

Decision of the FIBAA Accreditation and Certification Committee



9th Meeting on March 22, 2023

PROGRAMME ACCREDITATION

Project Number:	21/114
Higher Education Institution:	Universitas Negeri Yogyakarta
Location:	Yogyakarta, Indonesia
Study Programme:	Bachelor of Civic Education (Bachelor of Education)
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 four conditions.

Period of Accreditation: March 22, 2023, to March 21, 2028

The FIBAA Quality Seal is awarded.

Conditions:

Condition 1: The University completes the information in the Diploma Supplement regarding:

- a. the national credit system (sks),
- b. the conversion from sks credits to ECTS credits, and
- c. a relative grade or an ECTS grading table (see chapter 3.2).

Condition 2: The University implements a student workload evaluation system for each course which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures (see chapter 3.2).

Condition 3: The University elaborates a didactical concept for the Bachelor of Civic Education programme that in particular clarifies the contribution of digital teaching and face-to-face teaching as well as the corresponding didactical methods (see chapter 3.3).

Condition 4: The University will revise the syllabi in such a way that the learning materials for recommended or required reading are up to date (see chapter 3.3).

Proof of meeting these conditions is to be supplied by December 21, 2023.



Assessment Report

All passages in blue are identical for all four reports in cluster 3

Higher Education Institution:

Universitas Negeri Yogyakarta, Indonesia

Bachelor programme:

Bachelor of Civic Education

Qualification awarded on completion:

Bachelor of Education

General information on the study programme

Brief description of the study programme:

The Bachelor programme “Bachelor of Civic Education” (BoCE) offers within a study period of four to five years (8 – 10 semesters) and with a workload of min. 236 ECTS credits a training for students who want to work as teachers at the elementary and high schools or as entrepreneurs and instructors/widyaiswara in educational and training institutions for teachers, while the fields pursued are still related to BoCE. Content wise, the programme is focused on law, politics and moral philosophy. Graduates achieve **the degree “Bachelor of Education.”**

Type of study programme:

Bachelor programme

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

Four to five years, 146 – 160 sks credits / 236 – 257 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:

Two classes in parallel, 113 students per year

Programme cycle starts in:

August

Initial start of the programme:

1963

Type of accreditation:

initial accreditation

Procedure

A contract for the initial accreditation of the Bachelor of Bachelor of Civic Education (Bachelor of Education) was made between FIBAA and Universitas Negeri Yogyakarta (UNY), Indonesia on September 3, 2021. On May 25, 2022, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel¹. The HEI has agreed with the chosen experts. The panel consisted of

Prof. Dr. Jörg Fedtke

University of Passau, Germany
Chair Holder and Professor for Civil Law / Common Law

Prof. Dr. Dennis Hilgers

Johannes Kepler University Linz, Austria
Professor of Public and Non-profit Management

Prof. Dr. Elke Kronewald

University of Applied Sciences of Kiel, Germany
Professor of Communication Management and Public Relations Evaluation

S. Rouli Manalu Ph.D.

Universitas Diponegoro, Indonesia
Assistant Professor of Communication Science, Head of undergraduate programme
Communication Science

Prof. Dr. Ulrich Muecke

University of Hamburg, Germany
Professor of History of Latin America and the Iberian Peninsula

Marieke Lena Petersen

University of Erfurt, Germany
Student International Relations (B.A.) and Law (B.A.)

Christoph Sodemann

Constructify.media e.V.
Managing Director and Co-Founder, Corporate Communication Manager

FIBAA project manager:

Dr. Birger Hendriks

¹ The panel is presented in alphabetical order.

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference. The online conference took place on November 23 to 25, 2022, via the video conferencing tool *Zoom*. The same cluster included an appraisal of the study programmes Bachelor of Public Administration (Bachelor of Public Administration), Bachelor of Communication (Bachelor of Communication), and Bachelor of History (Bachelor of Arts). At the end of the online conference, the panel has given brief feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on February 13, 2023. The statement on the report was received on February 21, 2023. It has been taken into account in the report at hand.

Summary

The Bachelor programme Bachelor of Civic Education (BoCE) offered by Universitas Negeri Yogyakarta (UNY), Indonesia fulfils with one exception 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 March 22, 2023, and finishing on March 21, 2028, under conditions. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects²: completing the Diploma Supplements; implementing a student workload system; elaborating a didactical concept; bringing the learning materials up to date that are mentioned in the syllabi. They recommend the accreditation on condition of meeting the following requirements:

Condition 1: The University completes the information in the Diploma Supplement regarding

- a. the national credit system (sks),
- b. the conversion from sks credits to ECTS credits, and
- c. a relative grade or an ECTS grading table (see chapter 3.2).

Condition 2: The University implements a student workload evaluation system for each course which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures (see chapter 3.2).

Condition 3: The University elaborates a didactical concept for the BoCE programme that in particular clarifies the contribution of digital teaching and face-to-face teaching as well as the corresponding didactical methods (see chapter 3.3).

Condition 4: The University will revise the syllabi in such a way that the learning materials for recommended or required reading are up to date (see chapter 3.3).

Proof of meeting these conditions is to be submitted by December 21, 2023.

Furthermore, the quality requirements that have not been fulfilled:

- Internationality of the students body (see chapter 3.4);
- Internationality of faculty (see chapter 3.4);
- Foreign language contents (see chapter 3.4)

are not asterisk criteria and therefore do not lead to conditions. The measures the HEI takes to solve the identified problems are to be considered during the re-accreditation.

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

- Stronger taking into account international contents of the programme (see chapter 1.3);
- Stating the course descriptions more precisely (see chapter 3.2);

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

- Structuring the modules of the curriculum **based on the ECTS User's Guide** (see chapter 3.2);
- Reducing the number of courses in order to improve the clarity of the programme structure also in the context of intended internationality and to spend more time on the different subjects (see chapter 3.2);
- Developing regulations on binding disadvantage compensation for students with disabilities or in special situations (see chapter 3.2);
- Increasing the share of in-class teaching or adequate digital teaching as well as intensifying the guidance for the students' **self-study** with a sufficient number of instructors (see chapter 3.3);
- The literature details in the syllabi should be kept up-to-date (see chapter 3.3);
- Increasing the number of courses that are taught in English (see chapter 3.4);
- Including a higher number of lawyers by training (see chapter 4.1);
- Organising an own access to a digital platform on international books and journals which will be useful for widening the international activities and orientation of BoCE (see chapter 4.4);
- Allocating more resources for international printed materials (see chapter 4.4).

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 three criteria in which the programme exceeds the quality requirements:

- Ethical aspects (see chapter 3.1);
- Student support by the faculty (see chapter 4.1);
- Quality assurance and quality development with regard to contents, processes and outcomes (see chapter 5.1).

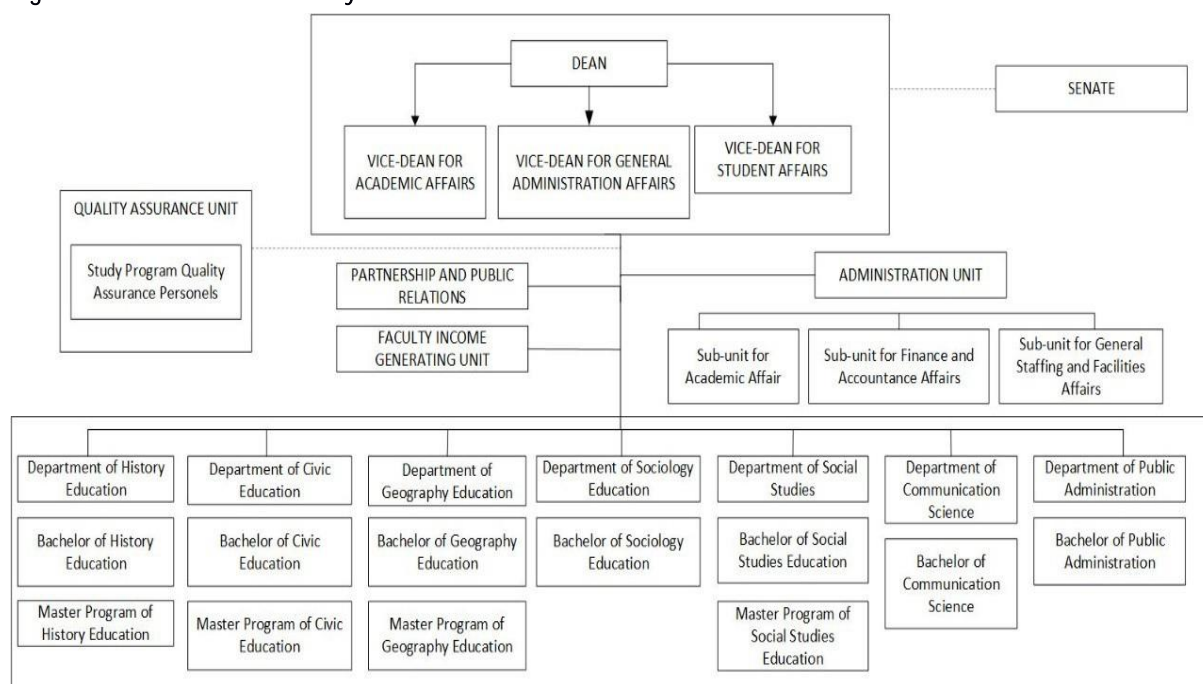
Information

Information on the Institution

As a state institution, Universitas Negeri Yogyakarta (UNY) in Indonesia was established on May 21, 1964 as a teaching and educational institute (IKIP Yogyakarta). The transition from an institute to a state-owned university was made possible by a mandate of the Government of the Republic of Indonesia³. This enabled the institution to offer academic programmes outside the teaching field (i.e., pure science, engineering, arts, and humanities).

The Rector of UNY is assisted by four Vice Rectors who oversee teaching and research, administration and finance, students and alumni, as well as planning and cooperation affairs. At present, UNY has seven faculties, each of them is managed by a Dean and three Vice Deans. The University offers 11 Diploma study programmes, 61 Bachelor programmes, 32 Master programmes, and eight Doctoral programmes. In addition, two professional programmes are available for teacher candidates and engineering graduates. In the academic year of 2020/2021, UNY had 1.078 lecturers and 28.438 students. The Bachelor of Civic Education programme (BoCE) belongs to the Faculty of Social Sciences (FIS).

Organisation Structure of Faculty of Social Sciences



In total, currently the Faculty is responsible for 12 study programmes⁴, eight of which are Bachelor programmes and four are Master programmes. It governs academic aspects including, but not limited to, teaching schedules, examination schedules, the use of teaching resources, and teaching facilities.

³ As governed by Presidential Decree No. 93/1999.

⁴ Including one programme that is not listed in the graphic above.

Further development of the programme and statistical data

When BoCE was accredited by the national accreditation institution BAN-PT, it achieved A status (Very Good).

The statistical development of student numbers and graduates was as follows:

Bachelor of Civic Education							
		2016	2017	2018	2019	2020	2021
Study Places		80	80	80	80	80	80
Applicants	Σ	717	631	650	1019	800	804
	f	507	445	447	742	567	587
	m	210	186	203	277	233	217
Application rate in %		896	789	813	1274	1,000	1,005
First-Year Student	Σ	78	80	77	80	80	80
	f	53	60	57	59	55	60
	m	25	20	20	21	25	20
Rate of female students in %		68	75	74	74	69	75
Foreign Students	Σ	0	0	0	0	0	0
Rate of foreign students		0	0	0	0	0	0
Percentage of occupied study places		98	100	96	100	100	100
Graduates	Σ	75	73	75	0	0	0
	f	50	55	54	0	0	0
	m	25	18	21	0	0	0
Success rate in %		96.15	91.25	97.40	0	0	0
Dropout rate		3.85	8.75	2.60	0	0	0
Average duration of study		4.5	4.5	4.6	0	0	0
Average grade of final degree		3.35	3.4	3.36	0	0	0

The on average increasing numbers of applicants show a trend that according to UNY⁵ represents a success of promotion by the Faculty and BoCE. Several initiatives have been carried out to increase public interest, including measures such as expanding promotions carried out simultaneously by the University, Faculty, and BoCE through various mass media; improving study programmes branding through social media channels developed by student organisations; improving the work of lecturers in scientific journals and mass media, and doing promotion through alumni who have successfully taken part in various public agencies, private companies, non-profit institutions.

⁵ See SER p. 9.

Appraisal

The statistical overview shows a strong interest of applicants in the BoCE programme. The numbers of applicants are about 10 times higher than those of the available study places for first-year students. Success rates are stable on a very high level mirroring the respective dropout rates. The average duration of study seems to be stable as well.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

The study programme was established in accordance with the vision and missions of the Faculty of Social Sciences. It conducts the three principles of higher education practices covering the aspects of education, research, and community services. Those principles are implemented based on the UNY Dean Decrees. The implementation is regularly assessed and monitored by the Quality Assurance Unit in conjunction with the Faculty management (the dean, vice deans, the heads of units, and the coordinators of study programmes) and in coordination with the University management.

According to UNY⁶, the BoCE programme was designed to produce graduates in the field of Civic Education, based on piety, independence, intellectuality, and global insight. In addition, they are expected to be able to contribute to the development of good citizens who have moral, political, and legal awareness based on Pancasila and the Indonesian Constitution.

This is accompanied by the programme missions:

1. Develop the institutional role of the study programme to become one of the centers for the development and renewal of Citizenship Education, in line with national interests and awareness as global citizens.
2. Develop an institutional system that is able to become one of the institutions that play a role in building the nation's character (nation and character building), for the realization of a democratic and responsible civil society.
3. Implement the Tri Dharma⁷ of Higher Education with the spirit of academic freedom, upholding Indonesian values and internalising the character of piety, independence and scholarship.
4. Organise academic and professional dharma of education and teaching in the field of citizenship education based on political science, law and morals/philosophy.
5. Carry out dharma research that leads to the development of science and technology that can support the dharma of teaching education and community service, in the field of Citizenship Education based on political science, law and morals/philosophy.
6. Organise the dharma of community service in accordance with the needs of the community and/or based on research results, in the field of Citizenship Education based on scientific clumps; politics, law and moral philosophy .

The programme objectives (PO) of each study programme are based on several national and institutional regulations such as the Act No. 14/2005 on Teachers and Lecturers and the Indonesian

⁶ See self-evaluation report (SER), p. 10.

⁷ Three Pillars of Higher Education: education, research and community service.

President's Regulation No. 8/2012 concerning the Indonesian Qualification Framework (IQF)⁸. The IQF has nine qualification levels, and the Bachelor Study Programme corresponds to IQF level 6⁹. The PO of each study programme refer to market demands, and stakeholders' needs. Moreover, each study programme involves professional associations in formulating their PO.

1. Have the attitude, integrity, and commitment as a citizen and a lifelong learner;
2. Master the theoretical basis of the interdisciplinary field of civic education and pedagogy covering the fields of politics, law, and morals;
3. Have skills in designing and implementing civic learning based on knowledge of content, pedagogy, and technology;
4. Have the skills to reflect, plan, and conduct civic learning, as well as to work in the areas that are relevant to Civic Education values.

Based on its POs, BoCE developed the following Programme Learning Outcomes (PLOs)¹⁰:

1. PLO 1: showing a good attitude as a citizen of Indonesia and the world based on religious and cultural values/traditions, respecting equality and diversity, and presenting the equitable social justice
2. PLO 2: having professional ethics in working independently or collaboratively accompanied by a spirit of learning, critical thinking and innovation, as well as making continuous efforts for self-development;
3. PLO 3: mastering theoretical foundations of pedagogics and scientific fields that are the core of Interdisciplinary Civics covering the political, legal, and moral fields;
4. PLO 4: demonstrating the ability to design and implement teaching and learning evaluation using methods that suit students' different characteristics; and to use various appropriate media/displays in the field of TPACK-based Civics (Technological, Pedagogical, and Content Knowledge);
5. PLO 5: possessing the skills to reflect and plan follow-up actions related to the implementation of civic learning designs and other professions that are relevant to civic values.

Appraisal:

The panel notes that the qualification objectives of the programme (programme objectives) 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.

⁸ Moreover to the Regulation of Minister of Education No. 03/2020 on National Standard for Higher Education

⁹ LEVEL 6: The graduate is

- “capable of applying science, technology and art within her/his expertise and is adaptable to various situations faced during solving a problem. Mastering in-depth general and specific theoretical concepts of specific knowledge and capable of formulating related problem-solving procedures,
- capable of taking strategic decisions based on information and data analysis and provides direction in choosing several alternative solutions. Responsible for her/his own job and can be assigned responsibility of the attainment of organization's performances.

¹⁰ See SER p. 29.

The subject-specific and extra-curricular qualification objectives and skills to be acquired (programme learning outcomes) correspond with the aspired level of a Bachelor. They take into account the requirements of the level 6 of the national qualification framework IQF.

	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)

UNY aims to become a world class university¹¹. In its Strategy 2020-2025 UNY includes efforts to improve its internationality, which is one of the strategic goals. The FIS has programmes which aim to promote the role of faculties and lecturers at the international level. These programmes strive a) to increase the number of collaborations through visiting professors, joint research, and credit transfer activities, b) to promote training and assistance in writing Scopus indexed journal articles, and c) to organise international conferences.

BoCE implements internationalisation in various aspects, such as developing a curriculum that is in line with international developments in the field of civic education, namely International Law and International Institutions courses to increase the number of academic cooperation with universities from foreign countries.

Appraisal:

The panel acknowledges that the programme design appropriately takes into account the required international aspects, with respect, too, to its **graduates' employability** and to interested students from abroad. However, the panel has the view that the programme should include a stronger focus on the international orientation of citizenship, for example with regard to pandemics and migrations.

	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		

¹¹ See SER p 11 f.

1.3 Positioning of the study programme

BoCE is one of the oldest study programmes at Universitas Negeri Yogyakarta. In the last four years, the number of applicants was increasing which shows a positive reputation in the catchment area.

Civic education in Indonesia represents a civic education that has distinguished characteristics which are not owned by civic education in other countries. It is based on the ideology of Pancasila¹² embraced by the Republic of Indonesia. Pancasila is a prismatic ideology that elaborates religious, individual, and social values proportionally. The geographical and sociological conditions of islands in Indonesia, which consist of various tribes, provide a special form of civic education that prioritises multicultural aspects. These characteristics are preserved and taught as the core values of Indonesian society to become the basis in getting along and contributing to the international community.

Each programme is managed in accordance with UNY's vision, missions, and goals. In the 2020-2025 UNY Strategy Plan, it is mentioned that the main mission of UNY is to provide training in the areas of academic and professions in the field of education. UNY also offers professional, and vocational education. For this reason, education programmes and scientific programmes will complement and support each other.

Graduates of this study programme work in accordance with the field of competence developed in BoCE. Most alumni work as teachers at the elementary and high schools. There are several alumni who work as entrepreneurs and instructors/Widya Iswara in educational and training institutions for teachers while the fields pursued are related to BoCE.

According to UNY¹³, the existence of BoCE is important in the Faculty of Social Sciences. BoCE supports the University's commitment to become a world-class university as stated in the 2020-2025 University's Strategic Plan. To realise the Strategic Plan, BoCE takes several significant actions, for example developing a curriculum that is in accordance with international developments in the field of civic education.

Appraisal:

When looking at the high numbers of applicants, the panel notes that BoCE is an attractive study programme, at least around Surabaya. Therefore, the reasons given for the positioning in the educational market of this study programme are plausible.

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

¹² Pancasila is the official, foundational philosophical theory of Indonesia. It is composed of five principles and contends that they are inseparable and interrelated: Belief in God, Humanity, Unity of Indonesia, Democracy and Social Justice.

¹³ See SER, p. 18.

The panel is convinced that the study programme is clearly 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. However, as UNY aims to become a world-class university by 2025, the panel recommends stronger taking into account international contents of the programme.

		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

Student admission to the Faculty of Social Sciences of UNY is carried out by the university admission office with criteria that refer to the Law on Higher Education¹⁴, to the Regulation of the Minister of Education and Culture No. 6/2020 concerning New Student Admissions for Bachelor Programmes at State Universities and the Rector's Regulations No. 1/2019 and No. 17/2021 concerning Academic Regulations of UNY.

Admission of prospective students of the Faculty of Social Sciences, is carried out through three types of selection, namely:

1. The National Entrance Test for State Universities (Seleksi Nasional Masuk Perguruan Tinggi Negeri/SNMPTN) is a selection path for student admissions to enter state universities. It is carried out simultaneously throughout Indonesia and is managed nationally. The National Entrance Test is intended to measure prospective students' academic competences through grades in their last 5-term report in school. The National Examination scores, academic achievements, alumni records, and school accreditation level will also be taken into account. SNMPTN is conducted by the national level committee appointed by the government.
2. With the computer-based Joint Entrance Test for State Universities (Seleksi Bersama Masuk Perguruan Tinggi Negeri/SBMPTN) prospective students do not need to prepare and fulfil the aforementioned requirements because the selection process is conducted through two written tests. These are an Academic Competency Test (TKA) and a Scholastic Aptitude Test (TPS). SBMPTN can be taken by prospective students at grade 12 and alumni who graduated within the last 3 years. SBMPTN allows a selection by which the admission decision is taken by the national level committee.
3. Independent Selection (Seleksi Mandiri/SM) is the admission procedure held by UNY independently. Its requirements are generally the same as those of SBMPTN. One of the mechanisms is a computer-based test consisting of an Academic Competency Test (TKA), of testing the knowledge of the Indonesian language and of English, and the knowledge of social-humanities or science and technology.

In 2020, 24 out of 80 study places were filled by the SNMPTN procedure (30 %), 32 by SBMPTN (40 %) and 24 by the Independent Selection (30%).

International undergraduate students are accepted through the International Bachelor Programme. They have to pay tuition fees and to fulfil the corresponding requirements which will be checked through a procedure stipulated by the Rector's Decree¹⁵. For international students, there are two types of scholarships: 1) Developing Country Partnership (Kemitraan Negara Berkembang/KNB) which is provided by the Indonesian government to foreign students for a period of 8 semesters; 2) Universitas Negeri Yogyakarta-Distinguished International Students Scholarship which is provided by UNY for foreign students for a period of 8 semesters. In addition to scholarships, for foreign

¹⁴ Law No. 12, 2012.

¹⁵ See UNY Academic Regulation Art. 3 II.

students who are not proficient in the Indonesian language, there are free language course programmes provided by UNY.

The general requirements for SNMPTN and SBMPTN admissions have been decided by the government. The study programmes have the opportunity to decide on specific criteria based on **the study programmes' goals in the Independent Selection. Some registration pathways facilitate** excellent students to make use of various achievements they have obtained at high school to be admitted to UNY.

Information for prospective students is provided on the UNY website which includes inter alia the registration pathways for Indonesia Smart Card (Kartu Indonesia Pintar); university admission testing programmes; and scholarships at UNY.

There is a counselling programme for prospective students that is available at the Admission Service Office of UNY, at Jl. Colombo No. 1 Yogyakarta 55281, 1st floor of IKA UNY Building. Prospective students can ask the staff to get detailed information regarding their personal interests, career plans, and self-improvements. They also may ask the staff for information via telephone at business hours (07.30 a.m. - 04.00 p.m.) or through WhatsApp. Moreover, counselling services are available through email pmb@uny.ac.id, Instagram @pmbuny, Facebook UNY.PMB, or Twitter @UNYofficial, or video-call.

Prospective students' English skills are assessed using English admission test items. After passing the university admission test, all new students at UNY are required to take the ProTEFL, which is a UNY specific language test. Students who have not passed can join an English competence improvement programme independently during their study. The training is held by the UNY Language Service Center (ULB). Information related to the implementation of this programme can be accessed through ULB's website.

To improve students' English competences at UNY, there is a student activity unit called SAFEL (English Club), in which students can practice conversations in English. Also, students can improve their language competence independently at the Independent Language Learning Center (ILLC) of ULB. As almost all courses are given in Indonesian the language test results do not have an impact on the decision on admission.

The student admission system at the Faculty of Social Sciences is integrated and organised by the Committee of Students Admission of UNY (PMB UNY). This committee is responsible for coordinating and administering the selection process from the preparation until the admission decision that is documented by the respective committee. For the Independent Selection, UNY follows stipulated criteria based on the **binding Rector's regulations**. Information related to student admission can be accessed by the public, as regulated in Law No. 14/2008 concerning the Transparency of Public Information, including information about the procedures and admission decisions.

On the UNY website, all university admission selection pathways are available, including the procedures that should be followed by prospective students. All requirements and rules that they

have to be fulfilled are presented. Test schedules of each pathway and announcements of the test results can be accessed by prospective students through the website.

Prospective students can access the PMB website and log in to their account on the website page using the payment code and PIN they get after the test payment has been made. Using that account, prospective students can follow the process of admission from uploading required files to monitoring the test results online through this page. With this mechanism, all the procedures can be documented and monitored transparently by applicants.

Appraisal:

The panel notes that the admission requirements are regulated and defined through a Rector's decree in a comprehensible way. The national requirements are presented and taken into account.

Applicants can turn to the UNY Admission Office for getting information and counselling, directly and / or online, for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal communication between applicants and UNY is provided by telephone, via e-mail or social media. An individual test of the applicants ensures that qualified students are admitted. The selection procedure is transparent. The panel considers it necessary to give applicants clear information on the programme content.

The admission requirements are defined and comprehensible. The national requirements are presented and taken into account.

The selection procedure is transparent and ensures that qualified students are admitted.

The admission requirements (required language proficiency level or required result in a concrete language test) and preparatory language courses ensure that students are able to 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.

		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		

3. Contents, structure and didactical concept of the programme

3.1 Contents

All HEIs in Indonesia shall implement outcome-based education as regulated under the legal requirements of the Ministry of Education, Culture, Research and Technology (Mendikbud-Ristek). Outcome-based education is developed with four core aspects (attitudes, knowledge, general skills, and specialised skills). Attitude aspects have been set by the National Qualification Framework (KKNI), while general skills have been formulated by the Ministry Mendikbud-Ristek. Knowledge and specialised skills are determined by the University / study programme.

As mentioned above¹⁶, the BoCE curriculum is designed to produce lecturers, teachers, and tutors in Civics, researchers in the fields of Civics, and lecturers according to the graduate profile.

The curriculum consists of courses that are grouped into modules according to the requirements of the University level (University, Faculty, Study Programme). Theoretical courses reinforce the knowledge aspect and serve as the main foundation in the development of practical and field courses. Practical and field courses are aiming to improve and develop **students' attitudes and skills**. The field courses comprise Community Services and Field Work Practices.

The structure also represents some electives courses which are marked by a star (*) in the curriculum overview (see below). These elective courses enable students to acquire additional competencies and skills according to their study programme. Courses without any marker are compulsory, for example, Internship.

The curriculum accommodates the MBKM requirements by setting several courses outside the study programme. This course is marked with a double star (**).

The courses are designed in stages, beginning with introductory courses in the first semester and progressing to general and specialized skills courses in subsequent semesters. In each semester, the number of course credits are ordered according to the prerequisites of lectures. Beginning in the third semester, students may enrol in elective courses, including electives from outside the curriculum of study. The total number of credits for semesters 1 and 2 is twenty. After the third semester, students are permitted to enrol in a maximum of 24 credits.

Compulsory courses are designed to develop the main competencies of civic education from semester 1 to semester 6 in stages, for example, Basics of Social Science, Basics of Politics, Introduction to Law etc. Several courses are related to each other. Curriculum and learning courses, learning strategies, and learning media are prerequisites for micro-learning courses. Micro-learning is a prerequisite for educational practice. Practices in the 5th semester and Educational Practice and Community service are compulsory parts in the study programme and have a weight of 10 credits altogether.

¹⁶ See chapter 1.3.

In accordance with the MBKM programme, the study programme provides elective courses. They aim to enable the students to acquire additional competencies and skills according to their study programme and are oriented at the needs of the labour market. However, BoCE students can also take courses outside the on-campus and off-campus study programmes. During the academic years 2019/2020 and 2020/2021 eight students took part in the MBKM programme.

In the study programme curriculum, in semesters 1 and 2, students can only take compulsory courses. From semester three onward, students may take elective courses to complete the number of credits per semester. It uses sks credits equivalent to the calculation of ECTS. It also offers elective courses that are in compliance with the MBKM curriculum.

The BoCE programme has a workload of minimum 146 sks credits and a maximum of 160 sks credits and is divided into eight to 10 semesters (a four- to five-year programme). It offers 52 compulsory courses as well as 12 elective courses.

Curriculum overview Bachelor of Civic Education

Modul No.	Title of Module / Course Unit	Credit Points per Semester							
		1	2	3	4	5	6	7	8
		Example 1st Semester							
M1	Modul 1 (General/University Courses)	10							
M1.1	Pancasila	2							
M1.2	Indonesian Language	2							
M 1.3	English	2							
M 1.4	Educational Management	2							
M 1.5	Sociology and Anthropology of Education	2							
M2	Modul 2 (Faculty Courses)	4							
M 2.1	Basics of Social Science	2							
M 2.2	Statistics	2							
M3	Modul 3 (Study Programme Courses)	6							
M 3.1	Basics of Politics	2							
M 3.2	Introduction to Law	2							
M 3.3	Theory of State	2							
Example 2nd Semester									
M1	Modul 1 (General/University Courses)		6	2					
M 1.1	Islamic Education		2						
	Catholic Education								
	Christian Education								
	Hindu Education								
	Buddhist Education								
	Confucianism Education								
M 1.2	Science of Education		2	2					
M 1.3	Civic Education		2						
M2	Modul 2 (Faculty Courses)		2						
M 2.1	Character Education and Professional Ethics		2						
M3	Modul 3 (Study Programme Courses)		12						

M 3.1	Basics of Moral Education		2						
M 3.2	Introduction to Indonesian Law		2						
M 3.3	Political Science		2						
M 3.4	Public Policy		2						
M 3.5	Pancasila Philosophy		2						
M 3.6	Citizenship Studies		2						
M4	Modul 4 (Elective Courses)								
	Example 3rd Semester								
M1	Modul 1 (General/University Courses)			2					
M 5.1	Digital Transformation			2					
M2	Modul 2 (Faculty Courses)								
M 6.1									
M3	Modul 3 (Study Programme Courses)			20					
M 3.1	Curriculum and Learning Pancasila and Civic Education			2					
M 3.2	Pancasila and Civic Education Learning Strategy			2					
M 3.3	Civil Law			2					
M 3.4	Criminal Law			2					
M 3.5	Constitutional Law Theory			2					
M 3.6	Sociology of Law			2					
M 3.7	Islamic Law			2					
M 3.8	Political Theories			2					
M 3.9	Political Sociology			2					
M 3.10	Civic and Citizenship Education			2					
	Example 4th Semester								
M1	Modul 1 (General/University Courses)				2				
M 1.1	Creativity, Innovation and Entrepreneurship				2				
M2	Modul 2 (Faculty Courses)								
M 2.1									
M3	Modul 3 (Study Programme Courses)				22				
M 3.1	Learning Media for Pancasila and Civic Education Education				2				
M 3.2	Assessment of Pancasila and Civic Education Learning				2				
M 3.3	Commercial Law				2				
M 3.4	Constitutional Law				4				
M 3.5	Philosophy of Law				2				
M 3.6	Customary Law				2				
M 3.7	International Law				2				
M 3.8	Civil Procedure Law				2				
M 3.9	Criminal Procedure Law				2				
M 3.10	Comparison of Government Systems				2				
	Example 5th Semester								
M1	Modul 1 (General/University Courses)								

M2	Modul 2 (Faculty Courses)								
M3	Modul 3 (Study Programme Courses)					13			
	Research Methodology on Pancasila and Civic Education					3			
	State Administration					2			
	Agrarian Law					2			
	Tax Law					2			
	Politics of Law					2			
	International Institutions					2			
M4	Modul 4 (Elective Courses)					6			
M 4.1	Capita Selecta of Law **					2			
M 4.2	Criminology *					2			
M 4.3	Employment Law *					2			
M5	Modul 5 (Practices)					4			
M 5.1	Micro Teaching					2			
M 5.2	FieldWork Practices / Pancasila and Citizenship Education Field Work					2			
	Example 6th Semester								
M4	Modul 4 (Elective Courses)					18			
M 4.1	Capita Selecta Politics **					2			
M 4.2	Religious Moral *					2			
M 4.3	Global Citizenship Education *					2			
M 4.4	National Character Education *					2			
M 4.5	Indonesian Political Economy *					2			
M 4.6	Indonesian Political System and Culture *					2			
M 4.7	Legal Drafting & Contract Drafting **					2			
M 4.8	Human Rights Education *					2			
M 4.9	Multicultural Education					2			
	Example 7th Semester								
M5	Modul 5 (Practices)							12	
M 5.1	Educational Practices (EP)							6	
M 5.2	Community Services (KKN)							6	
	Example 8th Semester								
BA	Bachelor-Thesis								8
	Thesis								8
Total		20	20	24	24	23	18	12	8
*	<i>Elective Course (Max 5 Courses)</i>								
**	<i>MBKM-Course</i>								

The BoCE courses are divided into three scientific clusters, namely politics, law, and moral philosophy. In addition, to prepare graduates as prospective teachers, educational courses are also offered. Thus, the selection of the name of the study programme and the degree of its graduates have been developed in accordance **with the contents of the curriculum and the study programme's** objectives. Since 2005, this study programme got its present name. Legally, the naming of undergraduate study programmes has been determined based on the vocabulary that applies nationally based on the Regulation of Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 255/M/KPT/2017 concerning Names of Study programmes in Higher Education.

Graduates of the BoCE programme are awarded a Sarjana Pendidikan (S.Pd.) or Bachelor of Education degree. The curriculum in the Civic Study programme is designed to produce graduates who have superior competence in the field of Civic studies.

Each BoCE course has learning outcomes that focus on knowledge, attitude, and skill competencies. Competencies are trained through a learning process that requires students to apply their knowledge in responding and finding solutions to solve daily problems. Therefore, courses are designed and developed using problem-based learning and project-based learning approaches. This allows students to get learning experiences from both theory and practice, namely with assignments, case studies, projects, portfolios, contextual learning, discovery learning, and field visits.

Student competencies in the theoretical courses of political science, law, and moral philosophy are used to support the competencies achievement in other related courses, moral philosophy, and practical lectures in the education and teaching courses. The BoCE curriculum has been designed to produce graduates who are dependable in applying educational and teaching theories being learnt. The study programme curriculum has also developed courses on lesson planning theory, learning media, learning strategies, and learning evaluation. Field practice courses allow students to implement the theories learnt.

There are courses with practical orientation such as Religiosity Education, Micro Learning, Introduction to School Fields, Civics Teaching and Learning Strategies, Civics Learning Media, Agrarian Law, Legal and Contract Drafting. Some courses support graduate profile skills, such as: Basics of moral education, Human rights education, Multicultural education, Introduction to Indonesian law, Introduction to Legal Studies, Civics, and National character education.

In BoCE¹⁷, every student is required to take field work and Community Service in the semesters five to seven. These courses shall provide students with real-world experience as well as the ability to formulate problems of this field, collect data and make scientific solutions using the theories and concepts give lectures.

As far as the training of interdisciplinary thinking in the study programme is concerned, respective skills focus on social problems that can be approached from various scientific disciplines, either social-humanity or science and technology, or both. Students can develop abilities and take courses

¹⁷ See chapter 1.1.

such as Digital Transformation, Creativity, Innovation and Entrepreneurship, Statistics, and others. Students also apply interdisciplinary thinking when completing their thesis.

Academic ethics, which is based on science, scholarly characters, and wisdom, is used as a guide for campus community life. The ethical regulation of lecturers in UNY is based on a Rector's Regulation¹⁸, which provides explanations and guidelines on how to behave, communicate, and interact with educational staff in accordance with values, norms, social order, and local wisdom, to obey the law. The regulation also explains the imposition of sanctions for violations of the ethics code for educational staff and lecturers of UNY. There is also a student ethics guide concerning Ethics and Discipline of Student Association at the UNY Campus issued in 2009, that is based on **the UNY Rector's Regulation**. Character education at UNY is conducted through various courses such as: Religious Education, Pancasila Education, Civics, Character Education and Professional Ethics, Educational Science, Fundamentals of Moral Education, and Human Rights Education. The Faculty of Social Sciences (FIS) also focuses on ethical and moral aspects and emphasises the training of graduates who uphold ethics and morality.

Socialisation and internalisation of ethics to students have been carried out by the study programmes, departments, faculties, and university through various student and academic programmes as well as through student organisations. The forms of socialisation and internalisation of ethics and enforcement for students are governed in the UNY regulations and activities, such as Community Service Handbook, Field Work Lecture Handbook, and Field Teaching Practice Handbook.

University and Faculties have built an academic environment by providing opportunities for the development of creativity, critical thinking, as well as agile and global perspective. These opportunities are intended to carry out scientific activities/practices and develop research methods by providing research grants to lecturers at the faculty, university, ministry levels with independent **funding within the country and abroad. This lecturer's research must involve students to provide opportunities for the acquisition of methodological competences and the ability to do scientific work.**

UNY Rector's Regulation concerning Academic Regulations No. 1/2019 chapter IV article 7 requires that students can allocate time for research and community service. The procedure, starting from proposal preparation to report writing, is established. The implementation of this policy is integrated into University courses, Faculty courses, and study programme courses. The integration of research methodology development and scientific practice in university courses is found in the implementation of: (1) creativity, innovation, and entrepreneurship courses, (2) educational practice courses, community services, undergraduate thesis. The integration of the development of scientific methods and practices in the BoCE programme can be shown in the methodology development courses: (1) Civics Education Quantitative Research Methods, (2) Civic Education Qualitative Research Methods, and (3) Social Research Methods.

In the practice of scientific activities and the preparation of the final thesis, students are supported and supervised in relation to how to produce both quantitative and qualitative research in the fields

¹⁸ No. 5/2015 concerning the Code of Ethics for Educational Personnel and Handling of Violations.

of communication, public administration, civic education, and history studies. In this context, students are also taught to be able to develop research data collection instruments with independent, quality, and measurable performance. Another ability that can be mastered is to process data and responsibly interpret the results. Thus, students learn to formulate research problems and develop research hypotheses with quality, measurable and valid reference sources.¹⁹

The examinations per semester consist of a combination of mid-term exam, final-term exam, assignments, and practice /field courses. Working reports that must be submitted after conducting a series of activities or practical works and other formats are deemed suitable to measure the four aspects of learning outcomes (attitudes, knowledge, general skills, and specialised skills). The examinations include written and oral tests, observations, results of collaborative learning, individual assignments, group assignments, presentations, quizzes, insertion exams, and final semester exams. To take the final semester examination, students must meet *inter alia* the following requirements: (a) attend at least 75% of the lectures, (2) not being in a state of undergoing academic sanctions imposed by the Dean and or Rector.

For the final study examination UNY works based on a Final Assignment Guideline (No. 9/2016). For Bachelor students the final assignments have the form of a scientific paper that reflects their ability to conduct scientific thinking processes and patterns through research activities. The thesis examination is regulated in the Thesis Writing Guidelines. It is carried out after the thesis manuscript is approved by the academic supervisor. A Board of Examiners consists of three lecturers who are appointed by the Dean at the suggestion of the coordinator of the Department. The academic supervisor becomes the chief examiner. The results are announced by the Chief Examiner after the exam is completed.

Students' academic achievement is assessed based on knowledge, skills, and attitudes/characters that reflect their competence. The Assessment of learning achievement uses various approaches in accordance with the competencies that must be mastered by students.

Appraisal:

The panel welcomes that 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 optional electives enable students to acquire additional competences and skills.

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

Theoretical questions are, where possible, explained by means of practical examples. Theory and practice are systematically interrelated throughout the curriculum. Theoretical discourse and practical application complement each other in developing the students' qualification profile. The

¹⁹ See SER p. 36

panel notes that UNY enables students to include practical phases in educational practices and field work.

The panel is convinced that the programme qualifies for interdisciplinary thinking.

Ethical implications are appropriately communicated. Also, UNY strongly promotes and considers the identification and reflection of ethical aspects as key competences and as an integral part of the study programme's qualification objectives.

Students acquire methodological competences and are enabled to do scientific work on the required level.

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 wide 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.

	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 to 5 years, 8 – 10 semesters
Number of Credit Points (CP)	146 – 160 sks credits = 236 – 257 ECTS credits
Workload per CP	1 sks = 39,7 h ; 1 ECTS credit= 25 h
Number of courses	52 compulsory courses and 12 elective courses
Time required for processing the final thesis and awarded CP	6 months, 8 sks credits /12.8 ECTS credits
Number of contact hours	2,100

As already mentioned above²⁰, the BoCE programme comprises four to five study years with eight semesters. Students must take a minimum of 146 sks credits and can enrol for more courses up to a maximum of 160 credits to be able to graduate from BoCE. 146 sks credits correspond to about 236 ECTS credits.

Sks is the Indonesian credit points system that could be converted into the European Credit Transfer System (ECTS). Sks are defined as “hours of activity” which generally includes activities such as classroom learning, internship, field work, student-exchange, research, independent study, and village projects. According to the University, for the academic process one sks credit consists of 50 minutes of direct face-to-face lectures, 60 minutes of structured academic activities and 60 minutes of independent self-study, with a total of 170 minutes per week per semester (one semester has about 14 weeks). This means, whereas ECTS credits refer to the whole semester, sks are counted per week. For practical courses and seminars, each credit consists of 100 minutes of face-to-face meetings and 60 minutes of structured assignments. Therefore: 1 sks credit = 170 mins X 14 weeks = 2380 minutes (39.7 hours per semester).

Evaluation of the students’ learning progress is conducted in the semesters 1 to 6. In the third semester, the students of undergraduate programmes must have passed at least 30 courses with no D and E marks with a minimum GPA of 2.50 (two point five zero). Stage I of the learning progress evaluation is done to identify various obstacles in the learning process to plan a more planned, structured, and systemic learning process. The evaluation results are sent to the students, academic advisors, and parents. Stage II of learning progress evaluation determines whether students are able to continue their studies or are declared unable to complete their studies. If a student is unable to complete the study, then he / she is declared to have resigned and given a Certificate of Studying.

In semester eight, students focus on completing the final project (thesis). They choose as many elective courses as they need for the minimum of 146 sks credits (236 ECTS) up to the maximum of 160 sks credits (257 ECTS). Thus, there is room for some elective courses that students can choose in addition to the minimum.

The assessment system to determine the final grade uses the Benchmark Reference Assessment. Students may retake courses to get a better grade if only they get B- grade or lower. The calculation of the Grade Point Average (GPA) is determined by the number of letter grades that have been transferred to the numerical value/weight multiplied by the number of course credits divided by

²⁰ See chapter 3.1.

the number of credits taken by the student in a particular semester. If the grade has not been uploaded, the credit of the course will not be included to calculate the GPA.

The final grades are converted into letters A, A-, B+, B, B-, C+, C, D, and E whose standards and weights are presented in the following table.

Final Grade and Its Conversion

Final Grade Scale 100	Conversion	
	Letter Grade	Weight
86 - 100	A	4.00
81 - 85	A-	3.67
76 - 80	B+	3.33
71 - 75	B	3.00
66 - 70	B-	2.67
61 - 65	C+	2.33
56 - 60	C	2.00
41 - 55	D	1.00
0 - 40	E	0.00

The curriculum is in the first row subdivided into modules and in the second into courses. In terms of a classification the modules subsume the group of courses that are designed and required by the University (modules 1), by the Faculty (modules 2), by the Study Programme (modules 3) as well as elective courses (modules 4) and practices (modules 5). Other than the modules, the courses are explained in descriptions in terms of syllabi. They provide information on elements, such as course content, name of the lecturer(s), teaching and learning methods, expected learning outcomes, mode of teaching, workload / the number of credits (in sks and ECTS), and a list of obligatory and additional literature in terms of recommended reading. As the mode of delivery, most syllabi are mentioning “Distance learning / face to face”, others “Blended Learning”. The syllabi are collected in “Handbooks of Bachelor of Civic Education”.

In 2020 / 2021 the Ministry of Education and Culture (Mendikbud) published new ministerial decrees²¹, that introduced a new policy called “Freedom to learn”. For higher education it has been titled “Merdeka Belajar – Kampus Merdeka” (MBKM). This policy aims to give students the right to learn outside the home university and the study programme up to three semesters (with 20 sks credits per semester) with the following core elements: (1) Internship, (2) Project in a village, (3) Student exchange, (4) Research, (5) Entrepreneurial activities, (6) Independent study or project, (7) Humanitarian project, (8) Teaching in school. The list of activities can be taken from programmes determined by the government and/or from programmes that are approved by the Rector. Every selected activity must be guided by a University lecturer.

The implementation of the MBKM is regulated in the Rector’s Decree No. 5/2020 concerning the Independent Campus-Freedom to Learn for Applied Undergraduate and Undergraduate Programmes at UNY and the Rector’s Decree No. 7/2020 concerning Guidelines for Implementing

²¹ Mendikbud Decrees, 2020 No. 3 – 7.

the Independent Campus-Freedom to Learn for Applied Bachelor's and Bachelor's Programmes at UNY.

For the semesters 5 and 6 the curriculum comprises MBKM courses with a workload of overall 8 sks credits. Students may choose internships, humanity projects, or transfer credit programmes outside UNY with a longer duration. To guarantee the recognition of credits obtained by the students in these activities, UNY academic regulations No. 17/2021 offer the possibility of credit transfers and their recognition respectively.

UNY has presented diploma supplements (DS) as patterns that are used for “explaining the holders learning outcomes”. The DS comprise inter alia information about the editing University, the study programme, the holder's identity, the learning outcomes, conveyed knowledge and skills, the grading system, the period of regular study, participation in academic activities, the Indonesian higher education system, and the Indonesia Qualification Framework. Lacking is information about the national sks credit system, the conversion to other credit systems, in particular the ECTS, and a relative grade or an ECTS grading table which shall replace the present grading table.

As far as the feasibility of the study workload is concerned, students have the possibility to comment on workload problems. But this is not part of a systematic and regular survey. In particular, when students are asked to fill out a questionnaire on the study programme the indicators assessed do not include the feasibility of the study workload.

UNY is in favour of an academic climate that upholds gender equality and services for people with disabilities in line with the Human Rights Law, education for all, the National Education System Law, and other relevant laws and regulations. Admission of new students at UNY is free of gender discrimination.

UNY also strives to become an inclusive university that is friendly to people with disabilities. Those with disabilities are given wide opportunities to participate in the student admission process. Information regarding registration requirements that are non-discriminatory and accessible to all parties it is available at the UNY website. UNY has become the location of the 2021 Computer-based Exam of Joint Entrance Test for State Universities for people with disabilities or special needs a few years ago. For students with disabilities, this University also provides several facilities and infrastructure, such as ramps, and lifts. In lectures, every student gets equal learning opportunities, including participating in discussions and presentations. However, binding regulations for students with disabilities and students in special circumstances about formal requirements on affirmative actions, study conditions and examinations (such as extension of deadline) do not exist.

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 that are assigned to “modules”. As these modules subsume the courses based on origin and not on thematic context the structure has not been modularised in the sense of the ECTS User's Guide. Therefore, the panel recommends UNY structuring the modules of the curriculum based on the ECTS User's Guide. This would also be helpful for student exchange and cooperation with universities in Europe.

The University assigns sks and ECTS credits per course on the basis of the necessary student workload. Practical components, if existent, are designed and integrated in such a way that credits can be acquired. The panel welcomes that UNY has incorporated the MBKM requirements and chances for the students in a flexible way, based on recognition of credits achieved.

The course descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide. Nevertheless, several of them are not sufficiently precise. E.g. syllabi describe the mode of delivery as "Blended Learning" or "Distance Learning" although this does not happen based on a respective didactic concept²². Therefore, the panel recommends the University stating in the syllabi the mode of course delivery more precisely.

The panel welcomes that UNY developed a Diploma Supplement which includes information for graduates, so that the institution, the grades awarded, the subject area and learning outcomes can be properly understood and correctly compared. Lacking for this purpose of the DS are information about the credit system sks, the conversion sks/ ECTS and a relative grade or an ECTS grading table. Therefore, the panel recommends the following condition:

The University completes the information in the Diploma Supplement regarding

- a. the national credit system (sks),
- b. the conversion from sks credits to ECTS credits, and
- c. a relative grade or an ECTS grading table.

The panel members share the opinion that the BoCE programme contains too many courses. They recommend reducing the number of courses in order to improve the clarity of the programme structure also in the context of intended international outlook and to spend more time on the different subjects.

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, and by appropriate support services as well as academic and general student counselling. However, the feasibility of the study workload is not part of a systematic and regular survey conducted by the University. Therefore, the panel recommends the following condition:

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

The legally binding study and exam regulations contain all necessary rules and procedures and take into account, where applicable, national requirements. The study programme is designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The recognition of degrees and periods of study at other HEIs is regulated; the recognition of periods of practical work – insofar intended – is also clearly defined. The final grade is supplied with an ECTS grading table.

²² See below chapter 3.3.

The HEI ensures gender equality and non-discrimination. Binding regulations for students with disabilities on affirmative actions concerning time and formal standards/requirements throughout the programme and examinations do not exist. This is also applicable to students in special circumstances, such as single parents, foreign students, students with a migration background and/or from so-called non-academic backgrounds. Therefore, the panel recommends UNY developing regulations on binding disadvantage compensation for students with disabilities or in special situations.

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

3.3 Didactical concept

In implementing the curriculum in teaching, lecturers at UNY apply student-centred learning with self-directed learning, cooperative learning, collaborative learning, project-based learning, and role-playing²³. Other learning methods such as discussion, teamwork and group presentation are also used. Moreover, UNY promotes active involvement of its students in society through various off-campus activities such as research, humanitarian projects, entrepreneurial activities, independent projects, and community service programmes.

The students' workload comprises overall two thirds self-study and one third hours in class or external projects²⁴. The University explained that under the conditions of the Covid-19 pandemic blended learning was carried out through, structured tasks with asynchronous e-learning, independent assignments, seminars, field practices, research, community services and face-to-face meetings. Normally, 16 meetings take place in each semester, and students must attend at least 75 % of the face-to-face meetings held.

During the online conference, the panel got different answers to the question whether in the future UNY would continue using online teaching. Some University members told the panel, it would not be continued, others said, UNY could switch to 50 / 50 face-to-face teaching and in digital mode.

Learning materials used in the BoCE programme are developed based on the PLOs and support the expected POs. The lecturers must develop their lecturing materials in hand-outs, student books, digital books, journal articles, learning videos, etc. Students get access to these materials through

²³ See e.g. SER p.14.

²⁴ These numbers are based on the curriculum of BoCE.

UNY's online Learning Management System (LMS) called BeSmart²⁵. The materials are oriented at students' learning outcomes by identifying the selected qualification level. In many cases, the learning materials mentioned in the syllabi for recommended or required reading, are not up-to date.

The study programme invites guest lecturers on a limited scale, such as from University of Humanistic Studies, The Netherlands. The national and international guest lecturers conduct workshops, book discussions, public lectures.

BoCE is committed to giving optimal services in the learning process and implementing collaborative strategies. Collaborative strategies do not merely involve the active students during the learning process but also invite them to share their learning experiences with other students. Potential students who have been rigorously selected and meet the criteria are appointed to be teaching tutors. Generally, students involved as teaching tutors are the final-year students who have finished all theories. Teaching tutors are also involved in the process of developing Module Handbooks, responding to material delivered by lecturers, evaluating students' work, and mentoring students.

Appraisal:

The panel welcomes that the BoCE courses are oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects. Students are encouraged to take an active role in creating the learning process.

On the other hand, the panel could not discover a clear didactical concept for the programme. Particularly the future orientation towards online teaching and face-to-face teaching did not become clear. A clarification is necessary insofar as digital and offline teaching and learning partly require different conceptual methods.

Therefore, the panel recommends the following condition:

The University elaborates a didactical concept that clarifies in particular the contribution of digital teaching and face-to-face teaching as well as the corresponding didactical methods.

Also, as the self-study has a share of two thirds of the overall workload the panel has the opinion **that the courses are too much relying on students' self-study**. It recommends UNY increasing the share of in-class teaching or adequate digital teaching as well as intensifying the guidance for the **students' self-study** with a sufficient number of instructors.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. However, the panel considers the learning materials

²⁵ <http://BeSmart.uny.ac.id/v2/>

mentioned in the syllabi in many cases not to be up to date and digitally accessible for the students. Therefore, the panel recommends the following **condition**:

The University will revise the syllabi in such a way that the learning materials for recommended or required reading are up to date.

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.

Lecturing tutors support the students in the learning process and help them develop competences and skills.

	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)				Condition	
3.3.2* Course materials (Asterisk Criterion)				Condition	
3.3.3 Guest lecturers			X		
3.3.4 Lecturing tutors			X		

3.4 Internationality

BoCE offers courses with international content, such as Comparison of Government Systems, law courses (e.g. International Law, Trade Law, Civic Law, Governance Law), Public Policy, Criminology, and Political Science, moreover International Institutions, Global Citizenship Education, and Human Rights Education. Intercultural content is contained in several courses on Customary Law, Islamic Law, Multicultural Education, Human Rights Education, and several religious lessons that students can choose according to their respective beliefs. The study programme invites visiting professors²⁶, which also aims to support its internationalisation.

Although at present it has no foreign students, BoCE in general supports international students (incoming students) as well as credit transfers for national students who study abroad (outgoing students). **UNY's international service office also offers support for students, for participating in international competitions, cultural camps and international seminars.**

BoCE does not include faculty members from abroad. But there is one lecturer who graduated from an Australian university and another lecturer who gathered international experience abroad.

Based on the Academic Regulation, every Bachelor programme student at UNY is required to have a minimum score of 425 of ProTEFL (according to UNY equivalent to TOEFL Test²⁷). In supporting

²⁶ See chapter 3.3.

²⁷ See SER p. 54.

the university effort to become a world-class university, the study programme implements foreign language components in the study programme curriculum through Basic English and English for Academic Communication courses. Other than that, in solving problems through scientific reasoning, in both coursework and exams, students are directed to use international journal articles published in the last ten years as references.

Appraisal:

The panel welcomes that international contents are an integral part of the curriculum. Students are thus prepared for the challenges in an international working environment. Also, through practical examples, students are enabled to act in an intercultural environment.

As the study programme does not include students from abroad, the composition of the student body does not correspond to the programme concept.

The faculty does not include teachers from abroad, but two teachers with international academic and professional experience. However, the panel takes the view that this degree of experience in the team of lecturers is not sufficient for promoting the students' acquisition of international competences and skills.

The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programme. However the panel has the view that BoCE as a subject with international orientation does not offer a sufficient quantity of courses in English. Therefore, the panel recommends UNY increasing the number of courses that are taught in English.

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

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

Students gain theory and practice in communication and public speaking as well as cooperation in an orientation programme that is mandatory for new students at the beginning of their year of admission. In this orientation programme, students achieve insights into the importance of integrating theory and practice, interdisciplinary thinking, scientific methods and practice, assessment and multidisciplinary competencies, and skills that play a key role for the overall learning process.

In addition, students can achieve multidisciplinary competencies and skills through the implementation of the Independent Campus-Freedom to Learn Curriculum. The respective courses and activities allow significant changes in the learning process, thus creating a learning culture that is innovative and relevant to the students' needs. Students have broad opportunities to gain learning experiences outside the study programme for three semesters both inside and outside the university. This includes training of cooperation and settlement of conflicts.

Appraisal:

The panel is convinced that the students acquire communication and public-speaking 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.

The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured.

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

3.6 Skills for employment / Employability (Asterisk Criterion)

The study programmes integrate theory and practice in the curriculum to produce graduate profiles that link and match industry needs. Moreover, the Independent Campus-Freedom to Learn (MBKM) also supports the study programme's efforts to equip graduates with practice experience for the labor market. The implementation of the curriculum policy allows students inter alia to experience long internships and / or entrepreneurial activities.

Appraisal:

The panel takes the view that the promotion of employability – for instance through the integration of theory and practice and through the promotion of multidisciplinary competences and skills – runs as a common thread of the study programme through all its modules/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

Structure and total number of lecturers are stipulated in different legal regulations²⁸. For each study programme a minimum of five lecturers with academic qualifications of master, applied master or doctorate is required.

The provisions for academic positions of academic lecturers include professors, associate professors, assistant professors, and lecturers. The current data of the lecturers for BoCE are as follows:

Study Programme Faculty Members

Title	Number of Faculty Members	Percentage
Professor	2	8.4 %
Associate Professor	9	37.5 %
Assistant Professor (Lektor)	4	16.6 %
Assistant Professor (Ahli)	3	12.5 %
Teaching Staff	6	25,0 %
Sub-total	24	100.0 %

In the academic year 2020 / 2021 BoCE had overall 429 students²⁹, facing 24 members of lecturers. This means a ratio 1 lecturer to about 18 students. 17 lecturers are working full-time.

All faculty members fulfill the respective legal requirements. They are appointed by the Government or the UNY management and work full-time. They have the status of permanent lecturers or honorary lecturers. All permanent lecturers in UNY have received professional certifications as educators. They continue to improve their teaching skills by participating in PEKERTI activities (Indonesian handicraft) and Applied Approach and certification training such as Certified International Qualitative Researcher (CIQaR) and Certified International Quantitative Researcher (CIQnR).

The lecturers' duties are stipulated by law as well. Their basic duties comprise teaching, research, and involvement in community actions ("Tri Dharma"). Teaching is the main task, which is compulsory for every lecturer registered. They are requested to participate in teaching activities for minimum in two subjects per semester (equivalent to 12-16 ECTS credits per semester). Besides conducting lectures, they must plan the learning process, conduct assessments of learning outcomes, report on activities of students at the end of each semester, develop and evaluate test

²⁸ See Law of the Republic of Indonesia No. 14/2005 concerning Teacher and Lecturer, the Regulation of Minister of Research, Technology, and Higher Education (Permenristekdikti) No.50/2018 concerning National Standard of Higher Education (SNPT), Article 29 paragraph 4, and national standards of higher education (SN Dikti), Article 29 paragraph 8.

²⁹ See SER p. 4.

materials in accordance with the objectives of the learning achievements, and carry out certain management functions.

UNY ensures that every lecturer has met the specified requirements and fulfilled the study programme objectives³⁰. To ensure their academic qualifications, lecturers' qualifications are determined through standard procedures by the government and by UNY. In the lecturer recruitment process, study programmes are involved, and the process refers to the selection system carried out by the University based on relevant regulations. In BoCE, eight lecturers have a Master degree, eight lecturers made their Doctors, and eight lecturers are pursuing their doctoral studies. Five full-time lecturers are lawyers by training, other lecturers are graduates in social sciences, education or humanities.

The University guarantees that lecturers have the pedagogical competence and qualifications that are required for the study programme. In the lecturer recruitment test, microteaching is one of the criteria. To improve the qualifications of lecturers in the learning process, workshops on the preparation and evaluation of module handbooks and modules for the teaching guides in the classroom are regularly held to improve the pedagogic qualifications of lecturers.

In BoCE, five lecturers have off-campus practical experience, as presenters and examiners for the provincial government, as research director of an institute, or as advisor.

Internal collaboration among lecturers occurs in lecture activities, research, and community services. In lectures, internal activities are conducted, one of which is through team teaching. Internal collaboration in team teaching starts from preparing the lesson plan, lecture materials, and media to the delivery of lectures and exams. Several courses are taught in groups to provide students with various perspectives on their area of expertise in the same course.

Before the start of each semester, the study programme holds lecturer meetings to discuss the preparation of lesson plans and to prepare for the upcoming semester. These meetings include lecturer group discussions based on their areas of expertise to adjust the lesson plans to the most current demands. At the end of the semesters, study programme meetings are also held for monitoring and post-lecture evaluation.

Support for students is an integral part of the services provided by lecturers to help students succeed in pursuing their studies. **This support is based on the Rector's Regulations³¹.** It is carried out as follows: Giving academic supervision and guidance to students in conducting research, supporting entrepreneurship, student's creativity, student competitions, and thesis writing.

At UNY, an academic advisor whose role is to provide academic guidance and advice is assigned to every student in order to enable them to complete their studies on time and with high academic achievements. If there are no obstacles (for example, an academic advisor pursuing further

³⁰ See SER p. 59.

³¹ (1) Law No. 14/2005 concerning Teacher and Lecturer; (2) Government Regulation No. 98/2000 in conjunction with Government Regulation No. 11/2002 concerning the Procurement of Civil Servants; and (3) Government Regulation of the Republic of Indonesia No. 37/2009 concerning Lecturers. No. 24/2017 concerning UNY Quality Standards and the Rector's Regulation No. 1/2019 concerning UNY's Academic Regulations.

studies), the appointment of an academic advisor for a student is effective from the student's admission to graduation. Students must seek consideration and approval from their academic advisors before completing the online Study Plan Card/KRS. The courses taken should conform to the number of credits required in UNY's Academic Rules. The academic advisor oversees monitoring students' academic progress as well as keeping students' academic records.

In addition to academic guidance facilities, students also attain a thesis supervisor. In accordance with the Higher Education Standards, a lecturer is allowed to supervise up to **10 students' theses** per year. The thesis supervisor provides guidance or structured research advice in the context of preparing a thesis or non-thesis final project. The guidance service for thesis writing is available both online and offline.

Support from the lecturers is also available when students do internships, field-work practice or community service. Outside classes, supervisors are assigned to help students with other student activities. Each student activity unit and association have a regular schedule that is carried out under the supervision of the lecturers. Supervisors also provide assistance to students who participate in tasks, such as competitions, research grants, and entrepreneurship grants.

The University requires the lecturers to involve students in research groups and community service projects. Collecting primary and secondary data for the research is one the examples of student involvement. This participation allows students to use their knowledge of research methods and provides experience for writing papers and theses. In community service, lecturers involve students in activities that foster collaboration with parties at the community service site.

Students are allowed to consult or discuss the aforementioned activities with the supervisors during or outside working hours. Outside classes, the lecturers provide opportunities to discuss various aspects of lectures, such as consultation on internships, writing contests that students participate in, scholarship to study abroad, and the types of careers that can be pursued by students after graduation. Lecturers provide support to students using a range of communication media, including face-to-face meetings, WhatsApp, video conference platforms such as Zoom and Google Meet, and other social media.

Appraisal:

The panel is convinced that the structure and number of the faculty correspond to the programme requirements and ensure that the around 430 BoCE students (2020/2021) achieve the intended qualification objectives. **The faculty's composition, consisting of full-time and part-time (visiting) lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied.** However, as more than one third of the curriculum are courses on law, the panel recommends UNY including a higher number of lawyers by training.

The academic qualification of the faculty members corresponds to the requirements and objectives of the study programme. UNY verifies the qualifications of the faculty members by means of an established procedure. Specific measures for further qualification of the faculty members are implemented.

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

The practical business experience of the faculty 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. During the online-conference it became apparent to the panel members that the members are giving fruitful and effective support to the students.

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

4.2 Programme management

The study programmes at UNY are led by a coordinator, who is responsible for formulating policies. Furthermore, the study programme coordinator ensures that the number of active academic staff and students’ workloads meet the quality standards. Moreover, he/she coordinates the implementation of all study programme activities, including offline and online lectures.

Regular meetings are held as part of the study programme coordinator's duties. In those meetings, the coordinator can provide comments, suggestions, and criticism for the success of the institutions.

Leaders of FIS oversee overseeing work programmes, which includes planning, implementing, developing, and evaluating the study programme. The Dean coordinates activities related to the Three Principles of Higher Education, ensuring that the programmes and activities are carried out by staff in accordance with their roles and responsibilities. The programme must also be implemented according to the schedule that has been established. Furthermore, evaluations are carried out to document the lacks and weaknesses that will be used as a basis for future improvements.

An adequate number of administrative staff is available not only at the study programme level, but also at the faculty and university level. Each study programme at FIS has administrators who support lecturers and students. At the Faculty level, the staff is led by an administrative coordinator who oversees services in three divisions: academics, students and alumni, finance, accounting, general affairs as well as personnel and state-owned property.

Administrative services related to student affairs include excellent student awards, Student Activity Units' event proposals, Alumnae Association registration, student affair information, scholarships, students' welfare, and students' insurance claim.

The students have a personal UNY e-mail address with the domain @student.uny.ac.id. They can use this page inter alia to submit an application for a research or observation permit. The study programme's administration staff shall respond within 24 hours. Other online administrative services are provided to ease students to access administrative services, registration information services, and information about graduation. Moreover, lecturer support is carried out through the implementation of supporting tools integrated with a single sign on (SSO) system via the UNY email address. Processing official letters for academic and non-academic activities, funding support, and student academic assessments can be done through the e-service.

Moreover, for document archiving, the study programmes store any data held on Google Drive "*Satu Data Komunikasi*" (Communication's One-data). It is essential because it stores the files needed to develop students and the study programme. It contains academic and organisational documents such as lesson plans, exam questions, student achievement data, that can be accessed by all lecturers of the study programme. Organisational documents include curriculum development plans, survey instruments, lecturer data, financial reports, and documents for study programme accreditation preparation.

Appraisal:

The programme coordinator organises 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. Teachers and students are included in the decision-making processes where their areas of work are involved.

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

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

4.3 Cooperation and partnerships

To improve the collaboration, the Faculty conducts visiting lecturer activities, joint research and scientific forums with both domestic and foreign universities, such as University Malaya (UM), National University Singapore (NUS), Universiti Teknologi Mara Malaysia (UiTM), Universiti Utara Malaysia (UUM), Universiti Kebangsaan Malaysia (UKM), and Sultan Idris Education University (UPSI).

BoCE cooperates with Universitas Muria Kudus Central Java and Universiti Sultan Idris Malaysia in the form of discussions on the development of study programmes, mini conferences, and joint research. Moreover, the international cooperation involved Jose Rizal University (Philippines), and Universiteit Voor Humanistiek (The Netherlands). The collaborations improve the relevance and productivity of research.

The UNY study programmes are committed to improving cooperation with companies and organisations to expand networks, hold mutual activities, and provide internships and career opportunities for study programme graduates.

BoCE has cooperated with non-governmental organisations (NGOs), professional organisations, and business enterprises to improve and strengthen knowledge in the Civic Education field. Cooperation with Non-Governmental Organisations (NGOs) is carried out with SETARA Institute for Democracy and Peace, a non-governmental organisation that conducts research and advocacy on democracy, political freedom and human rights. This collaboration is carried out to promote democracy and human rights. Cooperation is also carried out with professional organisations of Pancasila and Citizenship educators who are members of the Association of Indonesian Pancasila and Civic Education Professionals/Asosiasi Profesi Pendidikan Pancasila dan Kewarganegaraan Indonesia (AP3Kni). Cooperation with AP3Kni is carried out in terms of journal publishing so that journals published by the study programme get professional recognition from professional organisations.

Appraisal:

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

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

	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

As the on-site visit had to be replaced by an online conference, UNY made available to the panel information on its building, rooms, and the library as well as descriptions in the self-evaluation report thereof. According to UNY³², the University provides facilities and infrastructure to support research activities such as laboratories, workshops, studios, and others according to the needs of lecturers and students. Those facilities and infrastructure have met quality, work safety, health, comfort, and security standards.

FIS has classrooms equipped with modern IT tools and with a capacity for 50 students each. They have been equipped with various learning facilities such as LCDs, computers, white boards, Wi-Fi networks, audio speakers, and air conditioning. In addition, there are facilities that support accessibility for students with special needs (disability) such as special lanes for wheelchairs, special toilets for disabled users, and several classrooms located on the 1st floor.

The rooms for lecturers and administrative staff are located in the main building, and some of the lecturer rooms are located in a special building for lecturers. In addition, there are two conference rooms that can accommodate 100 people and 200 people. These conference rooms can be used for

³² See SER p. 71 ff.

seminars and student activities. There are also rooms for a Thesis Final Project proposal seminar and Thesis Examinations.

The BoCE study programme is supported by learning facilities such as the Civic Education laboratory which is located on the second floor of the FIS. The integrated laboratory can be used as a centre for practice, research, learning resources, and scientific development in the field of Citizenship Education. In addition, there is a microteaching laboratory equipped with cameras and state-of-the-art audio-video equipment that can be used for practical teaching exercises for students.

Moreover, in order to support the efforts in creating a dynamic academic atmosphere, outdoor group rooms or gazebos facilitated with electricity and Wi-Fi networks are provided so that students can use them to have discussions.

UNY has a reliable internet network and provides Wi-Fi networks that can be accessed for free by students throughout the campus area. Various information systems and learning resources managed by the Technical Implementation Unit of Computer Centre UNY/UPT Pusat Komputer UNY can be accessed by lecturers and students through Single Sign-On (SSO).

In addition to UNY's central library, FIS also provides a faculty library that serves all study programmes. To support lectures, there are more than 1500 reference sources: books, journals, and research reports. They are available at the FIS library. The library provides offline services every weekday from 07.00 AM - 04.00 PM. Students can borrow the collections within a certain period. They can also read theses written by alumni in the library reading room.

Apart from offline, students can also access the UNY library's literature collection and the FIS library online. There are online services such as book order, book check out, and EZproxy³³ UNY access (access to journals and e-books subscribed to by UNY). This accessibility makes it easy for students to obtain electronic resource collections in the forms of e-books and e-journals. Students can also access sources outside UNY, such as Scopus journal database, Proquest, JSTOR, Springerlink, EBSCO. This library page is also connected to other sources such as Perpunas (national library) E-resource.

Appraisal:

Since the online conference was conducted replacing an on-site visit, the panel did not have the opportunity to visit UNY's **buildings. Instead**, UNY provided descriptions of its premises and facilities. Based on the materials provided, the panel got the impression that the study programme has existing capacities for teaching, research, studies, and administration.

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

³³ An access and authentication software allowing remote access to e-journals, e-books and databases.

internet via wireless LAN is provided free of charge. A sufficient number of group rooms is available. However, the panel learned from students during the online-conference that in some parts facilities should be updated.

The opening hours of the library take students' needs sufficiently into account. Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured. The literature expressly required for the study programme is available in the library and also kept up to date. However, the panel recommends organising an own access to a digital platform on international books and journals which will be useful for widening the international activities and orientation of BoCE. Moreover, the panel recommends UNY allocating more resources for international printed materials.

		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

UNY's career guidance and job information service programmes for students and graduates are coordinated by the Career Development Centre/Pusat Pengembangan Karir (PPK) of the Institute of Educational Development and Quality Assurance/LPMPP UNY. These activities include:

1. Job Information

Dissemination of job information is conducted through the Career Development Centre's Twitter and Facebook accounts. Apart from the announcement board at the Career Development Centre, each Faculty and department also provide information about job vacancies.

2. Job Fair

The Career Development Centre organises online and offline job fairs, whereas UNY Career Days, Entrepreneur Expo, and other job fairs have been routinely conducted offline.

3. Career Planning

Career planning is carried out systematically by the Career Development Centre by providing employment information for students and alumni and providing consultation services and career guidance for students and alumni. Periodically, the Career Development conducts job application training which is combined with other activities aiming at maximising the synergy.

4. Job Placement Service

Job placement services are carried out by the Career Development Centre through campus recruitment for institutions in need and other special services, such as teacher placement at the request of certain institutions or collaboration with certain local governments.

Lecturers at FIS provide counselling services and work placements, especially through academic supervisors. FIS also collaborates with agencies to build networks that are beneficial for work placements for study programme graduates.

In addition, the faculty is committed to paying close attention to agencies that have potential for collaboration to provide work placement opportunities for FIS alumni. All study programmes at UNY collect alumni data, form alumni networks, and hold career talks with alumni of the study programmes. The activities that have been carried out are a tracer study and alumni talks at the Faculty level. The academic and non-academic programmes carried out are career talk/alumni sharing, alumni gathering/greeting, community service, seminars with alumni as resource persons, guest lectures, entrepreneurship events, and donations of funds and facilities.

In BoCE, there are also alumni mailing lists on several social media as a forum for the alumni community to exchange information about the world of work.

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. The HEI provides sufficient resources.

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

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

4.6 Financing of the study programme (Asterisk Criterion)

As a state university, in accordance with the Law No. 20/2012 concerning Higher Education, the funding resources for UNY come from the State Budget/Anggaran Pendapatan dan Belanja Negara (APBN) and the fees that students pay for services such as entrance examinations. The budget sourced from the APBN is prepared every year in the form of an Integrated Activity Plan and Budgeting/Rencana Kegiatan Penganggaran Terpadu (RKPT).

Appraisal:

The panel is convinced that the study programme is funded for the entire accreditation period so that students will definitely be able to complete their studies.

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

5. Quality assurance and documentation

As mandated in Article 53 of the “Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education”, the Higher Education Quality Assurance System (SPM Dikti) consists of the Internal Quality Assurance System (SPMI), developed by the University, and the External Quality Assurance System (SPME) conducted through accreditation. To make this a reality UNY has arranged the implementation of quality assurance in the UNY Rector Regulation No. 41/2019 concerning UNY Internal Quality Assurance Systems/IQAS which consists of four IQAS documents, namely UNY Quality Policy, UNY Quality Manual, UNY Quality Standards, and Quality Procedures/Performance/Work Instructions.

The IQAS documents are guides for administrators at all levels as well as for lecturers, students, and administration to improve the quality of higher education at UNY. IQAS of UNY is implemented based on the cycle of Determination, Implementation, Evaluation, Control, and Improvement (PPEPP) of Higher Education Standards.

The implementation of the standards is the daily tasks of all units (study programmes, faculties, graduate school, institutions) as well as all lecturers, students, and administrative staff at UNY. The standard implementation includes education and teaching activities, research, community services, student affairs, as well as governance and collaboration.

The standard implementation is evaluated, among others, through an internal quality audit which is conducted annually. The purpose of this audit is to determine the achievement of the standards that have been previously set. The results of the internal audit implementation process become the basis for control, which is carried out in the Management Review Meeting (RTM) both at the department and at the Faculty level. The process of implementing the UNY Internal Quality Audit is regulated. The report about the results will be submitted to the study programme coordinator as an evaluation material for the study programme.

The evaluation is also carried out by filling out various surveys involving students, lecturers, and education staff. For example, learning evaluation is conducted with students as respondents and evaluation of the various quality of faculty services is conducted with lecturers, education staff, as well as students as respondents. Additionally, graduates and representatives from the business world are included in the respective committees to plan and assess quality assurance and development procedures.

BoCE’s evaluation of the learning process is carried out based on the data obtained from the Monitoring and Evaluation System (SIMONA) of UNY. At the beginning and the end of every semester after students filled out a questionnaire. This system provides results in the form of **evaluation of lecturers’ performance** from aspects of learning and allows students to make suggestions for the improvement of the implementation of courses and lecturers.

In addition to using SIMONA UNY, the evaluation in BoCE is carried out through the Advocacy of the History Student Association with the initiation from the study programmes. This advocacy is conducted to provide input, criticism, and suggestions from the students to the study programme.

Students experienced confusion in dealing with changes in the learning process from offline to online mode during the COVID-19 pandemic.

Study programme evaluation by lecturers is conducted in such a way that the implementation of teaching and learning, organisation, as well as goals to be achieved are evaluated. In the evaluation, lecturers analyse how the course provides benefits for students when entering the work field, what the learning outcomes among courses are, and whether the courses have the same learning outcomes so that they need to be reformulated. Moreover, each lecturer presents the study programme lesson plan for one semester in front of fellow lecturers who are in charge of different courses.

The University, through the Institute of Quality Assurance and Educational Development (LPMPP), has established a Certification and Career Centre. The centre creates a tracer study and an analysis of the extent to which UNY graduates can compete on the labour market. The results of the tracer study are submitted to the study programme to be analysed and to be used as the basis of its performance evaluation. The tracer study is aimed at all UNY alumni and conducted annually.

A graduate user satisfaction survey aims to obtain an evaluation and assessment of the performance of graduates by their superiors. Aspects assessed include ethics, expertise, foreign language skills, use of information technology, communication skills, teamwork, and self-development. The results of the graduate tracks are published on UNY's website and disseminated to all lecturers and education staff in the FIS environment through department meetings; to students through a forum between lecturers and students which is held at the end of each semester as well as to students' parents through a plenary meeting of parents/guardians which is held annually.

Information and documentation related to study programmes and curricula is published in both printed and digital forms such as study programme webs, department catalogues, student guides, semester lesson plans, and various other learning tools. The departments' administrative and educational staff continuously update the documents. Students have access to all university, faculty, and department websites which contain profile information on UNY and various student guides. Data transparency is open to the public regardless of their roles and responsibilities.

Information regarding curriculum, academic calendar, schedule for each semester, and others are available on the UNY website as well. The study programme is committed to continuously updating the website so that the public can appropriately read all information and its activities. This includes current news and information on the programme.

All BoCE activities for one academic year can be accessed through the study programme website. The study programme activities, for example mechanism for letter submission, curriculum guides, and other study programme activities. All information is uploaded to the website and updated regularly to help students, parents, or stakeholders to monitor the study programme activities. Students and parents can access the website.

BoCE collaborates with the press that functions as a bridge between the study programme and the public. It also collaborates with news agencies and television networks.

Appraisal:

The panel welcomes that UNY, based on the binding legal provisions, has set up 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. It takes into account the evaluation results and the analysis of success rate, graduate employment as well as the profile of the student population. The panel notes that students have the possibility in each semester to comment on the quality of teaching, the quality of teaching materials, delivery methods and others to be critically evaluated so that changes may take effect in the following semester.

Additionally, graduates and representatives from the business world are included to plan and assess quality assurance and development procedures. They participate in the regular review process. Within the framework of controlling the implementation, it is ensured that measures are a) implemented, b) reviewed and evaluated with regard to their quality and faithfulness to the original objective, c) modified and adapted if necessary, as well as d) documented.

The panel notes that the study programme takes into account the students' feedback on the feasibility of the study workload, although this is not part of a systematic and regular procedure. In this respect, the panel refers to the condition in chapter 3.2 of this report.

Quality control by students, by faculty as well as external evaluations by alumni and third parties – in particular tracer studies – are carried out on a regular basis and in accordance with a documented procedure; the outcomes are communicated and provide input for the quality development process.

The study programme's content, curriculum and examination scheme have been suitably documented and published (e.g. course plan and exam regulations). UNY regularly publishes current news and information – both quantitative and qualitative – about the study programme.

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

Quality profile

HEI: Universitas Negeri Yogyakarta

Study programme: Bachelor of Civic Education

		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)				Condition	

		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)				Condition	
3.2.4	Equality of opportunity			X		
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)				Condition	
3.3.2*	Course materials (Asterisk Criterion)				Condition	
3.3.3	Guest lecturers			X		
3.3.4	Lecturing tutors			X		
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2	Internationality of the student body				X	
3.4.3	Internationality of faculty				X	
3.4.4	Foreign language contents				X	
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		
3.6*	Skills for employment / Employability (Asterisk Criterion)			X		
4.	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 (Asterisk Criterion for cooperation programmes)			X		

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