

Decision of the FIBAA Accreditation and Certification Committee



10th Meeting on June 21, 2023

PROGRAMME ACCREDITATION

Project Number:	21/136 cluster 1
Higher Education Institution:	University of Lampung, Indonesia
Location:	Bandar Lampung, Indonesia
Study Programmes:	<ol style="list-style-type: none">1. Bachelor of Communication Studies (Sarjana Ilmu Komunikasi (S.I.Kom)) (Bachelor of Communication Science)2. Bachelor of Business Administration (Sarjana Ilmu Administrasi Bisnis (S.A.B)) (Bachelor of Business Administration)3. Bachelor of Public Administration (Sarjana Ilmu Administrasi Negara (S.A.N)) (Bachelor of Public Administration)
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 programmes are accredited with one condition.

Period of Accreditation: June 21, 2023 - June 20, 2028

Condition (see chapter 5.1):

The University

- a. 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;
- b. conducts the student surveys anonymously.

Proof of meeting this condition is to be submitted by March 20, 2024.

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution:

University of Lampung, Indonesia

Bachelor programmes:

1. Bachelor of Communication Studies
2. Bachelor of Business Administration
3. Bachelor of Public Administration

Qualification awarded on completion:

1. Sarjana Ilmu Komunikasi (S.I.Kom) (Bachelor of Communication Science)
2. Sarjana Ilmu Administrasi Bisnis (S.A.B) (Bachelor of Business Administration)
3. Sarjana Ilmu Administrasi Negara (S.A.N) (Bachelor of Public Administration)

General information on the study programmes

Brief description of the study programmes of the Faculty of Social and Political Sciences of the University of Lampung (UNILA):

Bachelor of Communication Science (BCS)

The programme aims to develop graduates with ethical attitude, competitive and integrity skills on science and technology in meeting global challenges and useful for national and global society. The programme improves knowledge and skills of community through the application of science and technology in the field of communication and establishes mutually beneficial cooperation with government and private stakeholders.

Bachelor of Business Administration (BBA)

The programme aims to provide graduates with theoretical and practical skills related to business tailored to the needs of real work, industry and Small Medium Enterprises (SMEs). The programme develops innovation and creativity capabilities of students with the ability to identify and to capture business opportunities for profitable, sustainable and beneficial business for the community, implement business ideas in the context of Indonesian social, cultural, political and economic behavior with an ethical behavior and social responsibility.

Bachelor of Public Administration (BPA)

This programme aims to prepare graduates for careers as researchers, policy analysts, managers in the public sector and non-government organisations combining academic and practical skills. The programme provides graduates with the ability to implement policies in partnerships with other stakeholders, apply the principles of quality public services in accordance with excellent service standards based on social justice. The programme prepares graduates with research, scientific methods and analytical skills in public policy for public and non-governmental organisations and basic skills in mapping social problems, organising resources and encouraging community participation to overcome community problems.

Type of study programme:

For alle programmes: Bachelor programmes

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

Bachelor of Communication Studies: 4-year (8 semesters), 230.4 ECTS credits, 144 sks credits

Bachelor of Business Administration: 4-year (8 semesters), 230.4 ECTS credits, 144 sks credits

Bachelor of Public Administration: 4-year (8 semesters), 230.4 ECTS credits, 144 sks credits

Mode of study:

All study programmes: full-time

Didactic approach:

All study programmes: Study programmes with obligatory class attendance

Double/Joint Degree programme:

All study programmes: no

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

Bachelor of Communication Science – 131 students, 4 classes

Bachelor of Business Administration – 126 students, 4 classes

Bachelor of Public Administration – 127 students, 4 classes

Programme cycle starts in:

Start of all programmes: Fall semester

Initial start of the programme:

Bachelor of Communication Science: 1997

Bachelor of Business Administration: 1999

Bachelor of Public Administration: 1999

Type of accreditation:

All study programmes: initial accreditation

Procedure

A contract for the initial accreditation of the Bachelor of Communication Science (S.I.Kom), Bachelor of Business Administration (S.A.B), Bachelor of Public Administration (S.A.N) was made between FIBAA and University of Lampung on November 26, 2021. On September 26, 2022 the University of Lampung 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 University of Lampung has agreed with the chosen experts. The panel consisted of:

Dr. Ekkehard Hermsdorf, MBA

Volkswagen Group AutoVision GmbH, Wolfsburg
Head of Quality Management/Qualification Coordination

Prof. Dr. Dennis Hilgers

Johannes Kepler University Linz, Germany
Professor of Public and Nonprofit Management

Prof. Dr. Holger Hinz

University of Flensburg, Germany
Professor of Business Administration

Assoc. Prof. Dr. Teguh Kurniawan

Universitas Indonesia, Jakarta
Associate Professor and Head of Public Administration Department

Prof. Dr. Tibor Kliment

Rheinische Fachhochschule Koeln, University of Applied Sciences
Professor of Media and Cultural Management
Director of the Institute for Empirical Media and Cultural Marketing

Vincent Körner

Maastricht University,
Student in International Business

FIBAA project manager:

Yelena Istileulova, PhD

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 visit took place on March 6-8, 2023 via the video conferencing tool *Zoom*. At the end of the on-site visit, the panel has given a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on June 7, 2023. The statement on the report was given up on June 13, 2023. It has been taken into account in the report at hand.

¹ The panel is presented in alphabetical order.

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Summary

The **Bachelor of Communication Science (S.I.Kom)**, **Bachelor of Business Administration (S.A.B)**, and **Bachelor of Public Administration (S.A.N)** offered by University of Lampung (UNILA) fulfil with few exceptions the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on June 21, 2023, and finishing on June 20, 2028. These study programmes are 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 aspect²: *Quality assurance and quality development* (concerning the lack of workload survey). They recommend the accreditation on condition of meeting the following requirements:

Condition (see chapter 5.1):

The University

- c. 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;
- d. conducts the student surveys anonymously.

Proof of meeting this condition is to be submitted by March 20, 2024.

The quality requirement that has not been fulfilled - *Internationality of the student body* (see chapter 3.4.2) - is not an asterisk criterion and therefore does not lead to a condition.

- The panel recommends taking measures to promote internationality at the faculty as a goal-oriented activity through (a) fostering partnership mechanisms; (b) provision of scholarships for international students; (c) extending the courses' landscape; (d) ensuring a curriculum in English with the measures taken to internationalise course materials (see chapter 3.4.2).

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

- The panel recommends specifying the qualification objectives of the graduates according to the study programmes of the listed Bachelor programmes in line with the identified international ranking goals set up by the University by 2025 (see chapter 1.1).
- The panel recommends developing international orientation of the study programmes in connection with the improvement of the English language capacity of UNILA's study programmes' teaching staff (see chapter 1.2).
- The panel recommends a regular communication with the systematic approach for better positioning of study programmes and sharpening a profile of study programmes with the unique selling points for the employment opportunities (see chapter 1.3.2).

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

- The panel recommends integrating the institutional 8 KPIs at the level of the faculty's strategy for better communication between three programmes and their positioning within the overall strategy (see chapter 1.3.3).
- The panel recommends reflecting the explicit logic for each study programme in all eight semesters with its clear reasoning in the curriculum and the structuring of the programmes' design (conceptual coherence of the programmes' design e.g. in terms of introduction, compulsory, electives, profiles by specialisations and electives). The panel suggests reviewing the "red line" and identifying the pillars of the core areas. (see chapter 3.1.1).
- The panel recommends integrating more theory and practice (see chapter 3.1.3).
- The panel recommends that more interdisciplinary and transdisciplinary thinking be included, where teachers may need more explanations linking different fields to illustrate examples of a more complex environment (see chapter 3.1.4).
- The panel recommends acquiring statistical software packages for students to improve the scientific domain and acquire further methodological competences (see chapter 3.1.6).
- The panel recommends updating the course materials on a regular basis (each semester) and to add more new current and relevant examples (case studies from the newspapers, journals) (chapter 3.3.2).
- The panel recommends (a) expanding international composition of faculty with the invitation of professors from different countries; (b) introducing new types of academic appointments through designing titles such as "adjunct professor" who does not work at the established full-time, but a bona-fide part-time faculty member (see chapter 3.4.3).
- The panel recommends expanding the foreign language contents (especially English) for the purposes of further internationalisation (see chapter 3.4.4).

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 two criteria in which the programme exceed the quality requirements:

- Guest lecturers (see chapter 3.3.3)
- Multidisciplinary competences and skills (see chapter 3.5)

Information

Information on the Institution

The University of Lampung (UNILA) is a public University established in 1965. Lampung University is located in Bandar Lampung, the capital and largest city of the Indonesian province of Lampung. Students can study in 8 faculties at the undergraduate level, including social and political sciences, agriculture, economics, education, law, mathematics and natural science, medicine and engineering. At the postgraduate level, students continue their education in agro-industry technology, community development, mechanical engineering, natural resource management and forestry. UNILA participates in the Times Higher Education (THE) Impact Rankings 2021, based on the Sustainable Development Goals (SDGs), where it was ranked 601-800 out of the 1,115 world's best universities. However, the rating of the 2022 moves the University to the category of 801–1000th Impact Rankings 2022³. According to Webometrics, in the first half year of 2023 (January-June), at the national level, University of Lampung is located at N13 national ranking, with the world rankings – 1733 place, which is combined based on its international impact (782), openness (1279) and excellence (3605) ranks⁴.

There are 25 782 students at UNILA by the beginning of 2023⁵. Students enjoy sports activities on campus including a swimming pool, soccer field, tennis courts, volleyball, field hockey, and judo building. There are a variety of other clubs to get involved in including UKM Radio Kampus (campus radio), UKM-BS (culture and art), UKM ZOOM (photography) as well as the student activity Centre, which hosts a variety of artistic activities throughout the academic year. The University has some partnerships with other universities abroad providing some opportunities for its students to study abroad or for faculty exchange to advance their research opportunities. In general, the work culture of higher education in Indonesia encourages its lecturers to carry out performance in the Tri Dharma (or "Tridharma") of Higher Education, a mandate from the Indonesian government, the three pillars of Indonesian higher education (*education, research, and community service*)⁶ (Darari, Pratama & Krisnadhi, 2019).

The missions of UNILA are as follows:

1. To implement higher education's Tridharma (UM1)
2. To administer the highest standards of university governance (UM2)
3. To provide societies with equal access to a high-quality higher education (UM3)
4. To establish mutual collaboration with a government, society, business leaders, and non-government organisations, at home and overseas with benefits to all parties (UM4)

UNILA has set up the following objectives (based on its above listed missions):

1. To commit the implementation of high quality of higher education, - Tridharma.
2. To create academic cultures with conducive and dynamic circumstances to achieve high moral standards.

³ Source: <https://www.timeshighereducation.com/world-university-rankings/university-lampung>

⁴ Source of Webometrics: <https://www.webometrics.info/en/Asia/Indonesia%20>

⁵ According to the rankings of Times Higher Education (THE), 2023

⁶ Darari, F., Pratama, G. G., & Krisnadhi, A. (2019, October). Open Tridharma: A Framework for Digital Openness in Higher Education. In 2019 International Conference on Advanced Computer Science and information Systems (ICACSIS) (pp. 395-402). IEEE.

3. To develop organisations within the University, ranging from departments, divisions and study programmes, faculties, UPT (Technical Implementation Unit) by strengthening the organisations based on good university governance.
4. To provide members of society with equal access and accountability in the implementation of higher education.
5. To be the agent of change for society's benefit.
6. To establish cooperation between given parties, i.e., government, society, and industries, to benefit all parties.

In the long-term development plan (LDP), the University has established the vision to be among the top ten universities in Indonesia by the year 2025. To achieve the vision, the University of Lampung set up its missions linking them with the policy of the Ministry of Education and Culture.

At the levels of programmes, the Faculty of Social and Political Science performs the following functions to ensure better functioning of three listed programmes:

1. Develop education at the level of Faculty
2. Implement research with the science and technology domains
3. Involve community service
4. Ensure academic community's active involvement
5. Provide administrative support

Development of three programmes are based on recommendations and strategic plan of the Faculty of Social and Political Science, which provides a following mandate to each study programme - each programme has to receive its accreditation status.

Bachelor of Communication Science (BCS)

The Communication study programme was officially registered in 1997. The programme obtained status "A" from national accreditation from the National Accreditation Board for Higher Education (BAN-PT) in 2011. Then it received accreditation from 2016 till December 1, 2021. The latest accreditation was renewed by the issued decree of the National Accreditation Board (BAN-PT) in December, 2021, and it is valid till December 2, 2026.

Bachelor of Business Administration (BBA)

Business Administration study programme was established in 1998 based on the degree of the Directorate General of Higher Education N 212. The development of the programme was going through its institutional development (based on a special grant, issued by the Rector's decree N 1796 (UNILA 1 SEMI-QUE, in 2003). In 2004, this programme was given accreditation with "B" accreditation for the period of 2004-2009. In 2005, the other grant was received for the institutional development of the Planning, programme preparation and budgeting system. In 2006, the study programme has been upgraded up to the level of the department. In 2017, the Business Administration department received its Quality Improvement Grant for study and laboratory programme, and in 2021, March, its Business administration study programme again obtained accreditation status from the National Accreditation Board (BAN-PT) with an "Excellent" accreditation for the period 2022-2027.

Bachelor of Public Administration (BPA)

The Public Administration study programme was established in July, 1998 and operated in 1999. The study programme received “A” accreditation in a row for 3 periods of time: from 2011-2015, then - 2016-2021 and finally – from 2021-2026. The received accreditation “A” describes the Public Administration study programme as a credible and competent education institution in Indonesia. The latest accreditation obtained by BPA was based on the Regulation of the Minister of Education and Culture of Indonesia (N5, 2020).

Statistical data

Table 1 Statistical Data for BCS study programme:

		1. Cohort 2016	2. Cohort 2017	3. Cohort 2018	4. Cohort 2019	5. Cohort 2020	6. Cohort 2021
# Study Places offered by HEI		115	156	112	105	118	180
# Applicants	∑	2537	2862	3153	1659	2319	2384
	f	n.a	n.a	n.a	n.a	n.a	n.a
	m	n.a	n.a	n.a	n.a	n.a	n.a
Application rate		2206.09%	1834.62%	2815.18%	1580.00%	1965.25%	1324.44%
# First-Year Students <i>(accepted applicants)</i>	∑	108	143	97	90	115	175
	f	54	78	59	45	72	113
	m	54	65	38	45	43	62
Rate of female students		0.5	0.545454545	0.608247423	0.5	0.626086957	0.645714286
# Foreign Students	∑	0	0	1	0	0	0
	f	0	0	1	0	0	0
	m	0	0	0	0	0	0
Rate of foreign students		0	0	0.01	0	0	0
Percentage of occupied study places		93.91%	91.67%	86.61%	85.71%	97.46%	97.22%
# Graduates	∑	33	24	2	0	0	0
	f	24	17	0	0	0	0
	m	9	7	2	0	0	0
Success rate <i>(students who finished studies)</i>		30.56%	16.78%	2.06%	n.a	n.a	n.a
Dropout rate <i>(students who dropped studies)</i>		11.11%	7.69%	2.06%	5.56%	0.00%	0.00%

Average duration study, years		4.7	5.6	4.8	n.a	n.a	n.a
Average grade of final degree (GPA 4.00)		3.36	3.43	3.4	n.a	n.a	n.a

Note: 0 means that there is no complete final data; Dropout rate means the percentage of students who get the decision letter to leave study (from rector)

Table 2 Statistical Data for BBA study programme

		1. Cohort 2016	2. Cohort 2017	3. Cohort 2018	4. Cohort 2019	5. Cohort 2020	6. Cohort 2021
# Study Places offered by HEI		110	142	108	102	109	167
# Applicants	∑	2037	2588	2752	1714	1961	1986
	f						
	m						
Application rate		1851.82%	1822.54%	2548.15%	1680.39%	1799.08%	1189.22%
# First-Year Students (accepted applicants)	∑	102	119	99	92	107	161
	f	68	76	67	57	67	57
	m	34	43	30	40	36	104
Rate of female students		0.67	0.64	0.68	0.62	0.63	0.35
# Foreign Students	∑	0	0	0	0	0	0
	f	0	0	0	0	0	0
	m	0	0	0	0	0	0
Rate of foreign students		0	0	0	0	0	0
Percentage of occupied study places		92.73%	83.80%	91.67%	90.20%	98.17%	96.41%
# Graduates	∑	78	86	46	3	0	0
	f	51	65	31	2	0	0
	m	27	21	15	1	0	0
Success rate (students who finished studies)		76.47	72.27	46.46	3.26	0.00	0.00
Dropout rate (students who dropped studies)		2.56	2.33	4.35	33.33	0.00	0.00
Average duration of study		4.10	0.17	0.13	n.a	n.a	n.a
Average grade of final degree		3.50	3.60	0.13	n.a	n.a	n.a

Table 3 Statistical Data for BPA study programme:

		2016	2017	2018	2019	2020	2021
# Study Places offered by HEI		108	146	108	106	106	167
# Applicants	∑	1318	2318	2411	1348	1510	1630
	f						
	m						
Application rate		1220.37%	1587.67%	2232.41%	1271.70%	1424.53%	976.05%
# First-Year Students(accepted applicants)	∑	82	122	99	93	104	175
	f	45	83	57	62	58	121
	m	37	39	42	31	46	54
Rate of female students		0.5487	0.6803	0.5757	0.6667	0.5579	0.6913
# Foreign Students	∑	0	0	0	0	0	0
	f	0	0	0	0	0	0
	m	0	0	0	0	0	0
Rate of foreign students		0	0	0	0	0	0
Percentage of occupied study places		75.93%	83.56%	91.67%	87.74%	98.11%	104.79%
# Graduates	∑	56	55	5	0	0	0
	f	39	39	1	0	0	0
	m	17	16	4	0	0	0
Success rate (students who finished studies)		68.20%	45.08%	5.05%	0.00%	0.00%	0.00%
Dropout rate (students who dropped studies)		7.31%	5.73%	2.02%	4.30%	0.00%	0.00%
Average duration of study		4.58	4.43	3.72	0	0	0

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

For all Bachelor programmes

The listed study programmes of the Faculty of Social and Political Science have the designated educational objectives (EOs) to reach the Indonesian National Qualifications Framework (IQF) (KKNI) as a minimum competence of its graduates as stated in Presidential Regulation No 8/2012. There are also the Regulation of the Minister of Research, Technology and Higher Education No 44 of 2015 concerning the National Higher Education Standards which includes general competences for students to be applied for all programmes (see 3.1).

Bachelor of Communication Science (BCS)

The programme combines theoretical analysis and practice in a balanced way, and it aims at the graduates in the targeted fields of the public and private sectors such as public relations, event planners, media partners, social media managers and communication practitioners. The programme improves knowledge and skills of community through the application of science and technology in the field of communication and establishes mutually beneficial cooperation with government and private stakeholders to develop graduates with various skills of science and technology in meeting global challenges. The following educational objectives (EO) are stated below:

1. Graduates have ethical attitude, competitiveness and integrity, skills in science and technology, as well as dynamic and flexible soft skills in meeting global challenges (EO1).
2. Graduates develop innovative studies for national and global society, with reputable academic staff who publish their articles in accredited national journals and international journals (EO2).
3. Graduates improve knowledge and skills of community through the application of science and technology in the field of communication (EO3).
4. Graduates establish mutually beneficial cooperation with various stakeholders such as government and private institutions or agencies at regional and national levels (EO4).

All graduates of BCS are expected to have the competences of managers, practitioners, educators and digital-based entrepreneurs in a multicultural society. These requirements are embedded in the following four profiles:

Communication Manager (Profile-1),
Communication Practitioner (Profile-2),
Communication Academic (Profile-3),
Communication Entrepreneur (Profile-4).

Based on the classification of these four profiles, graduates receive their academic major which is the academic discipline of communication science: Bachelor of Communication Science

abbreviated as Sarjana Ilmu Komunikasi (S.I.Kom) to which an undergraduate student formally refers.

The next stage is a preparation of the graduate profile in terms of learning outcomes (LO) (CPL) based on four categories of skills, namely:

- LO1 - Attitude CPL (Sikap/S) (1st category), based on Pancasila values (described above)⁷;
- LO2 - General Skills CPL (Keterampilan Umum / KU) (2nd category);
- LO3 - Knowledge CPL (Pengetahuan / P) (3rd category); and
- LO4 - Special Skills CPL (Keterampilan Khusus /KK) (4th category).

The third stage is when the peer groups or experts' groups (KBK) formulate competencies and learning outcomes.

The prepared Graduate Learning Outcomes (CPL) are distributed to all courses designed in the curriculum hierarchy system and Semester Learning Plan (RPS).

Bachelor of Business Administration (BBA)

The programme aims to provide graduates with theoretical and practical skills related to business tailored to the needs of real work, industry and Small Medium Enterprises (SMEs). The programme develops innovation and creativity capabilities of students with the ability to identify and to capture business opportunities for profitable, sustainable and beneficial business for the community, implement business ideas in the context of Indonesian social, cultural, political and economic behaviour with an ethical behaviour and social responsibility. The educational objectives (EO) are stated as follow:

1. Graduates follow a business philosophy with theoretical and practical skills related to business tailored to the needs of real work and industry (EO1).
2. Graduates have a knowledge and skills to manage business units and Small Medium Enterprises (SMEs) based on local comedy products (EO2).
3. Graduates develop innovation and creativity capabilities to be ready to work in industry at local and national level based on creative ideas of entrepreneurs in the industry 4.0 (EO3)
4. Graduates gain the ability to identify and to capture business opportunities for profitable, sustainable and beneficial business in their community (EO4).
5. Graduates are able to realize business ideas in a professional manner and to analyse the dynamics of business organisations in the context of Indonesian social, cultural, political and economic behaviour (EO5).
6. Graduates acquire an ethical-professional pattern of behaviour in conducting business activities as a manifestation of social responsibility (EO6).

The BBA is aiming at two profiles for their graduates, namely as administrator or as ecotourism-entrepreneur, and is composed of seven learning outcomes:

1. Able to show a religious attitude, independence, a sense of Nationalism based on pancasila values (ELO1);
2. Able to apply the principles of governance and entrepreneurship independently and responsibly (ELO2).

⁷ LO1 and LO2 - Attitude CPL and General Skills refer to the Indonesian National Qualification Framework (KKN) and the National Standards of Higher Education (SN DIKTI).

3. Able to carry out responsive and sustainable business principles by prioritizing local wisdom (ELO3);
4. Able to work professionally and responsibly (ELO4);
5. Have the knowledge and ability to explore potential business opportunities (ELO5);
6. Have knowledge in designing business activities. (Strategy, Structure, HR Strategy, SIM Strategy, or Operational Strategy, Marketing Strategy) (ELO6).
7. Have knowledge in evaluating, developing, implementing and designing business models (ELO7)

Bachelor of Public Administration (BPA)

This programme aims to provide graduates with careers for the following targeted job fields: researchers, policy analysts, managers in the public sector and non-government organisations.

The programme provides graduates with the ability to implement policies in partnerships with other stakeholders, including Indonesian Association for Public Administration, the Indonesian Association for the Development of Social Sciences and the Eastern Regional Organisation for Public Administration. The programme prepares graduates with research, scientific methods and analytical skills in public policy for public and non-governmental organisations and basic skills in mapping social problems, organising resources and encouraging community participation to overcome community problems. The educational objectives (EO) are stated as follow:

1. Graduates target their careers in the public sector, and non-government organisations in their fields such as researchers, policy analysts, managers of field activities (EO1).
2. Graduates have abilities to combine academic and practical skills as well as training as a provision of careers in the world of work (EO2).
3. Graduates have the ability to implement policies, apply the principles of quality public services in accordance with excellent service standards, which are based on social justice (EO3).
4. Graduates are able to develop public sector organisations and build public sector partnerships with other stakeholders (EO4).
5. Graduates have analytical skills and are able to work professionally in public organisations and non-governmental organisations who are able to produce and analyse policy data and information, formulate alternative problem solving-oriented public policies (EO5).
6. Graduates possess basic skills in mapping social problems, organising resources and encouraging community participation to overcome community problems (EO6).
7. Graduates master their research skills, conceptual and theoretical knowledge from the perspective of public administration and scientific methods in researching public policy issues and public management (EO7).

The BPA study programme adapts its Learning Outcomes (LOs) for learning outcomes, that have been agreed by the Indonesian Association for Public Administration (IAPA) based on decree concerning Determination of Learning Achievements at the Bachelor (S1), Master (S2), Doctoral (S3) levels (decree N 004/KA.IAPA/KEP/KP/2015). The BPA programme included the following Learning Outcomes (LO):

- L01 - based on Pancasila values;
- L02 - respecting human values in accomplishing duties based on religion, morals and ethics;
- L03 – based on academic values, norms, and ethics and their internationalisation;
- L04 – based on having nationalism and a sense of responsibility to the state and nation;
- L05 – based on appreciation of cultures’ diversity, perspectives, religions, and beliefs, as well as the opinions or original findings of others;
- L06 – based on contribution to improve the quality of community life, and progress of civilisation linked to Pancasila;
- L07 – based on cooperation and social sensitivity and the environmental cooperation and social sensitivity and concern for society;
- L08 – based on obedience to the law and discipline in the life of society and citizen (table of SP-KU-KK learning achievement)

Appraisal:

The qualification objectives of the programmes are adequately explained. All of them take into consideration the requirements of the national qualification framework of Indonesia.

The objectives are sufficiently presented in relation to general target groups: for Bachelor of Communication Science (BCS) - in the fields of public relations, event planners, media partners, social media managers and communication practitioners; for Bachelor of Business Administration (BBA) – in the fields of business tailored to the needs of real work, industry and Small Medium Enterprises (SMEs); for Bachelor of Public Administration (BPA) - managers in the public sector and non-government organisations, policy analysts, researchers, and managers of public field activities with a societal context of each discipline of the presented programmes.

They embrace academic proficiency, comprehensive employability, as well as the development of the individual student’s personality.

At the same time, the expert panel sees that the stated objectives of the study programmes are formulated broadly without mentioning the world-class university’s aspirations by 2025, especially for research-based learning in the BCS and BAA programmes. Therefore, the expert panel **recommends** linking the qualification objectives of each of the three study programmes to the aspired goal indicated in the general outline of the UNILA’s strategy by 2025 for its purposes as ranking as a world-class university.

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

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

The goal is to educate students to become employees in different sectors of economy, including the international companies. The international orientation is indicated as a core value to strengthen international contents and contexts at the level of each academic programme, as well as at the university's stated goals for the World Class University (WCU) rankings. The curricula of the study programmes are focused on facilitating English language skills with the regularly organised summer school's programmes and international guest lectures organised by the Faculty of Social and Political Science.

The study programmes have operationalised the bilingual class in an effort to facilitate English language skills. All three study programmes regularly organise a summer school facilitated by the Faculty of Social and Political Science. Moreover, as an effort to link knowledge at the global level, all these three study programmes organise guest lectures with the invitation of various academic speakers from universities abroad.

Bachelor of Communication Science (BCS)

The International orientation of this study programme is provided through its study content in the curriculum of Business communication, Cross-Cultural Communication, Political Communication, Public Relations Management, Information and communication technology's subjects (see self-evaluation report, p. 16). In addition to the required subject, the international context is delivered through the various elective courses, such as: English communication, and elective courses - Lobbying, Negotiation and Mediation Techniques, and Journalism.

Bachelor of Business Administration (BBA)

The International orientation is perceived through the listed subjects, such as International business, total quality management, business ethics, marketing management, and introduction to business (see self-evaluation report p. 16). The international context is also provided through such courses as International Business Economics, Business International, Import Export Administration and other courses.

Bachelor of Public Administration (BPA)

The curriculum is designed for its international orientation by strengthening international content and context in the following courses: Public Policy, Human Resource Management, and Public Administration Association (see self-evaluation report p. 16). Organisations and Globalisation, Gender Equality and Social Inclusion Policy, Tourism Policy and Management, Non-profit Organisation Management and other courses (see self-evaluation report, p. 55-56).

Appraisal:

The panel concludes that an international orientation is aimed for all study programmes. The goal is to educate students for their careers in different sectors of economy, including international organisations. In the panel's view, UNILA should continue to pursue this track and **recommends** improving the English-language capacity with a focus on internationalising the teaching staff for all three study programmes and deepening international cooperation.

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

1.3 Positioning of the study programme

The reasons given for a different positioning of the study programmes in terms of three elements is presented below – on educational market, graduates, and conceptually.

The University ensures regular communication with a systematic approach for better positioning of the three listed study programmes of the Faculty of Social and Political Sciences in the related educational markets.

Positioning of the study programmes on the educational market

Bachelor of Communication Science (BCS)

The BCS study programme is considered as the most popular study programme at the Faculty of Social and political Sciences of the University of Lampung. There are 29 lecturers who teach here. With the approximately of 2486 registrants and intake capacity of 131 students on average per year for BCS⁸, the average GPA for BCS programme varies from 3.39 to 3.40, (where the maximum GPA scale is 4.00) (self-evaluation report, p. 18).

Bachelor of Business Administration (BBA)

The strictest rules are applied to BBA study programme in terms of its student admissions process for the last three years. With the approximately 2200 registrants and intake capacity of 126 students⁹ on average per year for BBA, students must pass all course specifications described in the curriculum for a minimum of 144 sks credits, achieved from the minimum of eight semesters up to the maximum of twelve semesters.

Bachelor of Public Administration (BPA)

The BBA study programme has approximately 1843 registrants with its intake capacity of 127 students on average per year¹⁰. Its graduates hold current positions of civil servants, public officials, and entrepreneurs. There are strong links with national and international scientific communities, such as the Indonesian Association for Public Administration (IAPA), the Indonesian Association for the Development of Social Sciences (HIIPIS) and the Eastern Regional Organisation for Public Administration (EROPA).

Positioning of the study programmes on the job market for graduates („Employability“)

⁸ See above Statistical Data

⁹ See above Statistical Data

¹⁰ See above Statistical Data

Bachelor of Communication Science (BCS)

The positioning of the Bachelor of Communication Science (BCS) in terms of the job market is very broad, with varying positions of managers in both public and private sectors, such as

- Public relations' managers
- Event planners
- Media partners
- Social media managers
- Communication practitioners

The majority graduates are working in the private sector or set up their own businesses as entrepreneurs. About 62 % of graduates admitted that their education levels are in line with job expectations (see self-evaluation report, p. 20).

According to the results of the University's tracer study in 2019 and the results of the workshop on the positioning of graduate profiles according to the learning outcomes in 2020 (July, 6-7), the following conclusion is made: the graduates of BCS are those who have the characteristics of both managers and practitioners. Based on the results of the UNILA search for graduates in 2021, it can be seen that there are several graduates of the communication science study programme, who work according to the targeted profile of graduates. The BCS shows success in achieving a graduate profile in accordance with the study programme curriculum. This is justified by the large number of graduates of the communication science study programme scattered in various fields in the job market.

In the profile of graduate managers, there are several graduates of Communication Studies who work as managers in private and government companies. One of the examples of graduate managers includes a graduate who works as a regional Corporate Affairs Manager of CCEP Indonesia. In the profile of graduate practitioners, there is one graduate of Communication Studies who successfully worked as a diplomat at the Ministry of Foreign Affairs of the Republic of Indonesia, and currently serves as the head of the Communication Studies study programme at Tirtayasa University. Other examples include several graduates of BCS who became entrepreneurs in the digital field. One of them is the Director and founder of Gink Technology, which is engaged in technology and digital application development for academics, and digital-based entrepreneurs in a multicultural society.

Bachelor of Business Administration (BBA)

The positioning of the Bachelor of Business Administration (**BBA**) graduates on the job market in the province of Lampung is based on the results of tracer studies to graduate users, where this study programme receives a high level of satisfaction due to the professional abilities of graduates. This study programme focuses on capacity building of SMEs who produce local commodities, agricultural plants and fisheries according to the strategy to produce those graduates who will become entrepreneurs in these fields.

Achieving the strategy of creating the profile of entrepreneur, the BBA study programme also focuses on strengthening business case studies related to the business operations of local companies in Lampung Province. The curriculum is prepared together with stakeholders so as to produce academic products that are in line with industry needs. The BBA study graduates are able to gain such professional level as:

- Branch Managers of Insurance Companies
- Entrepreneur
- Exporters
- Investors
- Business Administration lecturers at the public and private Universities of Indonesia.

Bachelor of Public Administration (BPA)

Careers for graduates of the Bachelor of Public Administration (**BPA**) include the following positions:

- Government employees
- Social Worker at NGO
- Private sector worker
- Entrepreneur
- Lecturer at various universities in Indonesia.

Some alumni of BPA study programme have also occupied the strategic positions, for example: Head of Department at the Lampung Provincial Education and Culture Office, Deputy Chairperson of the Bandar Lampung KPU, Head of Section of Youth, Leader Deputy Coordinator of Culture.

Positioning of the study programmes within the HEI's overall strategic concept

The main Performance Indicators issued by the Minister of Education and Culture through the Decree of the Minister of Education and Culture Number 754/P/2020 are new performance measures for universities to create adaptive universities with more concrete results which are output-based. According to the state policy (from Directorate General of Higher Education, the Ministry of Education and Culture), public universities have to transform higher education through harmonization of Main Performance Indicators (Indeks Kinerja Utama/IKU) of Public Universities (Perguruan Tinggi Negeri/**PTN**). As a public university, UNILA highlighted the processes till 2025 for the following indicators of:

1. Admission level for prospective students (entering PTN/for admission);
2. Average admission score (for PTN);
3. Competition grants at the national level;
4. Competition grants at the level of the community services;
5. Facilities and infrastructure management;
6. Teaching and learning process;
7. Research process;
8. Process of community services (PKM);
9. Scientific publications and Intellectual Property Rights (HaKI);
10. Competitiveness of graduates;
11. ISO 9001:2015.

Each of three study programmes follow a vision, mission, goals, and objectives as well as strategies for achieving the above listed indicators. Each programme has its own positioning towards its strategic concept.

Bachelor of Communication Science (BCS)

The strategic goal of BCS is to provide professional education and teaching to develop graduates with high integrity and ethics, knowledge of science and technology, in meeting global challenges. BCS focuses on the target of 75 % of graduates who will complete the studies with an average GPA of > 3.50. The goal also includes understanding of concepts, competences and efforts in increasing research publication results of academic staff in scientific journals in the field of communication science needed by the community.

Bachelor of Business Administration (BBA)

To implement strategic planning, BBA also set up the goal to achieve the Best 10 National Universities Ranking in Year 2025 in accordance with the University's Lampung Strategic Plan and its Faculty of Social and Political Sciences. BBA has a goal to organise quality education, service, and research according to the leading performance indicators (IKU), and additional performance indicators (IKT) which exceed the National Standards of Higher Education.

Bachelor of Public Administration (BPA)

BPA focuses on the development of academic programme to improve eight Key Performance Indicators (KPI). These indicators are: Graduates Get Decent Jobs (KPI_1); Students Get Off-Campus Experience (KPI_2); Lecturers have activities outside the campus (KPI_3); practitioners teach On-Campus (KPI_4); lecturer's work is used by the community (KPI_5); study programme in collaboration with World class partners (KPI_6); collaborative and participatory class (KPI_7); international standard study programme (KPI_8).

Appraisal:

The reasons given for the positioning in the educational market of three study programmes 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 for graduates are plausibly set forth. All three study programmes are convincingly integrated into the HEI's overall strategic concept. The listed study programmes' qualification goals are in line with the HEI's mission and strategic planning.

At the same time, the panel **recommends** sharpening the profile of the three study programmes to put an emphasis on their unique selling points for the employment opportunities available on the labour markets. It will help all graduates of the listed study programmes (BCS, BBA, and BPA) to position themselves better and expand their opportunities at the local, regional, and national levels.

With regard to the University's overall strategy and its KPIs, in the panel's view, there should be a unified consensus between the University and the Faculty and a corresponding application to the study programmes. For example, UNILA wants to become an entrepreneurial University: there should be a comprehensive internal communication how it is planned to implement this goal on different levels.

		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

In general, the undergraduate admissions in Indonesia's public universities are conducted in a two-fold system. Students are first considered for the merit-based 'Undangan' admissions, whereas the test-based admissions are conducted afterwards¹¹ (Ikhsan et al., 2019). The government of Indonesia has also formulated a comparatively new policy to ensure at least 20 % of their newly admitted students are of a low socioeconomic status (SES) expanding access to higher education regarding the issue of equity and access (Fadhil & Sabic-El-Rayess, 2021).

The official Rector's Regulation of the University of Lampung on the Academic Regulation includes the process of admission for undergraduate students, and it is dated as of 2020, No. 19, and it does incorporate a two-fold system for the merit-based admissions and the test-based admissions. The Student Admissions Management Agency (Badan Penerimaan Mahasiswa Baru) is in charge of the process of admission to the study programmes according to the Rector's Decree (No. 472/UN.26/KL/2017) issued in 2017. The main tasks of this Student Admissions Management Agency are both to plan and carry out the selection process of prospective students of all study programmes.

According to the official website of UNILA, there are two types of student admission in the University of Lampung, - National Entrance Examination and Mandiri (Unila-owned Entrance Examination System), where each type has its own selection procedure.

The required average GPA at the UNILA for bachelor programmes varies from 3.39 to 3.40 (with the maximum GPA scale of 4.00) (self-evaluation report, p. 18).

Admission requirements

The admission requirements are described with two procedures – through the national selection with different bodies involved, and through the local process with the listed achievements of prospective students. Student admission to the study programmes is managed by the Student Admissions Management Agency (BP-PMB) set up by the Rector's Decree in 2017. The main task is to plan and fulfil the selection process to produce excellent prospective students of "best quality" at the programmes. Thus, the selection process for student admission at the study programmes consists of two-way's approaches, or two-fold system:

1. The first way is the admission process which goes through the national selection with the following bodies: National Selection for Public Higher Education (SNMPTN) and the Joint Selection for Public Higher Education (SBMPTN) which are coordinated by the Test Institute Entrance to Higher Education (LTMPT).

2. The second way is the process which goes through the local process of "selection achievement" (Seleksi Mandiri Masuk Perguruan Tinggi Negeri Wilayah Barat¹²) with the goal to select the regional prospective students with the achievements in four fields: academics, sports, arts and religion.

¹¹ Ikhsan, M., Massie, N. W. G., & Kuncoro, A. (2019). A Comparison Between Merit-Based and Test-Based Higher Education Admission in Indonesia. Institute for Economic and Social Research.

¹² There is no abbreviation provided for this body in the Self-Evaluation report

There are two bodies involved in this selection: the Student Admission Path for Expansion of Education Access (PMPAP) and the Student Admission Selection for International Class.

The reference on the related documents available at the UNILA's website: <https://simanila.unila.ac.id/> or <https://www.unila.ac.id/en/undergraduate-admissions/>. The regulation about student admission entitled "Rector's Regulation of the University of Lampung No. 19 the Year 2020 on the Academic Regulation" is provided in the academic regulations.

Counselling for prospective students

The prospective undergraduate students are going through the specially organised orientation programme prior to the academic year. The orientation programme for the undergraduates includes things related to student admission, student behaviour's procedures, placement test, as well as the procedures to choose an academic advisor. There is a special university's unit - Admission of New Students (PMB) at UNILA, responsible for all counselling and advising processes. There are also contact details where prospective students can get the required information as well:

Sekretariat Panitia Penerimaan Mahasiswa Baru (PMB) Unila
Gedung Rektorat Lantai 3 Ruang PMB Unila
Email: simanila@kpa.unila.ac.id
Tel./WhatsApp : +6281211389261

Selection procedure

There are the following selection procedures at UNILA applied for public universities:

At the national level, prospective students are placed for the programme connected to the academic achievements. It is the National Entrance Selection for State Universities (SNMPTN), which is based on the scores' results of the Computer Assessment Test (CAT). Information about exams; their scores and cumulative GPA is usually required for the student who want to study.

At the local level, prospective students are placed in the programme based on the results of the print-based written test (PWT) or a combination of the results of the written test, portfolio data and examinations (through the SMMPTN). As far as English is concerned, the knowledge of English is not applied for the selection procedures in the admission process, but only during the final thesis exam with a minimum score of 450.

Ensuring foreign language proficiency

Students are required to go through the internal exam, taking the required English language proficiency test - TOEFL ITP with a minimum of 450 points. This is a test that is taken during the studies.

This test includes the proficiency exams in the fields of listening, structure, written expression, and reading comprehension. The highest score is usually 677 points and the lowest score is about 310 points. It is also one of the requirements for the final thesis exam at UNILA as well.

Transparency and documentation of admission procedure and decision

The admission procedure is described, documented, and accessible for interested parties, and it is carried out by the student admission unit - Badan Penerimaan Mahasiswa Baru (BP-PMB). It conducts a series of selection processes based on the following five principles of fairness, transparency, flexibility, efficiency and accountability.

The access to the admission procedure is available through the official university website - <https://simanila.unila.ac.id/> and portal: <https://portal.lttmp.ac.id>.

Appraisal:

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

Applicants can directly turn to a student counselling service, or to whatever other helpdesk at the university, for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and the HEI is provided by defined office hours, via social media and e-mail.

The admission requirements with the required language proficiency level in English (and required result in a concrete language test) or preparatory language courses ensure that students are able to successfully complete the study programme.

		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 three study programmes' profile with detailed module description, rationale and didactical concepts are presented by the UNILA with the additional input from lecturers, stakeholders and explanation from tracer studies. As far as the tracer studies are concerned, it is a systematic and common mechanism in the form of survey used by higher education institution: it is conducted after graduates leave their institution to gain relevant and up-to-date information about achievements in learning outcomes, graduates' competencies, and satisfaction from stakeholders¹³. It should also be considered that all learning programmes are linked to Pancasila principles (from Sanskrit: five and base) through its five values (social welfare, humanity, consensus, nationalism, and belief)¹⁴.

Logic and conceptual coherence

As far as the general competencies of students are concerned, the UNILA follows the Regulation of the Minister of Research, Technology and Higher Education No. 44 of 2015, where students should be able

- to apply logical, critical, systematic and innovative thinking in the context of the development or implementation of science and technology with humanity's values in accordance with their field of expertise;
- to demonstrate independent, quality, and measurable performance;
- to study the implications of developing or implementing science and technology with humanities values according to their expertise based on scientific principles, procedures and ethics in order to produce solutions, ideas, designs or art criticisms, compile scientific descriptions of studies in the form of a thesis or final project;
- to make appropriate decisions in solving problems in their area of expertise, based on the results of information and data analysis;
- to maintain and develop working networks with supervisors, and partners both inside and outside the institution;
- to be responsible for the results of group work and supervise and evaluate the completion of work under their responsibility;
- to carry out the process of self-evaluation of working groups under their responsibility, and able to manage learning independently;
- to document, store, secure, and rediscover data to ensure validity and prevent plagiarism.

¹³ Putra, F. K. K., Saepudin, P., & Utami, N. G. M. K. (2022). Preferred Competencies for Tourism and Hospitality Graduates: Evidence from Longitudinal Tracer Studies. *Journal of Technical Education and Training*, 14(3), 94-104.

¹⁴ Silalahi, R., & Yuwono, U. (2018). The sustainability of Pancasila in Indonesian education system. *Research in Social Sciences and Technology*, 3(2), 58-78.

According to UNILA, the curriculum of each *BCS*, *BBA* and *BPA* study programmes is aligned with the Independent Learning and Independent Campus policy (MBKM) from 2020, with the following logic explained below for each study programme:

Bachelor of Communication Science (BCS)

For the BCS programme, the qualification objectives of this study programme are implemented in the curriculum through the competences and skills of Communication Science major in the fields of *Journalism*, *Broadcasting*, *Human relations* in the highlighted sectors of education and entrepreneurship.

All members of the teaching staff have their Semester Learning Plan as a guide for the learning outcomes of each course (CPMK). The selection of study materials, learning processes, and assessment of learning outcomes for each course is prepared with the reference to Graduate Learning Outcomes. All courses are prepared by each study programme in 1-4 semesters. Beginning from semester 5-7, the curriculum of each study programme is aligned with the Independent Learning and Independent Campus policy (MBKM).

Curriculum for each of the listed programmes – BCS, BBA and BPA with their eight semesters is provided below in the consecutive Table 4 (BCS), Table 5 (BBA) and Table 6 (BPA) with the indication of requirements set up by the Association, University and Faculty (study programme) levels:

Table 4: Business Communication Studies (BCS) curriculum

<i>BCS study programme, 8 semesters</i>			
Course	Course Name	Credit points per semester	Level
M1	Module 1: Semester 1	36.8	
1	Introduction to Political Science	4.8	Faculty
2	Introduction to Sociology	4.8	Faculty
3	Indonesian Language Education	3.2	University
4	Pancasila Education	3.2	University
5	Ethical Education and Local Wisdom	3.2	University
6	Basic Communication Science	4.8	University
7	Interpersonal Communication	4.8	Association
8	Communication Psychology	4.8	Association
9	Logic	3.2	Association
M2	Module 2: Semester 2	41.6	
1	Islamic education	3.2	University
2	Catholic Religious Education	3.2	University
3	Christian Education	3.2	University
4	Hindu Religious Education	3.2	University
5	Buddhist Education	3.2	University
6	Civic education	3.2	University
7	English language	3.2	Association
8	Mass Communication	4.8	Association

9	Intercultural Communication	4.8	Association
10	Communication Theory	4.8	Association
11	Communication and Organisational Management	3.2	Association
12	Scientific Writing	1.6	Association
M3	Module 3: Semester 3	30.4	
1	Sociology of Communication	4.8	Association
2	Political Communication	4.8	Association
3	Public Relations Management	3.2	Association
4	Journalism	4.8	Association
5	Information and Communication Technology	4.8	Association
6	Communication Philosophy	4.8	Association
7	Development Social Communication	3.2	Association
M4	Module 4: Semester 4	19.2	
1	Entrepreneurship	3.2	Association
2	Radio & TV Production	1.6	Association
3	Media Text Analysis	3.2	Association
4	Photography	1.6	Association
5	Communication Research Methodology	3.2	Association
6	Rhetoric	3.2	Association
7	Mass Media Management	3.2	Association
M5	Module 5: Semester 5	20.8	
1	English Communication*	3.2	Association
2	Visual communication design*	1.6	Association
3	Statistics*	3.2	Association
4	Digital Society Sociology*	4.8	Association
5	Business Communication*	3.2	Association
6	News Writing *	1.6	Association
7	Communication Ethnography*	3.2	Association
M6	Module 6: Semester 6	27	
1	Media and Democracy*	4.8	Association
2	Social and Cultural Analysis*	4.8	Association
3	Communication Audit*	3.2	Association
4	Lobbying, Negotiation and Mediation Techniques*	3.2	Association
5	Computer Ethics and Regulation*	3.2	Association
6	Media Ethics and Regulation*	4.8	Association
7	Online Media Management*	3.2	Association
M7	Module 7: Semester 7	27	
1	Peers*	4.8	Association
2	Media and Minorities*	4.8	Association
3	Integrated Marketing Communications*	3.2	Association
4	Presentation Techniques*	3.2	Association
5	Cultural Communication and Local Community*	3.2	Association
6	Communication and Globalisation*	4.8	Association
7	Capita Selecta Communications*	3.2	Association

M8	Module 8: Semester 8	7.2	
1	Research Proposal Seminar	1.6	Association
2	Research Results Seminar	1.6	Association
3	Thesis (trial)	4	Association
	TOTAL	210	
Notes: Other:	* Elective courses with conditions <i>Studying at different PS</i> <i>Internship</i> <i>Thematic Real Work Lecture</i> <i>Entrepreneurial Activities</i> <i>Humanitarian Project</i> <i>Research</i>		

Bachelor of Business Administration (BBA)

For the BBA programme, the curriculum is prepared to meet the needs of stakeholders, reflected in the National Standards of Higher Education (SN DIKTI), and according to the vision and mission of the UNILA and its Faculty of Social and Political Sciences. This process is carried out through the number of stages for planning and implementing the learning design of this programme.

1. The planning stage begins with a study obtained from the input of graduate users from the tracer study results.
2. The next stage is needs analysis implemented by conducting a Focus Group Discussion (FGD) with stakeholders, namely the academic community - teaching staff, students and education staff, alumni and graduate users, as well as curriculum workshops.
3. The third stage is the results of analysis used as the basis for formulating graduates' profiles and their learning outcomes (LOs) as well as the basis for courses with credit weights and matrices of distribution.
4. The LOs is formulated are then applied to the academic community and stakeholders with the use of the Web business administration study programme (<http://admbisnis.fisip.unila.ac.id/misi/>).

The LOs of BBA programme are adjusted every five years, and distributed to all courses designed in its hierarchical system of curriculum and Semester Learning Plans (RPS). All teaching staff are equipped with learning plans prepared based on LOs for guidelines in determining learning outcomes from each course (CPMK). The selection of study materials, learning processes, and assessment of learning outcomes in each course refers to the ELOs that have been prepared by the teaching staff of the Business Administration Study Program.

Table 5: Bachelor of Business Administration (BBA) curriculum

Course	Course Name	Credit points per semester	Level
M1	Module 1: Semester 1	33.6	
1	Indonesian Education	3.2	National
2	Pancasila Education	3.2	National

3	Ethics Education and Local Wisdom	3.2	Study Programme
4	Introduction to Political Science	4.8	Faculty
5	Introduction to Sociology	4.8	Faculty
6	Introduction to the Science of Business	4.8	Faculty
7	Business Economics	4.8	Association
8	Basic Accounting	4.8	Association
M2	Module 2: Semester 2	51.2	
1	Islamic Religious education	4.8	National
2	Catholic Religious Education	4.8	National
3	Christian Education	4.8	National
4	Hindu Religious Education	4.8	National
5	Buddhist Education	4.8	National
6	Civic education	3.2	National
7	Law and Business Ethics	4.8	Association
8	Business Accounting	4.8	Association
9	Business Mathematics	4.8	Study Programme
10	Organisational Theory	4.8	Study Programme
11	English for Business	4.8	Study Programme
M3	Module 3: Semester 3	38.4	
1	Marketing Management	4.8	Association
2	Business Finance (Keuangan Bisnis)	4.8	Association
3	Banking and Financial Institution; Perbankan & Lembaga Keuangan	4.8	Programme Study
4	Taxation	4.8	Association
5	Business Statistics	4.8	Association
6	Introduction to Corporate Governance	4.8	Association
7	Management Information System	4.8	Association
8	Organisational Behaviour	4.8	Study Programme
M4	Module 4: Semester 4	38.4	
1	Business Research Methods	4.8	Association
2	Investment and Capital Market	4.8	Programme Study
3	Human Resource Management	4.8	Association
4	Leadership	4.8	Association
5	Business Communication & Negotiation	4.8	Association
6	International Business	4.8	Association
7	Consumer Behaviour	4.8	Study Programme
8	Entrepreneurship	4.8	Association
M5	Module 5: Semester 5	62.4	
1	Business computer	4.8	Programme Study
2	Managerial accountancy	4.8	Association
3	Problem Solving and Decision Making	4.8	Programme Study
4	Business Risk	4.8	Association
5	Digital Marketing	4.8	Study Programme
6	System Thinking	4.8	Study Programme
7	Marketing Policy and Strategy	4.8	Study Programme
8	Creativity and Innovation	4.8	Association

9	Financial Strategy and Policy	4.8	Study Programme
10	Organisational Culture	4.8	Study Programme
11	Financial Entrepreneurship	4.8	Study Programme
12	Service Marketing	4.8	Study Programme
13	Business Analysis	4.8	Study Programme
M6	Module 6: Semester 6	67.2	
1	Business Strategy and Policy	4.8	Association
2	E-Business	4.8	Programme Study
3	Import Export Administration	4.8	Programme Study
4	Business Operations Research	4.8	Association
5	Big Data Management	4.8	Study Programme
6	Industrial Relations	4.8	Study Programme
7	TQM	4.8	Study Programme
8	Financial Research	4.8	Study Programme
9	Human Resources Research	4.8	Study Programme
10	Marketing Research	4.8	Study Programme
11	Modelling and Business Practices	4.8	Study Programme
12	Logistic and Supply Chain	4.8	Study Programme
13	Fieldwork Practices	4.8	Faculty
14	Real Work Lectures	4.8	University
M7&M8	Module 7&8: Semester 7&8	15.6	
1	Fieldwork Practices	4.8	Association
2	Real Work Lectures	4.8	Association
3	Research Proposal Seminar	1	Programme Study
4	Research Result Seminar	1	Programme Study
5	Thesis	4	Programme Study
	TOTAL	322.4	

Bachelor of Public Administration (BPA)

Table 6: Bachelor of Public Administration (BPA) curriculum

Course	Course Name	Credit points per semester	Level
M1	Module 1: Semester 1	35.2	
1	Indonesian Language Education	4.8	University
2	Pancasila Education	3.2	University
3	Introduction to Political Science	4.8	Faculty
4	Introduction to Sociology	4.8	Faculty
5	Basic Management	4.8	Association
6	Civic Education	3.2	University
7	Introduction to Public Administration	4.8	Association
8	English Skills	4.8	Study Programme
M2	Module 2: Semester 2	38.4	
1	Islamic Education	4.8	University

	Catholic Education		
	Christian education		
	Hindu Religious Education		
	Buddhist Education		
2	Administrative Law	4.8	Association
3	Public Management	4.8	Association
4	Organizational Theory	4.8	Study Programme
5	Indonesian Political System	4.8	Study Programme
6	Theory of Public Administration	4.8	Study Programme
7	Social Statistic	4.8	Study Programme
8	Social Research Methods	4.8	Study Programme
M3	Module 3: Semester 3	38.4	
1	Public Finance Administration (State Finance)	4.8	Association
2	Public Service Management	4.8	Association
3	Public Policy	4.8	Association
4	Research Method for Administrative Science	4.8	Association
5	Indonesian Public Administration System	4.8	Association
6	Development Theory and Issues	4.8	Association
7	Policy Analysis	4.8	Association
8	Bureaucracy and Public Governance	4.8	Association
M4	Module 4: Semester 4	38.4	
1	Entrepreneurship	4.8	University
2	Public Policy Implementation and Evaluation	4.8	Study Programme
3	Tax Administration	4.8	Study Programme
4	Leadership	4.8	Association
5	State Civil Apparatus Management (Human Resources Management in Public Sector)	4.8	Association
6	Public Administration Ethics	4.8	Association
7	Communication and Advocation Policy	4.8	Association
8	Behavior and Development of Public Organizations	4.8	Association
M5	Module 5: Semester 5	38.4	
1	Digital Governance	4.8	Association
2	Decision-making	4.8	Association
3	Strategic management	4.8	Study Programme
4	Elective Course 1	4.8	
5	Elective Course 2	4.8	
6	Elective Course 3	4.8	
7	Elective Course 4	4.8	
8	Elective Course 5	4.8	

	Elective Courses:		
	Public Sector Management Information System Management	4.8	Study Programme
	Writing and Publishing of Scientific Manuscripts (Academic Writing)	4.8	Study Programme
	Local Government	4.8	Study Programme
	Public Administration Reform	4.8	Study Programme
	Anti-Corruption Education	4.8	Study Programme
	Office administration	4.8	Study Programme
	Social Engineering (social engineering project design)	4.8	Study Programme
	Innovation of Public Policy	4.8	Study Programme
M6	Module 6: Semester 6	38.4	
1	Real Work Courses (KKN)	4.8	University
2	Elective Course 1	4.8	
3	Elective Course 2	4.8	
4	Elective Course 3	4.8	
5	Elective Course 4	4.8	
6	Elective Course 5	4.8	
7	Elective Course 6	4.8	
8	Elective Course 7	4.8	
	Elective Course:		
	International Organization and Globalization	4.8	Study Programme
	Analisis Dampak Pembangunan	4.8	Study Programme
	Political Economy of Development (optional)	4.8	Study Programme
	Gender and Social Inclusion Policy	4.8	Study Programme
	Conflict Resolution	4.8	Study Programme
	Rural Development	4.8	Study Programme
	Nonprofit Organization Management	4.8	Study Programme
	Forest Policy	4.8	Study Programme
	Coastal Area Policy and Empowerment	4.8	Study Programme
	Logistic Management	4.8	Study Programme
M7	Module7: Semester 7	38.4	
1	Field Work Practice (PKL)	4.8	University
2	Seminar of Public Administration Problems	4.8	
3	Elective Course 1	4.8	
4	Elective Course 2	4.8	
5	Elective Course 3	4.8	

6	Elective Course 4	4.8	
7	Elective Course 5	4.8	
8	Elective Course 6	4.8	
	Elective courses:		
	State-owned Enterprise Management	4.8	Study Programme
	Quality and Performance Management	4.8	Study Programme
	Development Project Administration	4.8	Study Programme
	Public Sector Economy	4.8	Study Programme
	Traditional Village Development	4.8	Study Programme
	Agrarian Management	4.8	Study Programme
	Public Policy Environment	4.8	Study Programme
	Disaster Management	4.8	Study Programme
	Tourism Policy and Management	4.8	Study Programme
M8	Module 8: Semester 8	9.6	Level
1	Research Proposal Seminar	1.6	Study Programme
2	Research Results Seminar	1.6	Study Programme
3	Skripsi (Thesis)	6.4	Study Programme
TOTAL		265.6	

Notes: According to the tables presented by UNILA, the total credits are 194 (BCS), 305,6 (BBA) and 275,2 (BPA). They exceed the minimum of 144 credit points or 230.4 ECTS credits due to the inclusion of all elective courses (the required minimum level of 144 credit points or 230.4 ECTS credits).

Rationale for degree and programme name

All three study programmes have their own rationale for their degree and programme names:

Bachelor of Communication Science (BCS)

The qualification framework for Communication Science its BCS programme, refer to the needs of labour market, where its demand is present in the fields of *Journalism, Broadcasting, Human relations, academic education and entrepreneurship*. All graduates of BCS are expected to have the competences of managers, practitioners, educators and digital-based entrepreneurs in a multicultural society.

Based on the consideration of those profiles, the following degree is given:
Bachelor of Communication Science or Sarjana Ilmu Komunikasi (S.I.Kom).

Bachelor of Business Administration (BBA)

The BBA - Business Administration study programme, is based on the classification of the graduates' profile. This programme has also changed the nomenclature and academic

degrees of graduates from the *Adm. Commerce Science Study Programme* from a Bachelor of Adm. Commerce (S.A.N) to a Business Adm. Science Study Programme with a Bachelor of Business (S.A.B) degree.

This change in its name took place in 2011, and it was based on the Letter of the Director of Institutions and Cooperation of the Directorate General of Higher Education of the Ministry of National Education No. 3014 / E2.2 / 2011 dated May 24 concerning *Proposed Changes in the Nomenclature of Study Programmes and Academic Degrees*. In 2015 the Department received the Operational Assistance Grant for accreditation of Study Programmes from the Directorate General of Higher Education of the Ministry of Research, Technology, and Higher Education of the Republic of Indonesia (Letter of the Director General of Higher Education No. 1164 / B / AK / 2015).

Based on the consideration of classifications of the graduate profiles, the following degree is given:

Bachelor of Business Administration or Sarjana Ilmu Administrasi Bisnis (S.A.B)

Bachelor of Public Administration (BPA)

The Ministry of Research, Technology and Higher Education Regulation assigns the titles of the study programme and degrees to graduates. It is related to the decree concerning "Title of Study Programmes at Higher Education" (No. 57/2019) and the other decree of the Chairperson of the Indonesian State/Public Administration Sciences Association (No. 004/KA.IAPA/Kep/KP/2011) concerning Determination National Core Courses and Graduate Degrees in the State/Public Administration Study Programme at undergraduate level.

Based on the above regulatory considerations, the following degree is given to graduates of the Public Administration Study Programme:

Bachelor of Public Administration or Sarjana Ilmu Administrasi Negara (S.A.N).

Integration of theory and practice

The Independent Learning and Independent Campus (MBKM), founded in 2020, allows students to gain study experience not only outside the classroom and outside the study programme. The practical understanding of students is implemented through the Field Work Practice Programme (PKL) which is aimed to provide students with the opportunity to apply theoretical concepts to communication problems. It also helps students to develop a practical understanding of the professional scope of communication science and familiarize themselves with working conditions and various locations.

The process of teaching and learning activities is implemented through the Student Center Learning on an ongoing basis. This method involves students to actively participate, and to be oriented to their independence in creating constructive ideas, helping them to achieve the expected results of study. These values are formed through their Semester Learning Plans RPS and study contracts.

In addition to the mid-term exams and end-of-semester exams, there are also various forms of multi-assessment, quizzes, presentations, assignments, and practices.

Assessment of student study evaluation includes also their individual assessment and group assessment. Thus, students are expected not only to express their abilities individually, but also be able to learn to work together in a team, and build their mutual excellence. Practical activities involve solving concrete and practical problems, including directly involving related business institutions relevant to the field of study, to understand in depth the business processes carried out. Thus, students are expected to be able to think independently, and seek information from experts or practitioners, books, journals, websites and other sources of information, as well as allow sharing ideas and discussions. Learning also involves practitioners or professionals in the relevant field of study as guest teaching staff to help students understand the facts.

Some of these courses are taught to emphasize the theoretical part of the course and to reinforce the information gained through examples of practical application in the real world. Classroom teaching uses a number of assessment methods, including presentations, class exercises, assignments, projects, and case studies, to enable students to apply theoretical concepts to real-world challenges.

In addition, the programme provides opportunities for students to be involved in research and community service through the Institute for Research and Community Service (LPPM). The national policy of the Learning and Independent Campus (MBKM) encourages students to choose their own practice in the various programmes provided:

- 1) Student Exchange;
- 2) Internships or Work Practices;
- 3) Teaching staff in education units;
- 4) Research;
- 5) Projects Humanity;
- 6) Entrepreneurial Activities;
- 7) Conduct Independent Studies or Projects;
- 8) Build a village or thematic real work lecture (KKNT).

All three study programmes have their peer groups of studies in developing and facilitating theoretical and practical based academic curriculum, research and community services. All three study programmes are targeting to bring their theory and practice together. Plan is prepared by including assignments in the format of project-based learning and case study learning. All three study programmes describe their integration of theory and practice through their peer groups, public policy instruments, administration and management:

Bachelor of Communication Science (BCS)

Programme Studies	Peer Groups	Description
Communication Studies	Media Studies (Media Studies)	This field of study discusses the content, history, and effects of various media, especially mass media. Learning outcomes of media studies peer group graduates are graduates who have the ability to master the concept of media text analysis, distinguish between facts and opinions of media content, and can evaluate various media impacts in social, political, and economic contexts.
	Communication Management	This field of study discusses lecture materials that must cover aspects of public relations/public relations, entrepreneurship, political communication, business

		<p>communication and digital information and communication technology management.</p> <p>The learning outcomes of graduates produce graduates who are characterized as professional managers, reliable practitioners, academics with integrity and creative entrepreneurship based on digital technology in a multicultural society.</p>
	Cultural Communication	<p>This field of study discusses the use of language/speech in society, cultural communication of local communities, the influence of globalization in the development of communication, and social and cultural phenomena.</p> <p>The learning outcomes of graduates will produce graduates who have the character of managers, practitioners, academics in the field of cultural communication in a multicultural society.</p>
	Journalism	<p>This field of study discusses the concept of journalism, the production of various media content, and ethics and regulations in print, electronic and new media.</p> <p>Learning outcomes produce media practitioners, both journalists, media entrepreneurs, and reliable media analysts.</p>

Bachelor of Business Administration (BBA)

Public Administration	Development Administration	<p>This study field discusses the dynamics of the theoretical and practical development paradigm in the fields of infrastructure, social, and human development. These issues are applied in local and national development processes in the perspective of the Sustainable Development Goals (SDGs).</p>
	Public Policy	<p>This study field examines the dynamics of public policy locally, nationally and internationally. It is approached from the formulation agenda to evaluation, including public policy analysis.</p>
	Public Service Management	<p>This study field discusses the development of theory and practice in public sector management and efforts to achieve the goals of public reform.</p>

Bachelor of Public Administration (BPA)

Public Administration	Development Administration	This study field discusses the dynamics of the theoretical and practical development paradigm in the fields of infrastructure, social, and human development. These issues are applied in local and national development processes in the perspective of the Sustainable Development Goals.
	Public Policy	This study field examines the dynamics of public policy both locally, nationally and internationally. It is approached from the formulation agenda to evaluation, including public policy analysis.
	Public Service Management	This study field discusses the development of theory and practice in public sector management and efforts to achieve the goals of public reform.

Interdisciplinary thinking

Interdisciplinary thinking is embedded in each curriculum through the compulsory and elective courses in each of the listed programmes. The Faculty of Social and Political Sciences supports interdisciplinary thinking and learning for students through lecturing the following subjects with involvement of research in each of the following programmes:

Bachelor of Communication Science (BCS)

BCS includes the range of various interdisciplinary courses, such as: Communication Psychology, Communication Philosophy, «Capita Selecta» Communication, Information and Communication Technology, Management and Organisational Communication, Political Communication, Business Communication, Integrated Marketing Communication, Social Communication Development.

Bachelor of Business Administration (BBA)

BBA includes curriculum with the following interdisciplinary courses, such as: Human Resource Development; Business Risk; Business Communication & Negotiation ; Logistic & Supply Chain; Big Data Management; Total Quality Management; Law and Business Ethics; System Information Management; Computer for Business

Bachelor of Public Administration (BPA)

Interdisciplinary thinking is embedded in the curriculum through compulsory and elective courses in the program including such courses as:

Social Engineering; International Organizations and Globalization; Gender Equality and Social Inclusion Policy; Conflict Resolution; Regional Development; Management of Non-Profit Organizations; Forestry Policy; Coastal Area Policy and Empowerment.

Ethical aspects

Ethical aspects play a very important role in each study programme. The study programmes are dealing with ethical interpretation in their learning practices. The identification and reflection of ethical aspects is clearly stated in the course description, and it is also highly promoted. Ethical norms are also considered as a core competency and an integral part of each programme. The curriculum includes various aspects of ethics contained in the following subjects:

- Citizenship Education, Religious Education, Ethics and Anti-Corruption Education.

In the learning process, ethical aspects are clearly stated in the description of the learning outcomes in each course of study programmes. At the first meeting of each semester, lecturers and students should agree on academic and ethical regulations that must be obeyed during each study programme's process.

In addition to the courses for each programme with the ethical issues presented below, students are required to apply ethical values in the practice of writing scientific papers, without the issues of plagiarism. There is a mechanism of control for the plagiarism on student writing carried out by implementing a plagiarism checker with a plagiarism checker application.

Finally, the presence and reflection of ethical aspects are clearly stated in the Academic Rules issued by the University. The ethical aspect is highly considered as the main competency as well as the integral part of each study programme's qualification objectives. The ethical aspect is one of the key components of expected LOs which refers to the National Standards of Higher Education (SN DIKTI). All three programmes offer several courses in the curriculum that communicate ethical issues to students directly or indirectly.

Bachelor of Communication Science (BCS)

Graduate Learning Outcomes are applied in the curriculum of several courses which directly or indirectly communicate various ethical issues. Students have the following courses:

- Communication Ethics, Citizenship Education, Pancasila Education, Ethics and Local Wisdom Education, Communication Psychology, Law and Communication Ethics.

Bachelor of Business Administration (BBA)

The identification and reflection of ethical aspects is clearly stated in the Academic Rules issued by the University. The study programme offers several courses in the curriculum that communicate ethical issues to students directly or indirectly. The example of these courses are:

- Business Law and Ethics, Industrial Relations, and Religion Studies Education.

Bachelor of Public Administration (BPA)

The ethical aspect plays an important role in this programme. The programme conducts ethical interpretation in learning practices. The curriculum offers students several courses that contain ethical issues in the following courses:

- Citizenship Education, Religious Education, Public Administration Ethics and Anti-Corruption Education.

Methods and scientific practice

Each study programme engages students in scientific work and its methods through various courses to ensure the acquisition of methodological competences, knowledge and skills. In addition to it, methodological competences are also obtained by students through their active involvement in research projects, as well as preparing their scientific papers.

Various academic policies are prepared, including guidelines for evaluation of student results. In addition to skills needed to prepare and conduct research final projects, students need to develop their communication research and analytical skills, which can be obtained through the following courses:

- Communication research methodology, Qualitative research methodology, Quantitative research methodology

Each of the listed programme provides the knowledge, skills through the support of methodologies in various courses needed to engage students in the scientific activities of the learning process.

Bachelor of Communication Science (BCS)

The Department of Communication Studies has the following learning methods applied in its different courses:

- group discussions, simulations, case studies, collaborative learning, cooperative learning, project-based learning, problem-based learning, or other learning methods. It is considered that these leaning methods which can effectively facilitate fulfillment of graduate learning outcomes. The following listed courses also include various methods for transferring scientific practice to students:

1. Socio-Cultural Analysis
2. Social Communication Development
3. Rhetoric
4. Radio Broadcasting Techniques
5. Photography Engineering

Some courses include various methods for transferring scientific practice to students, for example, courses in Socio-Cultural Analysis, Social Communication Development (from the listed above 1-2) which can channel theoretical learning to be directly reviewed and applied to the community groups. The mentioned courses of theoretical learning are usually directly reviewed by the communities and applied to these communities with the use of practical skills through the additional courses (for instance, from the listed above 3-5).

In addition to it, there is an internship programme - Field Work Practice (PKL) which is currently being adjusted to the curriculum of the Merdeka Learning Independent Campus (MBKM). Its goal is to improve soft skills of students and apply them to the real-world's activities.

Bachelor of Business Administration (BBA)

The methodological competence are acquired by students through their active involvement in research projects, participating in lectures, and other activities of the Business Administration study programme. The practical implementation of the BBA programme is carried out through its curriculum recommended by the Independent Learning and Independent Campus (MBKM).

There are the following courses in BBA study programme with their methodological competences:

1. Business Research Methodology (ABI620209)
2. Business Operations Research (ABI620318)
3. Financial Research (ABI620322)
4. HR Research (ABI620323)
5. Marketing Research (ABI620324)
6. Field Work Practice (FSP616301)
7. Real Work Lecture (UNI616401)
8. Research Proposal Seminar (ABI620401)
9. Research Results Seminar (ABI620402)
10. Thesis (ABI620403)

In addition, there are methodological competences obtained by students through active involvement in research projects and lecturer service in BBA programme.

Bachelor of Public Administration (BPA)

Apart from taking courses, the BPA programme builds an academic atmosphere integrated with curricular and non-curricular activities, such as:

- assignments, scientific publication facilities, training, apprenticeships, and scientific discussions. The students are invited for participation in scientific forums for their adequate experience in carrying out scientific practice.

The programme provides the knowledge and skills needed to be engaged in the learning process of scientific activities which are delivered through the following courses:

1. Social Statistics (ANE620111)
2. Social Research Methods (ANE620110)
3. Public Administration Research Methods (ANE620213)
4. Scientific Manuscript Writing (Scientific Manuscript Writing)
5. Seminar on Public Administration Problems (ANE620401)
6. Thesis (ANE616407)

Examination and final thesis

The assessment methods in all three study programmes are designed to evaluate the achievement of learning outcomes in accordance with the study plan that is distributed to students during the first week or during the first lectures' delivery.

Basically, the assessment methods might be different in each course. These methods include:

- quizzes, exams, presentations, case studies, homework, and class discussions.

In general, the academic regulation deals with various assessments:

- Assessment (with oral exams, quizzes, discussions, homework assignments, case reports) – 50 %
- Midterm exams – 25 %
- Final exams – 25 %

As far as the final thesis is concerned, the latest official Guidelines for Writing Scientific Papers at the University of Lampung are published in 2020 as a result of the 3rd revision's guidelines that emphasize the format of writing a scientific paper. The name of this guide is replaced with the Format for Writing Scientific Papers at the University of Lampung.

Students are also provided with a thesis supervisors (one – main supervisor) who supports them in their work. Final thesis or dissertation exams are conducted orally.

There are assessments of six aspects monitored which include:

1. Lectures

Monitoring and evaluation of lectures in study programmes are carried out by assessing student attendance per course and the presence of lecturers and students through the system of *siakadu* (<https://siakadu.unila.ac.id/>). According to the approved rules, lecturer needs to fill in the form with several columns consisting of a list of lecturer's attendance, lecture agendas, materials, and student's attendance lists.

2. Practicum

The study programme has laboratories, monitoring and evaluation of student practice activities. Each student practicum group is guided by a lecturer.

3. Preparation of learning materials

Every lecturer is recommended to be prepared prior to any lectures, including the preparation of materials and assignments for making papers. Preparation of materials can be done either on campus, or at home. The assignment for various papers are discussed in the classroom and assessed by the lecturer.

4. Group Discussion

Lecturers also conduct group discussions with students, so that the level of student analysis and their insights in content could be improved. Generally, group discussions involve the development of science and problems related to each of the selected subject. In this group discussion, the lecturer gives a separate assessment to all students.

5. Homework

The lecturer prepares various homework assignments for students. The homework is checked and assessed, including discussion of this assignment.

6. Lecture Programme Unit (LPU)

At the end of each semester the Lecture Programme Unit is evaluated at the lecturers' meeting. This is done to adjust the development of developing science and technology, as well as adjust the quality of graduates to what the community needs.

Regarding the examination and final theses, there is a special Academic Regulation issued by the Rector of the University of Lampung No. 19 the Year 2020. The article 51 of this Academic Regulation refers to the issues of working papers/designs/essays, undergraduate theses/final project reports, theses, and dissertation.

The examination commission for the undergraduate programmes consists of a maximum of three persons:

- a. the main supervisor as the chairman and examiner(s);
- b. the main examiner (the examiner – for seminars, and research results) has the position of an assistant professor if he holds a doctorate, or a Master's Degree;
- c. assistant supervisor (if any) as assistant of examiner/secretary;

As far as the theses are concerned, the undergraduate thesis/final project report is guided by at least one lecturer and at most two lecturers for each student. The period for supervising working papers/designs/art essays, undergraduate thesis/final project reports is a maximum of six months which can be extended for two months since the guidance decision is issued.

The requirements for taking the thesis exam are the following:

- a. passing all courses stated in the curriculum with a minimum GPA of 3.00;
- b. the number of grades C+ is a maximum of two courses;
- c. showing the approval of the advisory commission to carry out the exam;
- d. having proof of publication of one scientific paper or receipt of accepted scientific paper/publication manuscripts from an international journal or accredited national scientific journals as the first author;
- e. having passed the English competence test that has been determined by the rector;
- f. having returned all of the library books and laboratory equipment;
- g. having paid the tuition fees from the first semester to the last semester;
- h. having attended an academic orientation programme.

Appraisal:

For all three programmes

The curriculum adequately reflects the qualification objectives of the study programmes. The contents of the courses are balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation or optional electives enable students to acquire additional competences and skills.

At the same time, while implicitly conceptual coherence is present and understood, the panel **recommends** reflecting the explicit logic for each study programme in all eight semesters with

its clear reasoning in the curriculum and the structuring of the programmes' design (conceptual coherence of the programmes' design e.g. in terms of introduction, compulsory, electives, profiles by specialisations and electives). The panel suggests reviewing the "red line" and identifying the pillars of the core areas.

The degree and programme names correspond to the contents of the curriculum and each of the listed objectives of programmes, and also meet the Ministry's requirements.

Theoretical questions are, where possible, explained by means of practical examples. At the same time, the panel **recommends** integrating theory and practice with more connections between different subject fields.

There is evidence that the programmes qualify for interdisciplinary thinking. However, the panel **recommends** that more interdisciplinary and transdisciplinary thinking be included, where teachers may need more explanations linking different fields to illustrate examples of a more complex environment.

Ethical implications (in terms of thinking and acting) are appropriately communicated. The identification and reflection of ethical aspects are clearly promoted, and the related competences are integral part of the study programme's qualification objectives.

Students acquire methodological competences and are enabled to do scientific work on the required level. Students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives, but they lack quantitative research methods applied with statistical packages. Therefore, the panel **recommends** acquiring statistical software packages for students to improve the scientific domain and acquire further methodological competences. In addition, improving the level of English language would be facilitating the process of scientific activities as well.

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 examples of theses provided demonstrate that students follow the revision's guidelines linked to the format of writing scientific papers.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1	Contents				
3.1.1*			X		
3.1.2*			X		
3.1.3*			X		
3.1.4			X		
3.1.5			X		
3.1.6*			X		
3.1.7*			X		

3.2 Structure

Modular structure of the study programme

In Indonesia there is a following system of SKS credits according to the latest research publication of Rusirawan et al. (2023)¹⁵.

It is provided here for comparison between universities in Indonesia as well as comparison of the structures with the system of ECTS credits, allowing to see how it functions and what are the differences varying from the rules: The comparison between European ECTS and SKS systems in Indonesia allows to understand this system much better.

SKS (Sistem Kredit Semester) or CSS (Credit semester system)	The module should be taught and applied in classroom meeting for 50 minutes, or in practical course (field or laboratory work) - 60 minutes. Besides, the student should spent 60 minutes more for self-study and 60 minutes for completing the tasks given by a lecturer, within one week (one SKS (CSS) equivalent by 3 hours learning activities in a week).
ECTS	Based on the principles that 60 credits measure the workload of a full time student during one academic year. The student workload of a full-time study programme in Europe amounts to around 1500-1800 hours per year (1 ECTS = 25-30 working hours)
SKS to ECTS conversion	1 SKS = around 52 working hours (14 times/semester x 3 hours) 1 ECTS = 30 working hours/semester SKS/ECTS = around 52/30 For Bachelor Degree: 1 SKS is around 1.7 ECTS (* in case of UNILA – 1.6 ECTS) 144 SKS is around 244 ECTS (* in r case of UNILA – 230.4 ECTS)

¹⁵ Rusirawan, D., Pertiwi, D. S., Hartawan, L., Szabo, I., Daroczi, M., Katai, L., & Farkas, I. (2023, February). Development of joint curriculum as a first step to establish joint/double degree: Lesson learned from the partnership ITENAS and MATE. In AIP Conference Proceedings (Vol. 2772, No. 1, p. 020005). AIP Publishing LLC.

The study programmes follow 4 years' education (8 semesters) with a total of 230.4 ECTS credits. Each semester lasts about 16 weeks, where the last two weeks dedicated to the final exams.

The structure for all study programmes looks like the following:

Projected study time	4 years/ 8 semesters
Number of credits (national credits and ECTS credits)	144 sks credits/230.4 ECTS credits
Workload per credit	170 minutes -50 minutes of lectures/contact hours, -60 minutes of independent study, -60 minutes of assignment
Time required for processing the final thesis/project and awarded credits	On average 6 months
Number of contact hours	170 minutes * 14 times = 2,380 minutes or converting: 39.7 hours

Therefore, 144 sks credits correspond to a total workload of 230.4 ECTS credits for the whole study programme

144 credits	230.4 ECTS credits	144 x 39.7 = 5,718.8 hours of study activities in total
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A student of an undergraduate degree in Indonesia has to complete 144 to 160 credit units¹⁶. It is applied for 4 years' Bachelor degree programmes of UNILA with 144-160 credit points or credit units. As far as the credit system (SKS) and ECTS are concerned, according to the UNILA document N 6438 as of July 19, 2022, 144 credit units (SKS) = 144 x 1.6 ECTS = 230, 4 ECTS. A student of an undergraduate degree in Indonesia has to complete 144 to 160 credit units . It is applied for 4 years' Bachelor degree programmes of UNILA with 144-160 credit points or credit units. As far as the credit system (SKS) and ECTS are concerned, according to the UNILA document N 6438 as of July 19, 2022, 144 credit units (SKS) = 144 x 1.6 ECTS = 230, 4 ECTS.

Classes are organised based on the credit unit's system - Sistem Kredit Semester (SKS) or Credit Semester System, where the implementation schedules follow the applicable academic calendar. SKS includes student learning workload, each study programme unit's learning workload, and lecturer teaching workload. During the FIBAA accreditation process, it was also explained about SKS credit units or points at UNILA's Faculty of Social and Political Sciences consists of lectures, self-study mechanism and other assignments is 170 minutes credit points (calculated as 50 minutes of lectures, 60 minutes of other tasks and 60 minutes of self-study).

Each study programme offers a description of each course. The description provide a detailed information about course content. It starts from the course unit title, and the course unit code, the type of course unit (either compulsory or optional), year of study when the course is

¹⁶ Wicaksono, T. Y., & Friawan, D. (2011). Recent developments in higher education in Indonesia: Issues and challenges. Financing higher education and economic development in East Asia, 159,p. 162 Retrieved from: <https://library.oapen.org/bitstream/handle/20.500.12657/33752/459234.pdf?sequence=1#page=167>

delivered, semester, number of ECTS credits allocated (SKS* 1.6), the learning outcome of the course.

The template also includes the name of lecturers, learning outcomes of the course, mode of delivery (face-to-face, distance learning), course content with the recommended or required reading and other learning resources/tools, planned learning activities and teaching methods, the language of instruction (Bahasa). Almost all courses are conducted in Indonesian language at UNILA. Assessment methods and criteria are also indicated (assignments, individual/group assignments, quizzes, and other).

Study and exam regulations

Assessment of learning outcomes for students of undergraduate studies is stated with the following system of grades:

A (4), B+ (3.5), B (3), C+ (2.5), C (2), D (1), and E (0).

Regulation on the study and exams in general is planned according to this schedule:

Exam	Schedule
Mid-Term	The 8th Week
Final Exams for University Requirements (Mandatory and Elective Courses)	The 16th Week

The Article 29 of the Academic Regulation provides the following conversion table of final grade numbers to quality letters – with the understanding when students pass exams and when he/she fails.

Final Score (0 – 100)	Letter Quality	Score rating	Rating Status
Diploma/undergraduate/Applied Undergraduate/Professional			
Score \geq 76	A	4,0	Pass
71 \leq score < 76	B+	3,5	Pass
66 \leq score < 71	B	3,0	Pass
61 \leq score < 66	C+	2,5	Pass
56 \leq score < 61	C	2,0	Pass
50 \leq score < 56	D	1,0	Pass**
Score < 50	E	0,0	Failed

There are the following requirements for taking the final exam:

- students attend the learning process at least 80 % (eighty percent) for all programmes of lecture activities for one semester;
- carry out all structured academic activities and/or;
- carry out all practicum/response materials (100 %).

There are also final examination for major and minor – optional courses. There is the duration for final exam, which lasts for two hours. The special Examination Committees are appointed to oversee the exams, and the duties are assigned to faculty members for their respective

courses. The examination policies includes the rules that students should not take more than two exams in one day or three exams in two consecutive days.

The regulations for study and examinations are also published on the University's website. The academic calendar, which includes the examination schedules is published online at the start of each semester and the final examination are communicated next to the course teaching schedule <https://siakadu.unila.ac.id/gate/login>. The information on study and exam regulations is also provided in the documents, like the Academic regulation (by the Rector's Regulation of the University of Lampung No. 19 the Year 2020).

Assessment of learning processes and outcomes can be done in the form of quizzes, structured assignments, practicum exams, mid-semester exams (MSE), end-of-semester exams (ESE), and classroom observations. Quiz, MSE, and ESE are conducted in writing; Skills exams can be carried out by means of written tests or performance tests,

Feasibility of study workload

The Grade Point Average (GPA) and number of credits, are usually referred to the National Standards of Higher Education in Indonesia¹⁷. The credits' workload for Semester I and II undergraduate programmes is calculated per semester. The credit's workload for undergraduate programmes starting in Semester III is determined based on the previous semester's GPA. The following criteria – with the average GPA of 3.39 to 3.40 from the GPA scale of 4.00 are considered as good quality of education.

Undergraduate students who pass with the following criteria:

- (a) in the Phase I assessment at the end of semester IV those who have a temporary GPA of less than 2.00 or do not reach 64) credits' courses;
- (b) in the Phase II assessment at the end of semester VIII who have a temporary GPA of less than 2.00 or does not reach 128 credits;
- (c) in the Phase III assessment, the compulsory workload stated in the curriculum have not been fulfilled and/or GPA is less than 2.00 and have not passed the thesis exam, - all of them will have the extended the study period for another two more semesters

Based on the Rector's Regulation of the University of Lampung No. 19 the Year 2020 on the Academic Regulation, and its article 22 on the requirements for the final semester examinations, students can take exams only if they attended 80 % of lectures (as a minimum).

Equality of opportunity

The University of Lampung follows the equality of opportunity through illustrating its equality in gender. The University of Lampung does not discriminate on the basis of gender, marital status, economic class, religious affiliations, or disabilities. The policy on students with disabilities are covered in the Undergraduate Academic Regulations. High-achieving and

¹⁷ Yunita, A., Santoso, H. B., & Hasibuan, Z. A. (2022). 'Everything is data': towards one big data ecosystem using multiple sources of data on higher education in Indonesia. *Journal of Big Data*, 9(1), 1-22.

economically disadvantaged (including those with disabilities) students can access scholarships from the central, regional and university governments. All students who meet the criteria can access scholarships from external sources. (SER, p. 68).

Students with disabilities are provided with affirmative actions. Gender equality for each of the listed study programmes is presented below:

Table 7: Gender Equality for BCS study programme

No	Year	Amount		Total
		Male	Female	
1	2016	53	54	107
2	2017	66	78	144
3	2018	38	59	97
4	2019	45	45	90
5	2020	43	75	118
6	2021	59	94	153

Table 8: Gender Equality for BBA study programme

No	Year	Amount		Total
		Male	Female	
1	2016	53	54	107
2	2017	66	78	144
3	2018	38	59	97
4	2019	45	45	90
5	2020	43	75	118
6	2021	59	94	153

Table 9: Gender Equality for BPA study programme

No	Year	Amount		Total
		Male	Female	
1	2014	13	8	105
2	2015	44	82	126
3	2016	18	35	53
4	2017	25	66	91
5	2018	34	47	81
6	2019	21	52	73
7	2020	46	58	104

Appraisal:

The programme structure supports the smooth implementation of the curricula and helps students to reach the defined learning outcomes. The programmes consist of courses and assigns credits per course on the basis of the necessary student workload. Practical components are designed and integrated in such a way that credits can be acquired. The course descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide.

The University has a detailed binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. The study programme is designed so that students can do internships without any extension of their overall study time. The recognition of periods of practical work – insofar intended – is also clearly defined.

In terms of the feasibility of the study programmes' workload, the real workload was considered appropriate in the discussions with students and alumni. The drop-out rate also does not indicate that the students' workload is too high.

A clearly defined examination structure of mid-term and final examinations ensures an adequate number and frequency of examinations and there are appropriate support services. Moreover, the University ensures gender equality. Students with disabilities are provided with affirmative actions. Students in special circumstances (example: single parents) are assisted.

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

3.3 Didactical concept

For all programmes

The teaching and learning methods are described in the course outline and distributed to the students during the first lecture. Delivery methods are usually a combination of lectures and practical training, as well as PowerPoint presentations, case studies, project work, and various group discussions. The material such as lecture notes, textbooks, and other are presented by the faculty during the duration of the course as printed copies or online via virtual class with the UNILA system entitled SIAKADU: <https://siakadu.unila.ac.id>

Logic und plausibility of the didactical concept

The didactical concept of the study programme is described, plausible, and oriented towards the programme objectives. It allows for the application of different teaching and learning

methods, such as, for instance, case studies or practical projects. Students are encouraged to take an active role in creating the learning process.

Each lecturer is responsible for preparing their course materials, while Faculty is responsible for the Course Portfolio (RPS). RPS includes a course outline with detailed content: course description, course objectives, course learning outcomes, course schedules, with the teaching strategies and technology applications, assessment plans, and course rules.

Guest lecturers

All programmes host their guest speakers who are different stakeholders and partners from different universities, institutes from different public and private sectors who are coming to deliver seminars, workshops or share their experiences and knowledge with students. These activities continue on a regular basis every semester.

The listed programmes hosts a variety of guest speakers from different universities, institutes and, from different public and private sectors to deliver seminars, workshops or to join classes to share experiences and knowledge with the UNILA programmes' students. Study programmes collaborate with practitioners and academics from various scientific backgrounds inviting the relevant professors to teach several subjects who are becoming guest lecturers.

Bachelor of Communication Science (BCS)

For instance, the Bachelor of Communication Science (BCS) programme hosts a variety of guest speakers from different universities, institutes from public and private sectors to deliver seminars, workshops or to join classes to share experiences with students throughout the year.

Bachelor of Business Administration (BBA)

The Bachelor of Business Administration (BBA) has been collaborating with partners and bring guest lecturers from both national and international levels during the last three years. Guest lecturers at the national level include representatives of different business organisations, such as: PT Paragon Tech, PT Botika, and PT Indosat.

Bachelor of Public Administration (BPA)

The BPA study programme has a tradition to invite the members of Parliament, ministries to deliver lectures on "public lectures", at the beginning of each academic year (see self-evaluation report, pp. 54-55).

Lecturing tutors

Lecturing tutors support the students in the learning process, helping them to develop competences and skills. These "lecturing tutors" is perceived more as an "academic advisors" in the European countries, however there is a difference, that lecturing tutors are students themselves. So-called "Lecturing tutors" are needed to deliver several courses assisting both research and community services' activities with the weight for practicum credits. The selection process to hire these lecturing tutors is implemented openly among students, and it is considered as a good motivation for many of them.

The requirements for a “lecturing tutor” is a minimum GPA of 3.0, and a selection test organised by the laboratory in each of the selected study programmes, and lecturing students should complete 5 semesters as a minimum.

After-school tutoring services are the go-to option for parents who are concerned about their children's academic performance or students who have specific goals. There is some price range for these services, where students can pay for a group lesson and/or for a private session.

Appraisal:

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

However, the accompanying course materials from the course descriptions - recommended or required reading and other learning resources – is assessed as out of date (even with the references to 2014 or 2017), even if they are oriented towards the intended learning outcomes and correspond to the required qualification level. The interview with the students indicated that the library's sources of information can be limited, especially in English language. Material is digitally accessible for the students, and this may encourage students to be engaged in further independent studies. The panel **recommends** updating the course materials on a regular basis (each semester) and to add more new current and relevant examples (case studies from the newspapers, journals).

Guest lecturers are regularly invited, their contribution forms an integral part of the study programme's didactical concept. They come from a variety of occupations, which enhances students' chances of employment thanks to the profound insights they gain.

Lecturing tutors or student assistants 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)			X		
3.3.2* Course materials (Asterisk Criterion)			X		
3.3.3 Guest lecturers		X			
3.3.4 Lecturing tutors			X		

3.4 International outlook

International contents and intercultural aspects

Bachelor of Communication Science (BCS)

In terms of internationalisation, intercultural aspects are contained in certain specialised learning materials that examine local issues. BCS programme and its curriculum reflects

various international and intercultural aspects, and this international content can be found in the core courses. The compulsory courses with international study content are the following disciplines:

- Business Communication
- Cross-Cultural Communication
- Political Communication
- Public Relations Management
- Information and Communication Technology

Elective courses with international study content

- English Communication
- Lobbying, Negotiation and Mediation Techniques Journalism

Bachelor of Business Administration (BBA)

The other programme - Bachelor of Business Administration (BBA) with its international contents can be found in the core courses, such as:

- International Business Economics
- Digital Marketing
- Import Export Administration
- Business International
- Logistic & Supply Chain

Bachelor of Public Administration (BPA)

- International Organizations and Globalization
- Gender Equality and Social Inclusion Policy
- Traditional Village Development
- Tourism Policy and Management
- Nonprofit Organization Management

Internationality of the student body

All study programmes are aimed to have and invite international students. This goal is supported by University's policies for international cooperation and student admissions. Currently, there is only one international student from Madagascar who is studying at the Faculty of Social and Political Sciences who takes some courses in communication studies, business and public study programme.

Internationality of faculty

There are several foreign lecturers from Europe who teach at three study programmes on a regular basis at the Faculty of Social and Political Sciences. These lecturers are coming from Zagreb University and Vern University. These activities are taking place every year in both countries, with the signed Memorandum of understanding (6/24/2019)¹⁸. The international class includes twelve courses taught by twelve foreign lecturers. The number of participants varies from 15 to 35 participants for each class.

¹⁸ Unila Joint Summer School with Croatia. Source: <https://www.unila.ac.id/en/unila-joint-summer-school-with-croatia/>

Foreign language contents

All three study programmes have foreign language contents in their learning process through the learning of foreign language skills, such as: English, French, Arabic, Chinese and Japanese. The students can choose international or bilingual classes from the second semester. Moreover the foreign language unit provides other services: Conversation/Speaking Class, TOEFL Preparation Course, TOEIC Preparation Course and IELTS Preparation Course.

Appraisal:

The University defines and broadens its “international contents” and the international level of the listed programmes by considering intercultural and environmental aspects as an integral part of the curriculum with the anticipation that students will be able to act in an intercultural environment.

The student body is not perceived as the one related to the programme concept of “internationalisation” so far, because of its dominated homogeneous composition. Therefore, the panel **recommends** taking measures to promote internationality at the faculty as a goal-oriented activity through (a) fostering partnership mechanisms; (b) provision of scholarships for international students; (c) extending the courses’ landscape; (d) ensuring a curriculum in English with the measures taken to internationalise course materials.

The international composition of the faculty (teachers from different countries, teachers with international academic and professional experience) promotes the acquisition of international competences and skills. However, the panel **recommends** the measures taken should be more goal-oriented: (a) expanding international composition of faculty with the invitation of professors from different countries; (b) introducing new types of academic appointments through designing titles such as “adjunct professor” who does not work at the established full-time, but a bona-fide part-time faculty member.

The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programme, but the panel **recommends** expanding the foreign language contents (especially English) for the purposes of further internationalisation.

	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

The learning process at UNILA is carried out on the basis of cases (case studies) and projects. Through these two methods students can develop teamwork, cooperation and conflict-handling skills. The study programmes' multidisciplinary competences and communication skills are contained in some courses depending on the study programme:

Bachelor of Communication Science (BCS)

Courses in the Department of Communication Studies support the development of multidisciplinary skills, such as:

- communication skills
- public speaking skills
- conflict resolutions
- organizational communication
- lobbying and negotiation technique
- English
- mass communication
- Intercultural communication skills

Bachelor of Business Administration (BBA)

The Business Administration programme supports the improvement of competencies and skills through students' active participation in the following various programmes:

- Student Creativity Program (PKM)
- Entrepreneurship
- Student Achievement
- Young Warriors of the Ministry of Social Affairs
- Independent Studies
- Internship programmes

Bachelor of Public Administration (BPA)

Development of communication skills is embedded in both the courses and participation of students in the courses. The following courses can be related to multidisciplinary ones, and they are recommended by the UNILA:

English skills

Conflict resolutions

The improvement in competencies and skills is mainly perceived through the active participation of students in the following programmes:

- Student Creativity Programme (PKM)
- Entrepreneurship
- Student Achievements
- Young Warriors of the Ministry of Social Affairs
- Independent Studies (Digital Transformation in the Government)

- Young People's Market Movement.

Appraisal:

In addition to the communication and public-speaking skills with cooperation and conflict handling skills in the courses supported by means of suitable didactical and methodological measures, communication and public-speaking skills as well as cooperation and conflict handling skills are key elements of all study programmes' profile. Due to the various subjects related to ethics, independent studies, conflict resolutions, the elective courses and the disciplines brought by guest lecturers, the panel thinks that multidisciplinary competences are well-embedded here.

		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 provide an internship which is part of the Independent Learning Curriculum of the Independent Campus. The aim of this internship is to provide students with valuable work experience to be used after graduating from the University of Lampung. This internship programme is useful for building and expanding the working networks' connections and relationships. Students need to prepare a detailed Report on Internship with five chapters with conclusions and recommendations according to the recommended template.

Outside of the curriculum, there is a special unit managed by the University to support skills' improvement, namely the Center for Career and Entrepreneurship Development (CCED) providing a series of strategic programmes for career advancement.

Appraisal:

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 programmes through all their 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 quantity of faculty in relation to curricular requirements

The members of the Faculty of Social and Political sciences are responsible for three main tasks: teaching and education, research, and community services. There are 140 lecturers in the Faculty of Social and Political sciences, working on a full and part-time basis. There are the following four academic positions at the faculty: professors, associate professors, assistant professors and lecturers. The number of academic staff is distributed in terms of number and percentage points in the following way:

No	Academic Position	Amount	Percentage
1	Professor	3	2 %
2	Associate Professors	31	22 %
3	Assistant Professors	105	75 %
4	Lecturer	1	1 %
Total		140	100 %

The visiting and guest lecturers from various related fields are invited for each study programme - Bachelor of Communication Science (BCS), Bachelor of Business Administration (BBA), and Bachelor of Public Administration (BPA).

As far as the full-time faculty members, the number of positions for each study programme is distributed in the following way:

No	Academic Position	Communication Studies		Business Administration		Public Administration	
		Amount	Percentage	Amount	Percentage	Amount	Percentage
1	Professor	1	4 %	0	0	1	4 %
2	Associate Professor	5	19 %	3	12 %	6	25 %
3	Assistant Professor	16	62 %	15	58 %	15	63 %
4	Lecturer	4	15 %	8	30 %	2	8 %
Total		26	100 %	26	100 %	24	100 %

In addition to structure and quantity of the faculty members, there are also certain professional set of practice and qualifications, including publications, membership, interdisciplinary aspects and some international experience that each of faculty member with different academic positions might have. This information is included for each study programme in the following.

Academic qualification of faculty

The minimum academic qualification's requirements for recruitment of lecturers in all three study programmes at the Faculty of Social and Political Sciences of the University of Lampung are the following:

- the graduates with the level of master study with a minimum GPA of 3.0 from the top-accredited universities.

Recruitment for the lecturer's position on a full-time basis with a status of *civil servant* is carried out nationally by the Ministry of Education and Culture. In addition, for a full time position, the special administrative Computer Assisted Test (CAT) should be taken, which includes the following characteristics:

- Basic Competency Selection, Field Competency Selection, followed by Micro Teaching Test as well as the interview process for those who pass CAT.

Recruitment of non-civil servant full lecturers is carried out directly by universities with open tests in the form of SKD tests, interviews and micro teaching tests.

The research is implemented by the faculty members who are dealing with the spheres of social media strategies in start-ups, business incubators in Lampung. These programmes improve knowledge and skills of community through the application of science and technology in the field of communication and establishes mutually beneficial cooperation with government and private stakeholders. These research project vary from Cyber Media and Quantitative Issue Analysis with the trends in Reporting on Spam Projects in Lampung up to the issues of Jakarta Flood Disaster.

Pedagogical / didactical qualification of faculty

Lecturers who have been accepted by the Faculty of Social and Political Sciences at UNILA go through a special training in order to gain the qualified teaching skills. The training courses for lecturers are organised in two forms:

- in the form of Instructional Technical Training (PEKERTI)
- in the form of Applied Approach (AA).

Both training programmes are organised by the Directorate General of Higher Education with the goal to improve the professional competences of lecturers and professional pedagogical skills on the educational academic positions (in the fields of science or arts).

There is a division between young and senior lecturers:

- young lecturers are required to participate for the trainings of Directorate General of Higher Education
- senior lecturers participate in AA trainings in both the theory and practice to improve their skills and competences.

Lecturers who have been teaching for the last three years can participate in lecturer's certification at the national level. The teaching/educator certificate for lecturers/educators is a formal evidence of recognition of lecturers/educators as professionals at the higher education level, which is awarded through the certification process. This competency test is carried out in the form of portfolio assessment, which is an assessment of academic and professional experience using a lecturer portfolio. The assessment of the lecturer's portfolio is carried out to provide recognition of the professional abilities of lecturers.

The training materials include the various public documentations:

- Policy regarding the development of higher education; Higher education curriculum development; Reconstruction of courses; Learning methods; Integrating learning

achievement attitudes and values as well as general skills; Preparation of the elements of learning achievement of the subject; Preparation of assessment; Preparation of teaching materials; Classroom action research application; Learning Media; Implementation of an internal quality assurance system to improve the quality of higher education; Lecturer Career Development; Assessment of learning processes and outcomes, and Constructivism in learning.

The procedures – from the selection of employees’ process up to the rewarding system and discipline procedures follow the Standard Operating Procedures (SOP) for Planning, Assessment, and Employee Development. Documentation for Standard Operating Procedures (SOP) starts from an analysis of the needs of lecturers, - as a part of Human resource management, based on Planning, Assessment, and Employee Development (Rector's Decree No. 322/H26/DT/2010). The results of this analysis are used as material for the preparation of the Strategic Plan. Employee orientation is carried out through apprenticeship/assistance for new lecturers.

Orientation for administrative employees is carried out with introductions to colleagues, work environment, and explanation of the main duties and functions of employees. The development of new lecturers is carried out through further studies, training, and non- degree training. New lecturers are required to attend Pedagogical Training, AA (Applied Approach), Research Methodology, Service Methodology, and English. The form of a reward system is dealing with the best members of staff – the outstanding lecturers and employees. The discipline system follows PP No. 4/2021 regarding Employee Discipline Practical business experience of faculty.

Practical business experience of faculty

Lecturers of all study programmes have various experience working as consultants, have certifications in expertise and are involved in different stakeholder activities, - a local, national and international levels. This supports coursework, providing a bridge between theory and practice.

In addition to academic qualification , faculty members share their business experience through the publications related to business issues, or providing their practical consultancies, research activities, experts and management activities and sharing related other practices.

All practical businesses activities are contributing to the integration of theory and practices.

Bachelor of Communication Science (BCS)

In addition to academic activities with topics focusing in South East Asia media studies and communication issues, the teaching staff is participating in various practical businesses. The specifics of BCS is the involvement of faculty members in the related practices of memberships in different organisations of Lampung province. It could include organisations’ membership such as the *Expert Team of Bachelor of Library and Information Sciences, Indonesian Rector Forum to Strengthen the Nation's Character, Transmigration Children's Association, Regional Board of Lampung Province, Communication Science Higher Education Association, Indonesian Muslim Intellectuals Association Lampung, Indonesian Communication Graduates Lampung Branch, or the Association of Communication Studies Universities* and other organisations.

For communication studies, the practical experience is also associated with the topics of **practical business experience**. The recent practices of 2022 are embedding the practices of effective communication and public speaking with soft skills, training on archives by the Expert Team of the Governor of Lampung on the issues related to Security and Access.

The other practices are related to the diversity practices of Transmigration in Indonesia and its history from the Dutch Government up to the “*New Order Government*”. The other variety of practices include the direct communication activities of the faculty members: from article preparation and online submission in accredited journals and up to leadership trainings and discussions on gender equality and violence against women.

From the point of practical research publications, the most typical papers for BCS are: *Communication for Disaster Mitigation in Bandar Lampung City*; *Verbal Violence of Senior Students against Junior Students in Intersubjective Relationships*; *Group Thinking in the Community in Improving Member Skills*; *Persuasive Symbol Through Ngayogjazz Festival Event Poster Design*, *Cyber Ethics and Moral Significance in Cyberspace*; *Tourism Promotion Strategy for Bandar Lampung City and other cities*.

Bachelor of Business Administration (BBA)

The programme aims to provide its graduates not only with theoretical but also with practical skills related to the needs of real businesses, industries and Small Medium Enterprises (SMEs). Some representatives of the faculty members have their administration and business skills and practical background. The BBAs’ faculty staff is more active in the international publications and other activities related to the local publications mainly published in Indonesian languages. The local publications provided are more related to the issues of human capital in the fields of business areas.

The international practical publications include vast topics - from the common topics of SDGs at the level of Lampung, and the other issues related to the issues of sustainable tourisms with integrated models of marketing up to the business opportunities available in the agricultural sector and business development in Lampung. The other issues are about the Covid-19 and up to the business topics of Banking and credits. Due to the long-term restriction of Covid-19, there are publications related to the Asian stock prices with Implementation of Forecasting Hedging Model in the time of pandemics. The interdisciplinary topics cover the areas of different industries – from Mining and Finance up to Manufacturing Companies in Indonesia such as Creativity and Innovation, Digital Marketing, Computer Business are included at the BBA level up. The interdisciplinary practical topics are also listed – from the butterfly conservation up to the topics of Aristotelian ethics.

Bachelor of Public Administration (BPA)

The practical business experience of the public administration academic staff is also reflected through the publication of the National Scientific Meetings, with the development of innovations to support regional development in the context of increasing local competitiveness. Some practices are related to the mentor/teacher for online courses for sustainable, Resilient and Inclusive Public Spaces and Services (CIPSS, 2020-2022). Some members of academic staff are the active authors in the recent issues of practical Ethical and Sustainable Business

Organization and in their reports like Urban Analysis Report of Pangkalpinang City in Indonesia.

There are also examples of the practical international experience in 2022 related to Localising Human Rights in The Context of SDGs: A handbook for Cities. Published by Raoul Wallenberg Institute of Human Rights and Humanitarian Law, Lund, Sweden. Case studies of multicultural society of Indonesia are shared in the mining industry - Challenges of the Virtue of Friendship (Philia) in the Mining Industry: A Case of Multicultural Society of Indonesia. Community forestry for environmental sustainability and ecotourism: The context and problems in Indonesia (2022) Tourism and Ethno-development: Female Contribution in Rural Community-Based Agritourism. International Journal of Social Development and Planning, 787-794, 2022.

The practical issues are discussed at the membership presented through the Indonesian Association for Public Administration (IAPA). There are summer courses, international conferences on interdisciplinary studies where academic staff, professors and lectures are participating in various practical issues.

Internal cooperation

Internal collaboration between lecturers, education staff, and students is coordinated in the academic and the student affairs sub-section. The Academic Sub-Section has a strategic and vital role in successfully implementing teaching and learning throughout the semester. In addition, coordination amongst lecturers is to evaluate the implementation of the latest curriculum. At the same time, the Student Affairs sub-section accommodates non-academic activities. The academic staff is responsible for arranging and managing class schedules and providing educational services to students and lecturers so that teaching and learning activities can run effectively and efficiently.

Meanwhile, a collaboration between lecturers, students, and staff in non-academic activities is contained in every action carried out by student institutions that are guided, monitored, and evaluated by the supervisor in each student activity unit (UKM).

Furthermore, each department holds regular lecturer meetings at the beginning and end of each semester. The appointment of lecturers in each department is to plan the learning process for the first semester and evaluate the learning process that occurred in the previous semester. This meeting is led by the head of the department in each department, who discusses, compiles, and distributes courses to each lecturer according to the capacity and capability of the lecturer concerned and ensures that the right lecturer teaches each subject. Furthermore, regular meetings of lecturers in each department are also expected to produce research collaborations that will be carried out during the current semester and carry out community service activities together.

Student support by the faculty

Each student has an academic supervisor. Students can make inquiry about consulting services faced during their studies. Consultations procedures are carried out at least three times per semester, and can be carried out according to student needs. Various projects and courses are also conducted cooperatively.

As for non-academic problems, counseling services are available at the university (under supervised Vice Rector III) and they are facilitated to solve problems faced by students. Academic supervisors are also responsible for assisting students who enter the dropout criteria according to academic regulations. In addition, a lecturer's advisor also helps students in terms of research activities. In addition, the faculty also provides counseling service facilities for the academic community in the University.

Before the Covid-19 Pandemic, each study programme allowed distance learning (PJJ). Distance learning is implemented through the use of virtual classes' features provided by the University. In addition, various internet platforms are also used to support distance learning such as Zoom, G-Meet and others. To access all of this, students are given internet quota assistance by the Ministry of Education. The Faculty provide support all the time by email, answering for emails and various inquiries, also outside the specified office hours. Accounts of students have unlimited Google Drive, providing email accounts and digital access for new student's admission processes.

Appraisal:

The structure and number of the faculty correspond to the programme requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and part-time (visiting) lecturers, guarantees that both the academic standards and the requirements of professional field are fully satisfied.

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

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

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

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

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully.

	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

Programme Director

The programme director (or head of the study programme, the title which is also applied at the University) coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly. Programme Directors are elected every four years. Individuals can apply as a candidate for the position of programme director with the minimum criteria, which include: 1) master graduate, 2) lecturer level of work experience.

The programme director can see the evaluation results integrated in the system of academic web as a basis for improving the quality of the learning process of study programmes. The programme director is responsible for study programme in general, and study programme's quality assurance team laboratories (TPMPS). In terms of study programme, his tasks are linked to the education process, research and community service as well as cooperation with various stakeholders. The issues connected to the general administration, equipment, finance, staff and other processes of education are assisted by the administrative division of the Faculty of Social and Political Sciences.

The Dean is the highest position in the hierarchy of Faculty with the following leadership's functions: management and administration of the higher education process of the faculty's education, research and community service, organisation of the faculty administration and education staff, as well as students. According to the interviews with faculty members, internal cooperation takes place both formally on the weekly Chair's meeting as well as informally by sharing experience within the Faculty.

The Dean's responsibility is to report to the Rector of the UNILA University. The Dean carries out his duties with the support of three Vice Deans. The first Vice Dean is responsible for Academic and Cooperation, hereinafter referred to as the Deputy Dean I. The second Deputy Dean is accountable for General Affairs and Finance, hereinafter referred to as the Deputy Dean II. The third Vice Dean is in charge of Student Affairs and Alumni, hereinafter referred to as Vice Dean III.

The Dean is responsible not only for the implementation of general staff administration, but also for the education process, equipment, finance. He is also assisted by the administrative staff of the Faculty of Social and Political Sciences.

Cooperation between the Dean, Vice deans and leaders of all study programmes are carried out on a regular basis. The results of the meeting are then submitted to each study programme for the follow-up actions.

Deputy Dean I has the task of assisting to the Dean in leading the implementation of education, research and community service and building cooperation. Deputy Dean II has the task of assisting the Dean in leading the implementation of activities in finance and general administration. Deputy Dean III has the task of assisting the Dean in carrying out activities in the field of student and Alumni welfare services.

Departments as academic implementing elements consist of study programmes, peer groups, study programme quality assurance team laboratories (TPMPS). The quality assurance team does not only exist at the study programme's level but also at the faculty level.

Faculty Quality Assurance Team (TPMF) and study programmes Quality Assurance Team (TPMPS) has the task to assist the leaders of Faculty and Departments in planning, implementing, controlling and implementing their tasks in achieving the quality standards which are initially set at the university level of UNILA. In carrying out its duties, TPMF/P coordinates its issues LP3M (Learning Development and Quality Assurance Institution). The coordination of academic activities is carried out in all three study programmes, both - on the periodical and systemic levels.

Process organisation and administrative support for students and faculty

The internal support of students is an integral part of all activities, including administrative support offered to students and faculty members as well as process teaching support to students.

The study programmes provide administrative services to students regarding their academic, financial, and other services needed. Education personnel have a minimum of high school education for the technical level, while the Programme director (or head of the programme or section) is required to have the formal education with the Diploma as a minimum requirement. The task of education personnel at the faculty level is to assist administrative services for academic activities of each study programme in accordance with the provisions to support the smooth running of academic activities at the faculty level.

The UNILA offers the administrative staff opportunities for continuous professional development: the administration of each study programme support faculty members and students in their academic, financial, and other services needed. The electronic service-support are used through the personal counselling mechanisms.

Appraisal:

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

Faculty members and students are supported by the administration in the organisation of the study programme. Sufficient administrative staff is available. Decision-making processes, authority, and responsibilities are clearly defined.

The opportunities of electronic service-support are used and supplement personal one-to-one counselling. The 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

4.3.1 Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)

The listed study programmes refer to the various forms of the academic cooperation agreements with different academic institutions, both at the local and international levels.

Bachelor of Communication Science (BCS)

The BCS study programme is actively involved in cooperation with the following 10 academic institutions and networks with various forms of cooperation. It includes the professional institutions of Lampung province, the companies of the national level and Universities. The form of cooperation vary from educational, research, community services up to the implementation of quality issues at the levels of universities and the issues of students' exchange.

No.	BCS Study Programme	Name of academic institutions and networks	Form of Cooperation
1	<u>Bachelor of Communication Science (BCS)</u>	Alliance of Independent Journalists Bandar Lampung	Resource Exchange, Education, Research and Community Service (2022)
		Association of Communication Science Journal Publishers (APJIKI)	The joining of the Metakom of the Communication Sciences Journal of FISIP Unila with the Association of Indonesian Communication Science Journal Publishers (2020).

	Indonesian Television Journalists Association (IJTI)	Resource Exchange, Education, Research and Community Service (2021).
	Sultan Ageng Tirtayasa University	Cooperation in Student Exchange, Education, Research, and Community Service (2021)
	Open University	Improving the Quality of the Implementation of the Tri Dharma of Higher Education and the Implementation of the Independent Learning Program-Independent Campus with the Student Exchange Scheme (2021)
	University of Jember	Student Exchange, Education, Research, and Community Service (2021)
	Sriwijaya University	Student Exchange, Education, Research, and Community Service (2021).
	Radio Republic of Indonesia	Improving the Quality of the Implementation of the Tri Dharma of Higher Education and the Implementation of Independent Learning on the Independent Campus (2022).
	Office of Communication, Informatics, and Statistics	Improving the Quality of the Implementation of the Tri Dharma of Higher Education and the Implementation of Independent Learning on the Independent Campus (2022).
	Central Lampung District Communication and Information Office	Improving the Quality of Higher Education Tri Dharma and Implementation of Independent Learning in Independent Campus (2022)

Bachelor of Business Administration (BBA)

The BBA study programme is involved in cooperation with the following seven academic institutions and bodies with various forms of cooperation, including international one. It includes the Board of Public Election Monitoring of Lampung Province, Provincial Public Election Board as well as the international Universities. The dominated form of cooperation embed the exchanges of students, joint conferences, various educational, research, and community services up to pilot cooperation.

No.	BBA Study Programme	Name of academic institutions and networks	Form of Cooperation
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2	Business Administration	Fuzhou China University	Student exchange in several activities; International guest lecturer; Join Conference; Development of Mandarin Language
		Burapha University	Pilot Cooperation between Study Programs Join Research
		Zagreb University	Pilot Cooperation between Study Programs Join Research
		Vietnam National University	Pilot Cooperation between Study Programs Join Research
		Sriwijaya University	Student Exchange, Education, Research, and Community Service (2021).
		Board of Public Election Monitoring of Lampung Province	Student Intern
		Provincial Public Election Board	Student Intern

Bachelor of Public Administration (BPA)

The BPA study programme has set up a formal cooperation with the following nine institutions and bodies with various forms of cooperation, including international one. The BPA study programme also cooperates with the Board of Public Election Monitoring of Lampung Province, the Provincial Public Election Board and various international Universities. The dominated form of cooperation embeds the exchanges of students, joint conferences, various educational, research, and community services up to the pilot cooperation.

No.	BPA Study Programme	Name of academic institutions and networks	Form of Cooperation
3	<u>Bachelor of Public Administration (BPA)</u>	Burapha University	Pilot Cooperation between Study Programs Join Research
		Zagreb University	Pilot Cooperation between Study Programs Join Research
		Vern University	Pilot Cooperation between Study Programs Join Research

		Vietnam National University	Pilot Cooperation between Study Programs Join Research
		Lund University, Sweden	Pilot Cooperation between Study Programs Join Research
		University of Jember	Improving the Quality of the Implementation of the Tri Dharma of Higher Education and the Implementation of the Independent Learning Program-Independent Campus with the Student Exchange Scheme (2021)
		Sriwijaya University	Student Exchange, Education, Research, and Community Service (2021).
		Board of Public Election Monitoring of Lampung Province	Student Intern
		Provincial Public Election Board	Student Intern

Cooperation with business enterprises and other organisations

All three study programmes have cooperation with business enterprises and other organisations. A list of cooperation with business enterprises and other organisations is depicted below:

No.	Study Programme	Name of University	Form of Cooperation
1	<u>Bachelor of Communication Science (BCS)</u>	PT Lampung Berkah Finansial Teknologi (Lahan Sikam)	Implementation of the Tri Dharma of Higher Education in the Context of the Independent Learning Program for the Independent Campus (2021)
		PT Lokal Punya Karya (Siger Innovation Hub)	Implementation of the Tri Dharma of Higher Education in the Context of the Independent Learning Program for the Independent Campus (2021)
2	<u>Bachelor of Business</u>	Indonesia stock exchange	Sharia Investment Gallery

	<u>Administration (BBA)</u>	PT. Indopremier Sekuritas	Sharia Investment Gallery
		PT. Pegadaian	Tri Dharma college collaboration
		PT. Lotte	Tri Dharma college collaboration
		HIPMI Lampung	Entrepreneurship training
		PT. Paragon Technology	Guest Lecturer
		DJP Kanwil Pajak Lampung-Bengkulu	Tax Center
		PT. Botika	Guest Lecturer
		PT. Indosat	Guest Lecturer
3	<u>Bachelor of Public Administration (BPA)</u>	Bawaslu of Lampung Province	Student Internship
		Provincial KPU	Student Intern
		Presidential Advisory Council of the Republic of Indonesia	Joint Research
		Unbound International	Joint Research

Appraisal:

The scope and nature of cooperation with other academic institutions and networks as well as business enterprises and other institutions relevant for the programme are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued 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

Quantity, quality, media and IT equipment of teaching and group rooms

In addition to the general facilities available for students (sports activities on campus including a swimming pool, soccer field, tennis courts, volleyball, field hockey, and judo building), there are facilities available for the three study programmes of the Faculty with its infrastructure to support teaching activities.

During online accreditation procedures, there was the access with the official visual tour with the facilities and equipment provided for study programmes with the following link: <https://fisip.unila.ac.id/kegiatan-kampus/>

The additional information with the facilities and some illustrating figures are listed below:

No	Facilities of study programmes	Number of units
1	Number of internet hotspots	1
2	Server capacity	4
3	Computer unit	105
4	Smart room	8
5	Camera	14
6	Number of TV	26
7	Foodcourt	1
8	Working Space	9 Rooms
9	Reading Room	7 Rooms

Access to literature

The University has a main library building located in the center of the campus, with physical access to library materials. A variety of resources for all students from different faculties are available in the main library. Libraries at the University of Lampung have service hours Monday-Friday from 07.30 to 18.00 and Saturdays from 09.00-15.00. The library also has a Digital Library to serve its students. It can be downloaded via an Android phone via the following link: <https://play.google.com/store/apps/details?id=id.kubuku.kbk12675c6>

The literature required for the study programmes is available and also regularly updated. In addition, there are other libraries located within the Faculty of Social and Political Sciences. Besides coming directly to the library building, the library can also be accessed online through the following websites:

- Unila Library Website, with the source: <http://library.unila.ac.id>
- Digital Repository for the collection of Scientific Works <http://digilib.unila.ac.id> (Theses)
- Ebook, by downloading and installing the application through the PlayStore with the search for "Digital Library University of Lampung" or via the links: <https://play.google.com/store/apps/details?id=id.kubuku.kbk12675c6>
- for Windows version via link: <https://kubuku.id/download/digital-library-university-of-lampung/>
- E-journal, information via <http://library.unila.ac.id/web/e-resources-ristekdikti/>

Access to the library can be organised via the link:

<https://kubuku.id/download/digital-library-university-of-lampung/>

Information about the library is also available via social media @library_unila (Instagram), 0821 1997 0406 (Whatsapp), and e-mail address library@kpa.unila.ac.id (E-mail).

There is a following list of titles for electronic collections, E-Resources, and access to e-book collections, as well as open access websites available at <https://library.unila.ac.id/web/>.

The following library sources are commonly accessed/used by lecturers and students:

1. [Research Paper in Economics](#)
2. [Bloomberg Businessweek Portal](#)
3. [Open Course Portal Massachusetts Insitute of Technology](#)
4. [Harvard Business Review Portal](#)
5. [JSTOR portal](#)
6. [Directory of Open Access Journal](#)
- 8 . [EBSCO DATABASE](#)
9. [Perpustakaan Nasional Republik Indonesia](#)
10. [Advertising, Media, and Technology](#)
11. [Social Science Research Network](#)
12. [Online Journal Search Engine](#)
13. [Directory of Open Acces Repositories](#)
14. [US Library of Congress](#)
15. [Microsoft Academic](#)

Students are also facilitated by email and blogs to share personal journals, articles, and books through user@students.unila.ac.id with the address: mail.student.unila.ac.id. Students can also access e-journals and e-books to support lectures through several other sites such as:

1. www.repec.org
2. www.businessweek.com
3. www.hbr.org
4. www.jstor.org
5. <http://search.ebscohost.com/>
6. <http://e-resources.perpusnas.go.id>
7. <http://www.ssrn.com/>
8. <http://www.ojose.com/>
9. <http://www.opendoar.org/>
10. <https://www.loc.gov/>

The connectivity of every building in the Faculty environment uses fiber-optic connections. The use of the Internet in the learning process, information systems, blogs, e-learning, and ICT services is supported by a bandwidth infrastructure with a capacity of 150 Mbps and a bandwidth of 32 Mbps for INHERENT (Indonesia Higher Education Research Network). Other facilities include manual and digital libraries in the Student Center Building to access e-books, journals, and subscription articles owned by the Faculty.

Appraisal:

The accreditation process was taking place online site, and the panel was not on site, but justified their assessment based on materials sent to them. The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programmes, even taking into account the resource needs of other study programmes. Access to the internet via wireless LAN is provided free of charge. A sufficient number of group rooms is available.

The opening hours of the library take students' needs sufficiently into account (prior Covid-19). Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured with the list of library catalogue. The literature expressly required for the study programme is available in the library and also kept up to date.

		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

Career counselling and placement service

The University has the Center for Career and Entrepreneurship Development (CCED) – it is one of the work units located at the University of Lampung with a career development institution for both students and alumni. This Center provides the career services and opportunities for employment to students and alumni in the government agencies, private sector and in the various general public activities of the national labour market.

Various career development services that students can participate include:

- Tracer Study, Career Days, Entrepreneurship Days, Career Support Group's activities, Training for various Soft Skills and Language Center.

Alumni Activities

All alumni have a strong relationship with the University. As an example: alumni actively participate in various activities – for instance, the Alumni Reference Group fund the related activities like articles' publications¹⁹ (Adiningrum, 2015) and up to the funding activities of alumni to invest into the construction of campuses or other supportive activities (from the interviews).

Alumni are actively involved in the various funding and donations of various activities and facilities of the University. There are several activities that bring together alumni of different faculties, for example the Alumni Association. Alumni visit the study programmes' activities on a regular basis such as:

- Job network, Home coming day, public lecture, seminar, and building donations.

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

The University of Lampung, as a Government Higher Education Institution, has a Work Plan and Budget of State Ministries/Agencies (RKA-KL) each year containing programmes,

¹⁹ Adiningrum, T. S. (2015). Reviewing plagiarism: an input for Indonesian higher education. Journal of Academic Ethics, 13(1), 107-120. Retrieved from: <https://link.springer.com/article/10.1007/s10805-015-9226-6>

activities, and a financing plan for each work unit. Management and reporting, as well as accountability for the use of funds based on the guidelines of laws and regulations, are carried out in a transparent and accountable manner with reference to the financial management regulations of the Public Service Agency, under the Decree of the Minister of Finance Number: 129/KMK.05/2009 and Rector Regulation's Number 009 the Year 2016.

As a PTN BLU, there is flexibility in preparing budgeting and managing activity funds, especially for funds sourced from cooperation funds and non-tax state revenues (PNBP) generated by institutions. Meanwhile, for payments from the state revenue and expenditure budget (APBN) and loans, foreign grants (PHLN) still use the services of the State Treasury Service Office (KPPN). Management administration is centered in the Rectorate, which acts as the Budget User Authority. At the same time, planning, implementation, and reporting are carried out by each Study Programme Unit under the coordination of the faculty.

The preparation of activity plans and budgets is based on problem mapping, needs analysis, challenges, and opportunities contained in the strategic plan of each study programme. The strategic plan is reduced to an operational plan or annual work plan and implemented through the Ministry/Institutional Work Plan and Budget (RKAK/L) document compiled by the study programme compiled by the Faculty.

Regarding fund management, Unila continues to increase capacity in educational, operational costs, education costs, community service, and investment in human resources. The average operational fund for education/student/year in the last three years is Rp. 40,000,000 – Rp. 46,752,000. In addition, this average is higher than the DIKTI standard reference of IDR 40,000,000 / student.

The education is supported by several scholarship-providing bodies in all three study programmes. The students who have a very good achievements in their studies as well as the economically disadvantaged students can have an access to the various scholarships available at the university levels, and also at the central, regional and national governmental levels of different bodies.

All students who meet the criteria can apply for scholarships from the external sources of funding. the Rector set up the fee for students' admission and it is flexible fees, but lower than in the private universities.

Appraisal:

The income related to the programme ensures that each cohort of students starting within the accreditation period can complete the study programme.

		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

Based on the Law of the Republic of Indonesia N12/2012, it is stated that universities are required to have an internal quality assurance system to ensure the quality of their institutions, and this law is supported by the regulation of the Minister of education and culture N50/2014 concerning the higher education quality assurance system (Octavianus et al., 2021)²⁰.

At the same time, managing quality in Indonesian higher education is a difficult task due to different perspectives between stakeholders, traditional characteristics of institutions, and accreditation by the Indonesian Bureau of Higher Education Accreditation and international accreditation bodies which are perceived as tools to demonstrate a certain quality threshold and quality control's exercise²¹ (Simangunsong, 2019).

At the university level, UNILA has few Quality Assurance units: Learning Development and Quality Assurance Institutions (LP3M) and Institute for Research and Community Service (LPPM) to maintain the quality and quality of research implementation, community service, and publications.

At the faculty level, the implementation of quality assurance is carried out by Faculty Quality Assurance Team (TPMF).

At the study programme level, it is carried out by Study Programme Quality Assurance Team (TPMPS).

Quality assurance and quality development with respect to contents, processes and outcomes

At the university level, the implementation of quality assurance at the university level is carried out at least once a year, and at the faculty and study programme's levels are carried out every semester. The Quality Policy of the Faculty of Social and Political Sciences of UNILA is based on two parties, - an internal and external one. There is a Decree of the Rector of the University of Lampung 116/UN26/PN.06/2021 concerning the internal quality assurance standards and their revision. This decree was issued to achieve a revision of Internal Quality Assurance Standards (SPMI) as an effort to improve the quality of academic and non-academic performance following the vision of the University of Lampung to become the Best Ten Universities in Indonesia in 2025.

Quality assurance at the Faculty of Social and Political Sciences of UNILA is carried out through the National Accreditation Board for Higher Education (BAN-PT) accreditation. UNILA (through LP3M) has prepared several quality audits at the faculty, study programme and laboratory levels.

Externally, quality assurance at the Faculty of Social and Political Sciences UNILA is based on BAN PT and ISO 9001: 2015 (by EGS).

²⁰ Octavianus, S., Triposa, R., Sari, D., Mononimbar, Y., & Parluhutan, T. (2021, May). The role of TQM approach in Indonesia higher education quality assurance. In Proceedings of the 1st International Conference on Law, Social Science, Economics, and Education, ICLSSEE 2021, March 6th 2021, Jakarta, Indonesia.

²¹ Simangunsong, E. (2019). Factors determining the quality management of higher education: A case study at a business school in Indonesia. *Jurnal Cakrawala Pendidikan*, 38(2), 215-227.

The ISO 9001: 2015 Quality Management System was achieved by the Faculty of Social and Political Sciences in 2017 and monitoring is carried out annually.

Internally, the quality assurance system at the Faculty of Social and Political Sciences of UNILA is based on policies at the university level, managed by the Learning Development and Quality Assurance Institute (LP3M) of the University of Lampung, which organisationally this quality assurance institution has representation at the faculty level through the UNILA Faculty Quality Assurance Team set up by decree 19/UN6.16/PP.11.01/2022 and at the Study Programme level, - the Study Programme Quality Assurance Team set up by the other decree 01/UN.16/PP.11.02/2022 in all study programmes at UNILA.

The decree of the Quality Assurance implementation team at the faculty and Study Programme levels is updated annually. According to the official presentation, the Faculty Quality Assurance Team (TPMF) is a work unit formed by the Dean, and it consist of a chairperson, secretary and members (lecturers representing each study programme at the level of Faculty). It carries out internal monitoring and evaluation of academic implementation at the level of Faculty (at least every semester), coordination of the process of lecture's evaluations, helping the faculty during accreditation process, delivering monitoring and evaluation results to the dean and Chair of Learning Development and Quality Assurance Institute (LP3M).

The Internal Quality Assurance System of the Faculty of Social and Political Sciences of UNILA is implemented based on Determination (1), Implementation (2), Evaluation (3), Control (4) and Improvement (5) stages.

Determination.

The University of Lampung has established internal quality standards (SPMI) in 2021. In 2015 SPMI only covered three pillars of higher education, - education, research and community service, which were then reduced to 24 quality standards. Apart from Tridharma of PT, in 2021 SPMI there were additional 34 quality standards introduced related to governance and green-metric standards (MBKM).

Implementation

This stage is carried out through the BAN-PT when faculty:

1. prepares all technical and administrative matters in accordance with the contents of the UNILA standards;
2. adjusts standards to all academicians periodically on continues basis;
3. prepares and writes documents in accordance with the contents of standard;
4. adjusts standards and forms prepared to the entire academic community of UNILA;
5. carries out the educational activities by using the standards set up at UNILA as a benchmark for achievement.

To achieve these standards, the Faculty of Social and Political Sciences has developed its Annual Work Plan and Budget (RKAT).

These activities are carried out by the person in charge of the activity either at the faculty or PS level by following the applicable Standard Operating Procedures (SOP).

Evaluation

The evaluation is carried out through:

1. Conducting periodic evaluations of all standards Study programme unit

2. Monitoring the implementation of standards periodically (semester/yearly) for all units by the Faculty Quality Assurance Team (TPMF) and auditors
3. Recording findings in the form of deviations, omissions, errors, in the implementation of education that do not corresponds to standard
4. Fixing incomplete documents such as work procedures, work instructions, forms, and so on in the implementation of standards
5. Examining and studying the reasons or causes of deviations in the fulfillment of the contents of the standard or if the contents of the standard fail to be achieved
6. Compiling periodic written reports on all evaluation results
7. Reporting each standard implementation evaluation result to all work units, and
8. Providing recommendations/suggestions by top-management for its further improvement

Quality assurance of the Faculty of Social and Political Sciences carried out by the Faculty and study programmes' Quality Assurance Teams (TPMF & TPMPs) is scheduled by Learning Development and Quality Assurance Institute (LP3M) on a regular basis. In addition to evaluation, the Faculty conducts monitoring which is carried out to ensure that the programme and performance targets progress well according to the Learning Development and Quality Assurance Institute (SOP). If there are some obstacles discovered during the monitoring process, these obstacles will be targeted to be resolved so that the results of the activity proceed in accordance with the scheduled plan.

Control

Control is carried out through the following stages:

1. Checking and studying records of evaluation results of standard implementation
2. Studying the reasons or causes of deviations in the implementation of the contents of the standard or the standard fails to be met
3. Taking action against any deviation to fulfill standard
4. Conducting ongoing monitoring of the effects of corrective actions
5. Compiling periodic reports related to controlling the implementation of standards
6. Reporting the results of monitoring for standards implementation for each unit and University Leaders along with suggestions or recommendation
7. Carrying out quality standard control by following the schedule / programme by the UNILA Internal Quality Auditor Team. The results of this audit will be reported to the leadership.

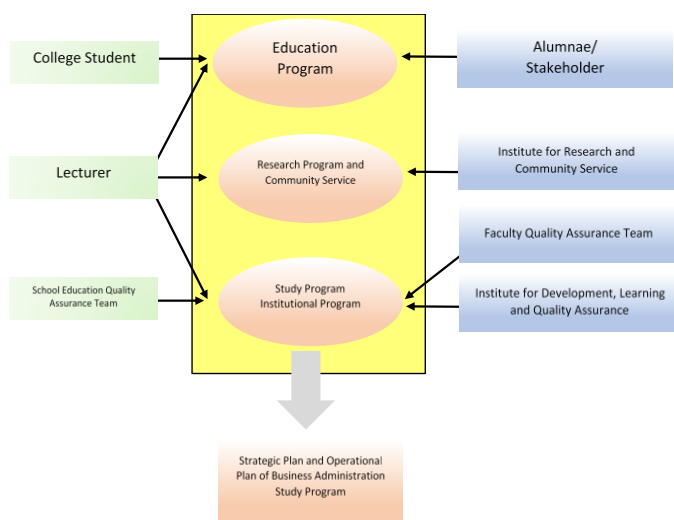
Improvement

Quality improvement efforts are carried out through the following stages:

1. Studying and analysing all monitoring and evaluation (M&E) reports
2. Holding a management review meeting (RTM) once a month
3. Evaluating the achievement of each indicator and identify indicators that need to be improved
4. Making improvements to each standard
5. Conducting a standard setting process for the following year

Faculty of Social and Political has implemented continuous improvement and improvement through Management Review Meetings illustrated below.

The results of this meeting will be used as evaluation material and activity plans in the following year.



Instruments of quality assurance

The University of Lampung uses its prescribed procedure with the evaluation of students implemented through the SIAKADU system, where students evaluate lecturer's performance at the end of the semester. As far as the staff performance is concerned, the University uses the ISO system as the instrument of quality assurance. All quality assurance instruments are intended to fulfill the requirements of the national accreditation (BAN-PT) and international accreditation.

Evaluation by students

Evaluations by students are carried out periodically in accordance with prescribed procedures. Students' involvement in the study programme quality's input is their evaluation of educational activities and administrative services organized by the study programme. Evaluation by students is carried out regularly through several mechanisms, where the key mechanisms are provided below.

The first mechanism:

The evaluation by students is carried out once a semester. This activity is carried out at the end of the lecture through the siakadu page (www.siakadu.unila.ac.id) by filling out the questionnaire that has been provided. Students are required to fill out the questionnaire to be able to see the final score on the Siakadu page. The results of filling out this questionnaire will be used as evaluation material for the learning process that occurs in one semester. The question items on the questionnaire include aspects of completeness and clarity of lecture contracts (materials, teaching materials, references, the composition of grades, etc.), timeliness of lectures, suitability of material delivered with lecture contacts, and lecturer's ability to explain and lead class discussions. The data obtained were evaluated using a scale from not enough to excellent.

The second mechanism:

Students evaluate by filling out a Customer's Satisfaction Survey (SKP). This evaluation is carried out annually using a survey method conducted by LP3M UNILA. For the year 2020, the implementation of SKP is based on the Rector's Decree No. /UN26/PN.06/2020. Regarding the Determination of the Implementation Team for the Customer's Satisfaction Survey (SKP) for work units at UNILA 2020. The assessment method is carried out by preparing a

questionnaire containing questions related to service that can be used as an indicator of customers' satisfaction, including customer data, services, and office environment in the form of preferred answers to make it easier for the customer to provide assessments and additional comments or suggestion to improve service. The UNILA Customer's Satisfaction Survey measurement activity uses indicators of public satisfaction as users of this service using a quantitative approach that starts from a concept and a deductive way of thinking. Furthermore, the students are involved in the curriculum revision process by suggesting teaching activities, Curricula, and Materials.

The input from the student evaluation is used as the basis for making the action plan and continuous improvement. The evaluation result is discussed between the Dean and the head of the study programme at the monthly management meetings. The established action plan aims to maintain and improve internal quality assurance and management standards to strengthen the administrative and governance system further to run the organization. Overall the result of the survey shows good performance for all study programmes. In addition, the "Money and Audit" report of the study programmes was disseminated to stakeholders through a workshop on internal audit results.

Evaluation by faculty

The evaluation carried out by the faculty is based on the internal audit implementation procedures contained in the Standard Operating Procedure (SOP). In addition, the faculty evaluates work units and study programmes, which TJMF and TPMPs carry out in coordination with LP3M and external parties, namely ISO 9001:2015.

Moreover, each study programme requests the lecturers to evaluate and give feedback on the semester course plan and syllabus to adapt to the changes in the fields of environment and technology. Also, each study programme evaluates and gives feedback to both the Curriculum Structure and Intended Learning Objectives as the newly redesigned curriculum. It takes place at least every four years following the strategic plan of the schools' changes due to the dynamic changes of environment and technology adoption.

At the university level, LP3M conducts a Customer's Satisfaction Survey (SKP) that was carried out based on a participatory approach from all respondents to obtain feedback on the services provided by faculties and work units. The data obtained were evaluated using a Likert scale calculation formula following the procedure determined by the PANRB Ministerial Regulation No. 25 of 2004 concerning the community satisfaction survey.

The faculty regularly holds monthly meetings attended by heads of departments, study programmes, administrative coordinators, academic sub-coordinators, general and finance sub-coordinators, and student affairs sub-coordinators. This monthly meeting is a mechanism carried out by the faculty to monitor and evaluate the performance of each unit and study programme. In addition, evaluations are carried out by the quality assurance team at the faculty and study programme levels. Evaluation is carried out in the form of an internal audit by checking the achievement of quality targets and evaluating teaching, research, and community service activities, as well as activities in each work unit. Also, the evaluation done by faculty highlights the problem of lecturer workload. Lecturer workload can be assessed in Lecturer Workload Report (BKD) and evaluated once a semester.

Faculty also has an external audit function derived from the ISO 9001: 2015 certification body that has conducted periodic audits for systematic improvement of education quality and has internal auditors by TJMF and the Institute for Learning Development and Quality Assurance (LP3M).

External evaluation by alumni, employers and third parties

Universities need to carry out tracer studies as an assessment tool to improve education systems' management which measure the relevance of university for its labour market based on a feedback from graduates (Andari et al., 2021).²² The results of each tracer study's programmes are reported every four months during the academic year.

The UNILA has the system that allows to provide a feedback from its alumni, employers and third parties. It uses the mechanism of evaluation based on questionnaire and interviews provided by the Center for Career and Entrepreneurship Development (CCED) of UNILA. The UNILA provides its various access to the data bases and instruments used in different evaluations.

Programme description

The content of all study programmes, and curricula are documented in digital and printed forms available in the forms of catalogs, student guides and university websites. The information is available on the UNILA website, and openly accessible to the public with its following information: (1) existing regulations: <http://jdih.unila.ac.id>; (2) satisfaction survey results: <https://lp3m.unila.ac.id/laporan-skp-2020-2>; (3) tracer study results: <https://cced.unila.ac.id/tracer-study>.

All study programmes update their contents on a permanent basis. Students have access to the required information via university's website. The information on exam regulations are published and available at the Student Guide: <https://lp3m.unila.ac.id/laporan-skp-2020-2>. Information and documentation is accessed for students and lecturers through the logins in the academic website: <https://siakadu.unila.ac.id/gate/login>. Quality assurance instruments can be accessed by the quality assurance team at all three levels: at the university, faculty and study programmes' levels. Research and Community services are accessed through <https://silemlit21.unila.ac.id>

Information on activities during the academic year

During the academic year, each study programme provides the general information about curriculum and academic calendar for each study programme at the website (SIKADU). Students of three study programmes have an access to the system. First of all, the system publishes all details of students' academic requirements, courses passed and failed, their credit hours, attendance statistics, and a complete academic plan. Second, SIKADU facilitates automatic selection of courses by students for each study programme, their elective courses as well as their courses' cancellation. Third, in addition to students' study plans and schedules, the information envisages exams, their scores and cumulative. Fourth, the system includes the information about support available to students, such as: academic counseling,

²² Andari, S., Setiawan, A. C., & Rifqi, A. (2021). Educational management graduates: A tracer study from universitas negeri surabaya, indonesia. IJORER: International Journal of Recent Educational Research, 2(6), 671-681

department-specific academic counseling, each faculty member's working hours, and various types of online communication between instructors and students.

The course syllabus is given to students at the beginning of the semester and uploaded to Virtual Class (Vclass) and SIAKADU. Study rules and exams can also be found (in VClass) Activities, which take place during the academic year are regularly documented. Information is published on the website. The study programmes publish the annual reports that include detailed information on activities, achievements and initiatives in teaching and learning, research and community service within the Faculty of Social and Political Sciences.

Appraisal:

The quality assurance and development procedure take into account the results of the evaluations of students, alumni, lecturers and third parties as well as graduate employment with the help of the tracer studies conducted. UII has set up a quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programmes with respect to its contents, processes, and outcomes. Responsibilities are also clearly attributed.

However, the assessment of students' actual workload is not systematically analysed and evaluated. A question whether at the moment the workload of the whole course is above or beneath the estimated workload (including teaching time, self-study time, and examination) is not part in the students' course evaluation forms. Thus, it is difficult to track and evaluate the actual workload of the students. In addition, the panel learned during the interviews that the surveys are not conducted anonymously.

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

The University

- e. 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;
- f. conducts the student surveys anonymously.

Faculty members in the respective committees plan and assess the quality assurance and development procedures. Students' evaluations as well as quality control by the faculty are carried out on a regular basis and in accordance with a prescribed procedure. The outcomes provide input for the quality development process. With the tracer studies an external evaluation is carried out on a regular basis and provides additional input for the quality development process.

In terms of the programme description, UNILA suitably documents and publishes them on digital on several platforms to provide students and lecturers with all relevant and required information online.

To inform about the activities during the academic year, UNILA regularly publishes updated news and information about the study programme on its websites.

		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)				condition	
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: University of Lampung

Bachelor / Master programme:

Communication Studies Programme
Business Administration Study Programme
Public Administration Study Programme

		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		X
3.2	Structure					

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.1* Modular structure of the study programme (Asterisk Criterion)			X		
3.2.2* Study and exam regulations (Asterisk Criterion)			X		
3.2.3* Feasibility of study workload (Asterisk Criterion)			X		
3.2.4 Equality of opportunity			X		
3.3 Didactical concept					
3.3.1* Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2* Course materials (Asterisk Criterion)			X		
3.3.3 Guest lecturers		X			
3.3.4 Lecturing tutors			X		
3.4 Internationality					
3.4.1* International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2 Internationality of the student body				X	
3.4.3 Internationality of faculty			X		
3.4.4 Foreign language contents			X		
3.5* Multidisciplinary competences and skills (Asterisk Criterion)		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					

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