credits Offered	163 SKS credits	244.5 ECTS credits

In general, one credit is equivalent to 1.5 ECTS credits. Each course consists of 14 meetings both online and offline with two meetings for the mid-term exam and final exam. One credit lasts for 50 minutes, so one credit will take 45 hours during one semester consisting of face-to-face meetings in class, independent study and both individual and group independent assignments. Each student can complete an undergraduate thesis in one semester but can add another semester if the student experiences other obstacles or difficulties. Each student is required to complete an undergraduate thesis to graduate from the Bachelor programme with the guidance of one academic advisor and one religion advisor.

Students studying at BPP will enrol in 64 courses. In general, there are seven science clusters in BPP, namely: General Psychology, Clinical Psychology, Educational Psychology, Industrial and Organisational Psychology, Social Psychology, Psychodiagnostics, and Research Methodology. These clusters are divided into compulsory courses (which must be taken by all students) and elective courses (which can be taken according to the student's interests). Teaching appointments for lecturers are given by the head of BPP to each lecturer through lecture preparation meetings, which are held every semester before the beginning of the semester.

Study and exam regulations
The following is the assessment system used by BPP:

Table 6: BPP Assessment System

Equivalent on a 4.0 scale	Letter Grade
4.00	A
3.75	A-
3.50	AB
3.25	B+
3.00	B
2.75	B-
2.50	BC
2.25	C+
2.00	C
1.75	C-
1.50	CD
1.00	D
0.00	E

Each course must be given an assessment, which is based on three assessment components. The first is the cognitive component which focuses on the results of cognitive evaluations such

as mid-term exam, final exam and quizzes. The second component is the skills component which focuses on assessing student skills during classes such as individual or group assignments. The final component is the attitude component which focuses on assessing student behaviour during class. Besides, several courses also have final assignments with project outputs such as the Construction of Psychological Measurement Instruments Course which produces a psychological measurement instrument and Health Psychology, and its applications which produces Health Psychology intervention assignments. The Assessment in Organisations Course assigns students to write a job analysis of a position at work and a final report on centralised assessment from simulations carried out by students, or Training Course which provides final assignments in the form of organising training programmes.

To pass a course, students are required to get a minimum grade of C. Students will retake the course if they get a grade under C. This provision applies to all courses, such as compulsory courses, elective courses, Community Service Programme, MBKM programme, or undergraduate thesis. All regulations related to this assessment are contained in the academic guidebook. Every activity outside the campus that has credit weight will be recognised and converted through the mechanisms by BPP. Therefore, activities outside the campus carried out by students, whether in the form of internships, Community Service Programme or MBKM activities from the Ministry of Education, will be recognised by BPP as long as the credits are weighted.

Feasibility of study workload

In the learning process, students can take a maximum of 24 SKS credits (36 ECTS credits) per semester. However, this number is determined by the Grade Point Average (GPA) obtained by students in the previous semester. In addition, the number of credits taken is also influenced by several other factors, such as:

- The Semester Credit System (SKS) package from the University that is applied to first-year students (Semester 1-2). Students will take the number of credits based on the package determined by the study programme, including BPP.
- The student's Grade Point Average (GPA) in semester 3 and the following semesters will influence the number of credits they can take.
- Courses offered every semester.
- Students must be registered for the upcoming semester.

In the third semester and the following semesters, students can take courses based on their GPA obtained in the previous semester.

Table 7: Number of credits taken based on the previous semester's GPA

GPA	Number of Maximum Credits
<1.50	12
1,50-1,99	16
2,00-2,49	18
2,50-2,75	20
2,76-3,00	22
>3,00	24

To ensure the smooth running of the student learning process, BPP also conducts regular evaluations for students. Moreover, undergraduate thesis evaluation is carried out at the end

of each semester. BPP and lecturers will hold meetings to evaluate the thesis progress of each student who is supervised by each lecturer.

<u>Equality of opportunity</u>
Based on the Rector's Circular Letter No.: 008/Se/Rek/Ku.10/12/2022 concerning Procedures for New Undergraduate Students Admission at Universitas YARSI for the 2023/2024 Academic Year, BPP upholds the equality and diversity of students. Indonesia has a very diverse cultural background. Therefore, in accepting new students, BPP provides equal opportunities to all prospective students from various regions in Indonesia. In addition, there is no limitation on the number of students based on gender. BPP also provides equal opportunities for prospective students who have special needs, not only physical but also psychological limitations. For example, there was a BPP student in the class of 2016 who was diagnosed with Bipolar psychological disorder. During the learning process, the student was able to attend classes and became one of the outstanding students in his class. In addition, one of the BPP lecturers has a disability in the form of low vision. In this condition, he was still able to provide maximum performance and actively involved his fellow lecturers, especially in community service activities.

Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of courses and assigns Credit-Points (CP) per course based on the necessary student workload. Practical components, such as the internship, are designed and integrated in such a way that CP can be acquired. The course descriptions provide descriptions of intended learning outcomes, and the information defined in the ECTS Users' Guide. However, there were discrepancies between the module description regarding the depth of information on assessment methods. Therefore, the panel **recommends** extending the information in those course descriptions that have very broad definitions on assessment (e.g., assignment 60%).

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account national requirements. The study programme is designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The recognition of degrees and periods of study at other HEIs is regulated in analogy with the Lisbon Recognition Convention; the recognition of periods of practical work is also clearly defined. The final grade is supplied with either a relative grade or an ECTS grading table.

The feasibility of the study programme's workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling. When reviewing the workload, the HEI also takes into account evaluation findings, such as students' feedback and the programme's success rate.

The University ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. The University seems very considerate with regard to inclusion processes. The panel appreciates the efforts of the University and BPP for

disabled students and teaching staff. Moreover, students in special circumstances are particularly assisted. With regard to the financing, the panel sees support in form of a possible academic leave or instalment procedure, however, there could be more support for students who struggle financially. The panel **recommends** considering financial support for students from economically disadvantaged backgrounds.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			X		
3.2.2*	Study and exam regulations (Asterisk Criterion)			X		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity			X		

3.3 Didactical concept

BPP applies student-centred learning in the form of group discussions and problem-based learning. Each learning material is designed by the respective lecturer to be adapted to various learning activities in class. Class activities can be carried out with a combination of several activities such as group discussions, presentations, group work, field trips, case studies, role plays and research projects. This form of combined activity usually begins with delivering an overview of the materials provided by the lecturer, then there will be both individual and group assignments so that students' understanding becomes deeper. The tasks given vary such as case analysis of current phenomena and linking them to research journal articles. These tasks are carried out in several courses, such as the Clinical Psychology & Psychopathology Course or Forensic Psychology Course. Meanwhile, activities related to research are carried out in the Quantitative research methods, Qualitative research methods, Construction of measurement instruments, Undergraduate Thesis and thesis proposal seminars Courses.

In general, all these courses have lecture activities and are followed by assignments in the form of direct involvement in conducting research. Some courses also have role-play assignments, such as Assessment in Organisations, Personality and Intelligence Assessment and Counselling Psychology Courses. In addition, field trips are another form of learning at BPP, such as field trips to the Special Child Development Institute for students of Clinical Psychology & Psychopathology and Forensic Psychology Courses, as well as visits to companies for students of Industrial and Organisational Psychology Kapita Selecta Course. With these various forms of learning activities, the competencies of BPP graduates will be sharpened so that they match the profile of BPP graduates.

Course materials
Each course offered by BPP is designed with various learning activities such as group work, case studies, practicums and others. This will enhance the problem-solving skills that each student has. This learning design is contained in the syllabus or semester learning plan (RPS)

which is uploaded to Universitas YARSI's e-learning called LAYAR[12]. Through the RPS, students can find out the learning objectives, the topics that will be discussed in the course during a minimum of 14 meetings and the references that the lecturer will refer to in discussing the materials, as well as the criteria for assessing student performance. Meanwhile, course materials come from books, journals, website articles and cases found directly based on lecturers' experiences during psychology practice.

<u>Guest lecturers</u>
BPP regularly invites professional speakers, both scholars and practitioners. These resource persons include experts and/or practitioners representing all branches of psychology including Clinical and Health Psychology, Industrial & Organisational Psychology, Educational Psychology, Social Psychology, Islamic Psychology and Psychological Research.

The broad scope of Psychology discussion is a challenge for BPP to hold guest lectures that can facilitate various psychological sciences. Thus, efforts are made to carry out guest lectures which are routinely held every semester to represent various groups of psychological science. For example, the guest lecture on the topic of "Climate Change and Mental Health" was a discussion that supported Environmental Psychology and Social Psychology courses. In addition, the "Prayer: Coping and Health" facilitated courses in the scope of Islamic Psychology and Clinical and Health Psychology. Meanwhile, the topic "Promoting Students' Mental Health During Pandemic: Challenges and Intervention" delivered by PhDs from James Cook University Australia with the topic "Challenges & Strategies for Overcoming Career Decisions Dilemmas" emphasised on courses in the Clinical & Health Psychology and Educational Psychology groups. Another public lecture, namely "The Concept of Emotions in the Qur'an, presented by a Professor from Pascasarjana PTIQ Jakarta was relevant to the discussion in the Clinical & Health Psychology and Islamic Psychology course groups. These various guest lectures were not only attended by participants from certain courses but also were aimed at all BPP students.

Appraisal:

The didactical concept of the study programme is described, plausible and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects, but also distance learning elements are included. Students are encouraged to take an active role in creating the learning process.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies. Some of the course materials and textbooks were a bit outdated, therefore, the panel **recommends** updating the materials and including more scientific journal articles.

Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work, but also, for example, from culture and politics. In light of the internationalisation concept, the panel **recommends** increasing the number of guest lecturers.

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[12] see: https://layar.yarsi.ac.id/ (last access May 9, 2025)

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

3.4 Internationality

BPP internationalisation is carried out in various forms such as providing international and intercultural-based teaching materials given in the Psychology & Culture Courses. In the 2022-2023 academic year, a guest lecturer from Dayananda Sagar University Academy of Technology and Management, India, attended meetings at the Psychology & Culture Course.

Another form of the BPP internationalisation programme is by using English as classroom instruction which is carried out in joint lectures between BPP students and exchange students from UNIMAS (Malaysia). English is used to deliver learning materials in several courses such as Industrial and Organisational Psychology, Health Psychology & Its Applications, Clinical Psychology & Psychopathology and Behaviour in Biology, Cognition, and Learning Perspective Course (PPBKB) Courses. The existence of these English language classes will continue along with the student exchange collaboration programme, either with UNIMAS or with other universities in the future.

Furthermore, the internationalisation programme of BPP is carried out through the use of English textbooks, literature and reference journals as sources of teaching materials. Moreover, students receive English courses which are given for six semesters. In addition, students are allowed to publish research results in international forums, either through international journal publications or oral presentations or dissemination of final project research results at academic meetings.

Internationality of the student body
BPP collaborates with foreign universities, one of which is the University of Malaysia Sarawak (UNIMAS), to run a student exchange programme. This programme has been implemented in the even semester of the academic year of 2022/2023. BPP has sent four students to study for one semester at the Faculty of Cognitive Sciences and Human Development (FCSHD) UNIMAS (Malaysia). In the odd semester of the academic year of 2023/2024, BPP accepted four students from FCSHD UNIMAS to study for one semester. In the future, this programme will be carried out regularly, whether sending students to do student exchange from YARSI to UNIMAS or vice versa.

To support the internationalisation programme, Universitas YARSI also has the Office of International Affairs (KUI). KUI aims to facilitate collaboration with various international institutions, providing a variety of information to students regarding programmes at foreign universities that students can take part in.

<u>Internationality of faculty</u>
The internationalisation programme is an achievement programme planned by the study programme. In the human resources aspect, BPP has teaching staff with Master's and Ph.D. backgrounds. The teaching staff consists of domestic and foreign university graduates (e.g., Malaysia, Australia, the Netherlands, America and Sudan). Periodically, BPP also supports lecturers' self-development by sending them to undertake further studies in Doctoral programmes abroad. Currently, several lecturers are still studying at foreign universities, namely at Vrije University Amsterdam (Netherland), Griffith University (Australia), Radboud University Nijmegen (Netherlands), University of Manchester (UK), University of Glasgow (UK), University of New South Wales (Australia) and Erasmus University Rotterdam (Netherlands).

Meanwhile, several lecturers have completed their studies at Griffith University (Australia), the University of Wisconsin-Madison (USA) and Queensland University of Technology (Australia). These lecturers together with their promoters developed research, including:
- in the field of quality of life, which received EuroQoL funding grants;
- research in the field of stress and academic resilience developed using an internet-based intervention model by lecturers studying at Vrije University and the University of New South Wales;
- mindfulness research for pregnant women developed by lecturers studying at the University of Wisconsin-Madison;
- research on career development and academic resilience by lecturers studying at Griffith University;
- research in the field of people and place relationships by lecturers studying at the Queensland University of Technology;
- research in the field of internet behaviour by lecturers studying at Radboud University; research in the field of smoking behaviour by lecturers studying at the University of Manchester and received training grants at Coventry University;
- research in the field of career and well-being by lecturers studying at Glasgow University.

The abilities and experiences possessed by BPP teaching staff will support the teaching and learning process provided to BPP students. Their abilities and experiences are implemented in the learning process, delivery of learning materials, class discussions and guidance in international languages such as English. There are also programmes carried out by bringing in experts from foreign universities to provide training/workshops to lecturers and students, such as a Ph.D. from Perdana University, Malaysia, in 2018, and a Professor and Ph.D. from Aalto University Finland in 2022.

BPP also realises its internationalisation programme through international publications in internationally accredited journals resulting from lecturers' research or lecturer and student research. Moreover, lecturers also play an active role in disseminating their research results by participating in international academic conferences and meetings. They also apply and receive international research grants.

<u>Foreign language contents</u>
The teaching and learning process at BPP is delivered in Indonesian and English. This is supported by the reference books for lectures and learning materials that use English language

literature. This aims to make students feel familiar and accustomed to being exposed to foreign languages, especially English. In addition, the lecturers also create teaching materials in English. However, in delivering it, the lecturers use English and Indonesian. Furthermore, students are also required to take English 1 to English 6 courses and must pass all levels as a requirement to graduate from BPP. In classes where there are exchange students, English is also used as the language of instruction, teaching materials, discussions, assignments and other classroom activities.

Appraisal:

International contents are an integral part of the curriculum. The study programme uses English textbooks, as well as Psychology and Culture and Environmental Psychology. Students are prepared for the challenges in an international working environment. Through practical examples, such as a virtual course with students from Malaysia, students are enabled to act in an intercultural environment. In addition to it and since there are a lot of different cultures in the country of Indonesia, the panel **recommends** recruiting more students from other areas in Indonesia and therewith including more intercultural aspects and intercultural sensitivity.

The international composition of the student body corresponds to the programme concept. The measures taken to promote internationality are goal-oriented. There were four international students in 2023, the programme also aims to get more international students in the future. Moreover, the programme carries out exchange programmes with universities from Malaysia. For the incoming students, the language barrier is currently a problem. This might be solved by setting up an international track of the study programme that is taught in English. The panel **recommends** setting up a system to attract more international students.

The international composition of the faculty (lecturers with international academic and professional experience) promotes the acquisition of international competences and skills. The measures taken are goal-oriented. The PhDs of the lecturers were mostly obtained abroad, e.g., in the Netherlands and USA. Moreover, lecturers frequently participate in international conferences.

The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programme. There are six courses in English in the programme, as well as English materials. The panel **recommends** increasing the number of courses taught in English.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.4 Internationality					

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

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

In realising abilities in various disciplines, students are allowed to study various disciplines, which are obtained through the Entrepreneurship Course. In this course, students attend the class together with several study programmes from different faculties within Universitas YARSI. Students are given training on entrepreneurship, as well as assignments in the form of selling at bazaar fairs in business incubators at the University. The final assignment for the Entrepreneurship Course is to create a business proposal.

Multidisciplinary content is also obtained by students through the internship programme. In the internship programme, students can take part in and register for the MBKM programme or internship programme at companies registered on the Ministry of Education and Culture's MBKM page. Moreover, there is also an internship programme facilitated by BPP by placing students in a community where they carry out community services and provide interventions in the form of health promotion to the community, company consultants and units at Universitas YARSI. The internship programmes carried out independently by BPP or the Ministry of Education and Culture are both carried out for one semester. In completing their internship programme, students are required to solve problems from various perspectives, including multidisciplinary perspectives.

Meanwhile, soft skills such as public speaking, teamwork or problem-solving skills are given and trained to students through various assignments in courses in the forms of presentations, case studies and going directly into the community through community service activities.

Appraisal:

The students acquire communication and public-speaking and presentation skills as well as cooperation and conflict handling skills in accordance with the course descriptions. This is supported by means of suitable didactical and methodological measures. However, with regard to multidisciplinary competences, there is no course in a non-psychological faculty in the curriculum. There is a course on entrepreneurship, but this educates students for later, not for the course of studies. Multidisciplinary skills are set to be highly important for the panel, e.g., a course from the neurology department of the medicine faculty. Students should learn with a perspective from another discipline. Moreover, the University has a lot of opportunities provided by the YARSI hospital, which has resources and knowledge that can be used by BPP. In its statement on the report, the University refers to the MBKM framework that offers students the opportunity to study at another faculty or university for individual courses, however, this is not directly included into the study programme.

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

- The University includes at least one course with another faculty / a non-psychological elective course in the study programme.

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

3.6 Skills for employment / Employability (Asterisk Criterion)

BPP periodically distributes tracer study questionnaires to alumni. The questionnaire explores the suitability between the competencies of BPP graduates and industry needs. BPP also periodically invites practitioners representing the fields of Clinical Psychology, Educational Psychology, Social Psychology and Industrial and Organisational Psychology to adapt teaching materials to problems encountered in the industry community.

Furthermore, BPP also actively invites final-year students to participate in an internship programme for one semester which is equivalent to 20 SKS credits per semester (30 ECTS credits). The programme places students in different psychological settings. In the clinical psychology setting, students are placed in hospitals as clinical psychologist assistants who work in hospitals and become clinical psychologist assistants in government agencies that handle cases of domestic or child violence. Meanwhile, in educational internship settings, students are placed in special schools, preschools, psychology consultants working in the field of education and the Directorate of Distance Learning (DPJJ) at Universitas YARSI. In social psychology internship settings, students are placed in labyrinth villages, orphanages and district offices in Central Jakarta. Furthermore, in industrial and organisational psychology internships, students are placed in various companies or consultancies operating in the field of human resources. In the clinical group, students are placed in hospitals as psychologist assistants and government agencies that handle domestic violence cases.

The internship programme organised by BPP aims to enable students to apply the knowledge they have acquired in class to work situations, as well as gain real experience in the field. Several alumni end up returning to work in internships place after graduating from BPP. Therefore, this internship programme is one way for alumni to immediately get a job after completing an internship for one semester.

Another programme carried out is related to soft skills enrichment, namely, provision to graduates. After the judicium, students are also given training regarding the soft skills needed in the work community such as preparing a CV, preparing for a job interview, using social media to look for work.

Appraisal:

The promotion of employability, e.g., with internships, runs as a common thread of the study programme through all its courses.

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

4.   Academic environment and framework conditions

4.1   Faculty

The Faculty of Psychology at Universitas YARSI consists of one study programme, namely the Bachelor of Psychology. BPP has 23 full-time lecturers. Two lecturers have the functional academic position of Lecturer, 21 academic staff are Assistant Professors, and three lecturers are Associate Professors. Two of the Associate Professors have a clinical psychology background and the other is an expert in the field of Islamic Science, Islamic studies including Islamic psychology.

All lecturers (23 people) have lecturer certificates issued by the Ministry of Education, Culture, Research, and Technology. Regarding professional certification, 15 lecturers have certificates as psychologists.

Table 8: Lecturers in the Bachelor of Psychology Programme

Full-Time lecturers	Bachelor of Psychology programme
Doctors	10
Masters	13
Total	**23**

<u>Academic qualification of faculty</u>
There are ten lecturers with Doctoral degrees and 13 lecturers with master's degrees. Seven of 13 lecturers who have a master's degree are currently pursuing Doctoral degrees at foreign universities.

The recruitment and selection process for new lecturers at BPP refers to the Rector's Decree regarding Recruitment of Universitas YARSI Lecturers while for the qualifications, it refers to the Minister of Education and Culture Regulation No.3 of 2020 concerning National Higher Education Standards. The requirements for lecturers at BPP are as follows:
1. Having a minimum of master's degree (S2);
2. Having a minimum of TOEFL score of 475;
3. Passing the Psychological Test;
4. Having the ability to read the Qur'an and understanding of the Islamic knowledge.

Every full-time lecturer is allowed to apply for promotion to a higher level of academic rank. The process of promotion to academic rank for lecturers at BPP refers to the provisions set by the Ministry of Education and Culture. Furthermore, lecturers can apply for promotion with assistance from the Human Resources Centre at University level. The promotion process is carried out by applying to the faculty and University.

To support the promotion of academic rank for lecturers, the Head of the HR Centre at Universitas YARSI organises several routine programmes, such as socialisation and workshops on filling academic rank which are held once a semester, facilitating lecturers with a higher education repository to be able to keep the *catur dharma* performance and accompanying lecturers in filling out the SIJALI application (Academic Position Information System), developed by LLDIKTI (Higher Education Service Agency) Region III.

The requirements for applying for an academic rank are the achievement of lecturer credit scores in carrying out educational and teaching, research and publication, community service and supporting activities. Moreover, lecturers are also motivated to carry out research. One of the supports is by providing research funding that is given each year in the form of internal research grants by Universitas YARSI to accelerate the publication of lecturers' research as one of the assessment criteria in advancing academic ranks. The amount of the research grants is 10-15 million rupiah per research. In addition, support is also provided in the form of Community Service grants with an amount of 10 million per activity.

All lecturers are actively involved in research activities, both funded by the University and external funders, such as the Ministry of Education, Culture, Research & Technology. Through these various research grants, BPP lecturers have produced research publications, ranging from national to international level publications.

Pedagogical/didactical qualification of faculty
Several training programmes are carried out to improve the competency and teaching skills of lecturers. These programmes are part of strategies to develop professional, innovative and competitive academic staff. One of the training programmes implemented is the Basic Instructional Technique Skills Improvement Programme (PEKERTI). This training includes material such as curriculum development, mastery of andragogy learning methods, development of media and teaching materials, preparation of Syllabus or Semester Learning Plans (RPS) and learning evaluation. PEKERTI activities are also part of the lecturer certification programme. All BPP permanent lecturers have obtained national lecturer certification.

Besides the PEKERTI programme, the University also provides support for improving pedagogical and didactic quality through training in the use of Universitas YARSI's Learning Management System (LMS) called LAYAR. The training covers the basics of organising distance learning, using LMS modules to optimise the teaching and learning process and developing skills in using multimedia in delivering learning materials. In 2021, through the Independent Campus Competition Programme (PKKM), BPP carried out a series of training to increase teaching competency. First, BPP collaborated with Websis consultants. Through this training, lecturers improve their teaching competence in the form of experiential learning innovation, development of digital teaching materials and skills in making learning videos.

In 2022, BPP also received a grant from the Independent Campus Competition Programme (PKKM) which was used to develop the competence of lecturers and its academic staff. Besides increasing teaching competence, the competency training given to lecturers is certification as a coach (Marly Certified Professional Coach/MCPC) which was attended by ten lecturers to be able to become professional coaches in accompanying students and colleagues. Other certification training is certification from the National Professional Certification Agency (BNSP) as a writer (two lecturers) and certification as an editor (two lecturers).

Practical business experience of faculty
Several BPP lecturers are psychologists who carry out professional activities and are members of professional associations. These professional activities are in line with their expertise and competence including the implementation of counselling, therapy and mental health interventions. Lecturers who have a professional background as psychologists provide private

services of counselling and psychotherapy practices. This is in line with the knowledge of psychology practitioners, as well as the development and application of entrepreneurship skills.

Table 9: Practical business experience of lecturers in BPP

No	Business	Organisation	Location
1.	Psychological Consultation	Yayasan Pulih (Pulih Foundation)	Jakarta
2.	Clinical Psychologist	PT Garda Inti Sinergi	Bogor
3.	Clinical Psychologist	The Prosperous Family Service Centre (PPKS), Universitas YARSI	Jakarta
4.	Clinical Psychologist	The Prosperous Family Service Centre (PPKS), Universitas YARSI	Jakarta
5.	Psychological Consultation & Trainer	Insight Institute	Bogor
6.	Psychological Consultation	The Prosperous Family Service Centre (PPKS), Universitas YARSI	Jakarta
7.	Psychological Consultation	Insight Psychology	Jakarta
8.	Psychological Consultation	Insight Psychology	Jakarta
9.	Psychological Consultation & Trainer	Bahana Psikologi Pelangi Consultant	Jakarta
10.	Psychological Consultation	Klinik dr. Teguh A.S. Ranakusuma	Jakarta

The businesses run by lecturers are generally related to the application of Psychology. For example, a psychology office that provides counselling and psychotherapy services, employee recruitment, psychological tests to measure school maturity, mapping of student potential, counselling and self-development training. Lecturers' participation in these activities and associations enriches experiences that integrate theoretical understanding and practical skills becoming a reference for teaching students in class.

Internal cooperation
BPP actively coordinates with every unit within Universitas YARSI in implementing the Catur dharma of higher education. Each work unit in BPP management has a coordination line with faculty and University work units. This coordination aims to ensure that each study programme work activity runs in line with the university's strategic plan. The head of BPP who is also the Vice Dean I and in charge of education and academic affairs coordinates with the Vice Rector I; the Vice Dean II who is responsible for research works together with the Vice Rector II; and the Vice Dean III oversees the field of community service in coordination with the Vice Rector III. The finance and Islamic spirit Affairs are under the coordination of Vice Rector IV & Vice Rector V directly under the Dean. Apart from that, in terms of academic quality control, the Quality Control Group coordinates with PDJAMA.

In academic affairs, the Dean together with the Vice Dean I and the study programme Secretary holds regular meetings to discuss Graduate Learning Outcomes (CPL), study

programme curriculum, new student admission and academic services. Vice Dean II for research and publications regularly communicates with Vice Rector II and the Head of the research institution and related units in discussing the BPP research master plan, lecturer and student research ethics, and programmes to obtain research grants from internal and external parties. The Vice Dean III communicates with Vice Rector III regarding community service activities at the faculty and university level. In community service activities, lecturers, academic staff, and students are actively involved in providing counselling and education to the community, as well as being involved as a task force team at The Prosperous Family Service Centre (PPKS) of Universitas YARSI, which is under the coordination of Vice Rector III.

Every month, the faculty management coordinates with Division IV (Vice Rector IV and the Head) of Universitas YARSI. The coordination carried out is related to the planning of Catur dharma activities at faculty level which are summarised in the annual and 5-year Work and Budget Plan (RKAT). The coordination with Division IV is also related to the faculty organisational structure and career development of lecturers and academic staff, such as recruitment of lecturers and academic staff, registration of permanent lecturers, non-permanent lecturers and guest lecturers. Lecturer development also includes proposals for lecturer functional positions, lecturer ranks, further studies for lecturers and academic staff, as well as performance reports for lecturers and academic staff. Meanwhile, the faculty management also coordinates with the cooperation centre and the Office of International Affairs (KUI) regarding institutional collaboration and student exchanges with universities abroad.

BPP consistently holds meetings between lecturers and academic staff once a month to discuss. This discussion is carried out at the faculty management level, followed by coordination meetings and discussions with lecturers and academic staff. Moreover, communication between lecturers and students is carried out frequently during academic consultation in filling out the Study Plan Card (KRS) and submitting study results every semester, before the mid-semester exam and final semester exam periods.

In the field of research, some BPP lecturers were involved in several collaborative research projects which also involved many researchers from other study programmes/faculties. Some examples of the research include research on developing career choice applications (in collaboration with Faculty of Information Technology lecturers), and research on factors related to stunting in children (in collaboration with Faculty of Medicine lecturers). Some research designs and implementation were carried out in collaboration with lecturers from various study programmes to develop multidisciplinary research. This collaboration is realised by participating in several grants provided by the Ministry of Education and Culture, one of which is Kedaireka (Matching Fund). This research collaboration involves lecturers from BPP, Faculty of Medicine and Faculty of Information Technology which is realised in research in the field of Public Health and specifically examines stunting in children in some regions in Indonesia. Moreover, collaboration in the field of research is also carried out internally among lecturers in study programmes. Every year, there are more than five research studies carried out jointly by several lecturers through Universitas YARSI's internal grants.

In the field of community service, BPP lecturers constantly collaborate with lecturers from other BPPs in carrying out various intervention programmes for the community. Several forms of collaboration that have been carried out include village empowerment programmes in collaboration with the Faculty of Economics and the Village Empowerment Centre, community

service collaboration with YARA (YARSI Relief Agency) especially in handling victims of natural disasters, and prevention and management of stunting in Pandeglang and Ciseeng districts (Banten Province), in collaboration with the Faculty of Medicine. The internal collaboration among lecturers at BPP is also carried out in the field of community service just like research collaboration.

Student support by the faculty
BPP has some programmes for students to support learning programmes and increase students' potential and skills in academic and non-academic fields. In the academic field, BPP holds a Psychology Student Orientation (OMP) which is attended by all new students and aims to introduce the learning system in the campus and campus facilities that could be used during the learning process. BPP also holds several activities that support students in improving research skills through training in the use of statistical analysis software (JASP) and literature management software (Mendeley). Moreover, each student is also accompanied by an academic advisor (DPA). The main task of DPA is to provide academic assistance for students so that they can perform at their optimal potential in the academic field, as well as assist students in dealing with various academic difficulties faced during their studies.

In academic consultation, the advisor will evaluate student study results, provide coaching to gather information from students, motivate students, and act as a counsellor if students have academic and psychosocial problems. Faculty management periodically communicates with students regarding their academic activities (such as periods for filling out Study Plan Cards /KRS, lecture schedules, and judicium), as well as assisting in every student organisation activity.

BPP collaborates with all study centres within the University regarding research and community service by involving student participation. Furthermore, there is a Central International Affairs Office that handles the student exchange process, both the administration process of students sent to partner universities and vice versa. The University also has a career centre for students who need to have a consultation about career planning after graduating from the University.

At BPP, students revisit career exploration in their first year through the Personal and Career Development course. The course teaches students to better recognise their interests, talents and how to succeed in college. Additionally, this course provides students with the opportunity to explore various careers within the field of psychology. There is a meeting within this course where students reflect on themselves, formulate career objectives and plan how to accomplish them. From the beginning of their studies, it is anticipated that students understand their post-graduation aspirations and how to attain them throughout their academic journey.

In the non-academic field, BPP provides various supports that are expected to optimise student activities under the scope of work of the Student Senate (SEMA). BPP prepares a regular budget every year as initial capital for organising several student activities organised by SEMA. One of the routine activities carried out is holding a Scientific Discussion run by SEMA. BPP also holds a Research Week programme which facilitates scientific projects conducted by students, one of which is in the form of a research poster exhibition. Moreover, BPP also provides support in the form of psychological consultations for students who face psychological problems. The psychological consultations are provided by lecturers who are experts in the

field of clinical psychology so that it is hoped that the problems faced by students can be handled professionally.

Appraisal:

Even if their teaching assignments in other study programmes, possibly even in other locations, are taken into account, the structure and number of the faculty correspond to the programme requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time lecturers, guarantees that both the academic standards and the requirements of professional practice are satisfied. The faculty has a system to coordinate lecturers who are getting their PhD abroad to ensure that sufficient staff is available.

The academic qualification of the faculty corresponds to the requirements and objectives of the study programme. About 50% of lecturers have a PhD. YARSI University verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented (such as sending lecturers abroad to get a PhD degree). However, with regard to the attraction of students and marketing of the study programme, as well as the long-term implementation of a Master programme, the panel **recommends** supporting the PhDs to get a full professor/ senior professorship for the study programme.

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

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

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

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully. The faculty members are available for the students outside the specified office hours as well. The students are "fully content" with the support they receive.

Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.

4.1   Faculty

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.1.1* Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2* Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3* Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4 Practical business experience of faculty			X		
4.1.5* Internal cooperation (Asterisk Criterion)			X		
4.1.6* Student support by the faculty (Asterisk Criterion)	X				
4.1.7(*) Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X

4.2   Programme management

BPP management is integrated with the organisational structure of Universitas YARSI under the coordination of the Dean who is assisted by three vice deans, namely: Vice Dean for Academic Affairs and Head of Study Programme, Vice Dean for Research Affairs and Vice Dean for Community Service Affairs.

Based on the University statutes, the head of the study programme coordinates, manages and organises all study programme activities and provides reports to the Dean. The head of the study programme has the role of leading BPP's operational activities which include course planning, supervision and evaluation processes, providing feedback based on regulations and implementation guidelines to realise BPP's vision and missions. The head of BPP is responsible for carrying out several coordination functions with other units in BPP.

The coordination function includes:
- Plan lecture schedules and evaluate learning outcomes.
- Coordinating the implementation of learning outcomes within the BPP environment.
- Making coordination of planning, provision and application for lecture needs, which includes learning facilities and infrastructure.
- Monitoring the progress of teaching and learning activities so that they are in line with the curriculum.

Moreover, the faculty also has several supporting units to provide certain services for BPP including Quality Control Unit, Integrated Laboratory and Centre for Psychometrics, Research, as well as Applied Health Psychology (P3TPK). In carrying out its daily coordination function, BPP management is assisted by three educational staff in charge of administration and one laboratory assistant.

Within the scope of BPP, decision-making and policymaking are carried out through the coordination of various parties. Coordination can be done formally or informally. Formal coordination is carried out through regular management meetings between the dean, vice

deans, heads of study programmes and heads of supporting units. Meanwhile, informal coordination is carried out through several media, such as lecturer mailing lists and faculty management WhatsApp groups. Decision-making regarding curriculum development also considers input from alums and industry partners who use alums. BPP management also considers student input submitted through audience activities coordinated by the Student Senate (SEMA).

Process organisation and administrative support for students and faculty
The duties of BPP management and lecturers are supported by the academic staff. The lecture process and student academic activities are also supported by the role of academic staff. The psychology faculty has four academic staff, three are administrative staff and one laboratory assistant. The academic staff has competencies that are in line with their field of work with an educational background in the fields of Information Engineering, Administration, and Technician and one laboratory assistant with a Bachelor's degree in Psychology who also has certification as a psychology assistant.

Lecturers, academic staff and students receive support from various parties in carrying out their duties and participating in the learning process. Lecturers have adequate workspace facilities supported by computers and a stable internet network. Moreover, lecturers also get an academic information system account to monitor students under their supervision. In addition, they also get a learning management system to support synchronous and asynchronous activities in learning activities, such as recording learning activities, uploading lecture materials, giving assignments, lecture attendance and learning evaluations. The University also subscribes to Zoom to support various online academic and non-academic activities, such as online work meetings, online learning, online seminars, academic consultation and undergraduate thesis consultation which can also be done online. Besides, every lecturer and academic staff are given a one-drive quota to store work data.

Meanwhile, the University's internal *catur dharma* administration activities are supported by a smart campus administration system. This system is normally used for licensing, leave, sick leave, assignments on and off campus processes, as well as other employee obligations and rights. Support from academic staff is also provided to students such as by providing information related to academic activities directly, through online media (academic information system) and social media, as well as making lecture facilities ready to be used for the learning process.

Appraisal:

The programme director coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly.

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

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

4.3 Cooperation and partnerships

From September 2018, BPP has held collaborations with numerous universities as well as government and non-governmental institutions. This collaboration aims to support the quality of the implementation of the four responsibilities of higher education (catur dharma) and increase the role of the Faculty of Psychology in developing the quality of human resources in society. The collaboration activities with partners include collaboration in assessment, assistance programmes, research and student or lecturer exchange. In general, collaboration can be divided into the following.

Table 10: Partnership at national and international level

No	Scope of collaboration	Name of institutions
1.	National	SMKN 39 Jakarta
		SMKN 31 Jakarta
		Universitas Terbuka
		Universitas Bina Nusantara
		Sekolah Cikal
		SMA Al-Khairiyah Jakarta
		Universitas Gadjah Mada,
		Universitas Kristen Atmajaya
		Universitas Negeri Jakarta
		Universitas Mercu Buana
		Sekolah Kak Seto
		Sekolah Sabhumi Mumtaz Patroman
		SDM Universitas YARSI
		Research Center Universitas YARSI
2.	International	Universitas Malaysia Sarawak (Unimas)
		SEANNET

Cooperation with business enterprises and other organisations

Table 11: Cooperation with business enterprises and other organisations

No	Type of organisation	Name of institutions
1	Private sectors (incl. Profit & non-	Desa Kemuning,
		Ciliwung Merdeka,
		Rusunawa Rawa Bebek,

		PT Indah Kiat,
	profit oriented organisations)	PT. Rafa Global Marine,
		PT. Angkasa Pura II,
		PT. Astra Honda Motor,
		PT. Bestindo Putra Perkasa, Jakarta
		Persatuan Tuna Netra Indonesia (PERTUNI),
		Mitra Netra
		PKBM Binar
		Terminal Hujan,
		Konsorsium Psikologi Ilmiah Nusantara (KPIN),
		Asosiasi Psikologi Kesehatan Indonesia (APKI),
		PT Performa Internasional Indonesia,
		Websis Solusi Indonesia,
		Krousar Thmey,
		Marly Optima Indonesia,
		Schoters Headquarters.
		PT. Panca Terang Abadi
		Rumah Piatu Muslimin (Moslem Orphanage)
		The Expert
		PT AXIATA (XL)
		PT. PRANA MITRA BERSAMA
		PT AXA Insurance
		PT Pelita Indonesia Djaya
2	Governmental instituions	Marzuki Mahdi Hospital,
		Forum Anak Sudin PPAPP Jakarta Pusat,
		Department of Child Protection and Empowerment and Population Control (PPAPP),
		The National Population and Family Planning Board (BKKBN)

The BPP has formed partnerships with government, private sector and non-governmental organisations in education, research and psychological services. In July 2021, an achievement was reached when the Department partnered with PT Performa International Indonesia, a leading company in the Indonesian Human Resources field. This collaboration aimed to boost research and develop advanced psychological assessments. In this collaboration, a dedicated lecturer and a team of four students played crucial roles in crafting tailored psychological measurement tools for assessing fresh graduates' career readiness. Their work included qualitative and quantitative data collection, followed by precise analysis using thematic and factor analysis techniques to ensure the accuracy and effectiveness of the tools. A joint-funding scheme was provided by the Directorate General of Higher Education (DIKTI) and PT Performa International Indonesia to support the development of these essential psychological

instruments. This partnership between academia and industry exemplifies the Department of Psychology's dedication to advancing psychology through meaningful collaboration.

The BPP offers psychological consultation and educational activities in partnership with various NGOs and governmental institutions, offering valuable internship opportunities for students. One of the collaborators since 2021 is Al-Khairiyah Islamic School (middle school and high school). Within this cooperative framework, BPP administers psychological assessments to new students. This partnership not only benefits the school, which primarily serves economically disadvantaged families, by making psychological testing services accessible, but it also allows senior students and alums to refine their skills as psychological testers under the guidance of licensed psychologists from the Department of Psychology. This collaboration served two fundamental objectives. Firstly, it extended support to Al-Khairiyah Senior High School by providing affordable psychological testing services, enabling them to gain a comprehensive understanding of their students' capabilities. Secondly, it enriched students' educational experience by allowing them to apply the skills they have acquired in the Psychodiagnostics course directly, ultimately enhancing their proficiency in the field.

Appraisal:

The scope and nature of cooperation with HEI, other academic institutions and networks, as well as with business enterprises and other institutions relevant for the programme are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued (e.g., in exchange programmes and internship opportunities) and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students' qualification and skills. With regard to partner HEI, the panel **recommends** increasing the number of cooperations and options for students to go abroad.

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

4.4 Facilities and equipment

The BPP is mainly located on the 6th floor of Universitas YARSI Tower, with additional room for an interview laboratory on the 7th floor. On the 6th floor, there are three lecture halls, seven lecture rooms, five classrooms, three rooms for lecturers' workspaces, five management rooms, one administration room, one kitchen and a storeroom. Each room is equipped with an LED projector, computer access to the internet, wi-fi, a beamer, a sound system and central air conditioning.

The BPP also has a range of laboratories designed to meet educational and research needs. There is an interview laboratory dedicated to conducting practical exercises for the Observation and Interview Methods course, featuring more than 23 individual rooms. Additionally, there is an experimental laboratory equipped with cutting-edge research tools and technology, including Virtual Reality devices, portable EEG systems and wearable devices for physiological measurements. Furthermore, there is a developmental psychology laboratory used for practical exercises in child development and growth observation. Lastly, the programme has a Traffic Psychology laboratory equipped with two driving simulators utilised for various studies on driving behaviour conducted by both faculty members and students.

Table 12: List of facilities

Function	Quantity	Capacity	Location
Lecturer Room	46	1	6th floor
Lecture hall	3	150 150 1400	12th floor
Laboratory			
Observation and interview laboratory	32		6th & 7th Floor
Development Laboratory	1		6th Floor
Traffic Psychology Laboratory	1		6th Floor
Experimental Laboratory	1		6th Floor
Classical Test Room	5		6th Floor
Counselling Room	1		6th Floor
Monitoring Room	1		6th Floor
Library room	2	150	2nd & 3rd floor
Meeting/thesis defence room	2	20	6th floor
Administration office	3	3	6th floor
Student organisation's room	1	15	5th floor
Canteen	1	150	Ground floor
Sports facilities	1	50	5th floor
Toilet	8	5, 10	6th floor
Generator	1		Ground floor
Fire extinguisher	12		6th floor
Parking space	3	200	1st-4th floor

Universitas YARSI provides wheelchair-friendly lifts and ramps, making it easy for wheelchairs to access the campus environment. The faculties are also equipped with refrigerators that female lecturers and students can use to store breast milk.

Access to literature
Universitas YARSI provides its civitas Academica access to worldwide academic databases rooted in the National Library of Indonesia through its Online Public Access Catalog (OPAC). The civitas Academica of Universitas YARSI can access the e-catalogues provided by the library by accessing http://perpustakaan.yarsi.ac.id/. The library of Universitas YARSI also collaborates with other Indonesian universities to provide shared access to e-resources to their civitas Academica.

Below is the list of libraries with which the library of Universitas YARSI University shares the e-resources:
- The National Library of Indonesia (http://perpusnas.go.id/)
- The library of the University of Indonesia (http://lib.ui.ac.id/)
- The library of Syarif Hidayatullah State Islamic University (http://perpus.uinjkt.ac.id/)
- The library of the State University of Jakarta (http://lib.unj.ac.id/)
- The library of Atma Jaya Catholic University of Indonesia (http://lib.atmajaya.ac.id/)
- The library of Krida Wacana Christian University (http://library.ukrida.ac.id/)
- The library of Gadjah Mada University (http://lib.ugm.ac.id/)
- The library of the Christian University of Indonesia (http://digilib.uki.ac.id/)
- The library of (http://lib.unair.ac.id/)
- The library of http://digilib.undip.ac.id/
- The library of http://library.trisakti.ac.id/

Appraisal:

The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programme, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms is available. However, the panel suggests offering a community space for students' leisure activities.

The teaching rooms and labs are equipped with state-of-the-art technology. For special contents of the curriculum, the HEI possesses appropriate rooms which possess the specific technical components needed (driving simulator, AI lab, VR system). The facilities are very good with regard to the number of students when it comes to the rooms and computer-based testing rooms. There are also hybrid and smart classrooms. In the future, the programme might consider setting up a dedicated experimental scientific psychology laboratory to do experimental research.

The opening hours of the library take students' needs sufficiently into account. Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured. The University has an "A" grade in accreditation by the national library. The literature expressly required for the study programme is available in the library and also kept up to date. However,

YARSI University only has ProQuest as an own subscription, access to other databases is provided by the national library.

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

4.5 Additional services

The career counselling service is provided at University level under Vice Rector 1, which is handled by the Head of the Centre for Student, Careers and Alumni Affairs. The career counselling service programme provides information to students regarding career opportunities following the competencies of study programme graduates, information regarding job vacancies and training activities to prepare graduates ready for work and entrepreneurship.

a. Career counselling service includes activities to coordinate and develop collaboration with industry and universities, especially in the fields of student, career and alumni affairs. Some other facilities are given to develop their career, namely the Career Centre. This centre provides career assistance in the form of career counselling and soft skill development training according to the career needs of students.

b. Academic Advisor (Academic Advisor-DPA). In addition to guiding students on the courses to take, they can also provide advice on relevant careers for students. Workshops, training and seminars are also provided to prepare students for their future careers.

c. Clinic of Psychological Counselling. Counselling services for psychology students are not limited to psychological issues but also include academic problems and career counselling. The student consultation clinic is available at University level. Meanwhile, the academic consultation service is provided by the learning management system centre, Directorate of Distance Education (DPJJ). In contrast, non-academic consultation services are provided by the Universitas YARSI Prosperous Family Service Centre (PPKS).

d. Graduation Enrichment Programme. Alums share experiences with students conducted at the University and faculty.

There are also independent career counselling services, such as those initiated by students/alumni who need information about careers and the work community. In addition, students can consult with the academic advisor (DPA) or head of study programme. Students can also participate in mentoring and career development programmes organised by the Centre for Student, Careers and Alumni Affairs.

The implementation of evaluations / audits regarding the quality of career counselling / consultation services has been ongoing. The university places special staff from the field of psychology in charge of psychology and career consultation services at University level, as well as to provide guidance and direction on career plans that are relevant to the needs of the work community.

The plans for developing psychology and career consultation services for students, including:
   a. Regular outreach regarding career counselling services to prospective graduates and alumni;
   b. Promoting network with several companies through collaboration and involving alumni to provide information related to job vacancies from the company/institutions they work at;
   c. Holding job fair events regularly by inviting a number of companies.
   d. Providing special classes for entrepreneurship training for prospective graduates or fresh graduates.

Alumni activities

BPP formed the Faculty of Psychology Alumni Association (PERSALUNY Psikologi). This association aims to build communication between alumni and faculty. The alumni are involved in activities organised by the faculty in formal (such as seminars & workshops) and informal events (including talk shows & reunions). The forms of activities that are the result of the collaboration with alumni include:

   a. Alumni become speakers in the preparation activities for facing the work community. In this activity, alumni provide tips and tricks for compiling curriculum vitae and information on how to adapt to the industrial and organisational (company) environment;
   b. Alumni are involved in research activities with lecturers;
   c. Alumni participate in community service activities, such as training, counselling and assessing student interests and talents;
   d. Alumni become speakers in guest lectures at the faculty;
   e. Alumni are internship supervisor.

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability (e.g., support for internships). The University provides sufficient resources. However, the panel remarks that the students during the interviews did not know about the career centre, therefore they should maybe promote is more to fostering students' careers.

Moreover, an alumni organisation has been set up that includes input from alumni into the development of the programmes, as well as provide students with networking opportunities.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5　　Additional services					

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

4.6 Financing of the study programme (Asterisk Criterion)

Management of BPP's finances, infrastructure and facilities is regulated in operational standards set by the University. BPP's income comes from a number of sources, including from the YARSI Foundation, student tuition fees and assistance from the government through a number of grant schemes ranging from research, community service and improvement of the quality of teaching (PKKM). BPP's income can vary each year. The source of BPP funds comes from three posts.

- the first post comes from the YARSI Foundation;
- the second comes from external grants for funding activities to develop the quality of learning, research funding and community service funding;
- the third comes from scholarships for lecturers at home and abroad (LPDP, BUDI-DN and BUDI-LN, Fulbright, and from universities providing doctoral studies).

Every year, BPP is responsible for preparing an Annual Budget Work Plan (RKAT), which contains work plans and the needed funding to implement all work plans. Funding for BPP activities generally includes funding for BPP Catur dharma activities, namely research, community service, education, Islamic spirit and supporting activities.

Appraisal:

The study programmes are funded by the YARSI foundation and therefore for the entire accreditation period so that students will be able to complete their studies. The study programme has a rather low number of students compared to the study places available, however, the budget is distributed among the faculties. The University is investing in the faculty and wants to introduce a professional or Master programme in the near future.

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

5.   Quality assurance and documentation

The quality assurance system is managed at University level by the Quality Assurance and Accreditation Database Directorate (PDJAMA) and then coordinated at Faculty level through the Quality Control Group (GKM). In managing the quality assurance system, PDJAMA establishes University quality policies which must be implemented by all work units, especially faculties and study programmes, in implementing the Tri Dharma.

The quality policy is formulated to ensure achieving the University's Vision. Thus, YARSI University is carrying out such quality assurance measures, in particular:

1. Implementing a Quality Assurance System in accordance with Minister of Education and Culture, Research and Technology Regulation Number 53 of 2023 concerning the Higher Education Quality Assurance System as an internal quality assurance framework and minimum Quality Standards or Key Performance Indicators (IKU).
2. Making the University's vision, mission, goals, stakeholder input, needs and expectations of interested parties as a reference in formulating Additional Quality Standards or Additional Performance Indicators (IKT).
3. Striving to improve quality to exceed National Higher Education Standards (SN DIKTI) and exceed the needs and expectations of interested parties through a cycle of determination, implementation, evaluation, control and improvement (PPEPP) to achieve accreditation with the title "Excellent" as well as international accreditation or ranking.
4. Striving to increase the effectiveness of the internal quality assurance system through integrating the internal quality assurance system (SPMI) with the ISO 21001:2018 based Educational Organisation Management System.
5. Ensuring the realisation of a quality assurance system that is effective, efficient, transparent, accountable and responsible in implementing catur dharma to meet the needs and expectations of interested parties.
6. Involving all interested parties in implementing the quality standards set as work standards for all academics at YARSI University.
7. Carrying out Internal Quality Audits in a systematic and planned manner to ensure that all quality assurance systems and quality standards are running well and can meet the expectations and needs of interested parties.

At BPP level, quality evaluation has been carried out through the GKM as quality control unit mechanism at faculty level. GKM coordinates with the PDJAMA at the University. Internal quality audits which are carried out every six months and external quality audits carried out once a year are examples of programmes created by PDJAMA and coordinated with GKM. The results of the audits are then used as a basis for making improvements at BPP, so that quality can continue to be maintained and improved. One example of the audit results is integrating the results of research and community service carried out by lecturers into relevant courses.

The quality standard is also regulated in *SPMI or* Internal Quality Assurance System and the *PPEPP* or Implementation, Determination, Evaluation, Control and Improvement Manual. The *SPMI* standards in the faculty are derived from the University's *SPMI* Standards and then readjusted to conditions in the faculty and BPP. Examples of *SPMI* Standards and *PPEPP* Manuals at faculty level related to content include: graduate competency standard, learning

content standard, lecturer and academic staff standard, facility and infrastructure standard and research assessment standard. For the *SPMI* and *PPEPP* Manuals related to process including learning process standard, research process standard, and community service process standard. Meanwhile, standard relating to outcomes include assessment standard, research results standard and community service results standard.

The implementation of this policy is the formulation of various quality procedures for managing the content, processes and output of education, research and community service. Procedures for guaranteeing the quality of educational content, processes and outcomes are contained in procedures for designing and developing curriculum and learning in accordance with Universitas YARSI Chancellor's Regulation[13]. The document refers to graduate competency standards. According to this document, quality is controlled in the following:

(1) Competence of graduates. The study programme must determine the profile of the graduates produced based on the results of a study of tracer study results, job market needs required by the government and the business and industrial world, as well as the need to develop science and technology. The profile of study programme graduates must be prepared by a group of similar study programmes/study programme associations, so that there is an agreement that can be accepted and used as a reference nationally; preparing study programme profiles involving stakeholders who can contribute to achieving convergence and connectivity between educational institutions and stakeholders who will use student results, to ensure the quality of graduates; determining graduate abilities must include four elements to make it a graduate learning achievement (CPL), which includes elements of attitude, knowledge, general skills and special skills; identify local/regional advantages or wisdom to build the uniqueness of the study programme.

(2) Learning Content. Learning content is a minimum criterion for the level of depth and breadth of learning material. The depth and breadth of learning material refers to the learning outcomes of graduates. The depth and breadth of learning material in professional and postgraduate programmes must utilise research results and community service results. The level of depth and breadth of learning material for each educational programme is formulated by referring to the description of the learning outcomes of graduates from the KKNI. The level of depth and breadth of learning material must be stated in study materials structured in the form of courses. BPP periodically reviews and updates the curriculum. This curriculum review refers to graduate learning outcomes or *CPL* which then becomes the basis for determining and updating graduate profiles, as well as the depth and breadth of learning material.

(3) Learning process. The learning process determined by the study programme must include: (i) characteristics of the learning process, (ii) learning process planning, (iii) implementation of the learning process; and student learning load.

Learning process planning is prepared for each course and presented in a semester learning plan (RPS) or other terms. Semester learning plans (RPS) or other terms are determined and developed by lecturers independently or together in expertise groups in a field of science

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[13] Regulation No. 001/INT/PER/REK/UY/VII/2020 concerning Evaluation, Curriculum Development and Learning for Undergraduate, Professional and Postgraduate Programmes.

and/or technology in the study programme. The semester learning plan (RPS) for each course must be reviewed and adjusted periodically considering the developments in science and technology. Learning methods that can be chosen for implementing course learning include group discussions, simulations, case studies, collaborative learning, cooperative learning, project-based learning, problem-based learning or other learning methods, which can effectively facilitate the fulfilment of graduate learning outcomes. Forms of learning can take the form of: studying, responses and tutorials, seminar, practicum, studio practice, workshop practice, or field practice, research, design, or development, military training, student exchange, apprenticeship; businessman, and/or another form of Community Service.

Learning assessment of student learning processes and outcomes to fulfil graduate learning outcomes include: assessment principles, techniques and instruments; and assessment mechanisms and procedures. Furthermore, it includes implementation of assessments, assessment reporting; and student graduation.

Assessment mechanism includes:
   a. preparing, delivering, agreeing on stages, techniques, instruments, criteria, indicators and assessment weights between assessors and those assessed in accordance with the learning plan;
   b. carrying out the assessment process in accordance with the stages, techniques, instruments, criteria, indicators and assessment weights which contain the assessment principles;
   c. providing feedback and opportunities to question assessment results to students; and
   d. documenting the assessment of student learning processes and outcomes in an accountable and transparent manner.

The assessment implementer is:
   a. a teaching lecturer or team of teaching lecturers;
   b. a teaching lecturer or a team of teaching lecturers including students; and/or
   c. teaching lecturer or team of teaching lecturers by including relevant stakeholders.

To ensure the implementation of content, process and output quality policies in accordance with the Chancellor's Decree at the faculty and study programme level, the study programme formulates content using procedure document Number SPMI-WRI-SOP1-01 SOP Curriculum Planning and Development. For process management, refer to document number SPMI-WRI-SOP1-05 Lecture and Practicum Procedures, for output management refer to documents SPMI-WRI-SOP1-06 concerning Examination and Assessment Procedures, SPMI-WRI-SOP1-07 concerning Internship Procedures, SPMI-WRI-SOP1-08 concerning Thesis Procedures.

Responsibility in implementing the internal quality assurance system for faculties and study programmes are defined as follows:

Responsible person/unit	Responsible for:
Dean	• Ensuring the implementation of SPMI at faculty level according to university policies, • Supervising and evaluating the implementation of academic and non-academic quality standards,

	• Providing resource support for academic quality improvement and faculty governance, • Reporting the quality evaluation results to the Rector.
Vice Dean I (Academic Affairs)	Developing and evaluating educational standards that align with University standards including curriculum teaching and learning, facilities and infrastructure and educational innovation, development and guidance of student, alumni and career affairs, real work study activities and internships.
Vice Dean II (Research Affairs)	Developing and evaluating quality of research, scientific publications and IPR research results, research facilities and infrastructure align with University standards.
Vice Dean III (community service Affairs)	Developing and evaluating quality of community service, facilities and infrastructure for community service.
Head of study programme	Developing and evaluating the content, processes, output of education standards, research and community service standards align with faculty standards and their science.
Control Unit (GKM)	• Facilitating and mentoring faculties and study programmes that will develop quality standards, • Ensuring the internal evaluation of academic and non-academics quality standards in faculty and study programme, • Providing recommendations to faculty and study programme leaders for quality improvement. Coordinating with the University's Quality Assurance in overall quality evaluation.

Evaluation by students

Regarding the learning process at BPP level, an evaluation meeting is held at the end of each semester and chaired by the Head of the BPP, which is also another form of quality assurance. One of the things discussed in the evaluation meeting is the results of the Lecturer Evaluation by Students *(EDoM)*. The feedback submitted by the students becomes a reference for BPP to make improvements. Moreover, lecture preparation meetings are also held, which are aimed at preparing the teaching and learning process in the next semester and ensuring that the quality of teaching and learning activities in that semester has improved compared to the previous semester by considering the input from students or lecturers.

BPP has developed a workload analysis (WLA) which was implemented in the semester of the 2022/2023 Academic Year. This WLA aims to obtain an overview of students' perceptions of each course taught in the new semester, especially in relation to the perceived workload when compared to the number of credits for each course. This WLA is reviewed using the reference of the assigned task load. There are three types of assignments that are used as references, namely: individual assignments, group assignments and practicum. Analysis was carried out through a survey via Google Form which contained 14 questions. For example, for the Semester of the 2022/2023 academic year, the course that most students perceive as giving individual assignments at each meeting is Islamic Religion II. However, the assignments given in this course are considered to be in accordance with the weight of the number of credits. On the other hand, individual assignments in training course are considered to exceed the credit weight for the course, even though assignments are not given too often. In general, the majority of students reported that there were no courses that gave assignments exceeding the credit weight for that course, neither for individual assignments (64%) nor group assignments (70%).

In addition, a survey was also conducted on students in order to analyse their satisfaction with lecturers, faculty infrastructure and faculty institutions. Regarding academic services provided by lecturers, there are four levels of assessment, with the interval of Very Good, Good, Fair and Poor. In terms of academic services, students generally feel that lecturers are capable and willing to provide academic services to students such as teaching, academic and thesis guidance, as well as other consultations.

Meanwhile, the faculty institutions assessed in this survey are *P3TPK* (Centre for Psychometrics, Research and Applied Health Psychology), which provides services to assist students in the process of searching, adapting and creating psychological instruments for research. In general, students rated P3TPK as good (64%) in terms of maintaining the quality of the provided instruments and students also said they were satisfied (60%) with the services of P3TPK.

Another mechanism used to obtain evaluations from students is through focus group discussions (FGD). The FGD was conducted at the beginning of the 2022/2023 even semester with three internship students in a MBKM programme. These students underwent internships in different agencies, that are educational, industrial and clinical settings. The internship activities undertaken by these students are relevant to the courses at BPP, such as Psychology of Playing, Developmental Psychology, Educational Psychology and Training.

Evaluation by faculty
The learning evaluation process starts from the planning and implementation stages of the learning process. Evaluations are carried out periodically every semester. At the planning stage, evaluation by the faculty begins with an evaluation meeting regarding the previous semester and preparations for the upcoming semester. Adjustments are made accordingly. Lecturers can provide feedback on processes and facilities. The results are used for the following semester and to find solutions to routine problems that arise.

External evaluation by alumni, employers and third parties
External evaluation by alumni, employers, and third parties is a component in the quality assessment and assurance process in educational institutions. It is carried out by BPP using a focus group discussion (FGD) system with alumni, companies/institutions of the graduate users, and parents of students, which began to be carried out at the transition from Odd to Even semester of the 2022/2023 Academic Year.

FGD was conducted with four alumni of Psychology from different years and settings, namely industrial, educational, entrepreneurship and marketing settings. The job of these four alumni is relevant to the job of psychology bachelors. They stated that there were several courses that turned out to be less relevant to their work, namely Philosophy, Physiology and Anthropology. Therefore, in the latest curriculum, these three courses have been removed. Meanwhile, the proposal they put forward was to increase opportunities for students to go directly into the field, for example through community service activities with lecturers, or field visits as part of the course learning. They also added to include recruitment role play activities in courses under the Industrial & Organisational Psychology group. Another input from alumni is the development of active communication skills in English. In general, alumni consider that studying at the Faculty of Psychology at Universitas YARSI helps their work.

Moreover, BPP conducted FGDs with three BPP graduate users, namely the CEO of Talentlytica (a technology-based HR consultant), the talent acquisition manager at Bank Syariah Indonesia, and the co-founder of a counselling application, SAHABATKU. Users consider that alumni have sufficient knowledge to carry out their duties, such as being initiative, detail, responsible and understand the recruitment process. However, users said that they needed soft skills more, and did not really need a deep understanding of psychological theories.

Users also viewed that alumni were able to create content and refer to English language journals. In other words, users stated that alumni's ability to speak English passively was quite good, but these alumni did not appear confident in speaking English actively. Meanwhile, for the use of information technology, the alumni were considered to be very up-to-date and had quite adequate skills.

Furthermore, parents said that adequate facilities and close location to their home were the main considerations for supporting BPP. Furthermore, BPP selection was based on the interests of their children who want to study Psychology. Parents said that one of their hopes was that their children would improve their English language skills while studying at BPP.

Programme description
Various kinds of information regarding BPP of Universitas YARSI can be accessed via its website.[14] The information includes the academic calendar, facilities, activities, academic vision and learning outcomes that are targets for the learning process, graduate profiles and job prospects, as well as faculty profile. Meanwhile, information regarding Research and Community Service activities can be accessed via the University website.[15]

Furthermore, students may also access academic information services from SISAKAD[16] which contains information regarding the academic calendar, updates of lecturing activities and the tuition fee. Through this academic system service, students are also possible to download the Academic Guidebook, which contains guidelines regarding various academic provisions such as how to process academic consultation, filling out Study Plan (KRS), how to take lectures and practicums, list of courses, assessment rules and the undergraduate thesis path and process as well.

Information on activities during the academic year
Regularly, BPP publish the academic and non-academic activities via its social media accounts, which are managed directly by BPP.

Its social media accounts include:
- YouTube: https://www.youtube.com/channel/UCClpkozMBNd_LygFjQCbLXA
- Instagram: https://www.instagram.com/infopsikologiyarsi/
- TikTok: Fakultas Psikologi YARSI (@psikologiyarsi) | TikTok

News regarding activities at BPP is also documented through the Universitas YARSI website which is managed directly by the University.

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[14] see: https://www.yarsi.ac.id/akademik/fakultas-psikologi/psikologi/ (last access May 9, 2025).
[15] see: https://www.yarsi.ac.id/ (last access May 9, 2025).
[16] see: https://sisakad.yarsi.ac.id/index.php (last access May 9, 2025).

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, success rate, student workload and graduate employment. Responsibilities are clearly defined.

Evaluation by the students, quality control by the faculty and external evaluation is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process. The panel **recommends** communicating the teaching evaluation results directly from the lecturers to the students. Moreover, the panel **recommends** increasing the use of tracer study results to monitor the success of the study programme.

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

The University regularly publishes current news and information – both quantitative and qualitative – about the study programme on the website and on social media.

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

Quality profile

HEI: YARSI University

Bachelor programme: Bachelor of Psychology

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

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.2*	Study and exam regulations (Asterisk Criterion)			X		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity			X		
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2*	Course materials (Asterisk Criterion)			X		
3.3.3	Guest lecturers			X		
3.3.4	Lecturing tutors					X
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2	Internationality of the student body			X		
3.4.3	Internationality of faculty			X		
3.4.4	Foreign language contents			X		
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			**Condition**		
3.6*	Skills for employment / Employability (Asterisk Criterion)			X		
4.	**Academic environment and framework conditions**					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4	Practical business experience of faculty			X		
4.1.5*	Internal cooperation (Asterisk Criterion)			X		
4.1.6*	Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			X		
4.2.2	Process organisation and administrative support for students and faculty			X		
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks			X		

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