

# Decision of the FIBAA Accreditation and Certification Committee



**17<sup>th</sup> Meeting on March 12, 2025**

## **PROGRAMME ACCREDITATION**

|                                      |                                                          |
|--------------------------------------|----------------------------------------------------------|
| <b>Project Number:</b>               | 22/148 Cl. 2                                             |
| <b>Higher Education Institution:</b> | UIN Maulana Malik Ibrahim Malang                         |
| <b>Location:</b>                     | Java, Indonesia                                          |
| <b>Study programme:</b>              | Bachelor of Accounting<br>Bachelor of Islamic Family Law |
| <b>Type of accreditation:</b>        | 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 for the Bachelor of Accounting and three conditions for the Bachelor of Islamic Family Law.

### **For both study programmes:**

- **Condition 1** (see chapter 3.2):  
The HEI
  - a) defines the format of examinations (definition and duration, exam retake) in an official framework document; and
  - b) defines the recognition of credit points earned elsewhere.
  - c) provide ECTS grading table for each study programme.

### **For the Bachelor of Islamic Family Law:**

- **Condition 2** (see chapter 3.4): The study programme adds courses like Private International Law and Comparative Family Law as compulsory courses.
- **Condition 3** (see chapter 5.3):  
The study programme describes the content and the learning outcomes of the BIFL with respect not only to knowledge but also to skills including the forms of assessment available to the teachers (see chapter 3.2)

Proof of meeting these conditions is to be submitted by December 11, 2025.

Period of Accreditation: March 12, 2025 until March 11, 2030.

The FIBAA Quality Seal is awarded.

## Assessment Report

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**Higher Education Institution:**

UIN Maulana Malik Ibrahim Malang, Indonesien

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**Bachelor/Master programme:**

1. Bachelor of Accounting
2. Bachelor of Islamic Family Law

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**Qualification awarded on completion:**

1. Sarjana Akutansi (S.Akun)
2. Sarjana Hukum (S.H)

# General information on the study programme

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**Brief description of the study programme:**

Bachelor of Accounting: The four to six year programme aims to produce graduates with specific qualifications and skills for roles such as accountant, auditor, tax advisor and accounting information systems analyst.

Bachelor of Islamic Family Law: The four to six year programme aims to equip graduates to work as judges, advocates, court analysts, corporate lawyers, notaries and practical legal advisors, including roles such as mediators, family law advisors and Islamic religious advisors.

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**Type of study programme:**

Bachelor programme

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

Bachelor of Accounting: 8-12 Semesters (maximum extension 2 semesters), 147 credits points (national credit) and 211,68 ECTS

Bachelor of Islamic Family Law: 8-12 Semesters, 146 credits points (national credit) and 210.59 ECTS

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**Mode of study:**

For both study programmes: full-time

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**Didactic approach:**

For both study programmes: study programme with obligatory class attendance

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**Double/Joint Degree programme:**

For both study programmes: no

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

BAP:

BIFL:

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**Programme cycle starts in:**

summer semester

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**Initial start of the programme:**

BAP: 2008

BIFL: 1997/1998

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**Type of accreditation:**

For both study programmes: initial accreditation

# Procedure

A contract for the initial accreditation of the Bachelor of Accounting (S.Akun) and Bachelor of Islamic Family Law (S.H) was made between FIBAA and UIN Maulana Malik Ibrahim Malang on December 9, 2022. On December 18, 2023, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel<sup>1</sup>. The HEI has agreed with the chosen experts. The panel consisted of:

**Prof. Dr. Karin Breidenbach**

Dortmund University of Applied Sciences

Professor of Business Administration, Accounting and Finance

(Accounting: Individual Financial Statements According to HGB and IFRS, Consolidated Financial Statements According to HGB And IFRS, International Accounting, Financial Statement Analysis, Basics of Management Accounting , Sustainability Reporting; Finance: Basics of Financing, Basics of Investment Accounting, Value-Oriented Management Concepts, Business Administration)

**Elisa Löwe**

Hagen University of Distance Learning

Student: Economics, Masters

**Inna Sidorova**

BGC Partners LP

Business Manager (Accounting, Budgeting, Investment, Management, Quality Assurance, Human Resource Management)

**Prof. Dr. Tolkah Tolkah**

State Islamic University - UIN Walisongo

Islamic studies (especially on Islamic Law)

**Prof. Dr. Wolfgang Voegeli**

Hamburg University

Professor Emeritus of Civil and Commercial Law, European and International Commercial Law (Family Law, Sociology of Family Law, Family Policy, General Civil Law, Competition Law, European and International Business Law, Sociology of Law, European Studies, International Relations, Interdisciplinary Degree Courses in Law, Economics and Social Sciences)

FIBAA project manager:

Nina Rotermund

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference. The online conference took place on August

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<sup>1</sup> The panel is presented in alphabetical order.

26 to 28, 2024 via the video conferencing tool *Zoom*. At the end of the online conference, 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 [date]. The statement on the report was given up on [date]. It has been taken into account in the report at hand.

# Summary

## For Bachelor programmes

The Bachelor of Accounting and the Bachelor of Islamic Family Law offered by UIN Maulana Malik Ibrahim Malang 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 March 12, 2025 and finishing on March 11, 2030 under conditions. The 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 for both study programmes regarding the following aspects<sup>2</sup> : International orientation of the study programme design due to a missing internationalisation strategy; Study and exam regulations due to a lack of definition regarding the examination formats and the recognition of credit points elsewhere; International contents and intercultural aspects due to little international contents; Programme description due to incomplete information available for the public. They recommend the accreditation on condition of meeting the following requirements:

### For both study programmes:

- **Condition 1** (see chapter 3.2):  
The HEI
  - a) defines the format of examinations (definition and duration, exam retake) in an official framework document; and
  - b) defines the recognition of credit points earned elsewhere.
  - c) provide ECTS grading table for each study programme.

### For the **Bachelor of Islamic Family Law**:

- **Condition 2** (see chapter 3.4): The study programme adds courses like Private International Law and Comparative Family Law as compulsory courses.
- **Condition 3** (see chapter 5.3):  
The study programme describes the content and the learning outcomes of the BIFL with respect not only to knowledge but also to skills including the forms of assessment available to the teachers (see chapter 3.2)

Proof of meeting these conditions is to be submitted by December 11, 2025.

The panel members also identified several areas where the programmes could be further developed.

The Bachelor of Accounting could be further developed by:

- adding or pointing out contents related to ESG reporting and legal basics and legal environment relevant for accounting in the course descriptions (see chapter 3.1);

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

The Bachelor of Islamic Family Law could be further developed by:

- specifically targeting those who are interested in a programme for professional work in family law and not as general law practitioners (see chapter 1.1);
- changing administrative law from elective to compulsory course to understand how the law is implemented by public authorities (see chapter 3.1);
- informing applicants that whilst students acquire a general Bachelor of Law degree the qualification conferred is highly specialised and that applicants wanting to enter into general legal practice will only acquire the necessary foundations and analytical skills in other fields of law (see chapter 3.1).

Both programmes could be further developed by updating recommended literature regularly (see chapter 3.3);

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

There are criteria in which the programme exceeds the quality requirements:

- Ethical aspects (see chapter 3.1)
- Internal cooperation (see chapter 4.1)
- Student support by the faculty (see chapter 4.1)

Period of Accreditation: March 12, 2025 until March 11, 2030.

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

# Information

## Information on the Institution

The history of State Islamic University (UIN) Maulana Malik Ibrahim Malang began with Presidential Decree No. 50 on June 21, 2004. The institution's roots trace back to East Java leaders' efforts to establish an Islamic higher education institution under the Ministry of Religious Affairs, leading to the formation of the State Islamic Institute (IAIN) Surabaya Branch Establishment Committee in 1961. This resulted in the creation of the Faculty of Sharia in Surabaya and the Faculty of Tarbiyah in Malang, both inaugurated on October 28, 1961. Over time, these faculties, along with the Faculty of Ushuluddin in Kediri, came under IAIN Sunan Ampel.

By 1997, the Faculty of Tarbiyah Malang transitioned to become the State Islamic College (STAIN) Malang, achieving autonomy from IAIN Sunan Ampel. STAIN Malang's goal to become a university was realized when its status was elevated to UIN Malang by Presidential Decree No. 50 in 2004. The university, officially inaugurated on October 8, 2004, emphasizes both Islamic religious sciences and general sciences, with June 21, 2004, celebrated as its foundation day.

Initially named Universitas Islam Indonesia-Sudan (UIIS) to honour collaboration with Sudan, the university was officially recognized on July 21, 2002. UIN Malang integrates Islamic studies with scientific methods, focusing on the Qur'an, Hadith, and Fiqh within its academic framework. Today, UIN Malang consists of eight faculties, offering 44 programs. These include 27 undergraduate programs, 12 master's programs and 5 doctoral programs.

UIN Maulana Malik Ibrahim Malang has earned significant national recognition, including an 'A' grade accreditation from BAN-PT, highlighting its academic excellence. In 2021, the University hosted the highest number of foreign students among State Islamic Religious Colleges (PTKIN), reflecting its diverse and welcoming environment. That same year, it was named Best Institution by PRISMA, underscoring its commitment to academic integrity and continuous improvement.

The University's faculty and students have also received notable accolades. In 2021, UIN Malang was recognized for having the greatest librarian human resources, thanks to its state-of-the-art library facilities and expert staff. Its students are particularly distinguished for having the highest Qur'an reading ability index, showcasing the university's emphasis on both academic and spiritual development.

Internationally, UIN Malang has been acknowledged as the best PTKIN, validated by its UniRank 2021 ranking. Its commitment to global standards is demonstrated by achieving the AUN-QA certificate and ISO 9001:2015 certification in 2021. The university's global standing is further reinforced by its position among the top ten PTKIN in webometric rankings for 2021.

## Statistical data

The **Bachelor of Accounting** programme has seen significant adjustments in the last three years. From 2019 to 2022, the number of study spots available continuously grew from 120 to 160. While the number of candidates fell sharply from 2120 in 2019/2020 to 1284 in 2020/2021, it rose marginally to 1409 in 2021/2022. Despite these variations in applicants, the percentage of occupied study places remained consistently high at around 97%.

The gender distribution amongst the applicants fluctuated, with the rate of female students ranging from a high of 64% in 2020/2021 to a low of 40% in 2021/2022. First-year male students notably increased in 2021/2022, outnumbering their female counterparts. On the academic front, the programme maintained a zero dropout rate over the years.

Students' success rate, on the other hand, increased dramatically from 41% in 2019/2020 to 61% in 2021/2022. The average length of study for graduates was roughly 9 years, with a little decrease to 8.9 years in 2021/2022. The average final degree grade increased somewhat in the last year, hitting 3.5.

Notably, the program did not have any foreign students throughout these years.

| ...                                         |   | 2019/2020 | 2020/2021 | 2021/2022 |
|---------------------------------------------|---|-----------|-----------|-----------|
| <b># Study Places</b>                       |   | 120       | 140       | 160       |
| <b># Applicants</b>                         | Σ | 2120      | 1284      | 1409      |
|                                             | f | 1272      | 770       | 845       |
|                                             | m | 848       | 514       | 564       |
| <b>Application rate</b>                     |   | 1766,67%  | 917,14%   | 880,62%   |
| <b># First-Year Student</b>                 | Σ | 117       | 132       | 156       |
|                                             | f | 63        | 84        | 63        |
|                                             | m | 54        | 48        | 93        |
| <b>Rate of female students</b>              |   | 54%       | 64%       | 40%       |
| <b># Foreign Students</b>                   | Σ | 2         | 2         | 2         |
|                                             | f | 0         | 0         | 0         |
|                                             | m | 2         | 2         | 2         |
| <b>Rate of foreign students</b>             |   | 2%        | 2%        | 2%        |
| <b>Percentage of occupied study places</b>  |   | 97,5%     | 94,28%    | 97,5%     |
| <b># Graduates</b>                          | Σ | 149       | 138       | 120       |
|                                             | f | 88        | 94        | 73        |
|                                             | m | 61        | 45        | 47        |
| <b>Success rate</b>                         |   | 41%       | 45%       | 61%       |
| <b>Dropout rate</b>                         |   | 2%        | 0         | 0         |
| <b>Average duration of study (Semester)</b> |   | 9,1       | 9,5       | 8,9       |
| <b>Average grade of final degree</b>        |   | 3.43      | 3.45      | 3.5       |

The Bachelor of Islamic Family Law (BIFL) witnessed a varying number of applicants over the years 2019-2022, with 1,815 in 2019-2020, 1,621 in 2020-2021, and 1,486 in 2021-2022. The study places ranged from 200 to 240, always being near or at full capacity, with an impressive

100% success rate and zero dropouts. The average duration of the study remained consistent at around 4.7 to 4.9 years.

The applicant rate varied from 675.42% to 907.5%, reflecting the program's popularity. Across the years, female students made up slightly more than half of first-year registrants, with rates ranging around 54%. The program also drew foreign students, who made up between 2.94% and 5.08% of the total student body. Notably, the program maintained a high academic quality, with average final degree grades increasing from 3.63 to 3.73 over the course of three years.

|                                            |          | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> |
|--------------------------------------------|----------|------------------|------------------|------------------|
| <b># Study Places</b>                      |          | <b>200</b>       | <b>240</b>       | <b>204</b>       |
| <b># Applicants</b>                        | $\Sigma$ | 1815.            | 1621             | 1486             |
|                                            | f        | 987              | 903              | 843              |
|                                            | m        | 828              | 718              | 643              |
| <b>Applicant rate</b>                      |          | 907,5%           | 675,42%          | 728,43%          |
| <b># First-Year Student</b>                | $\Sigma$ | 197              | 240              | 204              |
|                                            | f        | 106              | 123              | 111              |
|                                            | m        | 91               | 117              | 93               |
| <b>Rate of female students</b>             |          | 54%              | 51%              | 54%              |
| <b># Foreign Students</b>                  | $\Sigma$ | <b>10</b>        | <b>10</b>        | <b>6</b>         |
|                                            | f        | 5                | 6                | 4                |
|                                            | m        | 5                | 4                | 2                |
| <b>Rate of foreign students</b>            |          | 5,08%            | 4,17%            | 2,94%            |
| <b>Percentage of occupied study places</b> |          | 98,5%            | 100%             | 100%             |
| <b># Graduates</b>                         | $\Sigma$ | 210              | 160              | 167              |
|                                            | f        | 100              | 77               | 97               |
|                                            | m        | 110              | 83               | 70               |
| <b>Success rate</b>                        |          | 100%             | 100%             | 100%             |
| <b>Dropout rate</b>                        |          | 0%               | 0%               | 0%               |
| <b>Average duration of study</b>           |          | 4.9 tahun        | 4.7 tahun        | 4.7 tahun        |
| <b>Average grade of final degree</b>       |          | 3.63             | 3.68             | 3.73             |

# Programme Description and Appraisal in Detail

## 1. Objectives

### Objectives of the study programme (Asterisk Criterion)

#### **Bachelor of Accounting programme:**

The study programme aims to produce graduates equipped with specific qualifications and skills for roles such as accountant, auditor, tax consultant, and accounting information system analyst. Graduates are prepared to work in various fields, including industry, consulting, and government.

Academic Skills: Graduates will independently prepare, analyse, and interpret financial reports using accounting principles. They can create financial and non-financial reports with relevant disclosures for managerial decisions and draft investment and funding reports under supervision using financial management techniques. They are skilled in evaluating audit evidence for commercial entity financial statements, designing business processes in IT-based accounting systems using the system development life cycle, and applying audit principles, financial asset investment, and tax regulations. They also have a strong theoretical understanding of information for decision-making, business ethics, and the accounting profession's code of ethics.

Personal Skills: Graduates employ critical, logical, and innovative thinking to develop or apply science and technology ethically. They analyse the impact of research and produce solutions or critiques while adhering to scientific ethics. They make informed decisions, take responsibility for group outcomes, supervise tasks, and ensure data validity and integrity. They uphold human values, work collaboratively with sensitivity to the community and environment, and internalise academic values, perseverance, and entrepreneurial spirit.

Learning Outcomes: The programme equips students with foreign language skills, economic knowledge, Islamic studies, entrepreneurial skills, analytical and financial planning abilities, IT expertise, and specialised accounting skills. Practical fieldwork allows students to apply classroom theories and gain feedback from professionals, preparing them for the workplace.

#### **Bachelor of Islamic Family Law programme:**

The BIFL equips graduates to work as judges, advocates, court analysts, corporate legal professionals, notaries, and practical legal consultants, including roles such as mediators, family law consultants, and Islamic religious counsellors. Graduates can also pursue careers in Islamic civil administration, such as marriage registrars and court employees, or engage in theoretical law as educators, researchers, and legal experts.

Graduates are qualified to work in various fields, including notary and advocate offices, government institutions, secular and religious courts, and legal educational institutes. Academically, they gain a comprehensive understanding of positive and Islamic law, particularly in family law. They apply logical, creative, and critical thinking to address family law issues individually and socially, and they employ principles of law enforcement in religious and secular courts while adhering to ethical standards. Graduates are skilled in formulating

and analysing family law court decisions and effectively communicating these to the public. They are also adept at resolving Islamic law issues in both court and non-court settings.

**Soft Skills:** Graduates possess strong oral and written communication skills for academic and professional contexts at national and international levels. They can apply Intellectual Property Rights (HKI) knowledge and utilise technology or arts to address family law issues while adapting to diverse situations.

**Curriculum:** The BIFL curriculum aligns with the KKNi (Indonesian National Qualification Framework), ensuring objectives are met. Courses include Pancasila, Civics Education, Legal Ethics, Fiqh, Family Law Anthropology, and Alternative Dispute Resolution. Teaching methods such as discussions, presentations, and group tasks help develop public speaking, negotiation, and collaboration skills.

### Appraisal:

The qualification objectives of both programmes are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality.

The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation. They take into account the requirements of the national qualification framework KKNi.

### Bachelor of Islamic Family Law programme:

In the national qualification framework, a degree in Islamic Law related study programmes enables the alumni to work in religious courts as well as in state courts. The objectives of the Bachelor of Islamic law reflect this perspective. However, the experts find that the curriculum shows a specialisation mainly on Islamic Family law with only a few public law courses. Therefore, the experts **recommend** that the Bachelor of Islamic Family Law programme specifically targets those who are interested in a programme for professional work in family law and not as general law practitioners.

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

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

The **Bachelor of Accounting (BAP) programme** envisions uniting science and Islam to gain international recognition. Its curriculum prepares graduates to operate competently in both national and international settings.

The programme's international outlook can be found in its courses, which often include global content. Notable examples include "Sistem Informasi Akuntansi" (Accounting Information System), "Sistem Informasi Manajemen" (Management Information System), "Perpajakan Internasional" (International Taxation), and "Teori Keuangan dan Investasi Syariah" (Sharia Financial and Investment Theory). Instruction is provided in English, Indonesian, and sometimes Arabic, with certain courses, such as "English I" and "English II," taught entirely in English, and "Arabic Language I-IV" delivered in Arabic.

The faculty comprises lecturers with international experience, including education in Australia, Malaysia, and Egypt, as well as professional experience abroad. For instance, one lecturer participated in a Blockchain project in Australia, while another worked with the Al Mali Group Consultant in Morocco and a Malaysian university.

Students are encouraged to gain international exposure, such as through the 2019 student and cultural exchange with University Sains Islam Malaysia.

The curriculum also emphasises global and cross-cultural knowledge. A course equivalent to "History of Islamic Civilisation" provides insights into the history and development of Islamic civilisation and its global cultural impact.

The **Bachelor of Islamic Family Law (BIFL) programme** aims to develop skilled legal scholars in family law who uphold integrity and are internationally competitive by 2025, through integrating science and Islam.

Courses like Sharia and Human Rights contrast Islamic law with human rights as defined in international treaties, offering a broad perspective on global human rights in alignment with Sharia values.

The History of Islamic Civilisation course provides a historical overview of the Islamic judicial system, from pre-Islamic times through the prophetic era and later Islamic caliphates, helping students understand the evolution of Islamic legal systems alongside global developments. Courses such as Family Psychology and Legal Anthropology further enhance cross-cultural understanding. Family Psychology explores family dynamics, while Legal Anthropology examines the societal perception and implementation of Islamic family law, offering a thorough grasp of its cultural context.

The programme also includes courses in different languages. History of Islamic Civilisation and Arabic Language are taught in Arabic, while English I and II are delivered in English. This multilingual approach equips students with the linguistic skills needed to navigate diverse legal situations and primary materials.

BIFL's international focus is strengthened by its faculty. For example, two faculty members have studied abroad at the Deakin University in Australia or the McGill University in Canada.

## Appraisal:

The University includes some international contents, as well as other language in particular Arabic and English. The panel acknowledges that the study programmes are at the beginning

of their internationalisation. There is an internationalisation strategy in place with practical results.

In the statement on the report, the University presents its recent measures dedicated to its internationalisation. The **Bachelor of Accounting** is committed to internationalisation by aligning its curriculum with the KKNi and International Education Standards (IES) set by IFAC. The curriculum has been reviewed by international experts from USIM Malaysia (2022) and SES Germany (2023) to incorporate global best practices. Students shall gain international exposure through summer courses, conferences, and student exchanges with institutions like USIM Malaysia and Universiti Malaya, fostering technical skills and cultural exchange. Faculty members actively engage in global collaborations, including International Community Services in Thailand and Vietnam, mentoring MSMEs with Mercy Corps, and conducting research with universities such as Curtin, Qatar University, and Macquarie University. Several lecturers also deliver guest lectures at Malaysian universities.

The Bachelor of Islamic Family Law has strengthened its international presence through various initiatives, including academic events, student mobility programs, and global collaborations. One of its key activities is the annual ICOLEES event, which brings together international speakers and participants from countries such as Malaysia, Australia, Turkey, Korea, and Saudi Arabia. Each year, distinguished scholars from the University of Malaya, Islamic University of Madinah, Ondokuz Mayıs University, Yonsei University, and IIUM Malaysia contribute to the discussions. The programme also facilitates visiting professors and exchange lectures with institutions in Malaysia, Turkey, Thailand, and Dubai, fostering academic exchange. Additionally, student mobility programmes allow BIFL students to visit Malaysian universities and Syariah courts, with participation steadily growing. In turn, international students from Malaysia and Turkey take part in inbound mobility programmes at BIFL.

|      |                                                                              | 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) |             |                              |                            |                                    | condition |

## Positioning of the study programme

### Positioning of the study programme on the educational market

The **Bachelor of Accounting Programme** (BAP) at UIN attracts students for several reasons. One is its "Akreditasi A" accreditation status. The unique two-semester "Mahad" programme also appeals to potential students, alongside the high job opportunities in the accounting field.

BAP's main competitors are Universitas Brawijaya and Universitas Negeri Malang. However, the programme offers advantages such as integrating Science and Islam, strong demand for graduates with moral standards, and A-accreditation. The faculty is internationally certified, skilled in modern accounting software, and many have practical experience.

The curriculum is regularly updated in collaboration with the business and industrial sectors to align with market demands and required skills.

The **Bachelor of Islamic Family Law Programme (BIFL)** attracts students, many of whom are religious school alumni seeking to deepen their knowledge of Islamic law. The programme offers diverse job prospects in various societal sectors.

Its main competitors are BIFL programmes at UIN Sunan Ampel Surabaya, UIN Sunan Kalijaga Yogyakarta, and UIN Syarif Hidayatullah Jakarta.

The programme's demand is validated through curriculum reviews, needs surveys, and alignment with the 2018 Graduate Competency Standards (SKL) and Graduate Learning Outcomes (CPL) for Islamic Religious Higher Education. Additional support comes from the Supreme Court of Indonesia and the Religious Court, along with state regulations related to legal professions.

The programme holds national 'A' accreditation and AUN-QA certification. It also has three professors with the title "Guru Besar" and includes traditional learning at Ma'had & Ma'had Aly. Permanent faculty members serve as mediators in the Religious Court, with one being a BAN-PT assessor, while adjunct faculty includes judges, clerks, lawyers, and notaries, contributing practical expertise.

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

### **All Study Programmes**

The study programmes regularly investigate the job market needs related to their curricula. Both BAP and BIFL undertake polls every year to determine the relevance of the professions that their alumni obtain. This exercise incorporates the participation of alumni and their companies, using an exit cohort technique. This approach targets graduates who have completed their courses either one or two years prior. Data collection for these surveys is done online through an application available on the website. The programmes carry out these tracer studies on an annual basis.

### **Bachelor of Accounting Programme (BAP)**

Based on a survey and its analysis, approximately 56% of the graduates have secured jobs in national or multinational companies between 2020-2022. Around 20% of the graduates are employed in the public enterprise sector, approximately 15% work in governmental institutions, and about 5% have taken up roles in educational institutions. In addition to these fields, many alumni are also employed in various other sectors, including non-profit organisations and social institutions.

Based on the findings from the survey or tracer study, the sectors that will increasingly require graduates relevant to the programme in the future include services and trade, public services, and education. Furthermore, as the job market evolves, there is an identified need for expertise in the area of digital transformation, which is relevant to the programme's offerings.

Graduates of the Bachelor of Accounting Program work in a variety of fields. Tracer research

data suggest that 32% of BAP graduates work in multinational corporations, 38% in private institutions, 17% in national/BUMN/BUMD companies, 8% in government institutions, and 5% in social institutions/non-profit organisations.

According to the report, 66% of respondents are waiting less than 3 months after graduation, 26% are waiting 3-6 months after graduation, and 8% are waiting more than 6 to 12 months after graduation.<sup>3</sup>

### **Bachelor of Islamic Family Law Programme (BIFL)**

An analysis of the job market was conducted through a survey, which revealed that 28% of the BIFL graduates are employed in government bureaucracy, encompassing ministries, institutions, and local government. 10% of graduates work for state-owned enterprises, 8% for private companies, 28% for entrepreneurship, 12% for educational institutions, and 13% for non-profit organisations like political parties and NGOs, with the remaining 1% working in various other sectors.

A tracer study was also done to estimate the job market demand for BIFL graduates. According to the findings, BIFL graduates are eligible for around 34% of the annual civil servant job opportunities (CPNS). Furthermore, around 40% of job openings in the field of Islamic Family Law are offered to these graduates each year. Lastly, about 26% of BIFL graduates choose to become entrepreneurs every year.

## **Positioning of the study programme within the HEI's overall strategic concept**

### **All Study Programmes**

The decision by the UIIN to offer the program aligns with its vision of achieving integrative higher education, melding science and Islam to attain an international reputation. The programme positions itself within the Faculty/University with the purpose of cultivating graduates with a character reflective of 'ulul albab', which translates to individuals possessing wisdom or being intellectual. This approach fits seamlessly into the HEI's mission of producing knowledgeable graduates and generating relevant science, technology, and art with a highly competitive culture.

Ensuring academic proficiency and employability are at the core of the University's objectives. To uphold and measure these standards, the Rector has set key performance indicators, such as a high percentage of study programs achieving the 'A' accreditation or 'Unggul' status. Another performance metric emphasises the engagement of faculty members as speakers in national and international conferences, ensuring academic excellence is shared and recognized globally. Additionally, students' participation in national and international competitions serves as an indicator of the university's commitment to fostering competitiveness and excellence, fitting perfectly within the HEI's broader strategic concept.

### **Bachelor of Accounting Programme (BAP)**

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<sup>3</sup> The tracer study report can be accessed at this link: <https://drive.google.com/file/d/1LxzKg0JXDQO1KbiSgof-Q395QnoBXkOO/view>. (last accessed January 24, 2025).

The decision to offer the BAP by the University was influenced by the transition from IAIN to UIN status, necessitating the establishment of general departments. This decision was further bolstered by the industry's demand for accounting professionals.

BAP has launched a number of activities within the context of the university's vision. In terms of education, the curriculum adheres to the academic association's and the International Education Standard's criteria. Notably, Islamic-themed courses are offered, and the programme has both overseas alumni and international students. As for research, there's an emphasis on the publication of scholarly work by both faculty and students in both national and international journals. In terms of community service, faculty and students actively engage in national and international outreach. Students in their first and second semesters are required to participate in ma'had activities with Islamic content in order to support the university's objectives. The learning process is designed to satisfy the needs of the sector, and it includes financial reporting, taxation, and technology-based audits.

BAP delivers accounting training and workshops for students in accordance with the Rector's Key Performance Indicators, strengthening their understanding of contemporary accounting concepts, regulations, and practices. Collaborations with linked companies or universities have been formed, providing students with internship opportunities. This collaboration extends to organising industry visits, guest lectures, and joint projects with professional entities in the accounting sector. Additionally, BAP facilitates networking events and activities for alumni, reinforcing ties between alumni, current students, and the program itself.

### **Bachelor of Islamic Family Law Programme (BIFL)**

The University founded the BIFL in response to the increased demand for professionals such as prospective judges, clerks, lawyers, and Office of Religious Affairs staff. This program is directly related to the profession of Religious Court Mediator.

To further promote the objectives of the University, the programme has reached significant milestones. In 2018, it was accredited 'A' by BAN-PT, valid until 2023, and was recognized with 'A' by AUN-QA in 2020, with validity until 2025. In keeping with its worldwide focus and to strengthen its academic status, the programme welcomed international scholars for 'Visiting Lecture' sessions from the University of Malaya in Malaysia (2022), from UITM Malaysia (2019), and from Muenchen, Germany (2018). The programme has also launched a number of initiatives to strengthen the university's mission. There has been a 27% increase in publications, a 7% increase in international publications, a 40% increase in community engagement initiatives, and a 26% increase in student accomplishment.

Finally, in accordance with the Rector's Key Performance Indicators (IKU) performance, the programme maintained its BAN-PT 'A' certification in 2018. Furthermore, 58% of the lecturers now hold doctorates, 20% have participated in Training in Instructional Techniques, and an impressive 81% have attained instructor certification. All these achievements and endeavours underline the programme's strong positioning within the University's strategic framework, showcasing its commitment to academic proficiency, employability, national standards, and international orientation.

### **Appraisal:**

The reasons given for the positioning in the educational market of the study programmes are plausible. Especially the integration of Science and Islamic values was mentioned by students of both study programmes as playing a major role in selecting the UIIN and their study programmes. The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. Although the BIFL qualifies students for the area of Islamic family law and not general law (see *chapter 1.1*). The future fields of employment for graduates are plausibly set forth. The study programme is convincingly integrated into the HEI's overall strategic concept. The study programme's qualification goals are in line with the HEI's mission and strategic planning.

|       |                                                                                      | 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

### Admission requirements (Asterisk Criterion)

#### All study programmes

The University's admission criteria for Indonesian students (WNI) are regulated in the rector decree number 417 of 2020 about guidelines of admission.

1. Candidates must be in their final year of high school or equivalent (SMA/SMK/MA/MAK/Pesantren Mu'adalah).
2. Possess a National Student Identification Number (NISN).
3. Obtain a recommendation from their headmaster or madrasah principal.
4. Be in good health to ensure studies are not disrupted.

The enrolment process involves:

- Document verification and submission, including proof of payment, two copies of the legalised high school diploma or Certificate of Graduation signed by the headmaster, three recent 3x4 cm colour photos with a red background, Certificate of Good Conduct from the school, and Certificate of Health from a government doctor.
- Students must bring their Examination Participant Card, proof of identity (ID card/driver's license/student ID), stationery, and pay the health assessment fee. Failure to participate or pass the health assessment results in disqualification.

Indonesian students can apply through various pathways, such as SPANPTKIN, UMPTKIN, or the Independent Selection Path:

1. **National Selection for State University Entrance (SNMPTN):** An achievement path in the selection of national new student admissions for undergraduate programmes organised by the Ministry of Education and Culture.
2. **National Academic Achievement Selection College Religious High Islam Nasional (SPANPTKIN):** A performance-based selection path for new student admissions to bachelor's programmes, held by the Government Department of Religion.
3. **Selection with Masuk State Universities (SBMPTN):** A written examination track, both paper-based and computer-based, for the admission of new national undergraduate students organised by the Ministry of Education and Culture.
4. **The National Islamic Higher Education Entrance Examination (UMPTKIN):** A written examination track, both paper-based and computer-based, for national new student admissions to undergraduate programmes held by the Ministry of Religion.
5. **Mandiri Tulis:** A written examination track, both paper-based and computer-based, for the assessment of new undergraduate and postgraduate students held independently by Universitas Islam Negeri Maulana Malik Ibrahim Malang.
6. **Prestasi Mandiri:** An achievement path in the selection of new student admissions for the undergraduate programme, held independently by Universitas Islam Negeri Maulana Malik Ibrahim Malang.
7. **Mandiri Overseas:** A written examination track, both paper-based and computer-based, for the admission of new students from abroad, held independently by Universitas Islam Negeri Maulana Malik Ibrahim Malang.

8. **National Selection of Scholarships and/or Postgraduate:** Organised by institutions granting scholarships.
9. **All student admission paths:** Determined by the decision of the rector at the discretion of the senate.

For international students (WNA), requirements include:

- Completing the application form, providing a valid passport/ID, last diploma and transcript, recent photo (4x6 cm), CV, motivation letter, reference letter from the Indonesian Embassy or Consulate, and a certificate of clearance from their home country.
- Language proficiency certificates in Arabic/English and optionally Indonesian, translated into English or Indonesian.
- Age restrictions: under 23 for Bachelor programmes.

The Rector makes University decisions under government regulations, ensuring fair and equitable admission procedures. This approach promotes quality education and inclusivity.

## Counselling for prospective students

### All study programmes

Interested persons can access information about UIN Malang's programmes through various channels. The institution uses a multichannel approach to reach both Indonesian and international prospective students.

Information is available via:

- The official website
- Social media platforms (Instagram, YouTube, Facebook)
- Physical resources (expos, video trons, flyers, banners, brochures)

The Admissions Office provides assistance via phone, WhatsApp and email. The office is located at Jl. Gajayana 50, Malang 65114, where prospective students can visit for personalised guidance.

## Selection procedure (if relevant)

### All study programmes

The selection procedures for admitting students to are detailed and vary depending on the applicant's status as an Indonesian applicant (WNI), an international applicant (WNA), or an individual seeking to transfer or change majors (Alih jenjang/pindahan).

For Indonesian applicants (WNI), the University follows the guidelines and procedures stipulated in the SPAN-PTKIN/UM-PTKIN/MANDIRI regulations. These guidelines provide a structured framework for the admission process. Applicants can refer to the following websites for more information:

- SPAN-PTKIN
- UM-PTKIN

The admission process typically involves fulfilling academic requirements, registering for the entrance exam, and submitting the required documentation.

For international applicants (WNA), the HEI follows the requirements outlined in the Decision of the Rector of UIN Malang Number 417 of 2020, particularly Article 12, which refers to Mandiri Asing (foreign self-funded students). The stages for WNA applicants include registration, payment of registration fees, data entry, finalisation of personal details, and printing of examination cards. The Mandiri Asing admission process features online written examinations for all selected programmes. Admission decisions are based on the results of these online exams, ensuring a fair and standardised evaluation process for international applicants.

In cases where there are an overwhelming number of applicants for study places, the procedures or criteria employed are not explicitly defined in the material provided. Candidates are advised to examine UIN Malang's official guidelines and regulations or contact the Admissions Office for comprehensive details on how the institution handles situations where the number of applications exceeds the available study places. This information would provide insights into any additional tests, interviews, or selection criteria that may be used to determine admission in such circumstances.

The decision-making authority for the allocation of study places typically resides within the relevant departments or committees of the University, according to their official norms and procedures. Information regarding the decision-making process can be found in the official documentation and communication channels of the University.

## Professional Experience

### **All study programmes**

Prospective students are not obligated to possess prior work experience before commencing their studies in the programmes.

## Ensuring foreign language proficiency (Asterisk Criterion)

Specific language skills are required for the programme. For bachelor programmes, the minimum TOEFL score typically ranges from 450 to 500 (PBT/ITP) or 45 to 60 (iBT), with IELTS scores between 5.0 and 6.0. Foreign students must meet a minimum TOEFL score of 450 and also take an Arabic proficiency test. The administration staff confirmed during the online assessment, that TOEFL and TOAFL are being used, to assure, that the applicants have the necessary foreign language proficiency.

The programme offers a one-year intensive English language course and various training initiatives through the Language Development Center, including Intensive English, Public Speaking, and English for Paper Writing. A one-year intensive Arabic course is also available, along with special Arabic programmes for new students. Additionally, there is an Indonesian language course for international students.

## Transparency and documentation of admission procedure and decision (Asterisk Criterion)

### All study programmes

The admission standards are regulated by documents issued by the University's leadership, such as "Keputusan Rektor" (Rector's Decrees). These documents outline the requirements for various admission pathways, including the Independent Selection Path, UM-PTKIN (Joint Entrance Selection), and SNMPTN (National Selection for State Universities).

The University provides information about these standards and procedures through multiple channels. The official PMB (New Student Admissions) website offers details on admission requirements. Additionally, the PMB team uses social media, like Instagram (@pmb\_uinmaliki), to share updates and information about the admission process.

The University's official website is the primary source for announcing acceptance or rejection. Applicants can track their progress at each stage of the selection process on this site. Final selection results are also posted here. The University's social media accounts serve as secondary channels for important updates and results related to admissions.

### Appraisal:

The admission requirements are defined and comprehensible in the rector decree number 417 of 2020. The national requirements are presented and taken into account.

Applicants can directly turn to the Admissions Office for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and the Admission Office is provided personal, by telephone and via e-mail.

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

The national admission requirements (required language proficiency level or required result in a concrete language test) and the preparatory language course in the first study year ensure that students are able to successfully complete the study programme (courses, additional literature, utilisation of counselling services and extracurricular activities).

The admission procedure is described, documented, and accessible for interested parties. Students can follow their application status online. The admission decision is based on transparent criteria and is communicated in writing.

|                                                  | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--------------------------------------------------|-------------|------------------------------|----------------------------|------------------------------------|------|
| 2.1* Admission requirements (Asterisk Criterion) |             |                              | X                          |                                    |      |
| 2.2 Counselling for prospective students         |             |                              | X                          |                                    |      |
| 2.3* Selection procedure (if relevant)           |             |                              | X                          |                                    |      |

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

Logic and conceptual coherence (Asterisk Criterion)

##### **Bachelor of Accounting Programme (BAP)**

The BAP curriculum progresses from basic to advanced courses, electives, and concludes with an undergraduate thesis. Core courses include "Introduction to Accounting", "Microeconomics", and "Business". Advanced courses cover topics such as "Auditing", "Management Accounting", and "Public Sector Accounting".

Students can choose electives based on their interests, including "Corporate Reporting", "Risk Management", and "Forensic Accounting". This structure ensures that all learning outcomes complement one another, providing a comprehensive understanding of accounting.

Key learning outcomes (LOs) are aligned with both programme and course objectives. For example, courses like "Financial Accounting I" and "II" focus on practical applications, assessed through exams and case studies. The inclusion of courses at various levels ensures that students gain the knowledge required for a Bachelor's degree in Accounting.

The final project or thesis involves courses such as "Research Methodology", "Statistics", "Community Service", and "Field Work Practice", culminating in a thesis. These components focus on practical application, project-based assessments, and report writing, preparing students for professional challenges.

The curriculum covers the following LOs:

- **Attitude:** Emphasis on religious and ethical values, social responsibility, respect for diversity, cooperation, discipline, and entrepreneurship.
- **General Skills:** Critical thinking, independent performance, decision-making based on data analysis, producing research reports, and building professional networks.
- **Specific Skills:** Financial statement preparation, business process design in accounting systems, and mastery of auditing and taxation standards.
- **Mastery of Knowledge:** In-depth understanding of accounting concepts, financial management, auditing, and professional ethics.

According to the Outcome-Based Education (OBE) curriculum, graduates are expected to possess spiritual depth, noble character, technical expertise, and professional skills that meet national and global standards, making them globally competitive while addressing societal needs.

The alignment between LOs and Graduate Profiles ensures that graduates are well-prepared for their careers. Similarly, Course Learning Outcomes (CPMK) ensure that students develop the required skills through specific courses, reinforcing the overall programme objectives.

| <b>1<sup>st</sup> Semester</b> |                                                           |                            |      |      |      |    |    |    |    |                |                  |
|--------------------------------|-----------------------------------------------------------|----------------------------|------|------|------|----|----|----|----|----------------|------------------|
| Modul No.                      | Title of Module / Course Unit +<br>Compulsory or elective | Credit Points per Semester |      |      |      |    |    |    |    | Workload       |                  |
|                                |                                                           | 1.                         | 2.   | 3.   | 4.   | 5. | 6. | 7. | 8. | Hours in Class | Hours Self-Study |
| 20000011A01                    | Pancasila                                                 | 2,88                       |      |      |      |    |    |    |    | 23,3           | 56               |
| 20000011A03                    | Indonesian Language                                       | 2,88                       |      |      |      |    |    |    |    | 23,3           | 56               |
| 20000011A04                    | Arabic Language I                                         | 2,88                       |      |      |      |    |    |    |    | 23,3           | 56               |
| 20000011A05                    | Arabic Language II                                        | 2,88                       |      |      |      |    |    |    |    | 23,3           | 56               |
| 20050211B01                    | Introduction to Business                                  | 2,88                       |      |      |      |    |    |    |    | 23,3           | 56               |
| 20050211B02                    | Economic Mathematics                                      | 4,32                       |      |      |      |    |    |    |    | 35             | 84               |
| 20050211B04                    | Introduction to Accounting                                | 4,32                       |      |      |      |    |    |    |    | 35             | 84               |
| 20050211B05                    | Introduction to Microeconomics                            | 4,32                       |      |      |      |    |    |    |    | 35             | 84               |
| <b>2<sup>nd</sup> Semester</b> |                                                           |                            |      |      |      |    |    |    |    |                |                  |
| 20000011A02                    | Civics                                                    |                            | 2,88 |      |      |    |    |    |    | 23,3           | 56               |
| 20000011A06                    | Arabic Language III                                       |                            | 2,88 |      |      |    |    |    |    | 23,3           | 56               |
| 20000011A07                    | Arabic Language IV                                        |                            | 2,88 |      |      |    |    |    |    | 23,3           | 56               |
| 20000011A11                    | History of Islamic Civilization                           |                            | 2,88 |      |      |    |    |    |    | 23,3           | 56               |
| 20050211B03                    | Introduction to Management                                |                            | 4,32 |      |      |    |    |    |    | 35             | 84               |
| 20050211B06                    | Introduction to Macroeconomics                            |                            | 4,32 |      |      |    |    |    |    | 35             | 84               |
| 21050211C03                    | Bank & Nonbank Financial Institutions                     |                            | 2,88 |      |      |    |    |    |    | 23,3           | 56               |
| 21050211C05                    | Entrepreneurship                                          |                            | 2,88 |      |      |    |    |    |    | 23,3           | 56               |
| 21050211D01                    | Introduction to Accounting II                             |                            | 4,32 |      |      |    |    |    |    | 35             | 84               |
| <b>3<sup>rd</sup> Semester</b> |                                                           |                            |      |      |      |    |    |    |    |                |                  |
| 20000011A08                    | English Language I                                        |                            |      | 4,32 |      |    |    |    |    | 35             | 84               |
| 20000011A10                    | Philosophy of Science                                     |                            |      | 2,88 |      |    |    |    |    | 23,3           | 56               |
| 20000011A14                    | Fiqh Studies                                              |                            |      | 2,88 |      |    |    |    |    | 23,3           | 56               |
| 21050211C01                    | Statistics I                                              |                            |      | 2,88 |      |    |    |    |    | 23,3           | 56               |
| 21050211C04                    | Business & Profession Ethics                              |                            |      | 2,88 |      |    |    |    |    | 23,3           | 56               |
| 21050211D02                    | Financial Accounting I                                    |                            |      | 4,32 |      |    |    |    |    | 35             | 84               |
| 21050211D06                    | Cost Accounting                                           |                            |      | 4,32 |      |    |    |    |    | 35             | 84               |
| 21050211D14                    | Company Budgeting                                         |                            |      | 2,88 |      |    |    |    |    | 23,3           | 56               |
| 21050211D15                    | Taxation I                                                |                            |      | 2,88 |      |    |    |    |    | 23,3           | 56               |
| 21050211D17                    | Financial Management I                                    |                            |      | 4,32 |      |    |    |    |    | 35             | 84               |
| <b>4<sup>th</sup> Semester</b> |                                                           |                            |      |      |      |    |    |    |    |                |                  |
| 20000011A09                    | English Language II                                       |                            |      |      | 4,32 |    |    |    |    | 35             | 84               |
| 20000011A12                    | Theosophy                                                 |                            |      | 2,88 |      |    |    |    |    | 23,3           | 56               |
| 20000011A13                    | Al-Qur'an & Al-Hadits Studies                             |                            |      | 2,88 |      |    |    |    |    | 23,3           | 56               |
| 21050211C02                    | Statistics II                                             |                            |      | 4,32 |      |    |    |    |    | 35             | 84               |
| 21050211D03                    | Financial Accounting II                                   |                            |      | 4,32 |      |    |    |    |    | 35             | 84               |
| 21050211D07                    | Management Accounting                                     |                            |      | 4,32 |      |    |    |    |    | 35             | 84               |
| 21050211D08                    | Accounting Information Systems                            |                            |      | 4,32 |      |    |    |    |    | 35             | 84               |
| 21050211D16                    | Taxation II                                               |                            |      | 4,32 |      |    |    |    |    | 35             | 84               |
| 21050211D20                    | Islamic Banking Accounting                                |                            |      | 2,88 |      |    |    |    |    | 23,3           | 56               |
| <b>5<sup>th</sup> Semester</b> |                                                           |                            |      |      |      |    |    |    |    |                |                  |
| 21050211C07                    | Accounting Information System Laboratory                  |                            |      |      | 4,32 |    |    |    |    | 35             | 84               |
| 21050211C08                    | Tax Laboratory                                            |                            |      |      | 4,32 |    |    |    |    | 35             | 84               |
| 21050211D04                    | Advanced Financial Accounting I                           |                            |      |      | 4,32 |    |    |    |    | 35             | 84               |
| 21050211D09                    | Management Information Systems                            |                            |      |      | 4,32 |    |    |    |    | 35             | 84               |
| 21050211D10                    | Auditing I                                                |                            |      |      | 4,32 |    |    |    |    | 35             | 84               |
| 21050211D13                    | Management Control Systems                                |                            |      |      | 4,32 |    |    |    |    | 35             | 84               |
| 21050211D21                    | Islamic Financial Accounting                              |                            |      |      | 2,88 |    |    |    |    | 23,3           | 56               |
|                                | Elective Course 1                                         |                            |      |      | 2,88 |    |    |    |    | 23,3           | 56               |

|                                |                                             |              |              |              |              |              |              |              |             |               |
|--------------------------------|---------------------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|-------------|---------------|
| <b>6<sup>th</sup> Semester</b> |                                             |              |              |              |              |              |              |              |             |               |
| 2000011A15                     | Student Community Service Program (KKM)     |              |              |              |              | 2,88         |              |              | 23,3        | 56            |
| 20050211B07                    | Research Methodology                        |              |              |              |              | 4,32         |              |              | 35          | 84            |
| 21050211C06                    | Financial Accounting Laboratory             |              |              |              |              | 4,32         |              |              | 35          | 84            |
| 21050211D05                    | Advanced Financial Accounting II            |              |              |              |              | 4,32         |              |              | 35          | 84            |
| 21050211D11                    | Auditing II                                 |              |              |              |              | 4,32         |              |              | 35          | 84            |
| 21050211D12                    | Management Auditing                         |              |              |              |              | 2,88         |              |              | 23,3        | 56            |
| 21050211D18                    | Public Sector Accounting                    |              |              |              |              | 4,32         |              |              | 35          | 84            |
|                                | Elective Course 2                           |              |              |              |              | 2,88         |              |              | 23,3        | 56            |
|                                | Elective Course 3                           |              |              |              |              | 2,88         |              |              | 23,3        | 56            |
| <b>7<sup>th</sup> Semester</b> |                                             |              |              |              |              |              |              |              |             |               |
| 20050211B08                    | Field Work Practice (PKL)                   |              |              |              |              |              | 2,88         |              | 23,3        | 56            |
| 21050211C09                    | Audit Laboratory                            |              |              |              |              |              | 4,32         |              | 35          | 84            |
| 21050211D19                    | Accounting Theory                           |              |              |              |              |              | 4,32         |              | 35          | 84            |
| <b>8<sup>th</sup> Semester</b> |                                             |              |              |              |              |              |              |              |             |               |
| 20050211B09                    | Thesis                                      |              |              |              |              |              |              | 8,64         | 70          | 168           |
| <b>total</b>                   |                                             | <b>27,36</b> | <b>30,24</b> | <b>34,56</b> | <b>34,56</b> | <b>31,68</b> | <b>33,12</b> | <b>11,52</b> | <b>8,64</b> | <b>211,68</b> |
| <b>Elective Courses</b>        |                                             |              |              |              |              |              |              |              |             |               |
| <b>Financial Accounting</b>    |                                             |              |              |              |              |              |              |              |             |               |
| 21050212E11                    | Corporate Reporting                         |              |              |              |              | 2,88         |              |              | 23,3        | 56            |
| 21050212E13                    | Business Feasibility Studies                |              |              |              |              |              | 2,88         |              | 23,3        | 56            |
| 21050212E14                    | Financial Management II                     |              |              |              |              |              | 2,88         |              | 23,3        | 56            |
| 21050212E15                    | Risk Management                             |              |              |              |              |              | 2,88         |              | 23,3        | 56            |
| 21050212E16                    | Forensic Accounting and Audit Investigation |              |              |              |              |              | 2,88         |              | 23,3        | 56            |
| 21050212E17                    | Investment Management                       |              |              |              |              |              | 2,88         |              | 23,3        | 56            |
| 21050212E18                    | Capital Market and Portfolio Management     |              |              |              |              |              | 2,88         |              | 23,3        | 56            |
| 21050212E19                    | Financial Information Analysis              |              |              |              |              |              | 2,88         |              | 23,3        | 56            |
| <b>Taxation</b>                |                                             |              |              |              |              |              |              |              |             |               |
| 21050212E21                    | Taxation Accounting                         |              |              |              |              | 2,88         |              |              | 23,3        | 56            |
| 21050212E12                    | Tax Management                              |              |              |              |              |              | 2,88         |              | 23,3        | 56            |
| 21050212E22                    | Special Topics on Taxation                  |              |              |              |              |              | 2,88         |              | 23,3        | 56            |
| 21050212E23                    | Land and Building Taxation                  |              |              |              |              |              | 2,88         |              | 23,3        | 56            |
| 21050212E24                    | International Taxation                      |              |              |              |              |              | 2,88         |              | 23,3        | 56            |
| 21050212E31                    | Taxation Information Systems                |              |              |              |              |              | 2,88         |              | 23,3        | 56            |
| <b>Islamic Accounting</b>      |                                             |              |              |              |              |              |              |              |             |               |
| 21050212E33                    | Zakat & Waqf Accounting                     |              |              |              |              | 2,88         |              |              | 23,3        | 56            |
| 21050212E32                    | Islamic Auditing                            |              |              |              |              |              | 2,88         |              | 23,3        | 56            |
| 21050212E34                    | Financial Theory and Islamic Investment     |              |              |              |              |              | 2,88         |              | 23,3        | 56            |
| 21050212E35                    | Islamic Financial Management                |              |              |              |              |              | 2,88         |              | 23,3        | 56            |

## Bachelor of Islamic Family Law Programme (BIFL)

The BIFL curriculum progresses from basic to advanced courses, electives, and culminates in a thesis or major project. It begins with foundational subjects like "Pancasila", "Philosophy of Science", and "Qur'an and Al-Hadith Studies", followed by advanced courses such as "Alternative Dispute Resolution" and "Socio-Anthropology of Family Law". Students can choose electives like "Family Counseling", "Sharia and Human Rights", and "International Law" based on their interests.

The programme's learning outcomes ensure students gain both foundational and specialised knowledge in Islamic Family Law. Assessments include discussions, presentations, assignments, and exams. The curriculum sequence, from core to electives, ensures students acquire the necessary skills for various professional roles such as "Practical Law Developer", "Islamic Civil Administrator", and "Theoretical Law Developer".

Key courses include:

- **Foundational Courses:** "Philosophy of the Indonesian State", "Civics", "Introduction to Law Studies", and "Introduction to the Indonesian Legal System", focusing on legal concepts, civil responsibility, and public policy.
- **Islamic Law Studies:** Courses like "History of Islamic Judiciary", "Religious Courts in Indonesia", and "Contemporary Marital Fiqh" focus on Islamic legal fundamentals and their application.
- **Specialised Islamic Practices:** Courses such as "Fiqh and Management of Alms", "Endowment Management", and "Hajj Management" cover detailed Islamic practices and regulations in Indonesia.

Fieldwork, comprehensive exams, and student work lectures integrate academic and professional skills, preparing students for real-world challenges. The programme fosters a deep understanding of both legal systems and Islamic principles, producing graduates with strong professional and ethical competencies.

| 1 <sup>st</sup> Semester |                                 |                       |                            |              |    |    |    |    |    |                |                  |
|--------------------------|---------------------------------|-----------------------|----------------------------|--------------|----|----|----|----|----|----------------|------------------|
| Course Codes             | Course Unit                     | Compulsory / Elective | Credit Points per Semester |              |    |    |    |    |    | Workload       |                  |
|                          |                                 |                       | 1.                         | 2.           | 3. | 4. | 5. | 6. | 7. | Hours in Class | Hours Self-Study |
| 20000011A01              | Pancasila                       | Compulsory            | 2,88                       |              |    |    |    |    |    | 23,33          | 56               |
| 20000011A13              | Philosophy of Science           | Compulsory            | 2,88                       |              |    |    |    |    |    | 23,33          | 56               |
| 20000011A10              | Qur'an and Hadith Studies       | Compulsory            | 2,88                       |              |    |    |    |    |    | 23,33          | 56               |
| 20000011A12              | Fiqh Studies                    | Compulsory            | 2,88                       |              |    |    |    |    |    | 23,33          | 56               |
| 20000011A11              | Theosophy                       | Compulsory            | 2,88                       |              |    |    |    |    |    | 23,33          | 56               |
| 20000011A04              | History of Islamic Civilization | Compulsory            | 2,88                       |              |    |    |    |    |    | 23,33          | 56               |
| 20000011A05              | Arabic I                        | Compulsory            | 2,88                       |              |    |    |    |    |    | 23,33          | 56               |
| 20000011A14              | Arabic II                       | Compulsory            | 2,88                       |              |    |    |    |    |    | 23,33          | 56               |
| 20020111B06              | Introduction to Legal Studies   | Compulsory            | 2,88                       |              |    |    |    |    |    | 23,33          | 56               |
| <b>Total</b>             |                                 |                       | <b>25,96</b>               |              |    |    |    |    |    | <b>210</b>     | <b>504</b>       |
| 2 <sup>nd</sup> Semester |                                 |                       |                            |              |    |    |    |    |    |                |                  |
| 20000011A02              | Citizenship                     | Compulsory            |                            | 2,88         |    |    |    |    |    | 23,33          | 56               |
| 20000011A03              | Indonesian Language             | Compulsory            |                            | 2,88         |    |    |    |    |    | 23,33          | 56               |
| 20000011A06              | Arabic III                      | Compulsory            |                            | 2,88         |    |    |    |    |    | 23,33          | 56               |
| 20000011A07              | Arabic IV                       | Compulsory            |                            | 2,88         |    |    |    |    |    | 23,33          | 56               |
| 20020111B01              | Ulumul Qur'an                   | Compulsory            |                            | 2,88         |    |    |    |    |    | 23,33          | 56               |
| 20020111B02              | Ulumul Hadith                   | Compulsory            |                            | 2,88         |    |    |    |    |    | 23,33          | 56               |
| 20020111B03              | Ushul Fiqh I                    | Compulsory            |                            | 4,33         |    |    |    |    |    | 35,00          | 84               |
| 20020111C03              | Fiqh Munakahah                  | Compulsory            |                            | 2,88         |    |    |    |    |    | 23,33          | 56               |
| 20020111C01              | Fiqh of Worship                 | Compulsory            |                            | 2,88         |    |    |    |    |    | 23,33          | 56               |
| 20020111B04              | Tarikh Tasyri'                  | Compulsory            |                            | 2,88         |    |    |    |    |    | 23,33          | 56               |
| 20020111C16              | History of Islamic Justice      | Compulsory            |                            | 2,88         |    |    |    |    |    | 23,33          | 56               |
| <b>Total</b>             |                                 |                       |                            | <b>33,18</b> |    |    |    |    |    | <b>268,33</b>  | <b>644</b>       |

| 3rd Semester |                                                               |            |      |      |         |      |      |      |       |        |        |
|--------------|---------------------------------------------------------------|------------|------|------|---------|------|------|------|-------|--------|--------|
| 20020111C10  | Ushul Fiqh Comparison                                         | Compulsory |      |      | 4,33    |      |      |      |       | 35,00  | 84     |
| 20000011A08  | English I                                                     | Compulsory |      |      | 4,33    |      |      |      |       | 35,00  | 84     |
| 20020111C07  | Qira'ah al-Kutub                                              | Compulsory |      |      | 2,88    |      |      |      |       | 23,33  | 56     |
| 20020111B07  | Introduction to the Indonesian Legal System                   | Compulsory |      |      | 2,88    |      |      |      |       | 23,33  | 56     |
| 20020111C08  | Civil Law                                                     | Compulsory |      |      | 2,88    |      |      |      |       | 23,33  | 56     |
| 20020111C09  | Criminal Law                                                  | Compulsory |      |      | 2,88    |      |      |      |       | 23,33  | 56     |
| 20020111C04  | Contemporary Fiqh Munakahah                                   | Compulsory |      |      | 4,33    |      |      |      |       | 35,00  | 84     |
| 20020111C02  | Fiqh Muamalah                                                 | Compulsory |      |      | 2,88    |      |      |      |       | 23,33  | 56     |
| 20020111C17  | Religious Courts in Indonesia                                 | Compulsory |      |      | 2,88    |      |      |      |       | 23,33  | 56     |
| 20020111C13  | Tafsir Ahkam                                                  | Compulsory |      |      | 2,88    |      |      |      |       | 23,33  | 56     |
|              |                                                               |            |      |      | 33,18   |      |      |      |       | 268,33 | 644    |
| 4th Semester |                                                               |            |      |      |         |      |      |      |       |        |        |
| 20000011A09  | English II                                                    | Compulsory |      |      | 4,33    |      |      |      |       | 35,00  | 84     |
| 20020111C05  | Fiqh Mawaris                                                  | Compulsory |      |      | 2,88    |      |      |      |       | 23,33  | 56     |
| 20020111B05  | Falak Science                                                 | Compulsory |      |      | 2,88    |      |      |      |       | 23,33  | 56     |
| 20020111C11  | Fiqh and Zakat Management in Indonesia                        | Compulsory |      |      | 2,88    |      |      |      |       | 23,33  | 56     |
| 20020111C28  | Criminal Procedure Law                                        | Compulsory |      |      | 2,88    |      |      |      |       | 23,33  | 56     |
| 20020111C19  | Religious Court Management and Administration                 | Compulsory |      |      | 4,33    |      |      |      |       | 35,00  | 84     |
| 20020111C14  | Hadith Ahkam                                                  | Compulsory |      |      | 2,88    |      |      |      |       | 23,33  | 56     |
| 20020111C26  | Constitutional Law                                            | Compulsory |      |      | 2,88    |      |      |      |       | 23,33  | 56     |
| 20020111C29  | Civil Procedure Law                                           | Compulsory |      |      | 2,88    |      |      |      |       | 23,33  | 56     |
| 20020111C15  | Qawaid Fiqhiyyah                                              | Compulsory |      |      | 2,88    |      |      |      |       | 23,33  | 56     |
| 20020111C31  | Agrarian Law                                                  | Compulsory |      |      | 2,88    |      |      |      |       | 23,33  | 56     |
|              |                                                               |            |      |      | 34,6182 |      |      |      |       | 280    | 672    |
| 5th Semester |                                                               |            |      |      |         |      |      |      |       |        |        |
| 20020111C22  | The Development of Modern Thought in Islamic Law              | Compulsory |      |      |         | 4,33 |      |      |       | 35,00  | 84     |
| 20020111C06  | Fiqh Mawaris Comparison                                       | Compulsory |      |      |         | 2,88 |      |      |       | 23,33  | 56     |
| 20020111C12  | Fiqh and Waqf Management in Indonesia                         | Compulsory |      |      |         | 2,88 |      |      |       | 23,33  | 56     |
| 20020111C20  | Management and Administration of the Religious Affairs Office | Compulsory |      |      |         | 4,33 |      |      |       | 35,00  | 84     |
| 20020111C21  | Family Psychology                                             | Compulsory |      |      |         | 4,33 |      |      |       | 35,00  | 84     |
| 20020111C25  | Sharia Economic Law                                           | Compulsory |      |      |         | 4,33 |      |      |       | 35,00  | 84     |
| 20020111C30  | Procedural Law of Religious Courts                            | Compulsory |      |      |         | 2,88 |      |      |       | 23,33  | 56     |
| 20020111C18  | Islamic Civil Law in Indonesia                                | Compulsory |      |      |         | 2,88 |      |      |       | 23,33  | 56     |
| 20020111C32  | Research Methodology                                          | Compulsory |      |      |         | 4,33 |      |      |       | 35,00  | 84     |
|              |                                                               |            |      |      | 33,1758 |      |      |      |       | 268,33 | 644    |
| 6th Semester |                                                               |            |      |      |         |      |      |      |       |        |        |
| 20020111C33  | Legal Research Methodology                                    | Compulsory |      |      |         |      | 4,33 |      |       | 35,00  | 84     |
| 20020111C23  | Alternative Dispute Resolution                                | Compulsory |      |      |         |      | 4,33 |      |       | 35,00  | 84     |
| 20020111C24  | Socio-Anthropology of Family Law                              | Compulsory |      |      |         |      | 4,33 |      |       | 35,00  | 84     |
| 20020111C27  | Procedural Law of the State Administrative Court              | Compulsory |      |      |         |      | 2,88 |      |       | 23,33  | 56     |
| 20000011A15  | Community Service                                             | Compulsory |      |      |         |      | 2,88 |      |       | 23,33  | 56     |
|              | Elective Course I                                             | Elective   |      |      |         |      | 2,88 |      |       | 23,33  | 56     |
|              | Elective Course II                                            | Elective   |      |      |         |      | 2,88 |      |       | 23,33  | 56     |
|              | Elective Course III                                           | Elective   |      |      |         |      | 2,88 |      |       | 23,33  | 56     |
|              | Elective Course IV                                            | Elective   |      |      |         |      | 2,88 |      |       | 23,33  | 56     |
|              | Elective Course V                                             | Elective   |      |      |         |      | 2,88 |      |       | 23,33  | 56     |
|              |                                                               |            |      |      | 33,1758 |      |      |      |       | 268,33 | 644    |
| 7th Semester |                                                               |            |      |      |         |      |      |      |       |        |        |
| 20020111D01  | Fieldwork Practices / PKL                                     | Compulsory |      |      |         |      |      |      | 5,77  | 46,67  | 112    |
| 20020111J01  | Comprehensive Examination                                     | Compulsory |      |      |         |      |      |      | 2,88  | 23,33  | 56     |
| 20020111J02  | Final Project                                                 | Compulsory |      |      |         |      |      |      | 8,65  | 11,67  | 226,33 |
|              |                                                               |            |      |      |         |      |      |      | 17,31 | 81,67  | 394,33 |
|              |                                                               |            | 1    | 2    | 3       | 4    | 5    | 6    | 7     | Tot    |        |
| Total        |                                                               |            | 26,0 | 33,2 | 33,2    | 34,6 | 33,2 | 33,2 | 17,3  | 210,59 |        |
| L:           | Lecture                                                       |            |      |      |         |      |      |      |       |        |        |
| S:           | Seminar                                                       |            |      |      |         |      |      |      |       |        |        |
| T:           | Tutorial                                                      |            |      |      |         |      |      |      |       |        |        |
| P:           | Practice                                                      |            |      |      |         |      |      |      |       |        |        |

| Course Codes | Course Unit                            | Compulsory / Elective | Credit Points per Semester |    |    |    |    |      |    | Workload       |                  |
|--------------|----------------------------------------|-----------------------|----------------------------|----|----|----|----|------|----|----------------|------------------|
|              |                                        |                       | 1.                         | 2. | 3. | 4. | 5. | 6.   | 7. | Hours in Class | Hours Self-Study |
| 20020112D18  | Family Counseling*                     | Elective              |                            |    |    |    |    | 2,88 |    | 23,33          | 56               |
| 20020112D09  | Sharia and Human Rights*               | Elective              |                            |    |    |    |    | 2,88 |    | 23,33          | 56               |
| 20020112D05  | Fatwa and Jurisprudence*               | Elective              |                            |    |    |    |    | 2,88 |    | 23,33          | 56               |
| 20020112D07  | Drafting Legislation*                  | Elective              |                            |    |    |    |    | 2,88 |    | 23,33          | 56               |
| 20020112D08  | International Law*                     | Elective              |                            |    |    |    |    | 2,88 |    | 23,33          | 56               |
| 20020112D02  | Legal Proficiency Practice*            | Elective              |                            |    |    |    |    | 2,88 |    | 23,33          | 56               |
| 20020112D11  | Management Science*                    | Elective              |                            |    |    |    |    | 2,88 |    | 23,33          | 56               |
| 20020112D14  | Customary Law*                         | Elective              |                            |    |    |    |    | 2,88 |    | 23,33          | 56               |
| 20020112D12  | Conflict Management*                   | Elective              |                            |    |    |    |    | 2,88 |    | 23,33          | 56               |
| 20020112D06  | Family Law Manuscript Study*           | Elective              |                            |    |    |    |    | 2,88 |    | 23,33          | 56               |
| 20020112D15  | Masail Fiqhiyah Muashirah*             | Elective              |                            |    |    |    |    | 2,88 |    | 23,33          | 56               |
| 20020112D13  | Contract Drafting*                     | Elective              |                            |    |    |    |    | 2,88 |    | 23,33          | 56               |
| 20020112D04  | Juvenile Justice*                      | Elective              |                            |    |    |    |    | 2,88 |    | 23,33          | 56               |
| 20020112D16  | Fiqh and Hajj Management in Indonesia* | Elective              |                            |    |    |    |    | 2,88 |    | 23,33          | 56               |
| 20020112D01  | Legal Professional Ethics*             | Elective              |                            |    |    |    |    | 2,88 |    | 23,33          | 56               |
| 20020112D10  | State Administration Law*              | Elective              |                            |    |    |    |    | 2,88 |    | 23,33          | 56               |
| 20020112D03  | Constitutional Court Procedural Law*   | Elective              |                            |    |    |    |    | 2,88 |    | 23,33          | 56               |
| 20020112D17  | Entrepreneurship*                      | Elective              |                            |    |    |    |    | 2,88 |    | 23,33          | 56               |

From the table above, it can be seen that the BIFL offers 76 courses consisting of 58 compulsory courses with a total weight of 136 credits and 18 elective courses with a total weight of 36 credits. Of the 18 elective courses, students are required to take 5 courses with a total weight of 10 credits. The total number of semester credit units (SKS) offered is 172 credits, which is equivalent to 248,1 European Credit Transfer System (ECTS), but the study load taken is 146 credits which is equivalent to 210,59 ECTS.

Rationale for degree and programme name (Asterisk Criterion)

### All Study Programmes

The name of the degree programme was chosen based on regulatory requirements that addresses academic titles for religious higher education institutions, including the naming of programmes.

The degree conferred is in accordance with the regulations outlined in the Regulation of the Minister of Research, Technology, and Higher Education No. 59 of 2018, which governs the issuance of academic degrees, competence certificates, professional certificates, and the manner in which degrees are written at higher education institutions. This ensures that the degree conferred complies with established regulations and guidelines for academic qualifications.

### Bachelor of Accounting Programme (BAP)

*Program Sarjana Akuntansi* (Bachelor of Accounting Programme) is the official name of the degree/programme. The name was chosen to represent its primary focus on accounting as a field of study. It directly reflects the programme's academic and professional concentration, which emphasises the study and application of accounting principles, processes, and concepts.

The degree awarded upon completion of the curriculum is *Sarjana Akuntansi* (*S. Akun*), which translates to "Bachelor of Accounting" in English. This degree signifies their expertise in the field of accounting and their readiness to pursue careers or further studies in accounting-related disciplines.

### **Bachelor of Islamic Family Law Programme (BIFL)**

The programme is named the *Program Sarjana Hukum Keluarga Islam* (Bachelor of Islamic Family Law Programme), with the degree awarded being *Sarjana Hukum* (*S.H.*), or Bachelor of Law in English. The programme's name reflects its specialisation in Islamic family law. The S.H. (Bachelor of Law) degree was chosen, as it provides the necessary foundational knowledge and analytical qualification for a general legal education. With this degree, graduates are prepared for careers in Islamic Family Law, also demonstrating a strong foundation in legal studies.

### **Integration of theory and practice (Asterisk Criterion)**

### **All Study Programmes**

Through the implementation of the Curriculum for Campus Independent Learning (MBKM), the programme promotes interdisciplinary thinking. This curriculum incorporates knowledge from areas beyond the initial study focus, providing a broader educational experience. Students are encouraged to explore subjects outside their primary discipline, often through elective courses. These electives cover areas such as history, sociology, and philosophy, enriching students' perspectives and fostering a well-rounded, interdisciplinary understanding that nurtures versatile and adaptable learners.

### **Bachelor of Accounting Programme (BAP)**

The BAP encourages interdisciplinary thinking through its curriculum. Students can explore subjects outside their main field by enrolling in relevant courses from other programmes at UIN Malang, enhancing their educational experience. Internships or practical work in accounting-related firms further promote interdisciplinary learning, allowing students to apply academic knowledge in real-world contexts, deepening their subject understanding.

In addition to accounting courses, BAP includes broader subjects such as Pancasila and Entrepreneurship, exposing students to areas like philosophy and sociology, and encouraging interdisciplinary thinking.

### **Bachelor of Islamic Family Law Programme (BIFL)**

BIFL encourages an education combining theoretical and practical element through the MBKM curriculum, allowing students to take courses from various fields like Islamic Economic Law, Management Science, and Conflict Management.

BIFL also offers general knowledge courses, including Pancasila (Indonesian philosophy), Fiqh (Islamic jurisprudence), History of Islamic Jurisprudence, Falak (Islamic astronomy), and Anti-Corruption Education. These courses equip students with a broader understanding of both

their core discipline and related fields, encouraging critical and expansive thinking across different domains.

## Interdisciplinary thinking

### All Study Programmes

As mentioned before, the Curriculum for Campus Independent Learning (MBKM) promotes interdisciplinary thinking by integrating knowledge beyond the programme's core study area. Students can explore various subjects, such as history, sociology, and philosophy, through elective courses. This approach broadens perspectives and nurtures adaptable, well-rounded learners.

### Bachelor of Accounting Programme (BAP)

The BAP encourages interdisciplinary learning by allowing students to enrol in courses from other programmes at UIN Malang, fostering a diverse educational experience. Practical experiences, such as internships in accounting-related firms, further support this by applying academic knowledge in real-world contexts.

In addition to accounting-specific courses, the curriculum includes broader subjects like Pancasila and Entrepreneurship, exposing students to areas such as philosophy and sociology. This combination ensures students receive a comprehensive education that extends beyond their primary discipline.

The Bachelor of Accounting Programme incorporates the International Cyber Learning Class using the MonsoonSIM business and gamification system. This online initiative involves 22 students from Universiti Sains Islam Malaysia (USIM) and 21 from Universiti Malaya, with three BAP lecturers teaching the programme.

The activity trains students in using gamification to manage businesses across multiple countries, covering areas such as marketing, warehousing, e-commerce, production, and financial reporting. The MonsoonSIM system is accessible at <https://monsoonsim.com/>, and related documents can be downloaded via this link: [https://drive.google.com/file/d/1RTgcMZ5TcdkleSh6h1BlvK\\_kpQM9VMqP/view](https://drive.google.com/file/d/1RTgcMZ5TcdkleSh6h1BlvK_kpQM9VMqP/view).

### Bachelor of Islamic Family Law Programme (BIFL)

The BIFL integrates interdisciplinary thinking through the MBKM Curriculum, enabling students to take courses outside their core field, such as Islamic Economic Law, Entrepreneurship, Management Science, and Conflict Management.

The programme also includes general knowledge courses like Pancasila, Fiqih, History of Islamic Jurisprudence, Falak, Socio-Anthropology of Family Law, and Anti-Corruption Education. These courses enhance students' understanding of their core discipline while fostering critical and broad thinking across various domains.

## Ethical aspects

The **Bachelor of Accounting Programme (BAP)** integrates ethical aspects throughout its curriculum, covering various dimensions of ethics.

Firstly, courses focused on professional ethics are included, such as "Business and Professional Ethics," a two-credit course offered in the third semester. Ethical issues related to Sharia-compliant financial processes are addressed in "Islamic Banking Accounting" and "Islamic Financial Accounting," taught in the fourth and fifth semesters. The course "Feasibility Study for Business," offered in the fifth semester, discusses ethical considerations in evaluating business feasibility.

The programme also includes courses on societal and social ethics. "Pancasila" and "Civics Education," delivered in the first and second semesters, explore general ethics and citizenship responsibilities. "Fiqh Science" in the third semester and "Theosophy" in the fourth semester cover ethics from theological and philosophical perspectives.

Ethical concerns in research are addressed through courses like "Research Methods" in the sixth semester and "Audit Laboratory" in the seventh semester. "Audit Investment and Forensic Accounting" in the sixth semester highlights ethical behaviour in auditing and forensic accounting. Additionally, "Statistics I" and "Statistics II" in the third and fourth semesters focus on ethical data analysis, while "Accounting Information Systems Laboratory" in the fifth semester integrates ethical considerations related to accounting information systems.

Overall, the BAP ensures a comprehensive ethical foundation across professional, societal, and research contexts in accounting.

The **Bachelor of Islamic Family Law Programme (BIFL)** integrates ethical aspects throughout its curriculum in various ways:

The course "Professional Ethics in Law," a two-credit course, provides students with a solid grounding in the ethical dimensions of the legal profession.

Several courses also explore ethics within societal and cultural contexts. "Pancasila" and "Civics Education" examine moral ideals in social and national settings, while "Family Psychology" addresses ethical issues within the family unit. These discussions are spread across semesters, ensuring consistent engagement with ethical topics.

Ethical issues in research are covered in "Research Methodology" and "Legal Research Methods," which address the ethical considerations in Islamic Family Law research. These courses are taught throughout the programme to ensure thorough education in research ethics.

Overall, ethics is seamlessly woven into the BIFL curriculum, covering professional, social, and research contexts. This holistic approach ensures graduates have a strong ethical foundation for their future roles as legal professionals and researchers.

## Methods and scientific practice (Asterisk Criterion)

### **Bachelor of Accounting Programme (BAP)**

Students in the **Bachelor of Accounting Programme** develop their academic skills through various techniques, including academic projects integrated into courses such as Entrepreneurship, Feasibility Studies, Cost Accounting, and Internships. These projects allow students to apply theoretical knowledge to real-world situations.

The BAP emphasises the importance of research skills, with students taking a "Research Methodology" course in their sixth semester to learn essential research methods for conducting bachelor's-level research.

Throughout their academic journey, BAP students are encouraged to engage in independent research, both as part of their coursework and through their undergraduate thesis. This hands-on experience prepares them to write their theses and contribute to the field of accounting.

In addition, the BAP encourages students to publish their research in peer-reviewed journals and to attend academic conferences. This exposure helps students gain recognition for their scientific work and prepares them for higher levels of study if they choose to pursue master's or doctoral degrees.

### **Bachelor of Islamic Family Law Programme (BIFL)**

In the **Bachelor of Islamic Family Law Programme**, students are exposed to a comprehensive approach to academic skill development and scientific practice. This includes:

- **Academic Skill Development**  
Students receive training in academic skills throughout their programme. They engage in assignments, projects, practical work, internships, and research activities under the guidance of professors. These activities provide them with hands-on experience and help them apply theoretical knowledge in practical contexts.
- **Specific Courses**  
BIFL offers specialised courses such as "Research Methodology" and "Legal Research Methodology." These courses equip students with essential research skills and techniques needed for academic projects and thesis writing.
- **Academic Project Work**  
Academic project work is integrated into relevant courses, allowing students to apply their research and analytical skills. These projects prepare students for more extensive academic work, including thesis writing.
- **Thesis Preparation**  
The programme ensures that students are well-prepared for thesis writing. They receive guidance from thesis advisors and must attend a minimum number of advisory meetings to meet the programme's criteria for thesis acceptance and completion.
- **Ensuring Scientific Work at Every Academic Level**

The programme employs a tiered strategy to ensure scientific work is completed at every academic level. Foundation courses in research methodology and legal research methodology provide the basis for scientific activity at the bachelor's level. As students progress to higher levels, they build upon this foundation to engage in more advanced and specialised research.

BIFL places an emphasis on academic skill development and scientific practice to prepare students for research and scholarly work at different academic levels, including bachelor's, master's, and potentially PhD levels.

### Examination and final thesis (Asterisk Criterion)

#### All Study Programmes

The examination forms chosen for assessing students' achievement of the learning outcomes in all study programmes are based on regulations specified in several Rector's Decrees. These regulations are documented in the academic handbook and the Dean's Decree.

Regarding the thesis/final project, the criteria, rules, and procedures are published in the "Thesis Writing Guidelines" handbook, which is made available to students. The objectives of the thesis/final project are to assess students' ability to conduct independent research, apply the knowledge and skills they have acquired throughout their programme, and contribute to the field of study by producing original academic work.

#### Bachelor of Accounting Programme (BAP)

The **Bachelor of Accounting Programme** employs various examination types to measure students' achievement of learning outcomes (LOs). These include written exams, presentations, practical evaluations, and projects, selected for their relevance to each course's content and objectives. Written exams are used for courses like Taxation I, Introduction to Business, and Arabic I-II to assess students' understanding of concepts and theories. Presentations are preferred for courses such as Islamic Jurisprudence and Accounting Theory, which address contemporary issues requiring students to stay informed. Practical assessments are conducted in courses like Statistics II and Public Sector Accounting to evaluate students' ability to present financial and non-financial information accurately. Project-based assessments in courses like Financial Accounting I and Small and Medium Enterprises (SME) assess students' understanding of entrepreneurship concepts through real-world applications.

The undergraduate thesis or final project allows students to produce scholarly work through rigorous research. These tasks assess students' research abilities and their capacity to apply theoretical knowledge in practical contexts. Objectives include evaluating students' thorough research skills, presentation of findings, and contributions to their fields, while also fostering critical thinking, problem-solving, and research skills for future academic and professional challenges.

Within the programme, clear criteria, norms, and procedures for drafting the final project in terms of the field work practice in the seventh semester are established. Students must include their thesis advisor's name and the academic institution to ensure quality and recognition. Publications should be in reputable scholarly journals or platforms recognised by SINTA

Ristekdikti, maintaining credibility and integrity within the academic community. These criteria facilitate the dissemination of valuable research findings and uphold standards in academic research in the field of accounting.

### **Bachelor of Islamic Family Law Programme (BIFL)**

The examination and final thesis processes in the **Bachelor of Islamic Law Programme** are designed to comprehensively evaluate students' knowledge and skills. A variety of exam formats, including written, oral, practical, and report submissions, are utilised to ensure a thorough assessment of learning outcomes.

The thesis criteria, guidelines, and procedures are clearly outlined and publicised within the programme. To propose an undergraduate thesis, students must have completed 120 credit hours and met all study criteria and prerequisites. These prerequisites include passing a seminar on the thesis proposal and successfully completing a comprehensive exam that assesses programme competencies. This exam covers essential programme knowledge, Islamic studies, and specialised field knowledge.

The primary objectives of the thesis or final project in BIFL are to engage students in the following activities:

- Conduct a minimum of 10 advisory sessions with their assigned thesis advisors.
- Verify the originality of their work through an academic originality check.
- Successfully defend their final project during the examination.
- Complete any necessary revisions and obtain relevant approvals.
- Upload the finalised thesis to the UIN Maulana Malik Ibrahim repository.

BIFL provides thesis advisors to guide students through the process. Students propose undergraduate thesis titles during the adviser selection process, with advisors chosen based on faculty competencies. Once assigned, students collaborate with their advisors to develop their proposals. After receiving approval, they participate in a seminar on their thesis proposal. Following a successful seminar presentation, students register for the thesis examination. After defending their work, students make any required revisions based on feedback from examiners and advisors.

### **Appraisal:**

The curriculum adequately reflects the qualification objectives of the study programmes. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation (compulsory electives) or optional electives enable students to acquire additional competences and skills. The degree and programme names correspond to the contents of the curricula and the programme objectives. Theoretical questions are, where possible, explained by means of practical examples.

However, the panel misses in the module description of the Bachelor of Accounting Programme some relevant topics. The experts **recommend** that the study programme adds or points out contents related to ESG reporting, legal basics and legal environment in the module descriptions.

Additionally, the panel **strongly recommends** the Bachelor of Islamic Family Law Programme

- a) to change the administrative law course from elective to compulsory course so that graduates understand how law is implemented by public authorities
- b) to inform applicants that whilst students acquire a general Bachelor of Law degree the qualification conferred is highly specialised and that applicants wanting to enter into general legal practice will only acquire the necessary foundations and analytical skills in other fields of law.

By implementing respective measures to fulfill the recommendation, students of the BIFL will be provided with the necessary foundational knowledge for a general law degree and the necessary analytical skills to acquire any special knowledge needed in fields of law other than family law.

Theory and practice are systematically interrelated throughout the curriculum. Theoretical discourse and practical application complement each other in developing the students' qualification profile. The programmes qualify through the MBKM system and programme specific courses for interdisciplinary thinking. The identification and reflection of ethical aspects particularly Islamic values are strongly promoted in the contents and considered key competences and an integral part of the qualification objectives of both study programmes. Students of both study programmes acquire methodological competences and are enabled to do scientific work on the required level.

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

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

## 3.2 Structure

### Modular structure of the study programme (Asterisk Criterion)

#### **Bachelor of Accounting Programme (BAP)**

The BAP follows a modular structure with specific credit point allocations. The programme is designed to be completed in eight semesters, comprising 54 compulsory modules (141 credit points/203.04 ECTS) and three elective modules (six credit points/8.64 ECTS). Each credit point (CP) is equivalent to 1.44 European Credit Transfer System (ECTS) credits.

To understand the national credit point system, one ECTS credit is equivalent to 27.5 hours of workload. In the BAP, one credit point (CP) is equal to 1.44 ECTS credits. This equivalency allows for the conversion of national credit points to the ECTS system.

The programme's workload is determined by the number of contact hours and self-study hours necessary. The educational programme is made up of 147 credit points, with each module having a set number of contact hours. The total contact hours for the program are 1715 hours (214.38 hours a semester) calculated over eight semesters. The final thesis, which takes approximately six months to complete, is worth six credit points (8.64 ECTS). This comprehensive structure ensures that students receive proper credit for their efforts and accomplishments throughout the program.

Graduation Requirements: Students must complete 147 SKS (211.68 ECTS), achieve a minimum GPA of 2.00, and meet other requirements, including no grade D, passing TOEFL and TOAFL, accounting software training, and "mahad" boarding school activities. The curriculum aligns with the Indonesian National Qualification Framework (KKNI), ensuring outcomes in attitudes, values, work ability, knowledge, and responsibilities.

|                                                                                                                                                                                  |                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Projected study time                                                                                                                                                             | 8 Semesters, 4 years                                                                |
| Number of credits (national credits and ECTS credits)                                                                                                                            | 147 credits points (national credit) and 211,68 ECTS                                |
| Workload per credit                                                                                                                                                              | 27.5 hours for one ECTS                                                             |
| Number of modules/courses                                                                                                                                                        | 54 compulsory and 3 elective modules                                                |
| Time required for processing the final thesis/project and awarded credits                                                                                                        | 6 month, 6 credit points (8.64 ECTS)                                                |
| Number of contact hours<br>(For MBA programmes: Please describe in which way the substantial proportion of structured contact according to the EQUAL MBA Guidelines is ensured.) | The total contact hours for the program are 1715 hours (214.38 hours per semester). |

#### **Bachelor of Islamic Family Law Programme (BIFL)**

The program is designed to be completed in eight semesters and consists of a total of 58 compulsory modules, accounting for 136 credit points (195.84 ECTS), as well as 18 elective modules, contributing 36 credit points (51.84 ECTS). Each credit point (CP) is equivalent to 2.83 hours of workload.

According to the national credit point system, one credit point (CP) equals 170 minutes, or around 2.83 hours. This is comparable to the European Credit Transfer System (ECTS), where credit points are based on a 25–30-hour workload per credit. One CP equals roughly 2.83 ECTS credits in the BIFL program. The program's workload calculation takes into account the total number of contact hours necessary. With 146 credit points in the program and defined contact hours for each module, the total contact hours for the whole program are about 1691.67 hours (or 212.92 hours per semester).

Additionally, the final thesis, which requires 6 months of processing, is worth six credit points (8.65 ECTS). This modular structure ensures that students receive proper credit for their academic efforts and achievements throughout the program.

Graduation Requirements: Students must complete 146 SKS (210.59 ECTS) with a minimum GPA of 2.50. Additional requirements include religious and cultural activities, such as communal prayers, fasting, Quranic study, and proficiency in Arabic and English.

|                                                                                                                                                                                  |                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| Projected study time                                                                                                                                                             | 8 Semesters, 4 years                                                                         |
| Number of credits (national credits and ECTS credits)                                                                                                                            | 146 credits points (national credit) and 210.59 ECTS                                         |
| Workload per credit                                                                                                                                                              | 27.5 hours for one ECTS                                                                      |
| Number of modules/courses                                                                                                                                                        | 58 compulsory and 18 elective courses                                                        |
| Time required for processing the final thesis/project and awarded credits                                                                                                        | 6 month, 6 credit points (8.65 ECTS)                                                         |
| Number of contact hours<br>(For MBA programmes: Please describe in which way the substantial proportion of structured contact according to the EQUAL MBA Guidelines is ensured.) | The total contact hours for the program are about 1691.67 hours (212.92 hours per semester). |

## Study and exam regulations (Asterisk Criterion)

### All Study Programmes

The study and exam regulations at UIN Malang are governed by the Rector's Decree No. 3545 of 2022, which outlines the educational guidelines for the year. These regulations provide detailed information on programme requirements, structure, and exams.

Recently, the University has enriched the assessment models in learning by including case studies, project-based, performance-based assessments, oral exams, written reports, rubric, quizzes, short discussion, and collaborative learning, as stated in Academic Handbook Article 11 on MBKM, Article 36 on assessment format, and Article 44 on final course grade determination. This update aligns with national policy which requires consistence improvement of component soft curriculum to respond to current needs.

The University supports academic mobility, allowing students to study abroad for short periods, typically one semester, through the MBKM (Credit Transfer) system. UIN Malang recognises study periods abroad under the Lisbon Recognition Convention, except when substantial differences are proven.

Final grades are based on a numerical scale from 0 to 100, with corresponding letter grades (A, B, C, D, E) and grade point averages (GPA). To graduate, students must achieve a cumulative GPA of 2.00 or higher, with distinctions ranging from "Adequate" to "Cum Laude."<sup>4</sup>

Grade appeals are governed by procedures outlined in the academic guidelines, SOP, and the lecture contract, which is agreed upon and signed by lecturers and student representatives. The lecture contract includes details such as assessment criteria, grade components (assignments, practicums/projects, mid-semester and final exams, etc.), and their respective weightings. These criteria serve as a reference for lecturers and a guide for students to ensure grades are accurate.

If a student believes their grade does not align with the agreed assessment criteria, they can submit a grade appeal, provided the following conditions are met:

1. **Timing:** Appeals must be submitted during the grade appeal period specified in the lecture contract. Appeals made outside this period will not be processed.
2. **Direct Submission:** Appeals must be addressed directly to the relevant lecturer, maintaining proper communication etiquette.
3. **Supporting Evidence:** Appeals must include evidence aligned with the assessment components outlined in the lecture contract, not merely personal arguments.
4. **Acceptance of Decision:** Students must respect and accept the outcome of the grade appeal.

### **Bachelor of Accounting Programme (BAP)**

The BAP at UIN Malang is officially regulated through the Academic Guidebook, accessible to students in Indonesian language on the faculty's website<sup>5</sup>. This guidebook outlines the programme's requirements, structure, and examination procedures.

The programme allows for academic mobility, including study abroad, with recognition of academic achievements acquired during exchanges. Supporting documents, such as the Course Catalog, Learning Agreement, Transcript of Records, and Traineeship Certificate, aid in credit recognition and transfer.

Final grades are awarded based on a grading scale using letter grades and numeric values. A grade distribution table shows the percentage of positive grades in each field of study. UIN Malang recognises study periods abroad under the Lisbon Recognition Convention, except in cases of proven significant differences.

### **Bachelor of Islamic Family Law Programme (BIFL)**

The BIFL programme is governed by various official documents and procedures. Students are provided with an Academic Handbook, accessible online via the programme and Faculty of Sharia websites, as well as physical copies at the programme office. An Academic Calendar

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<sup>4</sup> See self-evaluation report p. 32f

<sup>5</sup> See <https://fe.uin-malang.ac.id/dokumen-resmi/> (last access October 8, 2024)

is also available online through UIN Maulana Malik Ibrahim's website or in physical format from the Academic Administration Office.

Credit transfer and recognition regulations are detailed in the Faculty of Sharia's Educational Guidelines for the Academic Year 2021/2022. These guidelines outline the process and criteria for credit transfers, covering academic mobility within the faculty and transfers from external institutions.

The programme allows students to pause their studies and participate in academic mobility, adhering to established procedures. For study abroad or institutional transfers, the programme ensures students have access to full details on requirements, structure, and credit recognition. The University follows the Lisbon Recognition Convention, recognising equivalent study periods or qualifications abroad unless significant disparities are demonstrated.

BIFL uses a grading system supported by grade distribution tables, which display the statistical distribution of positive grades for each subject. These tables facilitate transparency in grading, show how national or institutional grading scales are applied, and enable comparison with other institutions.

Feasibility of study workload (Asterisk Criterion)

### **All Study Programs**

To support students in completing their studies within the expected timeframe, the University implements several measures. Students must complete a learning evaluation at the end of each semester to reflect on their progress. A variety of services and counselling options are available, including academic guidance from lecturers and assistance from professional counsellors and administrative staff. These resources aim to ensure students receive the support needed to successfully complete their studies on schedule.

### **Bachelor of Accounting Programme (BAP)**

Through a structured curriculum aligned with educational standards, the BAP ensures students complete their studies effectively and on time. The curriculum provides clear procedures and a comprehensive understanding of the accounting sector. BAP also offers an academic guidance system, where advisors assist with course selection, monitor progress, and provide advice to support timely completion. Academic advisors play a key role in academic planning, personal development, and career guidance, addressing both academic and non-academic issues to ensure success.

BAP offers counselling services, including academic and psychological support, provided by faculty, staff, and counsellors to address students' academic and personal needs.

Curriculum revisions are guided by academic standards, feedback from students and alumni, statistical data, and educational trends such as innovative learning, technology use, and interdisciplinary skills. BAP, in collaboration with faculty and staff, conducts thorough assessments to ensure updates align with student needs, industry demands, and the accounting profession, keeping the programme relevant and current.

### **Bachelor of Islamic Family Law Programme (BIFL)**

BIFL provides various counselling services and support systems to help students complete their courses effectively and on time. These include academic and non-academic consultations with Academic Advisors, as well as support from the "Sakinah" unit in the Family Corner of the Faculty of Sharia at UIN Maulana Malik Ibrahim.

BIFL monitors students' academic progress, offering Academic Advisor (DPA) support and organising interim semesters for those wishing to accelerate their studies or improve grades in failed courses. Academic Advisors play a vital role, assisting with curriculum understanding, course planning, resolving academic issues, holding consultations, recording advisory activities, and guiding thesis topic selection and approval.

The BIFL curriculum is regularly updated based on workshops held every four years with curriculum experts and stakeholders, meetings with Islamic Family Law associations, joint evaluations with students, alumni feedback through tracer studies, and quality assurance processes such as the Internal Quality Assurance System (SPMI), which reviews semester lesson plans. These efforts ensure students receive the necessary support and curriculum updates to complete their studies on time.

## Equality of opportunity

### **All study programmes**

Rector's Decree number 417 of 2020 outlines new student admission rules, emphasising the institution's commitment to nondiscrimination and equal opportunity. This decree serves as a foundational framework for all University operations, ensuring equality across all processes, including admissions. To ensure that this policy is followed, the University has set up a complaints resolution system to assist members of the academic community who experience prejudice. The institution is committed to creating an inclusive campus environment that respects diversity and prevents discrimination. All members of the academic community are expected to actively participate in promoting a culture of tolerance, respect, and justice within the campus environment.

The University ensures no discrimination based on religion, race, ethnicity, gender, or other criteria. This is also achieved by providing adequate student facilities and empowering organisations like the Student Executive Board and the Study Programme Student Association. Advisors in the Ma'had offer guidance to maintain an inclusive environment.

The University ensures barrier-free accessibility for students with disabilities. Additionally, it offers an online financial administration tool to assist students facing financial difficulties, helping them manage issues that may impede their education. Furthermore, it offers various scholarships, including those for academic achievement, Quran memorisation, the Bidikmisi scholarship for students in need, the PIP scholarship, and scholarships funded by Bank Indonesia and Cahaya Pintar PLN. These scholarships aim to provide financial assistance to students facing economic hardships or special circumstances.

## Appraisal:

The programmes' structures support the smooth implementation of the curricula and help 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, if existent, are designed and integrated in such a way that credits can be acquired. The module descriptions provide detailed descriptions of intended learning outcomes, and the information defined in the ECTS Users' Guide.

There are legally binding study and exam regulations. However, the panel was not able to find defined examples for formats for mid-term and end-term examination (list of possible formats) which teaching staff can choose in the academic guidelines.

The study programmes are designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. Although the panel could not find regulations on the recognition of credit points earned elsewhere.

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

- For both study programmes, the University
  - a) defines the format of examinations (definition and duration, exam retake) in an official framework document
  - b) defines the recognition of credit points earned elsewhere
  - c) provides an ECTS grading table for each study programme.

In the statement on the report, UIN Maulana Malik Ibrahim Malang elaborates that it has official guidelines on exam formats, duration, and retake policies, outlined in the University Education Handbook (Article 36). Assessment methods include case studies, project-based assessments, presentations, oral and written exams, quizzes, and discussions. To support academic flexibility, the University has established a Credit Transfer System, allowing students to transfer earned credits within UIN Malang or between external institutions through formal agreements. The system accommodates: (a) internal transfers within UIN Malang, (b) outgoing transfers to other universities, and (c) incoming transfers from external institutions. Students seeking credit transfers must submit a portfolio to the Rector via the Head of the Bureau of Academic Administration, Student Affairs, and Cooperation (Kabiro AAKK). A designated Credit Transfer Assessment Team, consisting of two reviewers in relevant fields, evaluates the portfolio based on curriculum content and earned credits. This process ensures compliance with ECTS workload requirements for bachelor's degrees.

The expert team reviewed the University's documents submitted with the statement. They concluded that they missed an official regulation stating which forms involving which workload can be applied in a specific course. That could be provided in a Rector's Regulation or through the course descriptions. They acknowledge that the regulation regarding credit transfer is very specific, so that the assessment procedure will probably work in practice. But the rules provide a discretion for the assessors and there is no guarantee given to the students that they will unconditionally receive credit for courses taken elsewhere if a learning agreement was signed beforehand. Hence, they uphold the condition wholly.

The feasibility of the study programme's workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations,

by appropriate support services as well as academic and general student counselling. When reviewing the workload, the HEI also takes into account evaluation findings, including student feedback and the programme's success rate.

The HEI ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal requirements throughout the programme and examinations. Students in special circumstances, such as single parents, foreign students, students with a migration background and/or from so-called non-academic backgrounds, are particularly assisted.

|                                                                      | 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)               |             |                              |                            | condition                          |      |
| 3.2.3* Feasibility of study workload (Asterisk Criterion)            |             |                              | x                          |                                    |      |
| 3.2.4 Equality of opportunity                                        |             |                              | x                          |                                    |      |

### 3.3 Didactical concept

Logic und plausibility of the didactical concept (Asterisk Criterion)

#### **Bachelor of Accounting Programme (BAP)**

The BAP utilises a range of teaching and learning methods, including lectures, seminars, tutorials, group discussions, films, conversation practice, jigsaw, case studies, practical exercises, and project studies. These approaches are designed to actively engage students and achieve the intended learning outcomes.

While the programme uses various instructional methods, it relies minimally on blended or distance learning. Remote education is primarily supported through the university's e-learning platform, which provides access to course materials and resources.

#### **Bachelor of Islamic Family Law Programme (BIFL)**

The BIFL's didactical concept incorporates diverse teaching methods, including hybrid and blended learning, classical lectures, discussions, simulations, role plays, and project-based learning, to create effective learning experiences.

Classical lectures efficiently deliver course content, while discussions encourage active participation and idea exchange. Simulations and role plays offer practical insights into real-life situations, aiding topic comprehension and skill development. Projects focus on competency building and meaningful learning.

The curriculum also employs blended and distance learning approaches. Lecturers combine in-person sessions with remote lectures via platforms like Zoom and Google Meet, alongside

the university's online learning platform, which provides various features for online education. This flexible approach ensures effective course delivery.

### Course materials (Asterisk Criterion)

#### **All Study Programs**

Lecturers across all programmes provide students with a range of course materials, including textbooks, scripts, literature recommendations, practical examples, and case studies. These materials are accessible via the University's e-learning portal, Moodle, where faculty upload electronic resources. Additionally, the university library offers access to e-books and other electronic content.

The programme also utilises the e-Learning UIN Malang Learning Management System (LMS), which provides tools for delivering course content, tracking attendance, assigning and grading tasks, facilitating discussions, conducting exams, managing student groups, and handling final grades. These e-learning materials serve as teaching modules to enhance the learning experience.

#### **Bachelor of Accounting Programme (BAP)**

In the BAP, lecturers provide students with diverse learning materials, including modules, video lessons, e-books, journal articles, books, and related literature, to support their learning experience. The programme ensures students have ample resources through collaborations with publishers for printed textbooks and by distributing electronic materials via the Learning Management System (LMS). This approach guarantees access to essential resources in both print and digital formats.

#### **Bachelor of Islamic Family Law Programme (BIFL)**

In the BIFL, lecturers provide students with various learning materials, including PowerPoint presentations (Salindia), textbooks, modules, faculty research findings, and scholarly journals, to support their studies. Hardcopy items like textbooks and research findings can be borrowed from the library, while modules of materials are made available immediately within the programme, ensuring access to essential learning tools.

### Guest lecturers

#### **Bachelor of Accounting Programme (BAP)**

The BAP has a policy for inviting guest lecturers from diverse backgrounds, including academics, government agencies, politicians, and business practitioners. The programme's work plan allocates a budget for these lectures, funded by Non-Tax State Revenue (PNBP) and the Operational Aid Fund for State Universities (BOPTN).

The programme features a wide range of topics and notable speakers. In 2022, a lecturer from USIM (Malaysia) spoke on "Islamic Context in Business Transactions," a lecturer from Skyline Higher Education and Deakin University (Australia) discussed "Big Data Analysis," and a representative of Senior Experten Service (Germany) addressed "Disaster and Risk Management in a Global Context." In 2021, an Indonesian Taxpayer Consultant presented on "Financial Statement Preparation for Tax Reports & Corporate Income Tax Return."

Other speakers discussed "The Role of Internal Audit in Strengthening Good Corporate Governance in Fraud Prevention Efforts" in 2022, and one assistant professor of UBICO Accounting & Consulting delivered a session on "Accurate Accounting." These guest lectures provide valuable insights and practical applications, enriching students' understanding of their field.

### **Bachelor of Islamic Family Law Programme (BIFL)**

The BIFL has an established procedure for inviting guest speakers from diverse backgrounds, including academics from foreign universities (e.g., Malaysia, Brunei Darussalam, Germany, and the Netherlands) and non-academic professionals such as judges, lawyers, heads of Religious Affairs Offices, and notaries.

Between 2017 and 2022, an average of Rp. 80,400,000 per year was allocated for guest lecturers in the programme's budget. These speakers provide valuable insights and experiences on various topics, contributing to students' academic and professional growth.

Notable speakers include a professor from the University of Malaya (Malaysia) in 2022, who lectured on the "Legal System of Malay States and Their Challenges in the International-Legal Communities." Other lectures have covered topics such as justice in property distribution, improving academic writing, and the dynamics of Maqashid Al Shariah in Islamic Family Law studies.

These lectures enrich students' understanding of Islamic family law and its real-world applications. The programme also organises international seminars, including the "International Conference on Law, Technology, Spirituality and Society (ICOLESS)" and the "8th International Conference of Islamic Economics and Business (ICONIES 2022)." These events feature prominent scholars and experts discussing key issues in Islamic family law and related fields.

### **Lecturing tutors**

#### **Bachelor of Accounting Programme (BAP)**

In the BAP, senior students tutor younger ones. To qualify, they must have completed at least the third semester, hold a GPA of at least 3.25, and have passed relevant courses, such as Introduction to Accounting I and II and Financial Accounting for accounting and auditing labs, or Taxation I and II for taxation labs. They must also demonstrate loyalty and good conduct.

These tutors assist in courses and activities such as Introduction to Accounting I and II, accounting labs, auditing labs, and taxation labs, helping younger students understand complex topics and providing valuable academic support.

#### **Bachelor of Islamic Family Law Programme (BIFL)**

In the BIFL, senior students tutor younger ones, provided they meet specific qualifications, including a GPA of 3.8, holding a leadership role in the Intra-Campus Student Organisation (OMIK), and receiving a recommendation from their academic advisor for good conduct.

These tutors assist in courses such as Fiqh of Worship (master's students tutor 5 hours per semester), Falak Science (10 hours per semester), and Law Drafting Techniques (10 hours

per semester). They help younger students grasp complex topics and enhance their learning experience.

## Appraisal:

The didactical concept of the study programmes 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. They include, for instance, independent work with the course materials, lectures, business games, and case studies. The selection and kind of the didactic materials (printed teaching material, textbooks, digital media) correspond to the study programme objectives.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are user-friendly and encourage students to engage in further independent studies. The courses are digitally accessible and up to date. The panel felt that there appeared to be a lot of older references listed in the module descriptions and **recommends** that the University regularly updates the recommended literature.

In the statement on the report, the University illustrates that universities update references through libraries, one of which is by subscribing to international journal publishers, such as Cambridge Core, Springer, Emerald, and IFLA Journal, as well as procuring the latest books in the library. Curriculum updates are also carried out through Module descriptions to accommodate the development of internationalization in BAP and BIFL.

National and international guest lecturers are invited in both programmes and contribute to the students' qualification process with their special experience, from professional practice and scientific work.

Lecturing tutors (senior students) support the junior students in both study programmes in their 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 (Asterisk Criterion)

### Bachelor of Accounting Programme (BAP)

Since Indonesia's convergence with IFRS in 2012, accounting standards have been gradually adapted, influencing accounting education at BAP. As a result, the BAP integrates International Accounting Standards (IAS) into courses such as Introduction to Accounting, Intermediate and Advanced Accounting, and Accounting Laboratory, using IFRS-compliant textbooks. BAP also addresses global challenges in management accounting and auditing. Sustainability reporting is incorporated into management accounting and financial management courses, while Environmental, Social, and Governance (ESG) issues are explored in management accounting. Additionally, auditing courses, including Auditing I, Auditing II, and Auditing Laboratory, follow the International Standard on Auditing (ISA), ensuring alignment with global best practices.

The BAP curriculum integrates international content also through various activities and courses. The programme hosts regular international conferences, such as the 9th International Conference of Islamic Economics and Business in 2023, the eighth in 2022, and the seventh in 2019. These events bring together global speakers, authors, and participants to discuss current issues in accounting, business, and economics.

Student and cultural exchanges between Indonesia and Malaysia foster cross-cultural understanding and collaboration. Activities include Calls for Papers, Business Management Competitions, and Cultural Exchanges.

The BAP also features courses with international subjects, such as Arabic I-IV, focusing on Arabic language proficiency, International Taxation for international financial issues, and Business Management, which addresses global business aspects. Courses like Introduction to Islamic Civilisation and Teosofi further develop students' understanding of diverse cultures and civilisations.

To prepare students for international careers, BAP combines theory and practical learning. Courses incorporate foreign languages and cross-border case studies to familiarise students with international practices and challenges, equipping them for global work environments.

### **Bachelor of Islamic Family Law Programme (BIFL)**

The BIFL programme includes international content through courses such as Islamic Civilisation History, English (theory and practice), and Arabic language classes, which develop the linguistic skills necessary for global communication.

Students also take courses like International Law, Conflict Management, and Alternative Dispute Resolution, focusing on international issues and cross-cultural understanding. These introduce students to international legal frameworks and mechanisms applicable across cultural contexts.

Intercultural perspectives are integrated through courses like Sociology and Anthropology of Family Law, which explore the cultural and societal aspects of family law. Additionally, Modern Developments in Islamic Law and Administrative Law expose students to contemporary legal issues of international significance.

BIFL prepares students for global opportunities by combining theory and practical coursework with international content, including foreign language use and cross-border case studies. This

approach ensures students are well-equipped to navigate international challenges and professional environments.

### Internationality of the student body

#### **Bachelor of Accounting Programme (BAP)**

The BAP enrolls international students from countries across Asia and Africa, including Libya, Malaysia, Timor Leste, Somalia, Vietnam, Sudan, and Gambia. Although the group is small, it is diverse.

To support international students, the university addresses language challenges by offering a six-months Indonesian (BIPA) course before the start of academic studies. English proficiency is also assessed during admission interviews to ensure effective participation. These efforts reflect the programme's commitment to accommodating international students and fostering a global learning environment.

#### **Bachelor of Islamic Family Law Programme (BIFL)**

The BIFL attracts international students from countries such as Libya, Malaysia, Madagascar, Algeria, Thailand, and Papua New Guinea, contributing to its diversity.

The significant presence of international students highlights the programme's openness and commitment to welcoming a varied student body.

### Internationality of faculty

#### **Bachelor of Accounting Programme (BAP)**

The BAP features international lecturers from Malaysia, Australia, and Germany, alongside lecturers with international experience in teaching, research, or work abroad. Their expertise enriches the programme by offering global perspectives on accounting.

Students benefit by gaining insights into international accounting methods, standards, and practices. This exposure enables them to compare theoretical knowledge with real-world applications. International lecturers also incorporate case studies and examples from various countries, providing a broader understanding of accounting concepts in diverse contexts.

Overall, the presence of internationally experienced lecturers enhances the students' learning experience with global perspectives and practical insights.

#### **Bachelor of Islamic Family Law Programme (BIFL)**

The BIFL includes lecturers from Sudan, Saudi Arabia, and Malaysia, as well as those with significant international experience through research, study, or work abroad.

Students gain insights into religious practices and legal systems from other countries, enabling them to compare these with Indonesian practices. This broadens their understanding of Islamic family law and its global applications.

International lecturers strengthen the programme by presenting case studies and real-life examples from diverse cultural and legal contexts. This exposure helps students develop a global perspective and equips them to navigate international family law challenges effectively.

## Foreign language contents

### **Bachelor of Accounting Programme (BAP)**

The BAP provides language instruction in Bahasa Arab (Arabic) and Bahasa Inggris (English). Several courses, such as Bahasa Arab I & II and Bahasa Inggris I & II, are conducted in these languages. Course materials are also available in Arabic and English, in both printed and electronic formats.

Additional courses focus on enhancing students' Arabic and English proficiency, ensuring they develop the language skills needed for academic and professional success in a globalised environment.

### **Bachelor of Islamic Family Law Programme (BIFL)**

The BIFL uses Bahasa Arab (Arabic) and Bahasa Inggris (English) as instruction languages, offering a total of eight courses in Arabic and four in English, both mandatory and elective. Course materials are provided in Arabic and English, available in printed and electronic formats. The programme also includes courses specifically designed to improve students' Arabic and English language proficiency.

This focus on foreign language instruction and materials enhances the programme's global outlook, providing students with a well-rounded educational experience.

## Appraisal:

International contents are part of the curriculum of both study programmes. In the BoA contents about international accounting and auditing standards are sufficient. But for students to be prepared to for the challenges in an international working in environment in BIFL courses in International law should be mandatory and additional courses should be added..

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

- **For the Bachelor of Islamic Family Law:** The study programme adds courses like Private International Law and Comparative Family Law as compulsory courses.

For the Bachelor of Islamic Family Law, the University explains in the statement on the report that following the FIBAA online assessment recommendations, BIFL held a curriculum workshop on November 7-8, 2024, resulting in key updates to its program. International Law and Administrative Law, previously elective courses, were designated as compulsory subjects. Additionally, several internationally-oriented courses were introduced, including International Islamic Marriage Law, International Islamic Inheritance Law, Modern Thought in International Islamic Law, and Alternative Dispute Resolution. These curriculum enhancements were also informed by benchmarking with the Islamic University of Madinah, the University of Malaya, and Universiti Kebangsaan Malaysia, ensuring alignment with international academic standards.

The panel reviewed the University's measures and concluded that the concept of internationalisation transcends the Islamic world. Hence, students should understand the relation between Islamic Family Law and other family laws. That is why they recommended

Comparative Family Law or Private International Law that is not limited to Islamic International Law.

The international composition of the student body corresponds to the programme concept. The percentage of international students is relatively low, with only two percent in BIFL and three to five percent in BoA. Nevertheless, the panel considers the internationalisation strategy and the numbers of participating students presented to be sufficient.

In the statement on the report, the University points out that UIN Maulana Malik Ibrahim Malang has implemented strategies to attract international students, aligning with its vision of achieving global recognition. The University develops international partnerships, fostering student and faculty exchanges, research collaborations, and academic initiatives. Participation in international forums, conferences, and global university collaborations further strengthens its network and appeal to international students. To enhance the foreign student experience, the Office of International Affairs (KUI) provides cultural orientation, academic support, and administrative services. Infrastructure improvements, such as smart classrooms with advanced IT services, create a more conducive learning environment. Additionally, the university enhances its academic quality through curriculum updates, increased international publications, and new study programmes to boost competitiveness. UIN Maulana Malik Ibrahim Malang is also actively engaged in student mobility programmes, facilitating academic and cultural exchanges with partner universities abroad while welcoming international students to study at the University. In addition, they indicate that based on the QS World University Rankings (QS WUR) in 2025, UIN Maulana Malik Ibrahim Malang reached 169th place in the Southeast Asia region and is included in the 901+ group in Asia. This achievement is the result of the university's ongoing efforts to improve the quality of education, research, and international collaboration. UIN Malang continues to be committed to expanding its network of collaboration with leading universities in Asia and the world, as well as increasing the number of international scientific publications that contribute to the university's global reputation.

The international composition of the faculty promotes the acquisition of international competences and skills. Teachers have worked and studied in countries like Australia, Sudan, Saudi Arabi, Malaysia and Germany. The measures taken are goal-oriented.

Both study programmes use English and Arabic as language of instruction. The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of each study programme. This approach enhances understanding of language and literature through a variety of courses beyond language acquisition.

|                                                                              | 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) |             |                              | BAP                        | BIFL: condition                    |      |
| 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)

#### **Bachelor of Accounting Programme (BAP)**

Students in the BAP develop key skills through various courses and activities, including language proficiency, managerial abilities, and communication skills.

- *Language proficiency* is built through courses such as “Arabic I-IV” and “English I-II”, using role plays, presentations, and conversations.
- *Managerial skills* are developed in courses like “Introduction to Management”, “Financial Management I & II”, and “Management Accounting” through discussions, role plays, and collaborative projects.
- *Communication skills* are enhanced in courses such as “Indonesian”, “Entrepreneurship”, and “Budgeting”, which emphasise presentations and role plays.

Students also strengthen personal skills through programmes like “KKM” (Community Empowerment), “PKL” (Internship), “Kewirausahaan” (Entrepreneurship), “Studi Kelayakan Usaha” (Business Feasibility Study), and “Metodologi Penelitian” (Research Methodology). These activities help build leadership, teamwork, problem-solving, negotiation, adaptability, and conflict management skills.

Practical experiences, such as community involvement and internships, foster social commitment. Students engage in debates, collaborative projects, case studies, and presentations to address real-world challenges, promoting responsibility and dedication to societal needs.

#### **Bachelor of Islamic Family Law Programme (BIFL)**

Students in the BIFL develop key skills such as language proficiency, problem-solving, adaptability, communication, and leadership through various courses and methods.

- *Language proficiency* is cultivated through “Bahasa Arab” and “Bahasa Inggris” using discussions, role plays, and presentations.
- *Problem-solving skills* are enhanced in courses like “Alternative Dispute Resolution”, “Administrative Court Procedural Law”, “Regulation Drafting”, and “Customary Law”, employing discussions, role plays, and case studies.
- *Adaptability* is fostered through courses such as Family Psychology, Entrepreneurship, KKN (Community Service Programme), and PKL (Internship), using discussions, projects, and presentations.
- *Communication skills* are strengthened through courses like “Indonesian Language”, “Alternative Dispute Resolution”, “Family Counselling”, and “Entrepreneurship”, focusing on conversations, presentations, and role plays.

Practical experiences, including “Entrepreneurship”, “KKN”, and “PKL”, further develop skills like leadership, conflict management, teamwork, negotiation, and adaptability.

Social commitment is promoted through courses and activities such as “Fiqh and Zakat Management in Indonesia”, “Family Counselling”, “Entrepreneurship”, “KKN”, and “PKL”. These involve discussions, projects, and presentations that address real-world community issues, fostering a strong sense of societal responsibility.

## Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the course descriptions. This is supported by means of suitable didactical and methodological measures like role plays, presentations and projects. The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured.

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

### 3.6 Skills for employment / Employability (Asterisk Criterion)

#### Bachelor of Accounting Programme (BAP)

The BAP places significant emphasis on preparing its alumni for professional success. The curriculum is carefully designed to equip students with a broad range of essential skills and competencies valued by employers, enhancing their employability.

A key strategy is the integration of diverse teaching methods to foster skill development. Students refine their abilities through discussions, group projects, case studies, presentations, and role plays. They enhance their research skills by undertaking projects requiring detailed analysis and problem-solving and develop expertise in economic analysis, essential for understanding financial markets and making informed business decisions.

Technological competence is another priority in the current digital era. The BAP curriculum includes courses in accounting information systems, financial analysis software, and management tools, ensuring students are adept at applying advanced technology alongside their accounting knowledge.

Entrepreneurial skills are nurtured through activities like creating business plans, selling products, and implementing marketing strategies. These experiences cultivate an entrepreneurial mindset, making graduates adaptable and resourceful in the workplace.

Effective communication and teamwork are developed through language courses and collaborative projects. Public speaking, conflict resolution, and teamwork are honed throughout the programme to prepare students for workplace demands.

The BAP maintains strong ties with its graduates and conducts tracer studies to assess the curriculum's success in improving employability. Insights from alumni and job market trends inform curriculum updates, ensuring students are well-prepared for their careers.

The BAP goes beyond traditional education, fostering a wide array of skills and competencies, validated through alumni feedback and continuous improvement, to ensure graduates are highly employable in their chosen fields.

### **Bachelor of Islamic Family Law Programme (BIFL)**

The BIFL focuses on enhancing graduate employability by providing a diverse set of skills and competencies relevant to future careers.

The curriculum employs various teaching methods, including role plays, presentations, and experiential learning, to build essential skills. Communication is prioritised through courses such as Alternative Dispute Resolution, Family Counselling, and Language Proficiency in Arabic and Indonesian, equipping students to mediate conflicts and engage in professional discussions.

Research skills are developed through courses like Legal Research Methods and Legal Research Methodology, which emphasise problem-solving, critical thinking, and collaborative projects—key skills in legal professions requiring detailed analysis.

Teamwork is fostered through courses such as Management and Administration of Religious Affairs and Community Service (KKN), where students collaborate on projects, enhancing their ability to work effectively in professional settings.

Legal expertise is strengthened through courses like Modern Developments in Islamic Law, Administration of Religious Courts, and Islamic Civil Law Administration. These courses use discussions, role plays, and experiential learning to prepare students for roles in religious and civil court proceedings.

Mediation skills are also developed in courses such as Conflict Management, Islamic Economic Law, and Family Psychology, where students engage in collaborative projects and presentations to gain experience in dispute resolution—essential for legal and family-oriented professions.

The BIFL maintains close ties with alumni and conducts tracer studies to ensure graduates are prepared for their careers. This includes curriculum reviews, alumni meetings, stakeholder partnerships, and surveys conducted by the UIN Maulana Malik Ibrahim Malang Career Development Center (CDC), providing insights into job market demands and validating the programme's effectiveness.

In summary, the BIFL prepares graduates for successful careers through a comprehensive curriculum, innovative teaching methods, and continuous alumni engagement to ensure they are well-equipped for the workplace.

### **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 both study programmes through all their courses. The panel would like to add that the BIFL prepares graduates for a profession in the field of Islamic family law and not for professions in civil law etc.

|      |                                                            | 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 (Asterisk Criterion)

#### **Bachelor of Accounting Programme (BAP)**

The BAP employs 29 lecturers to deliver its courses, comprising 27 full-time and 2 part-time lecturers. The faculty includes one professor, along with six doctoral instructors and 23 master's-level lecturers, who collectively contribute to strengthening the programme's academic atmosphere.

#### **Bachelor of Islamic Family Law Programme (BIFL)**

The BIFL is supported by a faculty of 36 lecturers, including 26 full-time and 10 part-time members. The programme benefits from the expertise of five professors, as well as 24 doctoral and twelve master's-level lecturers, all of whom significantly enhance the academic environment.

Academic qualification of faculty (Asterisk Criterion)

#### **All Study Programmes**

The UIIN has set academic criteria for recruiting full-time and part-time lecturers, as well as professors:

- **Full-Time Lecturer Recruitment:** Candidates can apply through two paths:
  1. **Civil Servant Candidate (CPNS):** Applicants register on the SSCASN portal, select the lecturer position, and complete administrative, Basic Competency (SKD), and Field Competency (SKB) selection stages. Successful candidates are accepted.
  2. **University's Independent Recruitment:** Applicants submit required documents (CV, diplomas, transcripts, work experience letters, and certificates) and undergo competency tests, including interviews. Successful candidates are accepted based on qualifications and competency alignment.
- **Part-Time Lecturer Recruitment:** Candidates submit applications and supporting documents (CV, diplomas, transcripts, work experience letters, and certificates) to the Faculty Dean. They are interviewed, and those meeting competency standards are hired. A minimum of a Master's degree (S2) in a relevant field is required.
- **Professor Recruitment:** Professors must hold a doctoral degree (S3), meet Credit Number Guidelines, and have scholarly work published in reputable international journals aligned with their field. Candidates register for the Academic Qualification

Score (PAK) system, submit required documents, and undergo multi-level verification and assessment. Successful candidates receive certification from the Ministry of Education and Culture.

### **Support for Lecturer Development**

The HEI offers opportunities for professional growth, including pedagogical training, participation in conferences, certifications, workshops on scholarly writing, textbook development, and religious moderation capacity-building. These initiatives help lecturers remain updated in their fields and deliver high-quality education.

### **Bachelor of Accounting Programme (BAP)**

BAP faculty recruitment follows the same processes:

- **Full-Time Lecturers:** Candidates apply via CPNS or Independent Recruitment, providing required documents and passing competency tests.
- **Part-Time Lecturers:** Applications aligned with accounting expertise are submitted to the Faculty Dean. Candidates must hold at least a Master's degree and have practical experience.

The HEI also ensures continuous development for BAP lecturers through training, certifications, and workshops to maintain teaching quality.

### **Bachelor of Islamic Family Law Programme (BIFL)**

BIFL faculty recruitment mirrors UIIN standards:

- **Full-Time Lecturers:** Candidates apply via CPNS or Independent Recruitment, completing documentation, tests, and interviews.
- **Part-Time Lecturers:** Applications with required documents are submitted to the Faculty Dean, followed by interviews.

**Professor Recruitment:** The process requires a doctoral degree, Credit Score compliance, and published scholarly work. Applications undergo verification and approval by the HEI and the Ministry of Education and Culture.

The HEI supports BIFL faculty with opportunities for training, certifications, and professional development to ensure high academic standards.

Pedagogical / didactical qualification of faculty (Asterisk Criterion)

### **All Study Programmes**

UIIN outlines the following criteria for pedagogical and didactic qualifications for its lecturers:

- Lecturers must participate in training programmes to enhance their teaching skills, including PEKERTI (Competency Enhancement Programme for Lecturers), Pedagogical Competency Training, e-learning workshops, and curriculum workshops. These initiatives aim to improve teaching methods and keep lecturers updated on modern didactical techniques.
- Lecturer qualifications and pedagogical backgrounds are documented in their CVs.
- The institution offers ongoing professional development opportunities, including training on new teaching methodologies, ensuring lecturers deliver high-quality and up-to-date education.

### **Bachelor of Accounting Programme (BAP)**

Pedagogical and didactic qualifications for BAP lecturers include:

- **Full-Time Lecturers:** Must complete pedagogical training to prepare course syllabi (RPS) in line with Outcome-Based Education (OBE) criteria, implement OBE-aligned teaching methods, and develop OBE-compliant course materials.
- **Part-Time Lecturers:** Must be capable of applying teaching methods aligned with the OBE curriculum.

Lecturer qualifications are detailed in their CVs, accessible to experts.

The HEI supports continuous professional development by offering training on new didactic techniques, ensuring lecturers remain effective in delivering quality education.

### **Bachelor of Islamic Family Law Programme (BIFL)**

Pedagogical and didactic qualifications for BIFL lecturers differ for full-time and part-time positions:

- **Full-Time Lecturers:** Must hold at least a Master's degree in law or Islamic law, have one year of teaching experience, hold educator certification, and pass a micro-teaching test.
- **Part-Time Lecturers:** Must hold a Master's degree in law or a related field or be practising lawyers or Islamic law professionals. They should have at least one year of teaching experience in the relevant course or four years of related job experience.

The pedagogical qualifications of lecturers are recorded in their CVs.

The HEI ensures continued professional growth by offering training and seminars on pedagogical skills and new didactic methods, fostering constant improvement in teaching competencies.

Practical business experience of faculty

### **Bachelor of Accounting Programme (BAP)**

The BAP faculty combines academic expertise with extensive practical and business experience:

#### **Practical Expertise of BAP Faculty:**

- A financial consultant with auditing experience at PT Sinergi Cipta Solusi.
- A tax consultant specialising in SMEs and affiliated with Dinara Wooden Heels.
- A managing partner at KJA Yasin & Yasin.
- A director at PT. Insan Cendekia Bina Benua.
- Auditors with experience at KAP Robby Danang Budi, KAP Hari Purnomo & Jaswadi, and KAP J Tanzil & Rekan.
- A lecturer serving as chairman of the Sharia Supervisory Board and trustee for Wakaf Yayasan Ihyaul Qur'an Indonesia, specialising in Muamalah Maliyah law.

This diverse expertise ensures that BAP students receive a practical, business-focused education.

### **Bachelor of Islamic Family Law Programme (BIFL)**

The BIFL faculty blends academic knowledge with significant practical legal experience, enhancing the learning experience:

- **Full-Time Lecturers:** Specialists in Islamic family law mediation, with extensive experience as mediators in Islamic court procedures.
- **Part-Time Lecturers:**
  - Two judges teach legal skills and procedural law.
  - Four lawyers and legal consultants provide insights into criminal and civil procedures, litigation, and legal ethics.
  - Two lecturers with administrative roles in the Office of Religious Affairs (KUA) contribute to courses on management and administration in religious institutions.
  - A Panitera (court clerk) enriches courses on court management and administration.
  - A notary specialising in agrarian law provides expertise in property and land-related legal matters.

This combination of academic and professional experience bridges the gap between theory and practice, preparing students to apply Islamic family law in real-world scenarios effectively.

Internal cooperation (Asterisk Criterion)

### **Bachelor of Accounting Programme (BAP)**

Lecturers in the BAP collaborate extensively to ensure effective teaching and avoid overlapping course content:

- **Team Teaching:** Lecturers often work in teams for related courses. For instance, the "Accounting Information Systems" cluster involves three lecturers collaborating to deliver multiple courses, ensuring consistency and streamlined content delivery.

- **Regular Meetings:** Internal sessions are held at the start, mid-point, and end of each semester. These meetings focus on curriculum planning, teaching evaluations, and content calibration, helping lecturers stay updated on methodologies and course content.
- **Curriculum Reviews:** The programme regularly reviews and calibrates course content to align with programme objectives, eliminating redundancy and ensuring a cohesive learning experience.

This structured approach ensures effective teaching and a well-organised curriculum.

### **Bachelor of Islamic Family Law Programme (BIFL)**

The BIFL employs collaborative practices to maintain effective teaching and prevent overlapping content:

- **Subject Clusters:** Lecturers are grouped into clusters for related subjects. For example, the "Language" cluster is coordinated by one lecturer and includes six team members, fostering idea exchange and content alignment.
- **Regular Meetings:** Internal sessions occur twice per semester, covering curriculum preparation, teaching evaluation, course implementation plans, and teaching methodologies. These ensure lecturers remain updated on content and pedagogical practices.
- **Consortium Approach:** Lecturers within clusters coordinate to align course content and teaching methods, ensuring consistency and avoiding redundancy in topics.

This collaborative framework supports effective teaching and delivers a coherent, structured learning experience for students.

Student support by the faculty (Asterisk Criterion)

### **All Study Programmes**

Student support is structured to ensure all students can access dedicated consultation time. Lecturers, both full-time and part-time, are available for advice and assistance through various channels, including in-person meetings, phone calls, emails, and office hours. This support helps students with course materials, assignments, and academic challenges. Students of both study programmes reported that the lecturers are available outside of office hours via WhatsApp.

### **Bachelor of Accounting Programme (BAP)**

Student support in the BAP is provided through consultations with lecturers, arranged in person or via digital communication, such as WhatsApp. Full-time lecturers offer consultation services, while part-time lecturers focus primarily on classroom teaching and are not required to provide additional consultation time.

The BAP does not utilise blended or distance learning methodologies, focusing entirely on traditional in-person teaching.

## Bachelor of Islamic Family Law Programme (BIFL)

The BIFL provides structured student support through consultations arranged via WhatsApp, email, or face-to-face meetings at the program office, based on mutual agreement. Full-time lecturers are available during office hours on all working days, while part-time lecturers provide consultations before or after classes.

The programme employs a hybrid learning model, using e-learning platforms, Zoom, and Google Meet for up to 30% of total contact hours. This mixed approach enhances flexibility and accessibility for students.

### Appraisal:

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

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

The practical business experience of the faculties corresponds to the requirement of both study programmes 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 for both study programmes. In addition, projects and/or courses are conducted cooperatively.

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

|     |         | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|-----|---------|-------------|------------------------------|----------------------------|------------------------------------|------|
| 4.1 | Faculty |             |                              |                            |                                    |      |

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

## 4.2 Programme management

### Programme Director (Asterisk Criterion)

Both study programmes are managed by the Programme Chair, supported by the Programme Secretary and Programme Staff. Together, they handle academic and organisational responsibilities, including operational planning for academic and student affairs, task allocation and supervision, guidance, technical execution, activity evaluation, report compilation, and other duties assigned by superiors.

### Supporting Units

The programmes are backed by various units, including the Tahfidz and Memorisation Unit, Internship and Apprenticeship Unit, Falak Laboratory, Quality Assurance Lab, Family Counselling Guidance Unit (Family Corner), Accounting Lab, Law Lab, Auditing Lab, Journal Management Unit, International Collaboration and Class Unit, Information and Media Centre, Student Talent Development Unit, Library and Originality Validation Unit, Research and Community Service Unit, Constitutional Studies Unit, Regional Autonomy and Environmental Studies Unit, and Sharia Economics Studies Unit.

### Coordination and Oversight

Programme coordination involves collaboration among key stakeholders, including the Dean, Vice Deans I, II, III, the Program Chair, Secretary, and Laboratory Heads. Their joint efforts ensure efficient, non-overlapping activities.

### Performance Indicators

Programme success is measured through quality assurance instruments, regular internal quality audits, and Management Review meetings. Additional indicators include faculty and student attendance records and regular faculty meetings.

## Process organisation and administrative support for students and faculty

Administrative support for students is provided by Academic and Administrative Staff, who handle tasks such as verifying academic registration documents, preparing course contracts at the start of each semester, reviewing the format of reports (internships, seminars, theses), assisting with course programming, inputting class schedules into the academic system, and verifying academic advising data.

Examination support is managed by Academic and Programme Staff, who prepare mid-term and final exam documents, including question and answer sheets, and verify final examination documents (seminar proposals, comprehensive exams, thesis defenses) through the Faculty's Access application.

Classroom scheduling and usage are overseen by Facilities and Administrative Staff, ensuring classrooms are prepared and scheduled appropriately.

Technical support for equipment and media is provided by Laboratory Technicians, Technicians, and Operators, who ensure the functionality of classroom and lab equipment such as projectors and computers.

To enhance service quality, the university offers workshops and training programs for staff, including archivist training, ensuring they are well-equipped to manage their responsibilities effectively.

### Appraisal:

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

Faculty members and students of both study programmes are supported by the administration in the organisation of each study programme. Sufficient administrative staff is available. Decision-making processes, authority, and responsibilities are clearly defined. Teachers and students are included in the decision-making processes where their areas of work are involved. The opportunities of electronic service-support are used and supplement personal one-to-one counselling. The HEI offers the administrative staff opportunities for continuous professional development.

In the service survey conducted for BIFL students, participants highlighted the need for clearer communication regarding responsibilities. The panel suggests enhancing communication with students and ensuring greater transparency in outlining responsibilities.

|                                                                                | 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

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

### **All Study Programmes**

UIN Maulana Malik Ibrahim Malang has established partnerships with professional entities and organisations, regulated by the "Guidelines for Cooperation at UIN Maulana Malik Ibrahim Malang," as outlined in Rector's Decision No. 867 of 2022. These partnerships span universities, companies, and institutions, benefiting students by providing internships, exposure to real-world practices, mutual projects, and collaborative activities.

### **Bachelor of Accounting Programme (BAP)**

The BAP collaborates with numerous domestic and international institutions under the guidelines of Rector's Decision No. 867 of 2022. Key partners include FEB Universitas Negeri Malang, FEBI UIN Sunan Ampel Surabaya, FEB Universitas Pendidikan Indonesia Bandung, and others. These partnerships offer opportunities such as internships, research projects, seminars, workshops, and interactions with professionals, enriching students' learning and practical experience.

### **Bachelor of Islamic Family Law Programme (BIFL)**

The BIFL has established collaborations with domestic and international partners, including Songkla University in Thailand, Wollongong University in Australia, and Universiti Kebangsaan Malaysia. These partnerships provide students with opportunities for student exchanges, visiting lectures, research projects, academic publishing, and internships. Specific collaborations focus on areas such as Sharia leadership training and international academic programmes.

In summary, UIN's partnerships across programmes offer students extensive opportunities for practical and academic enrichment, enhancing their skills and knowledge through diverse collaborative experiences.

Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)

### **All Study Programmes**

Collaborations with professional organisations and other institutions are integral to UIN Maulana Malik Ibrahim Malang. Governed by Rector's Decision No. 867 of 2022, these partnerships provide students with internships, exposure to real-world practices, collaborative projects, and more. These initiatives enrich students' education, align with institutional goals, and prepare them for employment.

## Bachelor of Accounting Programme (BAP)

The BAP maintains partnerships with diverse organisations domestically and internationally, regulated by Rector's Decision No. 867 of 2022.

- **PT Victory Internasional Futures** offers internships and insights into financial markets and trading. It also contributes guest speakers for seminars and workshops.
- **PT Nutrifood Indonesia** provides seminars and training, focusing on product development, marketing strategies, and real-world case studies.
- **Asosiasi Marketing Produk UKM Hebat (AMPUH)** trains students in community-based projects, helping local SMEs improve marketing strategies.
- International collaborations, such as those with **Songkla University (Thailand)** and **Aga Khan University (Pakistan)**, facilitate student exchanges, visiting lectures, and research projects, offering cultural and academic diversity.

These partnerships give BAP students practical experiences, industry exposure, and opportunities for professional skill development, enhancing their academic journey and career prospects.

## Bachelor of Islamic Family Law Programme (BIFL)

The BIFL engages in collaborations with various domestic and international institutions, governed by formal agreements, to provide students with practical legal experience and academic opportunities.

- **Directorate of ASEAN Cooperation (Ministry of Foreign Affairs)** connects students with international academic forums like the NAFSA Annual Conference for research collaboration and visiting lectures.
- Partnerships with **Indonesia's Constitutional Court** and **Supreme Court** involve internships and research projects, offering students exposure to legal processes and courtroom practices.
- Collaborations with **district and religious courts** allow students to intern, gain hands-on experience in legal procedures, and contribute to research data.
- The **Office of Religious Affairs (Kantor Urusan Agama)** offers internships in Islamic family law, enriching students' understanding of practical legal work.

Through these collaborations, BIFL students gain internships, research opportunities, and direct experience with legal practices in various judicial institutions, domestically and internationally. These partnerships significantly enhance their educational and professional development.

## Appraisal:

The scope and nature of cooperation with HEIs, other academic institutions and networks 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.

In case that other academic institutions or organisations conduct parts of the study programme, the HEI ensures that the quality standards are met.

The scope and nature of cooperation with business enterprises and other institutions relevant to 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.

In case that other organisations conduct parts of the study programme, the HEI ensures that the quality standards are met.

|                                                                                                                                                             | 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 (Asterisk Criterion)

### Facilities for All Study Programmes

Study programmes at UIIN provide diverse facilities for academic activities, including teaching and group rooms of varying sizes and equipment tailored to each programme's needs. Rooms are equipped with essential tools such as whiteboards and projectors to support teaching and learning.

Accessibility is prioritised, ensuring barrier-free access for all students, including those with disabilities. Wi-Fi is available across the campus 24/7, accessible via Academic System (SIKAD) credentials, supporting academic and research needs.

### Bachelor of Accounting Programme (BAP)

The BAP utilises various well-equipped facilities, including lecture rooms, seminar spaces, thesis examination rooms, research and quality assurance units, and programme offices. Essential amenities include:

- **Classrooms and Labs:** Outfitted with desks, chairs, whiteboards, air conditioning, LCD projectors, sound systems, and Wi-Fi.
- **Specialised Spaces:** Computer labs for statistics and accountancy, and a Tax Centre equipped with smart TVs.

- **Equipment:** Computers, laptops, printers, filing cabinets, TVs, cameras, tripods, and web cameras.

Regular maintenance is conducted through inventory checks to ensure the readiness and functionality of all facilities. All rooms are barrier-free to ensure accessibility for all students.

### **Bachelor of Islamic Family Law Programme (BIFL)**

The BIFL programme uses a range of facilities to support academic and operational needs:

- **Faculty Offices:** Equipped with desks, chairs, air conditioning, and whiteboards.
- **Dedicated Spaces:** Rooms for research, community service, and quality assurance. Thesis examination and seminar rooms are furnished with LCD projectors, whiteboards, and other essential equipment.
- **Computer Labs:** Spacious and equipped with tables, chairs, and air conditioning.
- **Programme Offices:** Contain furniture, computers, printers, and storage cabinets.

Equipment includes Wi-Fi routers, TVs, telescopes, CCTV systems, cameras, laptops, and filing cabinets. Facilities are regularly checked and maintained by the faculty team and facilities department to ensure functionality.

All facilities are barrier-free, ensuring accessibility for all students. Campus-wide Wi-Fi provides reliable internet connectivity for academic purposes.

Access to literature (Asterisk Criterion)

### **Bachelor of Accounting Programme (BAP)**

The BAP ensures access to relevant and up-to-date literature through collaboration with business partners (DUDI) during curriculum development. Students can access a variety of databases and resources, including:

- **Cambridge Core:** Offers journal articles, book series, and case studies.
- **Springer:** Provides access to journals, book series, and case studies.
- **Emerald Insight:** Features journals, book series, and case studies.

The library also houses key references in print and electronic formats, such as:

- *Introduction to Accounting* by Carl S. Warren et al. (12 copies).
- *Accounting Information Systems* by Marshall B. Romney and Paul John Steinbart (15 copies).
- *Principles of Macroeconomics* by N. Gregory Mankiw (3 copies).
- *Corporate Finance* by Eugene F. Brigham and Joel F. Houston (10 copies).
- *Cost Accounting* by Charles T. Horngren et al. (5 copies).
- Quranic Studies literature, including 200 copies of the Quran.

The library's collection includes 4,835 printed books and 126 e-books related to the programme. Subscriptions to Cambridge Core, Emerald Insight, and Springer provide additional valuable academic content.

Ongoing collaboration with business partners ensures that resources remain aligned with industry trends and the curriculum stays relevant.

### **Bachelor of Islamic Family Law Programme (BIFL)**

The BIFL offers comprehensive access to literature through both physical and digital resources to support academic pursuits.

#### **Databases:**

- **Springer:** Scientific and technical content, including journals and case studies.
- **Emerald Insight:** Research-focused content from global universities and business schools.
- **Cambridge Core:** High-quality academic publications, including journals and books.

#### **Physical Literature:**

The library holds 2,153 books specific to the field, ensuring access to foundational texts and references.

#### **Online Resources:**

Students benefit from extensive online content via the above databases, covering a wide range of topics.

#### **Up-to-Date Literature:**

Collaborations with industry and business sectors help align curriculum and resources with current trends. Regular feedback from these stakeholders ensures the programme provides students with relevant, updated literature.

The opening hours of the UIN library are Monday to Friday from 8.00 to 21.00 and Saturday from 8.30 to 12.00. Books can be borrowed and returned Monday to Friday from 8:30 to 15:30.

#### **Appraisal:**

The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programme, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet via wireless LAN is provided free of charge. A sufficient number of group rooms is available. Although the IT facilities meet the standards the panel encourages the UIN to continue improving the infrastructure

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

|                                                                                                   | 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                          |                                    |      |

## 4.4 Additional services

Career counselling and placement service

### All Study Programmes

University-Level Career Services (Career Development Centre (CDC)):

- The Career Center supports students' career development, preparing them for the job market through expert guidance from professionals, practitioners, and academics.
- Services include online and offline resources, such as career information shared via websites, social media (Facebook, Twitter, LinkedIn, Instagram), bulletin boards, and career galleries.
- The centre conducts career training, personalised counselling, industry visits, and on-campus recruitment events like career expos.
- It also maintains an online career application portal, connecting students with job opportunities and serving as a resource for recruiters.
- The Career Center equips students for the job market with insights into career opportunities and strong alumni connections.
- It tracks alumni careers via tracer studies, alumni surveys, and a maintained database, providing valuable feedback for curriculum relevance.

### Bachelor of Accounting Programme (BAP)

The BAP offers comprehensive career services through University-Level Career Services and Faculty-Level Career Services units.

Faculty-Level Services (Career Preparation, Job Career, and Tracer Study) organise workshops on career development, host job fairs, and conduct tracer studies to track graduates' career paths and outcomes.

The combination of university- and faculty-level services ensures students have access to a full range of resources to enhance their career readiness and prospects.

### Bachelor of Islamic Family Law Programme (BIFL)

The BIFL provides holistic career support through university-level and faculty-specific initiatives.

### Faculty-Specific Units and Services:

- **Falak (Astronomy) Unit:** Offers practical training in Islamic astronomy, such as Qibla direction, moon sighting, and Ramadan/Eid time calculations.
- **Law Lab:** Provides hands-on experience through mock trials, legal research, and public legal seminars, often in collaboration with local government.
- **Studies of Turats and Tahfiz Unit:** Focuses on Quran memorisation, classical Islamic texts, and traditional Islamic sciences.
- **Family Guidance and Counselling Unit:** Supports personal and academic growth through family therapy, mediation, mental health services, and intellectual property awareness.
- **Journal Management Unit:** Guides students and academics in academic writing and journal publication.
- **Talents and Interests Development Unit:** Encourages students to explore and develop their unique skills and passions.
- **Faculty Quality Assurance Unit:** Ensures academic excellence through rigorous quality control in collaboration with faculty leadership.
- **International Cooperation Unit:** Promotes global collaboration through international classes, exchanges, and partnerships.
- **Information and Media Centre:** Shares academic updates, hosts podcasts, and facilitates online exams.
- **Library and Academic Work Validation Unit:** Maintains academic integrity by safeguarding resources and ensuring originality in submissions.
- **Research and Community Service Unit:** Promotes research collaborations and community engagement.
- **Islamic Economics Studies Unit:** Expands understanding of Islamic economics and facilitates discussions on contemporary topics.

These services collectively prepare BIFL students for both academic and professional success, fostering local and international opportunities while emphasising quality and integrity.

### Alumni Activities

#### Bachelor of Accounting Programme (BAP)

The Bachelor of Accounting Programme (BAP) is supported by the Alumni Association of the Faculty of Economics (IKA-FE), which fosters connections among alumni through various initiatives:

- **Events and Gatherings:** Alumni meet-ups are held during FE UIN's Anniversary Celebration, along with gala dinners for different alumni batches, creating a warm and inclusive atmosphere.

- **Digital Engagement:** A dedicated alumni portal on the FE UIN website provides access to information, while social media is actively used to connect generations of alumni, share updates, and disseminate accounting studies.
- **Academic and Non-Academic Contributions:** Alumni contribute through donations, facilities, and network expansion. They also participate in "Sharing Alumni," an annual event where they discuss professional experiences and skills in demand by companies.
- **Programme Development:** Alumni provide valuable input on the curriculum, teaching methods, and extracurricular activities. They share scholarship opportunities, job vacancies, and collaborate in research and social activities, significantly contributing to the programme's growth.

### Bachelor of Islamic Family Law Programme (BIFL)

The Bachelor of Islamic Family Law Programme (BIFL) benefits from two alumni organisations:

- **IKA UIN Malang (University Level):** Supports alumni engagement and collaboration.
- **IKAFASYA (Faculty of Sharia Level):** Facilitates alumni meet-ups and strengthens connections within the faculty.

These associations offer multiple advantages:

- **Networking and Job Market Insights:** Alumni activities provide platforms for job market information exchange and institutional development.
- **Social and Professional Benefits:** Strong social ties and an expansive alumni network enhance both personal and professional opportunities for graduates.

### Appraisal:

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

Alumni organisations on university and faculty level have been set up with the aim of developing an alumni network. The panel would like to emphasise positively that a lot of information about alumni activities is communicated with the students via Telegram.

|       |                                          | 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                          |                                    |      |

## 4.5 Financing of the study programme (Asterisk Criterion)

### All Study Programmes

Study programmes are financed through two main sources:

- **APBN (State Revenue and Expenditure Budget):** Funding provided by the Indonesian Ministry of Religious Affairs.
- **Non-APBN Sources:** Income generated from Community Service Fees, Operational Grants, Partnership Grants, and operational revenues such as land, building, room, and equipment rentals, along with reselling goods.

To ensure current students can complete their education if the programme is phased out, steps include clear communication, academic planning, regular monitoring, facilitating transfers, emergency planning, exploring partnerships, providing psychological support, advocating for the programme's continuation, and involving industry partners and alumni. However, cross-financing opportunities exist through tuition variations and faculty resources, offering financial flexibility to support ongoing programmes.

### Bachelor of Accounting Programme (BAP)

The BAP is funded through:

- **APBN and Non-APBN Sources:** Includes revenue from business units managed by UIN Maliki Malang's holding company.
- **Cross-Subsidisation:** Other departments provide financial support as needed.

If the programme is discontinued, operational costs for existing students would still be met through current funding structures, ensuring they complete their studies.

Break-Even Analysis:

- **Enrollment:** 581 students.
- **Financials (3-year average):** Tuition income: IDR 4.7 billion; operational costs: IDR 3.6 billion.
- **Coverage:** Tuition fees cover 56.2% of operational costs; 43.8% is covered by government funding, professional activities, and the Saudi Fund.

### Bachelor of Islamic Family Law Programme (BIFL)

The BIFL relies primarily on tuition fees, with government subsidies supplementing costs. If the programme ceased, revenue would drop, but tuition fees from current students would fund the teaching process until their degrees are completed.

Break-Even Analysis:

- **Enrollment:** 886 students annually.

- **Revenue:** IDR 4,031,389,000.
- **Costs per Student:** IDR 6,637,000 (operational) and IDR 3,075,240 (government subsidy per semester).
- **Coverage:** Student fees cover 78% of operational costs, reflecting the programme's financial sustainability.

## Appraisal:

The income related to the programmes ensures that in both study programmes each cohort of students starting within the accreditation period can complete the two study programmes.

|      |                                                       | 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

### 5.1 Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)

A dedicated unit within the programme oversees quality assurance and development through routine activities, including semester evaluations and learning process reviews. Results are coordinated with programme leadership, internal quality assurance units, and faculty-level quality assurance units.

#### Key aspects of quality assurance include:

- Formal documentation of responsible parties.
- Availability of quality documents and implementation of quality cycles.
- Regular audit reports and ongoing quality monitoring and evaluation.
- Systems for documenting and recording quality processes.
- Publication of results to relevant stakeholders.

#### Participants in Quality Assurance

- Internal participants: Programme quality assurance units, faculty-level units, the dean, students, and teachers.
- External participants: Alumni, employers, and other workforce representatives.

#### Evaluation Criteria

- Education, namely the programme's main focus.
- Research, community service, partnerships, student affairs, and alignment with the vision and mission.
- Statistical data informs quality assessments and programme improvements.

The dean is ultimately responsible for overseeing quality assurance at the programme level.

### 5.2 Instruments of quality assurance

#### Evaluation by students

#### Course Assessments

Course assessments are conducted through multiple methods:

- Quizzes: Lecturers administer quizzes to evaluate students' understanding. The number of quizzes per semester is determined by each lecturer and includes a clear assessment rubric.
- Course Contracts: At the start of each course, lecturers and students agree on a course contract to serve as a reference if discrepancies arise, such as delayed teaching schedules.

- **Student Satisfaction Surveys:** At the end of each semester, students complete web-based surveys integrated with the academic system of UIN Maulana Malik Ibrahim Malang.

### **Workload and Credit Points**

The programme adheres to regulations from the National Accreditation Board for Higher Education to ensure appropriate workload and credit points for each course. Decisions are made during annual or biennial meetings involving the programme and faculty representatives, along with other stakeholders. This collaborative process incorporates feedback to maintain balance and suitability.

### **Evaluation and Follow-Up**

The programme's quality assurance unit analyses evaluation results, and any necessary actions are determined in collaboration with faculty leadership. Students are informed of evaluation outcomes and the resulting measures.

#### **Evaluation by faculty**

Lecturers can submit feedback on the study programme and its courses through two main channels:

- During **curriculum development activities**, lecturers are requested for feedback on various parts of the study program, such as course organisation and other program development features.
- In **subject group discussions**, lecturers discuss updates needed for the curriculum, reporting their conclusions to the programme for consideration in curriculum updates, such as offering new types of courses or updating existing course material.

The analysis of the evaluation results submitted by lecturers is carried out by the program itself. Decisions on any measures to be taken based on these evaluations are made jointly by the program and the faculty leadership. Lecturers are informed about the results of the evaluations and any subsequent measures through communications from the program.

#### **5.2.3 External evaluation by alumni, employers and third parties**

External stakeholders, including alumni, employers, and others, actively participate in evaluating the study programme. They are regularly invited to Curriculum Development activities, where they provide feedback on areas such as course relevance, graduate employability, and satisfaction with programme outcomes.

The programme analyses this feedback, with decisions on subsequent actions made collaboratively by the programme and faculty leadership. Stakeholders are informed of evaluation results and planned measures through communications from the programme.

### 5.3 Programme documentation

#### Programme description (Asterisk Criterion)

##### **Bachelor of Accounting Programme (BAP)**

Details about the Bachelor of Accounting Programme are available on its official website: <https://akuntansi.fe.uin-malang.ac.id/>. The site includes information on the programme's profile, collaborations, student achievements, academic services, career details, satisfaction surveys, and an e-complaint system.

For real-time updates, the programme maintains active social media accounts:

- **Instagram:** <https://instagram.com/akuntansi.uinmalang>
- **Facebook:** <https://www.facebook.com/febuinmalang>
- **YouTube:** <https://www.youtube.com/channel/UCpNIVv63YpNONQyQovMm9Bw>

These platforms feature tutorials, student achievements, alumni activities, and other programme-related events.

The curriculum is publicly accessible on the programme's website under the academic section (<http://akuntansi.fe.uin-malang.ac.id/akademik/kurikulum-program-studi/>), and a detailed course catalogue can be found at <http://akuntansi.fe.uin-malang.ac.id/akademik/course-catalog/>.

##### **Bachelor of Islamic Family Law Programme (BIFL)**

The Bachelor of Islamic Family Law Programme provides information on its official website: <https://hk.uin-malang.ac.id/>. The site covers the programme's profile, academic calendar, registration processes, thesis resources, scholarships, student achievements, journal publications, announcements, and downloadable documents.

Active social media accounts include:

- **Instagram:** <https://www.instagram.com/hki.uinmalang/>
- **Facebook:** <https://www.facebook.com/pages/Fakultas-Syariah-Uin-Malang/271929839568919>
- **YouTube:** <https://www.youtube.com/@syariahuinmlg>

These platforms share updates on thesis assessments, admissions, academic mobility, workshops, webinars, and podcasts.

The curriculum is available both online and in hard copy. The soft copy can be accessed under the profile section of the programme's website: <https://hk.uin-malang.ac.id/profil/kurikulum/>, while the hard copy is stored at the programme's office. This ensures accessibility for students, faculty, and external parties.

#### Information on activities during the academic year

Comprehensive information about UIN activities and study programmes can be found on the official university website: <https://uin-malang.ac.id/>. The site includes the university profile,

latest news, announcements, faculty details, registration processes, and information on international workshops and seminars.

The university also maintains active social media accounts:

- **Facebook:** <https://www.facebook.com/people/UIN-Malang-Maulana-Malik-Ibrahim/100066867301451/>
- **Twitter:** <https://twitter.com/uinmlg>
- **Instagram:** <https://www.instagram.com/uinmlg/>
- **YouTube:** <https://www.youtube.com/c/uinmlg/>

These platforms share general information, announcements, news, campus activities, training events, and university achievements.

Additionally, UIN Maulana Malik Ibrahim publishes an annual report, overseen by the Planning Department and Quality Assurance Agency. This report offers a detailed review of the institution's performance, activities, and initiatives from the previous academic year.

## Appraisal:

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

Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the students and provide input for the quality development process.

Quality control by the faculty is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

An external evaluation is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

The Curricula of both study programmes have been published suitably. The Bachelor of Accounting has provided course descriptions in English (both for university courses, faculty courses, and study program courses) which also include planned learning activities, teaching methods, assessment methods, and criteria.

In the case of the Bachelor of Islamic Family Law, the content is described in terms of the knowledge that the courses impart, but the skills that the students acquire are not listed. It is also unclear what forms of assessment are available to teachers (see chapter 3.2). Therefore, the panel recommends the following **condition**:

### Bachelor of Islamic Family Law:

- The study programme describes the content and learning outcomes of the BIFL, not only in terms of knowledge but also in terms of skills, including the forms of assessment available to teachers (see chapter 3.2).

For the Bachelor of Islamic Family Law, the University explains that the learning outcomes defined by the National Higher Education Standards outline the competencies, skills, and qualifications graduates must achieve. The BIFL categorises its learning outcomes into attitude, general skills, knowledge, and specific skills, with each course designed to fulfill designated Course Learning Outcomes (CLOs). Student performance is assessed through various methods, including project-based work, presentations, portfolios, peer and self-assessments, and quizzes. Final grades are determined based on assessment criteria set by lecturers, communicated at the start of the course, and follow a letter grading system from A to E.

The panel reviewed the measures and concluded that it is insufficient to describe learning outcomes in abstract terms as is done by UIN. Rather, learning outcomes should be described with respect to each course and in each course description. Students need to be informed of what specifically is expected that they should be able to do having passed the course. In the statement by UIN there is mention of a workshop updating module descriptions. However, the experts have not found any documents in English regarding such updates.

The HEI regularly publishes current news and information – both quantitative and qualitative – about both study programmes.

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

# Quality profile

**HEI:** UIN Maulana Malik Ibrahim Malang, Indonesien

**Bachelor / Master programme:** Bachelor of Accounting, Bachelor of Islamic Family Law

|          |                                                                                                                      | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|----------|----------------------------------------------------------------------------------------------------------------------|-------------|------------------------------|----------------------------|------------------------------------|------|
| <b>1</b> | <b>Objectives</b>                                                                                                    |             |                              |                            |                                    |      |
| 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                          |                                    |      |
| <b>2</b> | <b>Admission</b>                                                                                                     |             |                              |                            |                                    |      |
| 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                          |                                    |      |
| <b>3</b> | <b>Contents, structure and didactical concept</b>                                                                    |             |                              |                            |                                    |      |
| 3.1      | Contents                                                                                                             |             |                              |                            |                                    |      |
| 3.1.1*   | Logic and conceptual coherence (Asterisk Criterion)                                                                  |             |                              | x                          |                                    |      |
| 3.1.2*   | Rationale for degree and programme name (Asterisk Criterion)                                                         |             |                              | x                          |                                    |      |
| 3.1.3*   | Integration of theory and practice (Asterisk Criterion)                                                              |             |                              | x                          |                                    |      |
| 3.1.4    | Interdisciplinary thinking                                                                                           |             |                              | x                          |                                    |      |
| 3.1.5    | Ethical aspects                                                                                                      |             | x                            |                            |                                    |      |
| 3.1.6*   | Methods and scientific practice (Asterisk Criterion)                                                                 |             |                              | x                          |                                    |      |
| 3.1.7*   | Examination and final thesis (Asterisk Criterion)                                                                    |             |                              | x                          |                                    |      |
| 3.2      | Structure                                                                                                            |             |                              |                            |                                    |      |
| 3.2.1*   | Modular structure of the study programme (Asterisk Criterion)                                                        |             |                              | x                          |                                    |      |

|          |                                                                                                                                  | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|----------|----------------------------------------------------------------------------------------------------------------------------------|-------------|------------------------------|----------------------------|------------------------------------|------|
| 3.2.2*   | Study and exam regulations (Asterisk Criterion)                                                                                  |             |                              |                            | condition                          |      |
| 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)                                                            |             |                              | BAP                        | BIFL: condition                    |      |
| 3.4.2    | Internationality of the student body                                                                                             |             |                              | x                          |                                    |      |
| 3.4.3    | Internationality of faculty                                                                                                      |             |                              | x                          |                                    |      |
| 3.4.4    | Foreign language contents                                                                                                        |             |                              | x                          |                                    |      |
| 3.5*     | Multidisciplinary competences and skills (Asterisk Criterion)                                                                    |             |                              | x                          |                                    |      |
| 3.6*     | Skills for employment / Employability (Asterisk Criterion)                                                                       |             |                              | x                          |                                    |      |
| 4.       | Academic environment and framework conditions                                                                                    |             |                              |                            |                                    |      |
| 4.1      | Faculty                                                                                                                          |             |                              |                            |                                    |      |
| 4.1.1*   | Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)                                    |             |                              | x                          |                                    |      |
| 4.1.2*   | Academic qualification of faculty (Asterisk Criterion)                                                                           |             |                              | x                          |                                    |      |
| 4.1.3*   | Pedagogical / didactical qualification of faculty (Asterisk Criterion)                                                           |             |                              | x                          |                                    |      |
| 4.1.4    | Practical business experience of faculty                                                                                         |             |                              | x                          |                                    |      |
| 4.1.5*   | Internal cooperation (Asterisk Criterion)                                                                                        |             | x                            |                            |                                    |      |
| 4.1.6*   | Student support by the faculty (Asterisk Criterion)                                                                              |             | x                            |                            |                                    |      |
| 4.1.7(*) | Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes) |             |                              |                            |                                    | x    |
| 4.2      | Programme management                                                                                                             |             |                              |                            |                                    |      |
| 4.2.1*   | Programme Director (Asterisk Criterion)                                                                                          |             |                              | x                          |                                    |      |
| 4.2.2    | Process organisation and administrative support for students and faculty                                                         |             |                              | x                          |                                    |      |
| 4.3      | Cooperation and partnerships                                                                                                     |             |                              |                            |                                    |      |
| 4.3.1(*) | Cooperation with HEIs and other academic institutions or networks                                                                |             |                              | x                          |                                    |      |

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