

Decision of the FIBAA Accreditation and Certification Committee



17th Meeting on March 12, 2025

PROGRAMME ACCREDITATION

Project Number:	22/116 Cluster 1
Higher Education Institution:	University of Lampung (UNILA)
Location:	Bandar Lampung, Indonesia
Study programme:	Master of Economics (M.E.): Magister Ilmu Ekonomi
Type of accreditation:	initial accreditation

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

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

- **Condition 1:** The University organises preparatory English courses at the admission stage to ensure students have sufficient language skills for English-taught classes (see chapter 2.5).
- **Condition 2:** The University ensures full transparency and consistency in examination regulations and workload representation (see chapter 3.2).
- **Condition 3:** The University takes into account evaluation findings, including student feedback and the programme's success rate, to ensure an accurate representation of the workload (see chapter 3.2).
- **Condition 4:** The University incorporates more subject courses taught in English (at least 50%) into the curriculum and introduces a dedicated course on Intercultural Communication or Intercultural Management to enhance cross-cultural competence (see chapter 3.4).
- **Condition 5:** The University ensures the programme description is thoroughly reviewed and updated to align with findings from the interview process (see chapter 5.3).

Fulfilment of the conditions:

✓ **All Conditions have been fulfilled – Decision by the FIBAA Accreditation and Certification Committee on March 27, 2026**

Thus, 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, these study programmes are accredited without any

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

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution:

University of Lampung (UNILA), Indonesia

Bachelor/Master programme:

Master of Economics

Degree awarding institution (if relevant):

University of Lampung (UNILA)

Qualification awarded on completion:

Master of Economics (M.E.): Magister Ilmu Ekonomi

General information on the study programme

Brief description of the study programme:

The Master of Economics (ME) programme was introduced in 2010 at the Faculty of Economics and Business, University of Lampung (FEB UNILA). The programme is designed to meet the increasing demand for experts in economic development planning and regional finance.

The curriculum is structured to equip graduates with analytical and policy-making skills in economic development, public finance, and regional fiscal planning. The programme makes an emphasis on economic research and policy formulation.

The ME programme aims to be among Indonesia's top ten Master of Economics programmes by 2025, with a strong focus on academic research, community engagement, and accessible education for all. It is designed to equip graduates with the skills necessary to analyze economic development conditions, formulate policy recommendations for local governments, and assess economic trends in the public and fiscal sectors.

Type of study programme:

The Master of Economics (ME) programme

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

1,5 - 2 years (four semesters) and 70.4 ECTS

Mode of study:

full-time

Didactic approach:

study programme with obligatory class attendance / blended-learning study programme / distance learning/eLearning study programme

Double/Joint Degree programme:

no

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

One class with the enrolment capacity of 25 students

Programme cycle starts in:

August

Initial start of the programme:

2010

Type of accreditation:

initial accreditation

Accreditation in one cluster (cluster 1) with:

Doctor of Economics (Dr.)

Procedure

A contract for the initial accreditation of the Master of Economics programme (ME) was made between FIBAA and University of Lampung (UNILA) on October 19, 2022. On March 14, 2024, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

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

Prof. Dr. Marcel Prokopczuk

Leibniz University Hanover

Dean of Studies, Faculty of Business Administration and Economics,

Director, Institute of Finance and Commodity Markets

(University Professor & Economics, Business Administration, Industrial Engineering, Business Mathematics)

Prof. Dr. Mechthild Schrooten

Bremen University of Applied Sciences

Professor of Economics,

(International Economics, Money and International Integration, Business,

International Management, Money Financial Markets)

Prof. Dr. Olivia Fachrunnisa

Sultan Agung Islamic University (UNISSULA)

Dean, Faculty of Economics and Business

(Professor of Economics, Islamic Economics & Business,

Management, Accounting, Business Administration, Digital & Business Communication)

Magdalena Wittmann

Körber Supply Chain Logistics GmbH

Head of Finance Customer Services Parcel

International and Mail Lifecycle Business

(Economics, Business & Public Administration,

Trade & Business, Project Management, Industrial Engineering)

Nicola Lucas

Free University of Berlin

Student Public Economics (M.Sc.)

FIBAA project manager:

Yelena Istileulova, PhD, MBA

¹ The panel is presented in alphabetical order.

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference. The online conference took place on November 19-21 via the video conferencing tool *Zoom*. The same cluster included an appraisal of the Doctoral programme of Economics (Dr.). At the end of the online conference, the panel has given 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 February 28, 2025. The statement on the report was given up on March 3, 2025. It has been taken into account in the report at hand.

Summary

For Master programmes

The Master of Economics programme offered by University of Lampung fulfils the FIBAA quality requirements for master 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 programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects²: ensuring foreign language proficiencies; study and exam regulations; feasibility of study workload; Internationality, programme description. They recommend the accreditation on condition of meeting the following requirements:

- **Condition 1:** The University organises preparatory English courses at the admission stage to ensure students have sufficient language skills for English-taught classes (see chapter 2.5).
- **Condition 2:** The University ensures full transparency and consistency in examination regulations and workload representation (see chapter 3.2).
- **Condition 3:** The University takes into account evaluation findings, including student feedback and the programme's success rate, to ensure an accurate representation of the workload (see chapter 3.2).
- **Condition 4:** The University incorporates more subject courses taught in English (at least 50%) into the curriculum and introduces a dedicated course on Intercultural Communication or Intercultural Management to enhance cross-cultural competence (see chapter 3.4).
- **Condition 5:** The University ensures the programme description is thoroughly reviewed and updated to align with findings from the interview process (see chapter 5.3).

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

Furthermore, the quality requirements that have not been fulfilled:

- Internationality of the student body (see chapter 3.4)
- Internationality of faculty (see chapter 3.4)
- Foreign language contents (see chapter 3.4)
- External evaluation by alumni, employers and third parties (see chapter 5.2)

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

The panel members also identified areas where the three programmes could be further developed:

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

- inviting more practitioners from various industries to serve as guest lecturers, enhancing the practical relevance and industry connections within the programme (see chapter 3.3),
- enhancing career counselling support to better assist students in their professional development (see chapter 4.5)

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

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 University of Lampung (UNILA) was established in 1965 with the vision of becoming a Centre of Excellence at both the national and international levels as a strong institution. In 2023 the University introduced the motto: “Be Strong” based on the values of national culture and Pancasila.

To achieve this vision, UNILA has set the mission of:

- *Implementing high-quality education, research, and community service in higher education to produce adaptive and flexible human resources capable of responding to change, as well as innovative human resources that contribute to enhancing the nation's competitiveness*

UNILA has achieved 9th place in Indonesia according to Webometrics in 2022 and has been accredited “A” by BAN-PT (Higher Education National Accreditation Board) since 2016, and received “Excellent Accreditation” from BAN-PT under Decree No. 799/SK/BAN-PT/Ak.KP/PT/X/2023, issued on 24 October 2023. UNILA has the following eight (8) faculties:

- Faculty of Economics and Business
- Faculty of Law
- Faculty of Agriculture
- Faculty of Teaching and Education
- Faculty of Engineering
- Faculty of Social and Political Sciences
- Faculty of Mathematics and Natural Sciences
- Faculty of Medicine

According to the presentation of UNILA (prepared for the first day of accreditation procedures, 19th of November, 2024), the University has 39.231 students, 1.144 lecturers and 1.519 supporting staff, as well as 135.321 graduates. There are 128 programmes at the University, and 80 established partnerships in education, research and community services with 30 International, 17 national, and 33 local partnerships. In terms of internationalisation of University, UNILA has the partnerships with Malaysia (5 Universities), Japan (4 Universities), Russia (3 Universities), Turkey (2 Universities), India (2 Universities) and Australia.

The Faculty of Economics and Business, University of Lampung (FEB UNILA), is the oldest faculty at UNILA, founded on 23 September 1965 under the Decree of the Minister of Higher Education and Science No. 195, originally named the Faculty of Economics. Subsequently, under Chancellor’s Decree No. 03/UN26/DT/2011, the faculty was renamed Faculty of Economics and Business (FEB) University of Lampung (Unila) on 30 December 2011. This was ratified by the Minister of Education and Culture Regulation No. 72/2014, concerning the organisation and working procedures of UNILA.

FEB UNILA aims to become one of the top ten faculties of economics and business in Indonesia by 2025. Its vision is clear, measurable, and aligned with UNILA’s broader vision (Centre of Excellence) and mission, as stated in UNILA’s 2021–2025 strategic plan.

Mission of FEB UNILA:

- Enhancing the reputation and relevance of FEB UNILA as a catalyst for regional and national economic development.
- Producing professional graduates with ethical values and entrepreneurial spirit in economics, management, and accounting.
- Improving the quality and competitiveness of human resources, including lecturers, staff, students, and alumni, through education, research, and community service activities based on high-quality academic management.

Objectives of FEB UNILA:

- Producing high-quality and competitive graduates who are either self-employed or quickly absorbed into the labour market.
- Developing new and advanced knowledge in economics and business, published in national and international accredited journals, while also securing Intellectual Property Rights for innovative research.
- Enhancing community knowledge and skills to improve societal welfare through high-quality and innovative community service activities based on superior and emerging science and technology.
- Establishing good governance in academic, financial, and human resource management.
- Expanding accessibility to higher education services for all societal levels at UNILA.
- Strengthening collaboration with central, provincial, and district/city governments, businesses, NGOs, and domestic and international stakeholders.

Further development of the programme, statistical data and evaluation results for initial accreditation

Table 1 Statistical data of Master of Economics programme, 2024

		2017	2018	2019	2020	2021	2022	2023
# Study Places by HEI		12	12	15	16	17	23	14
# Applicants	Σ	13	14	18	22	22	27	19
	f	7	8	8	9	11	15	10
	m	6	6	10	13	11	12	9
Application rate		108,3%	116,7%	120%	137,5%	129,4%	117,4%	135,7%
# First-Year Students (accepted applicants)	Σ	12	12	15	16	17	23	14
	f	7	7	6	7	10	13	7
	m	5	5	9	9	9	10	7
Rate of female students		0,58	0,58	0,40	0,44	0,59	0,57	0,50
# Foreign Students	Σ	0	0	0	0	1	0	1
	f	0	0	0	0	0	0	0
	m					1		1
Rate of foreign students		0,00	0,00	0,00	0,00	0,06	0,00	0,07
Percentage of occupied study places		100%	100%	100%	100%	100%	100%	100%
# Graduates	Σ	10	9	15	14	4	3	0
	f	6	6	6	6	2	2	0
	m	4	3	9	8	2	1	0
Success rate (students who finished their studies)		83,33%	75,00%	100,00%	87,50%	23,53%	13,0%	0%
Dropout rate (students who dropped their studies)		18%	18%	16%	9%	7,00%	0,0%	0%
Average duration of study		2,6	3,1	3,8	3,3	3,2	2,7	2,8
Average grade of final degree		3,78	3,75	3,75	3,75	3,7	3,68	3,8

Appraisal

The capacity of the study programme, as determined by the University, has changed over the past three years. The number of study places offered has increased from 12 in 2017 to 14 in 2023, reflecting efforts to expand capacity, with the highest intake in 2022. A similar trend is observed in the number of applicants, which has also steadily risen from 13 in 2017 to 20 in 2023, with a notable peak in 2022 (27 applicants). The application rate fluctuated from 108.3% in 2017 to 135.7% in 2023, indicating a stable demand for the programme.

The average duration of study has decreased, from a peak of 3.8 years in 2019 to 2.8 years in 2023, indicating more efficient processes, from the programme's point of view. As explained by the programme, the university attributes this reduction to efforts made by the programme to shorten the study period, particularly by accelerating the time required for writing the thesis. The programme made the comments that despite these improvements, some students still take longer time to complete their studies. The main reason students remain in the programme for an extended period is that they study and work simultaneously, and therefore, it might be difficult to manage their time effectively. The average final grade remains stable and quite high, - from 3.78 in 2017 to 3.8 in 2023, suggesting consistent quality.

The dropout rate in 2022 was 7%, falling to 0% in 2023. The university explains that this is because the class of 2022 still has a study period until 2024, which can also be extended.

The declining success rate is a major concern and should be addressed by analysing contributing factors, such as curriculum design, student support, and pandemic-related disruptions. The decline in the success rate in 2021 and 2022, coupled with increased dropout rates, indicates potential challenges in academic retention or programme support. At the same time, the stable grades and study duration suggest that academic standards remain consistent.

The programme admitted one foreign student in 2021 and another in 2023, showing some progress in internationalisation, though further efforts are needed to attract more international students, suggesting room for improvement in attracting foreign students.

In 2023, the rate was 0.50, indicating a balanced gender ratio. Female students have consistently formed a substantial proportion of the cohort, reflecting the programme's inclusivity and alignment with gender equity goals.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme *

The programme Master of Economics (ME) is designed to equip graduates with the skills to identify and analyse economic development conditions, formulate policy recommendations for local governments, and examine economic phenomena in the public and fiscal sectors.

The ME programme has two main specialisations:

- Economic Development and
- Regional Finance (Fiscal and Public Economics).

There are five objectives of this programme, where the first three are the subject-specific qualification objectives:

- To produce high-quality graduates who are nationally and internationally competitive.
- To contribute to the field of economics through high-quality research conducted by lecturers and students.
- To enhance community knowledge and skills through community service activities led by lecturers and students.
- To provide accessible educational services for all levels of society.
- To establish mutually beneficial collaborations with domestic and international stakeholders.

The ME programme prepares graduates for public sector's employees, experts, researchers, and educators in the fields of economic development and regional finance, addressing the needs of government agencies, institutions, organisations, and individuals. This approach is also intended to achieve the programme's learning outcomes.

Table 1.1 Graduate Profile / Professional fields

Code	Graduate Profile	Graduate Profile Description
PL1	ASN* and Experts	Professionals in the fields of: - Economic Development - Public and fiscal economy
PL2	Researcher	Professional researchers in the fields of: - Economic Development, - Public and fiscal economy;
PL3	Educator	Professional educational academics in the field of economics: - Economic Development - Public and Fiscal Economics

Note: *ASN: it has a meaning of civil servants or government employees, playing a role in public administration and government services.

There is only one undergraduate study programme in Economics in Lampung Province. As explained during the interviews, it is primarily targeted at public government office employees. Almost all students are working students, while the remainder are recent graduates of the bachelor's programme. The study programme aims to become one of the top ten Master of Economics programmes in Indonesia by 2025.

Appraisal:

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

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

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

1.2 International orientation of the study programme design *

The international orientation is based on the vision of the University of Lampung to become a centre of excellence. In 2012, the Faculty of Economics and Business (FEB) began establishing international classes, starting with the Bachelor of Management, followed by the Bachelor of Accounting and the Bachelor of Development Economics.

FEB UNILA's Master of Economics programme put efforts in terms of international aspects in the following areas:

First of all, it facilitates student exchanges and enabling both outbound and inbound mobility with partner universities, including University Utara Malaysia (UUM), Kansai University of International Studies (Japan), Aoyama Gakuin University (Japan), Thammasat University (Thailand), and North-West Institute of Management of the Russian Presidential Academy of National Economy and Public Administration (RANEPA) St. Petersburg (Russia).

In addition, the international orientation activities of the Master of Economics (ME) programme focus on providing global exposure for both faculty and students. These activities include:

- Presentations by faculty and students at international seminars, such as the 6th International Conference of Economics, Business, and Entrepreneurship, September 13-14, 2023 (ICEBE);
- Student mobility and benchmarking visits to institutions such as Chuo University (2018), Hankuk University (2019), International Islamic University Malaysia (IIUM, 2023), and INCEIF (2023);
- Student mobility to Limkokwing University (2023);
- A Visiting Professor programme (from UiTM Malaysia) in 2023.

The programme also explains that the additional efforts are directed towards achieving inclusion in the World Class University (WCU) rankings.

Moreover, the programme emphasises international orientation through the use of English in the programme, with English playing a significant role in academic activities. English proficiency is a requirement for completing the programme; students must achieve a TOEFL-equivalent score of at least 450 before taking their final thesis exams. Students who do not meet this benchmark are offered short courses to enhance their proficiency.

The use of English is implemented across various aspects of the curriculum, including lecture materials, assignments, quizzes, mid-term and final exams, and the supporting literature. Approximately 80% of the lecture content is delivered in English, and students are encouraged to engage with Scopus-indexed articles discussed during lectures. In regular classes, while students predominantly use Bahasa for communication, they rely heavily on English-language textbooks, e-books, and materials such as publications from reputable international journals, syllabi, and case studies.

The low presence of international students in the programme is influenced by several factors, including the ongoing development of cooperation between the University of Lampung and the home countries of prospective students. This process is closely tied to budget planning and broader policies in the post-pandemic context. The challenges remain, such as the lack of optimal international cooperation and insufficient scholarship provisions. The management or programme expressed the hope that the upcoming academic years will see increased recruitment of international students.

To address these challenges, the programme is actively seeking additional funding sources and exploring opportunities to expand international partnerships. For instance, the Master of Economics programme promotes scholarships that are available through the university's international office, as detailed on:

- <https://io.unila.ac.id/admission-2023/>.
- The selection guide for foreign students highlights that scholarships cover monthly stipends, tuition fees, and housing.

The University also provides additional support for non-English-speaking and international students through its Language Unit, which offers English language training. Moreover, when foreign lecturers are invited to the programme, English is used as the medium of instruction to enhance students' knowledge and skills.

The integration of international students has further reinforced the use of English as a medium of instruction. However, some students in the regular class still use Bahasa and do not fully communicate in English when speaking, despite using English textbooks, e-books, and other materials. As the class of 2023 includes foreign student, lecturers and other students are now required to use English in teaching and learning activities. This has contributed to a more interactive classroom environment and has reinforced the use of English as the primary language of instruction. For example, in the class of 2023, the presence of foreign student has necessitated the use of English by both lecturers and students, making the learning environment more dynamic and fostering greater adoption of English as the primary language of instruction.

Both lecturers and students are also encouraged to use international literature, such as textbooks, journals, and datasets. This practice not only enhances the academic quality of the programme but also equips students with the skills needed for international engagement.

While the number of international students in the Master of Economics programme remains relatively low, the university continues to strive towards increasing their participation. By improving the visibility of available scholarships and expanding international cooperation, the programme aims to attract more foreign students in the coming years. According to the

management of this programme, these efforts will not only increase the diversity of the student body but also further enhance the programme's international standing.

Appraisal:

The programme design appropriately takes into account the required international aspects, with respect, too, to its graduates' employability.

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

1.3 Positioning of the study programme

FEB UNILA offers fifteen study programmes, eleven of which are accredited A (Excellent) by BAN-PT or LAM-PT. The remaining four are newly established study programmes. Five of the fifteen study programmes are accredited by FIBAA. The Master of Economics (ME) study programme currently holds A accreditation from Indonesia National Accreditation Board of Higher Education (BAN-PT) with the following positioning of the ME study programme within the educational market, job market, and UNILA's overall strategy is outlined as follows:

Positioning of the study programme on the educational market

There are thirty-four (34) Master of Economics (ME) study programmes in Indonesia, fourteen (14) of them hold A (Excellent) accreditation from BAN-PT or LAM-PT. UNILA's Master of Economics at FEB is one of these fourteen accredited programmes, with five located on Sumatra Island. This positioning highlights that ME at UNILA has a strong presence in the educational market of Lampung Province.

Targeted groups are those who are working in government and industry. Study programme makes emphasis towards the regional and national development in economics, management, and accounting with ethical values and entrepreneurial spirit on the island of Sumatra, Indonesia.

According to the additional information provided by the University, there are several types of scholarships available for those students who meet the criteria (LPDP from the Ministry of Finance, BPI from the Ministry of Education and Culture).

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

The study programme aims to enhance the competitiveness of graduates in the job market with the possible international activities and exposure facilitated by both the faculty FEB UNILA and the University. Additionally, graduate competitiveness is strengthened through a curriculum review every four years, taking into account current conditions and stakeholder feedback.

Graduates are expected to achieve the following learning outcomes (LOs), categorised as follows:

- 10 LOs related to attitudes, mainly including the religious values, responsibility, and national values.
- 6 LOs related to general skills, such as logical reasoning and high-quality performance.
- 6 LOs related to specialised skills, including the ability to evaluate, analyse, and solve economic development problems.
- 5 LOs related to knowledge, focusing on economic development and public fiscal policy.

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

Based on Ministry of Education and Culture Regulation No. 3 of 2020, Article 3, the objectives of establishing higher education standards are as follows:

- Ensuring the achievement of higher education goals, which play a strategic role in advancing national education, science, and technology while upholding humanistic values and fostering a sustainable and empowered Indonesian nation.
- Guaranteeing that learning within study programmes, research, and community service conducted by universities across the jurisdiction of the Unitary State of the Republic of Indonesia meets the quality standards set by the National Higher Education Standards.
- Encouraging higher education institutions throughout Indonesia to continuously improve the quality of learning, research, and community service beyond the minimum criteria established in the National Higher Education Standards.

Referring to the UNILA Strategic Plan, the main goals of the University of Lampung are connected with the high-quality and relevant Tri Dharma (the three pillars of higher education) by:

- Producing highly qualified and competitive graduates who can create employment opportunities for themselves and others, and who are readily absorbed into the labour market.
- Conducting high-quality research, published in accredited national and international journals, and securing Intellectual Property Rights (IPR) for innovations in science and technology.
- Enhancing the knowledge and skills of the community to improve societal well-being through high-quality and innovative community service based on emerging and superior scientific and technological advancements.

Maintaining good university governance, particularly in academic, financial, and human resource management.

- Ensuring equitable access to higher education for all levels of society.
- Establishing and strengthening partnerships both nationally and internationally.

In line with the goals of the University of Lampung, FEB UNILA has developed a vision:

- To become one of the ten best Faculties of Economics and Business in Indonesia by 2025

To achieve this vision, the faculty has outlined the following missions:

- Enhancing the relevance and reputation of FEB UNILA as a catalyst for regional and national economic development.
- Producing graduates with strong character, integrity, and expertise in the field of economics.

- Improving the quality and competitiveness of human resources, including lecturers, staff, students, and alumni.
- Promoting excellence in education, research, and community service, guided by a community-based quality management approach.

Appraisal:

The reasons given for the positioning in the educational market of this study programme are plausible. but it does not explicitly link how the programme fits into UNILA's broader institutional strategy.

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

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

The admission requirements for the master's programme are defined below, and the requirements are described and accessible on the official sources of UNILA. The national requirements are presented and taken into account at the university and faculty's levels.

Admission requirements *

The admission process can be accessed through the following sources of UNILA:

- <https://pasca.unila.ac.id/>
- <https://simanila.unila.ac.id/>

For international students, UNILA offers admission to all study programmes with bursary opportunities, which can be found at <http://io.unila.ac.id/>.

All information regarding requirements, procedures, the registration process, announcements, and student acceptance is available on the university's website. Additionally, Lampung University has established admission criteria for both regular and international students, as outlined in Chancellor's Regulation No. 12 of 2022 (Article 10, Paragraph 1).

Admission Criteria for New Students includes:

a. Regular Admission.

In regular admission applicants must meet the following requirements:

- Hold a bachelor's degree in a related field with a minimum GPA of 2.75.
- Pass the Administrative Selection, which includes:
 - Academic Potential Test (TPA)
 - Interview Test
- Pass both Academic and Non-Academic Selection.

b. Cooperation Admission

This category includes international students, students nominated by agencies or institutions, and students applying through collaboration programmes with other organisations. The requirements are:

- Hold a bachelor's degree in a relevant major.
- Demonstrate proficiency in Bahasa Indonesia.
- Demonstrate proficiency in English.
- Hold a non-Indonesian passport.
- Provide the following documents:
 - Recent passport-sized colour photograph
 - Bachelor's degree certificate
 - Bachelor's degree transcript
 - English proficiency certificate (meeting one of the following minimum scores): International TOEFL (www.ets.org): 173 (CBT), 61 (iBT) or IELTS (<http://ielts.org>): 5.5
 - Bahasa Indonesia (BIPA) Certificate (minimum level 3) – mandatory unless the applicant studied at a university where all classes were conducted in Bahasa.
 - Faculty of Economics and Business applicants must submit a standard entry examination score (e.g., GRE or GMAT) with a minimum score of 500.
 - Motivation Statement.
 - Health Certificate.

c. Internal Scholarship

There are two internal scholarship schemes:

1. UNILA Postgraduate (S2) Student Scholarship Programme.
2. Internal Scholarship for International Students.

Requirements for UNILA Alumni:

- Tuition-free for up to four semesters.
- Eligible applicants are undergraduate students who graduated from UNILA between Period I and Period V of the relevant academic year.
- Minimum undergraduate GPA of 3.00.
- Required documents:
 - Photocopy of diploma and undergraduate transcript.
 - Photocopy of ID and Family Card.
 - Health Certificate.
 - Certificate of Financial Need (from the local sub-district), stating the parent's or student's monthly income.

Successful candidates must sign a scholarship agreement letter. Candidates must not be receiving another scholarship at the time of application.

General Requirements for International Applicants:

1. Certificate of last graduation (not older than three years).
2. Valid passport.
3. Recent passport-sized colour photograph (full image of face, without accessories).
4. Academic transcript of last graduation.
5. English Proficiency Certificate with a minimum score of:
 - TOEFL ITP/PBT: 550
 - TOEFL iBT: 61
 - IELTS: 5.5 (valid for two years from the test date).
6. Motivation Statement.
7. Health Certificate.

d. External Scholarships

Applicants must meet the following criteria:

1. Preferably hold academic or non-academic achievement certificates at national or international levels.
2. Obtain recommendations from relevant institutions.
3. Must not be receiving similar scholarships from other sources.
4. Must not have previously completed education at the same level.
5. Accepted at accredited domestic or international universities, with a minimum accreditation of B/Excellent.
6. Must not hold status as a lecturer, teacher, education personnel, or cultural professional.
7. Scholarships are awarded only for regular classes.
8. Must maintain a minimum Semester Achievement Index (IPS) of 3.25 throughout the master's programme.
9. Age limit: Below 32–33 years old.
10. Provide an Acceptance Letter / Unconditional Letter of Acceptance (LoA).
11. Provide a certificate of active student status from the faculty or postgraduate directorate.
12. Ongoing master's students must have a maximum of three semesters completed and a GPA of at least 3.25.

13. Undergraduate GPA must be at least 3.25 (on a 4.0 scale).
14. Demonstrate Bahasa Indonesia proficiency.
15. Demonstrate English proficiency with a minimum score of:
 - TOEFL ITP/PBT: 550
 - PTE Academic: 58
 - TOEFL iBT: 80
 - IELTS: 6.5
16. Submit a study plan outlining:
 - Reasons for choosing the field/course.
 - Proposed thesis topics.
17. Submit an essay in Bahasa Indonesia on the theme: "My Contribution to Indonesia After Completing My Studies."

e. External Scholarship (LPDP)

Applicants must meet the following criteria:

1. Be an Indonesian citizen.
2. Have completed a diploma (D4) or undergraduate degree (S1).
3. Meet the age limit set by LPDP on 31 December of the registration year.
4. Hold a minimum GPA of 3.00 (on a 4.00 scale).
5. Demonstrate English proficiency with a minimum score of:
 - TOEFL ITP: 500
 - TOEFL iBT: 61
 - PTE Academic: 50
 - IELTS: 6.0

For overseas master's programmes: TOEFL iBT 80, PTE Academic 58, or IELTS 6.5.

1. Graduates from foreign universities must provide diploma equivalency and GPA conversion results.
2. Should not be currently enrolled in a master's programme.
3. Should not be receiving other scholarships.
4. Applicants who have previously withdrawn from a master's programme must provide a letter of dismissal.
5. Submit a recommendation letter.
6. Select a university and study programme according to LPDP guidelines.
7. Write a personal profile, commitment to return to Indonesia, post-study plans, and contributions to the country.

Counselling for prospective students

- For Information for Domestic Applicants

Prospective students interested in the Master of Economics programme at UNILA can access information through the official website of the UNILA Postgraduate Programme and its Instagram page. These platforms provide the following details:

- Registration link
- Scholarship information
- Contact information for the master's programme
- Contact information for the Head of the master's programme

Additionally, information regarding new student admissions is available in the "reception" section of the website. In this section, applicants can find details and links to:

- The new student registration link, accessible only during the admission period.
- The capacity of study programmes, including accreditation status and acceptance quotas.

A brochure/leaflet containing key details on admission schedule, requirements, registration procedures; fees, and contact persons.

Requirements for the master's programme

1. Registration procedure
2. Student study workload and duration
3. Tuition fees, announcements, and supporting documents

If prospective students require further information, they can consult via telephone or visit the postgraduate office or the study programme office during designated working days and hours. The postgraduate website also includes visual displays to guide students through the admission process.

Information for International Applicants:

Admission information and requirements for international students can be accessed through the UNILA International Office website at <https://io.unila.ac.id/>.

The website provides details on:

- The master's degree application form, where applicants fill in their biodata.
- General and document requirements for international student admissions.
- Services for obtaining a study permit, visa, and stay permit.

If students need additional information, they can contact the UNILA International Office via:

- Telephone: +62 721 703802
- Email: pkli@kpa.unila.ac.id
- Office location: Prof. Soemantri Brodjonegoro Street No. 1, Bandar Lampung
- Coordinates: 5°21'51.0" S, 105°14'35.6" E

Furthermore, postgraduate students can stay updated via UNILA's social media platforms, including Instagram, Facebook, and YouTube, which provide information on:

- Registration and scholarships
- Public lectures and seminars
- Updates on postgraduate activities

Selection procedure

The admission for master programme is a fixed process conducted annually from May to July. The procedure for registration, from application submission to the announcement of acceptance, is illustrated in Figure 2.1 - Stages of the Postgraduate Registration Process (below).

It applies to regular registration and for both internal and external scholarship applications, as stated in the Quality Standards for Admission.

The Postgraduate Admissions Process

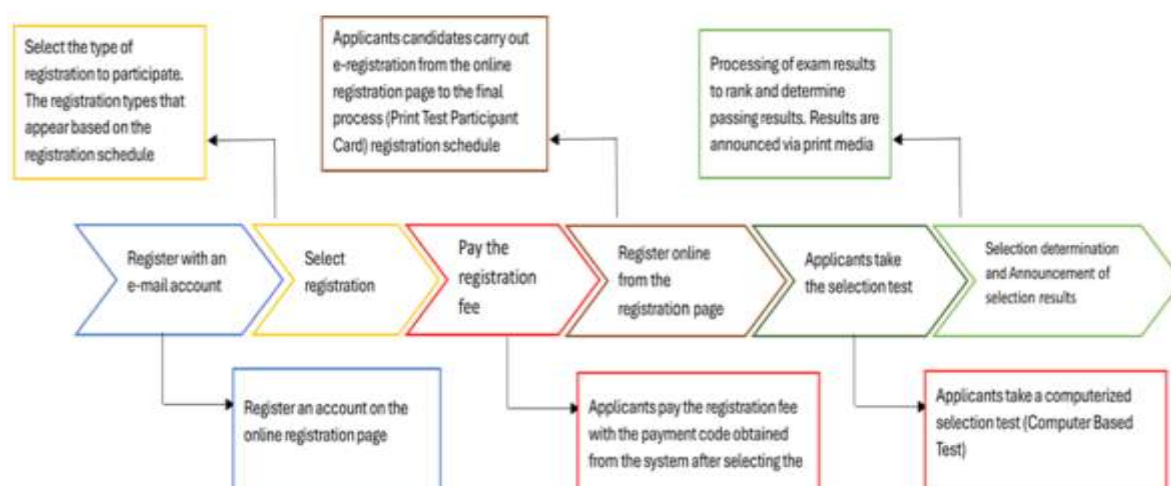


Figure 2.1. Stages of the Postgraduate Registration Process

The Postgraduate Admissions Committee and the study programme conduct the selection process through computer-based entrance examinations, which include an Academic Potential Test (TPA), an English Language Proficiency Test, and Oral Examinations (interviews).

The test scripts for the TPA and English Language Proficiency written exams, along with interview guidelines, are prepared by the Chairperson of the Postgraduate University. These materials incorporate proposed questions compiled by representatives of the heads of the study programmes. The Postgraduate Programme oversees the administration of the computer-based TPA and English Language Proficiency exams, with technical facilitation provided by UPT TIK, University of Lampung.

Following the written exams, oral exams (interviews) and a written test on subject-specific abilities are conducted by the relevant study programme. These assessments aim to evaluate the applicant's motivation, potential, expertise in their chosen field of study, and readiness for postgraduate learning. A dedicated scoring form, prepared by the Postgraduate Programme, is used for evaluation.

The results of the TPA and English Language Proficiency tests are scanned electronically by UPT TIK, University of Lampung, to compile exam scores, English proficiency results, and interview performance. These compiled scores form the basis for admission meetings, which involve all heads of study programmes and postgraduate managers. Applicants are accepted if their scores meet or exceed the passing threshold and fall within the quota set by the study programme.

Decisions on new student admissions are finalised through a two-stage meeting process:

1. A meeting with the head of the study programme.
2. A meeting with the university leadership, including the rector, vice-rector, director, dean, and deputy director.

However, admission offers may be revoked if academic fraud is discovered.

The Cooperation Programme Selection Procedure, managed by the Master of Economics Programme, is specifically designed for international student admissions. The selection and registration stages for this programme are outlined below:

International Student Registration Process

The online application and initial screening process involve the following steps:

1. International students must complete the registration application form and submit all required documents online via <https://io.unila.ac.id/application-form/>.
2. The Head of the International Services Division reviews and verifies the completeness of the submitted documents.
3. If the documents are complete, the application proceeds to an interview with the programme head.
4. The Cooperation Administrator compiles a list of applicants and notifies the faculty about the interview process.
5. The faculty conducts the interviews and compiles a list of students who pass.
6. Applicants who pass proceed to the next stage, while those who do not are notified by the Head of the International Services Division.

Admission Processing

- If passed: The application proceeds to the Rectorate/Admissions Committee, where student data is entered into the SIMANILA system.
- If passed in the second round: The faculty forwards the list to BPPMB, and the Vice-Chancellor for Academic Affairs (PKTIK) issues a Letter of Acceptance (LoA) for international student admission.
- After the Letter of Acceptance is issued, the Rectorate/Finance Section verifies the UKT (tuition fees) of admitted students.

Final Verification and Student Registration

- The Rectorate/BAK verifies financial records.
- The BAK section processes the creation of:
 - Student Identification Numbers (NIM),
 - SIAKAD (Sistem Informasi Akademik is an Academic Information System used by universities in Indonesia, including the University of Lampung) accounts, and
 - SSO (Single Sign-On) accounts for international students.

The university conducts student orientation for international students.

Academic Integration. This is a study programme which assists international students in accessing and using SIAKAD for course registration and academic activities.

Professional experience

The general registration requirements available on the university website states that applicants for the Master of Economics study programme are not required to have professional experience. It is preferable for prospective master's students to have an undergraduate background in a related field. However, those without a relevant academic background are required to attend a matriculation programme before the start of this programme. Majority of students are all working professionals of this programme

Matriculation is mandatory for all new students, serving as both a refresher course and an introductory programme for those coming from different academic disciplines. The matriculation requirement is based on Rector's Regulation of the University of Lampung Number 19 of the Year 2020, concerning Academic Regulations (Part Seven, Article 10).

The Master of Economics study programme offers matriculation in three introductory courses:

- Introduction to Microeconomics
- Introduction to Macroeconomics
- Statistics

There are no additional fees for these matriculation activities, and students are not required to pass a graduation exam. Instead, students' understanding of economics and relevant policies is expected to develop progressively through lectures delivered by internal lecturers, external lecturers, practitioners, and local government representatives.

Ensuring foreign language proficiency *

The primary language of instruction in the teaching and learning process is Indonesian (Bahasa Indonesia). However, since 2023, English has occasionally been used because one student in the programme is a foreign student from Thailand. The university recognises the importance of English proficiency for students and has made it a graduation requirement.

To ensure students develop adequate English proficiency, three key measures have been implemented:

- Entrance Test: Part of the admissions evaluation, where English proficiency is assessed alongside the Academic Potential Test.
- English Integration in Teaching and Learning: English is occasionally used in academic settings.
- TOEFL Test for Graduation: Students must meet the required TOEFL score before graduating.

As stated in Lampung University Rector's Regulation Number 19 of 2020, Academic Regulations, Article 58, Section 2(e), one of the graduation requirements for the Master of Economics (MIE) study programme is achieving a minimum TOEFL score of 450. However, there are some students who are coming for the programme with a score below 450. To address this problematic area, the university offers a short preparatory course to help students improve their scores beyond the 450-pass threshold.

There are the following procedures for conducting TOEFL tests and foreign language courses:

TOEFL Test Registration Process

1. Register online via <https://newlc.unila.ac.id/> and select an available test schedule.
2. A virtual account is provided for payment.
3. Payment can be made at Bank BNI via teller, ATM, or mobile banking (M-Banking).
4. After payment, applicants can download and print their test card via their registration account.

The test is conducted at the Lampung University's Language Center UPT Language Lab. Lampung University Language Center UPT offers several alternative English language tests such as ETP (English Proficiency Test), TOEFL® ITP, TOEIC® ITC, and IELTS British Council.

For Language Course Registration, prospective participants can register for language courses through the official UPT Bahasa website:

- Complete the online registration form.
- Wait for an email confirmation, with the class schedule and payment details.

Additionally, the UPT Language Centre offers courses in English, Japanese, Mandarin, Korean, German, Arabic, Russian, Indonesian, and Lampung.

Transparency and documentation of admission procedure and decision *

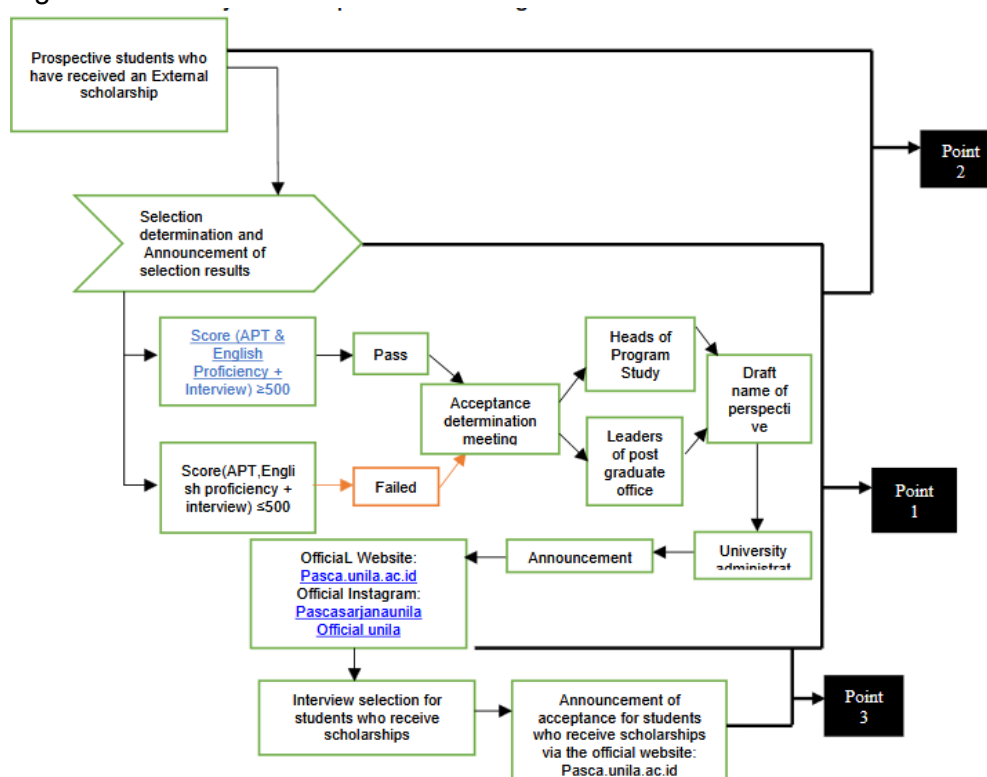
Regarding new student admissions, Lampung University is committed to transparency, in accordance with Law of the Republic of Indonesia Number 14 of 2008, Article 2. The guidelines for new student admissions at Lampung University are based on Rector's Regulation No. 19, Article 10, and further clarified through the quality standards of the postgraduate programme. The admission procedure for the Master of Economics programme is categorised into three criteria, as outlined below.

The regular selection process for new students is conducted in two waves. While the requirements and selection process remain identical, the test schedule differs between the two waves.

Regular admissions are further divided into two categories:

- (1) Self-financed students (Point 1)
- (2) Scholarship recipients (divided into external scholarships (Point 2) and internal scholarships (Point 3))

Figure 2.2 Selection Determination and Announcement of Selection Results



Notes:

1. Score (APT & English Proficiency + Interview) ≥ 500
2. Official website pasca.unila.ac.id and Official Instagram Pascasarjana Unila Official.unila
3. Scholarships pasca.unila.ac.id The number of students admitted each year is determined based on the Chancellor's Decree on the Determination of Quota for New Student Admission to Doctoral and Master Programmes. For 2023, the Rector's Decree used as the basis is Number 1660/UN26/KM/2023, -

If the number of applicants who pass the selection exceeds the available quota, the test scores will be ranked; the students accepted are those in the sequence number according to the quota size.

Point 1: Self-Financed Admission

- Candidates undergo the selection, evaluation, and admission process through regular channels.
- Successful candidates who pass the admission test can proceed with self-financed re-registration.

Point 2: Admission via External Scholarships

- Candidates follow the same selection, evaluation, and admission process as in Point 1., but are funded through external scholarships.
- Prospective students must first obtain an LPDP scholarship before applying to their desired study programme.
- The procedure follows this sequence: *Point 2*→*Point 1* (applicants secure a scholarship first, then apply for admission).

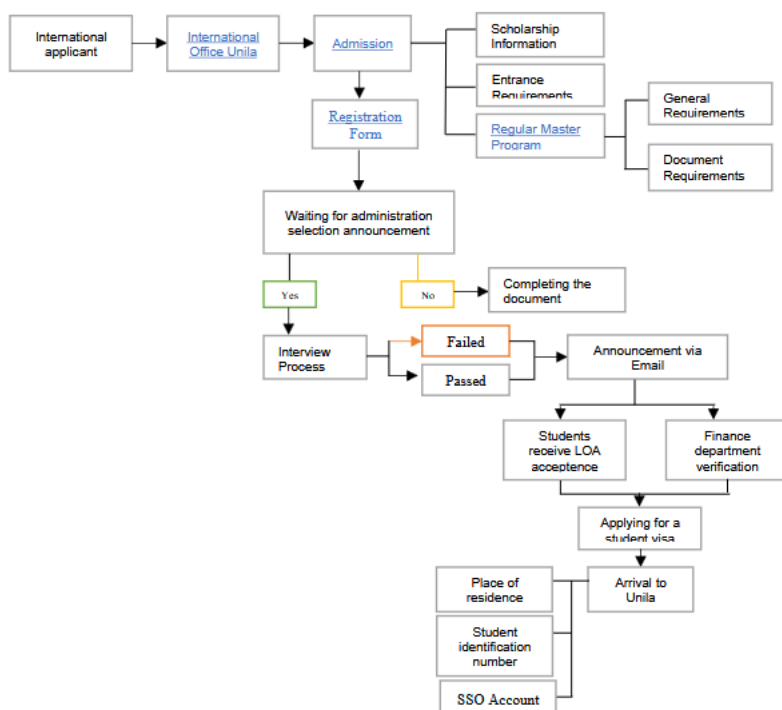
Point 3: Admissions via Internal and External Scholarships of Excellence

- Candidates undergo the same selection, evaluation, and admission process as in Point 1 but with the opportunity to receive both internal and external scholarships.
- The process follows this sequence: *Point 1* → *Point 3* (applicants are first accepted as new students and then proceed with the scholarship selection process).
- If an applicant fails the scholarship selection, they may continue their studies through self-financing.

Applicants who pass the test are announced on the official website pasca.unila.ac.id and the official Instagram accounts. Officially, the names of candidates of new students in the master's and doctoral programmes are stipulated in the Decree of the Chancellor of the University of Lampung by the year of admission. The names of new students in the master and doctoral programs accepted are stipulated in the Decree of the Rector of the University of Lampung.

The Master of Economics accepts international students through «collaboration». Registration: information is distributed through Indonesian embassies in various countries, especially for the Southeast Asia region. There is a following admission process for foreign students (below):

Figure 2.3 The Admission Process and Services for Foreign Students



Appraisal:

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

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

The selection procedure is transparent and ensures that qualified students are admitted. The required professional experience must correspond to the defined qualification profile of entrants and the study programme's objectives. Certified proof of this experience must be shown at the time of the admission.

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

The team of experts issues the following **condition**:

The University organises preparatory English courses at the admission stage to ensure students have sufficient language skills for English-taught classes

This measure ensures that those accepted into the programme possess sufficient English language skills to effectively follow classes conducted in English.

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

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

The objectives of the ME programme align with the graduate degree profiles, which are based on the vision and mission of each study programme and are relevant to the Vision and Mission of the FEB (Faculty of Economics and Business) at the University.

The curriculum is prepared according to the following logic based on the Guidelines for the Preparation of Higher Education Curriculum in the Industrial Era 4.0, 2018³. The stages of its preparation are summarised in Table 3.1 below.

Table 3.1. Stages of compiling the 2020 Curriculum (K2020)

Stage	Description
Stage I: Analysis	1. Establishing the curriculum foundation (philosophical, sociological, psychological, historical, legal); 2. Conducting needs analysis: social, professional, industry, standard, and scientific vision; 3. Defining graduate profiles;
Stage II: Design	4. Selecting and organizing curriculum components: a. Learning Outcomes of Study Program Graduates (CPL-PRODI); 5. Study Materials (subject matter) based on disciplines or body of knowledge; 6. Learning Experience (learning methods); 7. Evaluation.
Stage III: Development	8. Elaborating CPL-PRODI at the Course (MK) level with more specific, measurable, and observable learning stages; 9. Developing Courses/Modules/Blocks and determining their credit weight; 10. Designing Learning and preparing Course Syllabi (RPS); 11. Developing assessment & evaluation instruments (formative & summative); 12. Developing teaching materials and other learning tools;
Stage IV: Implementation	13. Identifying potential issues that hinder curriculum implementation; 14. Conducting socialization, workshops, and training for students, lecturers, leadership, and staff; 15. Implementing the curriculum and monitoring.
Stage V: Evaluation	16. Conducting formative evaluation of curriculum implementation; 17. Conducting summative evaluation of curriculum implementation;

The objectives of each study programme are reflected in the curriculum structure and overview, designed to achieve the graduate profiles. The ME programme has two main areas of specialisations:

- Economic Development and
- Regional Finance (Fiscal and Public Economics)

The curriculum (see Table 3.1.1) is well-balanced for the study programme, logically structured, and aligned with the intended learning goals, as detailed in the curriculum

³ Curriculum Documents, Master Study programme of Economic Science, Department of Development Economics, Faculty of Economics and Business, 2020, UNILA (originally - in Indonesian)

documents. The programme's intended learning outcomes (ILOs) are directly linked to the learning goals established for each course. To adapt to changes in the environment and technological advancements, lecturers in each study programme are required to review and provide feedback on the semester course plan and syllabus. Study programmes also periodically evaluate and update the curriculum structure and intended learning objectives. The curriculum is revised at least every four years, in line with the university's strategic plan and to accommodate the dynamic changes in the environment and technological developments.

When redesigning the curriculum, each study programme follows established mechanisms as outlined in the curriculum design process. The curriculum structure is developed with reference to several regulations, including *Presidential Decree No. 8 of 2012* concerning the Indonesian Qualifications Framework, guidelines for preparing the Industry 4.0 curriculum, Minister of Education Regulation *No. 3 of 2020 (Article 18)* concerning National Higher Education Standards that promote an independent curriculum for independent campus learning, Rector's Regulation No. 21 of 2020, and the University of Lampung Academic Rule (Decree No. 19, 2020), particularly Article 13.

To support students preparing for careers as experts in economic development or regional finance, the ME programme has designed its curriculum to accommodate each specialisation's area. This is achieved by dividing courses into programme mandatory courses and core mandatory courses. Furthermore, the ME programme prepares graduates to take on roles as public servants (ASN), experts, researchers, and educators in the fields of economic development and regional finance, addressing the needs of government agencies, institutions, organisations, and individuals. This approach is also intended to achieve the programme's learning outcomes.

The curriculum provides detailed information on the mandatory and core-specific courses that students must complete in each core area to align with the graduate profiles and achieve the intended learning outcomes.

Table 3.1.1. Curriculum: the contents of the courses, Master of Economics (ME)

Modul No.	Title of Module /Course Unit + Compulsory or elective (here – Compulsory)		SKS	Compulsory (C)/ Elective (E)	Credit Points per Semester								Workload		Method of Teaching	Form & Duration of Examinations	Weight of exam related to final grade
					1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self-Study			
	1st Semester																
M1			14		22,4								700	1.680			5 / 210
M 1.1	Microeconomic Theory III	1,6	3	C	4,8								150	360	L/CS	Mid & Final Exam (300 Min)	
M 1.2	Science Philosophy	1,6	2	C	3,2								100	240	L/CS	Mid & Final Exam (200 Min)	

M 1.3	Research methodology II *	1,6	3	C	4,8							150	360	L/CS	Mid & Final Exam (300 Min)	
M 1.4	Public and Fiscal Economics	1,6	3	C	4,8							150	360	L/CS	Mid & Final Exam (300 Min)	
M 1.5	Regional Economy II	1,6	3	C	4,8							150	360	L/CS	Mid & Final Exam (300 Min)	
2nd Semester																
M2	Core Development Economy		13			20,8						600	1.440			5 / 210
M 2.1	Regional Development and Policy Analysis	1,6	3	C		4,8						150	360	L/CS	Mid & Final Exam (300 Min)	
M 2.2	Advanced Development Planning	1,6	3	C		4,8						150	360	L/CS	Mid & Final Exam (300 Min)	
M 2.3	Econometrics II	1,6	3	C		4,8						150	360	L/CS	Mid & Final Exam (300 Min)	
M 2.4	Macroeconomic Theory III	1,6	3	C		4,8						150	360	L/CS	Mid & Final Exam (300 Min)	
M 2.5	Thesis Proposal Seminar	1,6	1	C		1,6						100	70	S	Seminar Presentation (100 Min)	
M2	Core Public and Fiscal Economy		13			20,8						600	1.440			5 / 210
M 2.1	Regional Development and Policy Analysis	1,6	3	C		4,8						150	360	L/CS	Mid & Final Exam (300 Min)	
M 2.2	Public Sector Accounting	1,6	3	C		4,8						150	360	L/CS	Mid & Final Exam (300 Min)	
M 2.3	Econometrics II	1,6	3	C		4,8						150	360	L/CS	Mid & Final Exam (300 Min)	
M 2.4	Macroeconomic Theory III	1,6	3	C		4,8						150	360	L/CS	Mid & Final Exam (300 Min)	
M 2.5	Thesis Proposal Seminar	1,6	1	C		1,6						100	70	S	Seminar Presentation (100 Min)	
3rd Semester																
M3			12			19,2						550	1.490			5 / 210
M 3.1	Quantitative Method	1,6	3	C		4,8						150	360	L/CS	Mid & Final Exam (300 Min)	
M 3.2	Development Economics II	1,6	3	C		4,8						150	360	L/CS	Mid & Final Exam (300 Min)	
M 3.3	Advanced ESDAL	1,6	3	C		4,8						150	360	L/CS	Mid & Final Exam (300 Min)	
M 3.4	Thesis Results Seminar	1,6	1	C		1,6						100	70	L/CS	Seminar Presentation (100 Min)	
M 3.5	Publication & Thesis Workshop	1,6	2	C		3,2						0	340	S	Publication (1 article)	
4th Semester																

M4			5				8			0	850			5 / 210
M 4.1	"Problematic", (Problem-based") seminar **	1,6	1	C			1,6			0	170	S	Presentation	
M 4.2	Thesis	1,6	4	C			6,4			0	680	S	Project Essay (200 min)	
C	Colloquium													
T	Thesis													
TOTAL					22,4	20,8	19,2	8		2.450	6.900			
L:	Lecture				Total ECTS					70,4	613	1.725		
S:	Seminar													
T:	Tutorial, hours Theory+Pract.				3191.4									
	Theory (T) and Practice (P), min. = (minutes, h. = hours)				T: (70.4 credits x 50 min. x 16 meetings /60 min. =938.6 h.									
	*)Additional elective courses can be taken by students from other core concentration courses				Practice (70.4 credits x 120 minutes x 16 meetings /60 minutes= 2252.8 hours									

Notes: Tutorial - Total Learning Hours both of Theory and Practice for finishing study = 3194.4 hours, Theory = 70.4 credits x 50 minutes x 16 meetings/60 minutes = 938,6 hours; Practice = 70.4 credits x 120 minutes x 16 meetings/60 minutes =2252,8 hours

* M1.3: ME programme is the continuing programme of bachelor degree of economics (with the related course on Research Method I). Research Methodology II in the 1st Semester of ME programme includes the overview of Research methodology I from bachelor degree.

** "Problematic" seminars should be also understood as "Problem-based seminars", "International Seminars," or "Field Study Seminars." According to UNILA's explanation, these seminars' activity involves students visiting universities abroad as part of their international experience (see Integration of Theory and Practice *). (see more in the sub-chapter "Integration of Theory and Practice"). In practice, students visit universities in Japan, South Korea, Malaysia and other. During these visits, students present their papers on certain "field study problematic issues" as part of their academic engagement.

Rationale for degree and programme name *

The establishment of „Master of Economics (M.E.)" programme aims to produce graduates who will contribute to economic development in this era of reform through democracy and autonomy. By offering a programme that develops research skills, economic knowledge, and problem-solving abilities in both areas of specialisation, ME graduates will be equipped to enhance economic progress and address economic development challenges.

The name of each study programme and the degree awarded are based on the decree of the Ministry of Research, Technology and Higher Education of the Republic of Indonesia, No. 163/E/KPT/2022, regarding the nomenclature of study programmes and degrees.

The name and awarded degree of each programme at FEB correspond with the contents of the curriculum, in this case – Master of Economics (see Table 3.1). It is designed to meet job market demands based on skill profile studies and tracer studies (linked to the monitoring of graduates' employment). This alignment ensures that the curriculum remains relevant to the strategic objectives of the study programme, reflecting its vision, mission, and goals to produce highly competitive graduates for national and international job markets. Consequently, the content of each study programme varies to align with its specific objectives.

Through the design of a research-based curriculum in the fields of economic development and regional planning, graduates of "Master of Economics" (M.E.) acquire the competence to advance knowledge, technology, and the arts in the field of economic development or professional practice.

They achieve this through research that produces innovative and validated solutions to problems in science, technology, and the arts, using interdisciplinary or multidisciplinary approaches. ME graduates are also capable of managing research and development projects that benefit society and contribute to scientific advancement, earning them national or international recognition. To develop these competencies, ME students are required to complete the entire curriculum and their final project, culminating in the award of the degree „Master of Economics (M.E.)”.

Integration of theory and practice *

Theoretical and practical content in each study programme aligns with the strategic objectives of the programme, as reflected in the intended learning objectives of courses. This alignment aims to achieve global competitiveness for graduates, ensuring that theoretical and practical components are systematically delivered, interrelated throughout the curriculum, and complementary in developing the students' qualification profiles.

The practical components of coursework must adhere to academic regulations and align with the graduate profiles, as reflected in the intended learning objectives and strategic goals of the programmes.

The ME programme aims to produce graduates equipped as planners, researchers, lecturers, and consultants in the fields of economic development and regional finance.

The integration of theory and practice extends to research collaborations between students and lecturers. This collaboration enhances research and analytical skills by applying data analysis and economic theory, enabling graduates to meet the profile requirements for researchers, lecturers, and consultants. Additionally, lecturers involve students in academic projects as economics planning experts, further enhancing problem-solving and analytical skills and helping students achieve the graduate profile of planners.

To develop students' knowledge, skills, and broader perspectives, each study programme invites guest lecturers from relevant industries, global companies, or institutions at least once per semester. The programmes also invite visiting scholars or professors to provide additional insights, whether nationally or internationally. Moreover, each study programme organises collaborative classes involving at least four meetings per subject.

In fostering the integration of theory and practice in academic writing, students are required:

- to publish papers in international journals (without any specific requirements: it could be reputable or other types); or
- to publish papers in national journals accredited and indexed by SINTA Rank 3 (Science and Technology Index).

For master's degree students, this publication is a prerequisite for the final graduation examination. Furthermore, students in master's programmes are required to take a workshop on thesis and publication, covering 1.6 theory and 1.6 practical credit hours. This course employs a project-based learning approach, culminating in the completion of a thesis draft and a paper suitable for publication in an international or nationally accredited journal indexed by SINTA.

The ME programme offers two specialisation areas in economics: (1) economic development and (2) regional finance. Each field requires students to complete 70.4 credits, covering both theoretical and practical subjects. The total learning hours amount to 3,191.4 hours, comprising:

- *theoretical learning* ($70.4 \text{ credits} \times 50 \text{ minutes} \times 16 \text{ meetings} \div 60 = 938.6 \text{ hours}$)
- *practical work* ($70.4 \text{ credits} \times 120 \text{ minutes} \times 16 \text{ meetings} \div 60 = 2,252.8 \text{ hours}$).

Practical work represents approximately 70.6% of the total credit hours, while theoretical learning accounts for about 29.4%.

Integrating theory and practice in the ME programme is essential to achieving the graduate profiles of expert planners, researchers, lecturers, and consultants in economic development and regional finance. This integration is reflected in the programme's learning objectives. For instance, in the research methods course, theoretical subjects enhance students' analytical abilities by encouraging them to investigate economic phenomena using previously studied economic theories (e.g., microeconomics and macroeconomics).

Students are introduced to scientific investigation, literature review, variable definition, and operationalisation. Following the theoretical lessons, students engage in practical work to produce scientific papers. This approach helps students apply economic theories in scientific analysis, preparing them to become planners, researchers, lecturers, and consultants.

To develop global insights, the ME programme includes a *Problem-Based Seminar (or so-called "Problematic seminars")*, which carries 1.6 credit hours as a practical course. This class adopts a project-based learning approach where students write and present papers to reviewers based on prior global field studies. These global field studies are conducted in international settings (e.g., Japan and South Korea), where students participate in activities such as international short courses, global economics-focused group discussions, and lectures at partner universities. In practice, students visited Chuo University in Japan in 2018. In 2019, they undertook an international field study in South Korea, with the objective of visiting Hankuk University. In 2023, students carried out international field studies in Malaysia, visiting several universities, including the International Islamic University Malaysia (IIUM), INCEIF University, and Limkokwing University of Creative Technology. During these visits, students present their papers on certain "field study problematic issues" as part of the academic engagement.

Students in the ME programme also utilise textbooks and articles from reputable international journals featuring global case studies. All course materials and references are in English, and international cases are reviewed and discussed in class.

Interdisciplinary thinking

Relying solely on one discipline may be insufficient. Therefore, interdisciplinary thinking as an approach is essential for the proposed courses because complex issues often require insights from multiple disciplines to develop effective solutions. By integrating different disciplinary perspectives, students can better understand problems and propose appropriate solutions. Therefore, interdisciplinary thinking in this programme emphasises preparing students for occupations or roles requiring interdisciplinary knowledge, such as science philosophy, research methodology, and specialised seminars on specific study concentrations.

The ME programme integrates interdisciplinary thinking into its curriculum, ensuring that it is explicitly delivered through the course's intended learning objectives. For instance, in econometrics courses, students are trained to combine economics theory, mathematics, and statistical approaches to solve problems. Through research activities, students learn to think philosophically and systematically, supported by quantitative analysis. This process develops their ability to approach problems from multiple disciplinary perspectives, analyse the strengths and weaknesses of each perspective, and synthesise insights to create a comprehensive understanding of the phenomenon under study. These skills are grounded in practical or empirical conditions as well as theoretical concepts.

Interdisciplinary thinking activities in the ME programme are embedded in courses such as science philosophy, research methodology, and “problematic” (with the meaning of problem-based, see p. 30) seminars. For example:

- **Science Philosophy:** it has aims to enhance students' understanding of the concepts and scope of the philosophy of science (in Economics), mastery of scientific philosophy, and economic methodology. Students learn to integrate economic concepts with the ability to analyse, evaluate, and provide practical solutions to economic problems, which can be implemented in economic planning.
- **Research Methodology and “Problematic” (Problem-based) Seminars:** these courses train students to integrate theoretical and practical knowledge, helping them develop systematic and critical thinking skills across disciplines.

By fostering interdisciplinary thinking, the ME programme equips students with the intellectual tools needed to address complex economic problems and prepares them for professional roles in diverse fields such as planning, research, teaching, and consulting.

Ethical aspects

Ethics is an essential component of the curriculum at FEB UNILA, forming a core part of the qualification objectives of each study programme. The aim of this programme is to produce graduates with strong ethical reasoning, professionalism, and a solid understanding of governance. In the era of globalisation, ethics plays a crucial role in fostering self-discipline, strong moral character, politeness, and principled ways of thinking and acting. FEB UNILA has designed its curriculum to include courses that prioritise ethics, ensuring that students develop into professional individuals with exemplary ethical standards and character.

Aligned with the vision of Universitas Lampung to become a centre of excellence at national and international levels, the ME programme incorporates ethical aspects throughout its curriculum. These aspects reflect the UNILA commitment to the principles of Pancasila, the

foundational philosophy and guiding principles of Indonesia, consisting of five core values that shape the nation's governance, culture, and society.

Ethics in the ME programme is particularly emphasised in the research environment. This course provides students with an understanding of economic development and fiscal economics, stressing professionalism through integrity, discipline, cooperation, and planning. These principles aim to achieve the programme's vision, mission, strategic objectives, and goals.

To uphold ethical standards in academic and research activities, the programme ensures compliance with plagiarism regulations. Students are required to check their papers using Turnitin, and if the plagiarism score exceeds the maximum allowable level, revisions are mandatory. This process ensures academic integrity and fosters ethical research practices.

The ethical culture is also reinforced through the faculty's tagline, - 3S (*Smile, Say Hello, Greetings*). Lecturers continually remind students to embody this tagline, promoting a positive, respectful, and ethical learning environment. By embedding ethical values into the curriculum, the ME programme aims to develop graduates who demonstrate professionalism and a commitment to ethical principles in their academic, research, and professional endeavours. This approach ensures that graduates are well-prepared to contribute to economic development with integrity and responsibility.

Methods and scientific practice *

Each study programme at FEB UNILA continuously undertakes research activities and develops research methodologies. This is achieved through courses such as Research Methodology, Research Method II, Econometrics II, Public and Fiscal Economics, and Regional Economics, alongside contributions from guest lecturers and visiting professors affiliated with various national and international institutions. These activities serve as innovative approaches to enhancing students' understanding of quantitative and statistical research at both undergraduate and postgraduate levels.

The following core courses are mandatory for students to prepare them for their final projects (theses):

- Research Methodology, Econometrics, and Applied Statistics/Economic Analysis Tools

Additionally, the Master of Economics programme at FEB UNILA organises workshops on scientific publication and thesis writing, focusing on producing papers suitable for reputable international journals and offering training in statistical and econometric software programmes used for data analysis, research, and modelling in various fields, particularly in economics, finance, and social sciences (such as: SPSS, EViews, SEM, and STATA).

Each study programme ensures that students acquire methodological competence and the ability to conduct scientific research by taking research methodology courses, writing a thesis, and participating in thesis proposal and results seminars. As part of their academic requirements, students must produce one scientific paper ready for publication, which is a prerequisite for their thesis examination. This requirement also encourages student involvement in research activities alongside their lecturers. Achieving these learning goals involves activities such as independent research and the publication of scholarly articles.

The ME study programme offers compulsory courses such as Research Methodology and Workshop Thesis and Publication. These courses include training in statistical tools, data processing, and literature citation systems.

Research collaboration between lecturers and students is also facilitated during lectures, with research focusing on contemporary problems and novel themes aligned with each student's area of concentration or field of study. This enables students to critically analyse and study scientific phenomena, business trends, or changes in the environment affecting companies and society. The learning outcomes of the Research Methodology, Workshop Thesis, and Publication courses include a thesis proposal draft, a complete thesis report, and a research paper ready for publication.

Students are required to submit their research paper to an International or Accredited National Journal indexed by SINTA (Rank 3) and to present it at an international or national conference. These courses employ a project-based learning approach to achieve their objectives.

The ME programme also invites visiting professors to deliver lectures on econometric methods relevant to Indonesia's economic conditions. In addition, a specialised training is provided on writing scientific papers for publication in reputable international journals, equipping students with the skills to meet global academic standards.

Examination and final thesis *

According to the Rector's Regulation No. 19, the year 2020, concerning the Academic Regulations of the University of Lampung, it is stated that the assessment of learning processes or course exams can be carried out in the form of structured Assignments, Quizzes, Class participation, Midterm exams, End-of-semester exams, Case studies or Project-based assessments. When assessing learning processes, outcomes, and thesis evaluations, UNILA follows five key principles of assessment, which lecturers should apply:

1. Educational
2. Authentic
3. Objective
4. Accountable
5. Transparent

Each assessment form has a different weight according to two (2) types of learning models used: the first one on general course learning (1) and the second one on participatory and collaborative learning (2) (with the explanation in Table 3.7).

Table 3.7 Learning models: General Course Learning vs. Collaborative Learning

Learning Models				
1. General Course Learning Model			2. Participatory&Collaborative Learning Model	
No	General Course Learning Assessment	%	Collaborative and Participative Learning Assessment	
1	Class Participation/Discussion	10%	Class Participation/Discussion -	05%
2	Structural Exercises/Assignments	20%	Project Output Performance -	50%
3	Quiz	10%	Assignment Portfolio	10%
4	Mid Exam	30%	Quiz	05%

5	Final Exam	30%	Mid Exam	15%
6			Final Exam	15%

These principles are implemented to ensure fairness and academic integrity. Comprehensive examination of the programme is carried out based on the following elements:

Table 3.7.1 Comprehensive examination:

No	Element Description	Weight
1	Scope of multidisciplinary thinking (management & Economics)	40%
2	Ability to explain the relationship between theories and empirical facts	30%
3	Insight into professional thinking and future	30%
	Absolute Score	100%

The thesis examination follows seven stages, which include:

1. Submission of research titles
2. Preparation of research proposals
3. Research proposal seminars
4. Fieldwork and data processing of research results
5. Preparation of the final research report (thesis)
6. Research result seminar
7. Thesis examination

Both scientific publications and master's theses must be published in journals indexed in international academic databases (for master's degree requirements). Additionally, students must begin drafting their thesis in accordance with the thesis writing guidelines.

Once the proposal is completed, the supervisor grants permission for the "Thesis Proposal Seminar", where students present their work for assessment. Upon completion, they receive a grade for the "Thesis Proposal Seminar" course.

Upon approval from their supervisor, students are permitted to present their research plan in the Thesis Proposal Seminar. This seminar serves as an assessment of the first three chapters and contributes to their grade in the Thesis Proposal Seminar course.

Following the proposal stage, students proceed with writing the remaining chapters: After passing the Thesis Proposal Seminar, students continue working on the final two chapters:

- Chapter 4: Results and Discussion
- Chapter 5: Conclusion and Recommendations

Once these chapters are completed, the supervisor grants permission for the "Thesis Result Seminar", where students present their full thesis. The seminar serves as an assessment of all five chapters, and students receive a grade for the "Thesis Result Seminar" course.

Comprehensive Examination and Final Thesis Assessment (4th Semester)

After incorporating feedback and making necessary revisions based on the seminar discussions, students must obtain approval from their supervisor to sit for the Comprehensive Examination. This examination assesses both:

- Their understanding of economic theories and concepts, and
- The quality and contribution of their thesis research.

Once these chapters are completed, students receive approval from their supervisor to participate in the Thesis Result Seminar, where all five chapters are evaluated. The outcome of this seminar contributes to their grade in the Thesis Result Seminar course.

Students should submit a Thesis Proposal (see Curriculum, M3.4; 3rd Semester), which includes three chapters:

- Chapter 1: Introduction
- Chapter 2: Literature Review and Hypothesis
- Chapter 3: Research Methodology

Once their supervisor grants approval, they can proceed with

- the *Thesis Proposal Seminar (1)*

where these three chapters will be assessed, and they will receive a grade for this course.

Afterwards, students will continue working on the remaining two chapters:

- Chapter 4: Results and Discussion and
- Chapter 5: Conclusion and Recommendations.

When these two chapters are completed, their supervisor will grant permission to hold

- the *Thesis Results Seminar (2)*,

where all five chapters will be evaluated, and they will receive a grade for the *Thesis Results Seminar* course.

After revising the thesis based on feedback from the seminar, the supervisor will grant permission for

- the *Comprehensive Exam (3)*,

which assesses both the student's economic knowledge and their thesis project. Upon passing this exam, student will receive a final grade for the thesis course in the fourth semester. Successful completion of this examination determines their final grade for the Thesis course in the 4th semester. The description of each element is provided below:

Table 3.7.2 Thesis examination:

No	Element Description	Weight
(1.1)	Thesis Material / Written Script:	
1	Title & Theme	2.5%
2	Theme / Main Problem & Problem Identification	5.0%
3	Purpose & Research Uses	5.0%
4	Framework & Hypothesis	15.0%
5	Literature Review	12.5%
6	Research Method	7.5%
7	Analysis (The Calculation Results & Discussion)	20.0%
8	Conclusion & Recommendations	7.5%
(1.2)	Thesis Exam (Verbal and Demonstration)	
1	Ability to explain the content of the thesis (one way)	10.0%
2	Ability to answer and express opinion of the thesis (two-way)	15.0%
	Absolute Score (1.1 and 1.2)	100%

The thesis is allocated 9.6 ECTS points (240 hours), reflecting the emphasis on independent research. Each stage—along with its title, themes, hypothesis formulation, and analysis—has its own "weight." In this context, it demonstrates the importance and usefulness of research in addressing research questions and how it contributes to empirical, methodological, or policy-related advancements.

Appraisal:

The curriculum adequately reflects the qualification objectives of the study programme. The contents of the modules/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 name correspond to the contents of the curriculum and the programme objectives.

Theoretical questions are, where possible, explained by means of practical examples.

There is evidence that the programme qualifies for interdisciplinary thinking.

Ethical implications (for example those of economical or juridical ways of thinking and acting) are appropriately communicated.

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

All exams, as they are defined for the modules/courses, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats.

The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures.

The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives.

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

3.2 Structure

Modular structure of the study programme*

Table 3.2 The Modular Structure of Programme Based on ECTS

Projected study time	1.5 - 2 years; four semesters
Number of credits (national credits and ECTS credits)	70,4 ECTS points This study program has 44 national credits that are converted to ECTS, 1 national credit (sks) is 1.6 ECTS, so the total of ECTS is (44 x 1.6) 70.4 ECTS
Workload per credit	25 hours per ECTS point per semester, 440 hours per semester The programme of Master of Economics consists of 70.4 ECTS points, divided between mandatory and elective courses. Each ECTS points corresponds to 25 hours of workload, with a total of 440 hours per semester.
Number of modules/courses	17 modules
Time required for processing the final thesis/project and awarded credits	240 hours for 9,6 ECTS
Number of contact hours	521 hours for four semesters

Every course has sixteen (16) weeks of classes in one semester, including Quiz, Mid, and Final exams. Every course is equipped with a semester learning plan or course plan that provides the course description, intended learning objectives, a course intended learning objectives (ILO's), amount of ECTS points, name of lecture, course assessments, the course contents materials, teaching methods, and the assessment criteria in each session. The total 70,4 ECTS points of ME programme could be completed in at least three semesters and a maximum of 6 semesters. Therefore, the time required to process the final thesis is 240 hours for 9,6 ECTS.

There are 17 modules in total, consisting of both mandatory courses (including study programme core and concentration-specific courses) and electives. The mandatory courses cover fundamental subjects such as research methodology, econometrics, public and fiscal economics, and regional economics. Elective courses provide opportunities for specialisation in fields such as economic development or regional economics.

The study programme still follows the 2020 curriculum, which was adjusted in accordance with Minister of Education and Culture Regulation No. 3 of 2020 concerning National Standards for Higher Education. According to this regulation, the minimum credit requirement for a master's degree is 36. However, this study programme comprises 44 credits over three semesters, as students focus solely on completing their thesis in the fourth semester.

The regulation also specifies the time allocation for practical and theoretical coursework. For practical courses, 1 credit corresponds to 120 minutes per week, consisting of 60 minutes of

self-study and 60 minutes of structured tasks. For theoretical courses, 1 credit equals 50 minutes of study per week.

In 2023, a new Regulation of the Minister of Education and Culture under No. 53 of 2023 concerning Quality Assurance of Higher Education was introduced. Under this new Regulation, the minimum credit requirement for a master's programme is 54 national credits (equivalent to 86.4 ECTS), while the maximum is 72 national credits (equivalent to 115.2 ECTS). This regulation will be implemented in the preparation of a new curriculum for 2025, aligning the ME study programme with the European ECTS standard.

Study and exam regulations *

The educational process in each programme follows the Operational Procedure Standard of FEB UNILA (FEB-UNILA/SOP/2.7.7) with nine key characteristics:

- interactive, holistic, integrative, scientific, contextual, thematic, collaborative, practical, and student-centred learning.

These principles are implemented across all courses.

The standards for student success in a study is based on the principles of: Critical thinking, Creative thinking and Collaborative thinking, and these principles foster teamwork and cooperation.

The assessment process is conducted based on the principles: Educative, Authentic, Objective, Accountable, and Transparent. The assessment of learning outcomes of ME programme with its score grading system for Master degree programme follows in accordance with Article 29 of the Rector's Regulation on Academic Regulations (No. 19/2020).

Article 29

- (1) Assessment of learning outcomes for students of diploma, undergraduate, professional, master's, and doctoral programs is stated with quality letters and grades A (4), B+ (3.5), B (3), C+ (2.5), C (2), D (1), and E (0).
- (2) Conversion of the final score on a scale of 100 into quality letters can be carried out by means of a standard reference assessment or a norm-referenced assessment (among others using the normal reference assessment or the twig and leaf method).
- (3) In the assessment of the benchmark reference, the conversion of numbers to quality letters is as referred to in Table 3.

Table 3. Conversion of final grade numbers to quality letters

Final Score (0 – 100)	Letter Quality	Score rating	Rating Status
Diploma/undergraduate/Applied Undergraduate/Professional			
Score ≥ 76	A	4,0	Pass
$71 \leq \text{score} < 76$	B+	3,5	Pass
$66 \leq \text{score} < 71$	B	3,0	Pass
$61 \leq \text{score} < 66$	C+	2,5	Pass
$56 \leq \text{score} < 61$	C	2,0	Pass
$50 \leq \text{score} < 56$	D	1,0	Pass**
Score < 50	E	0,0	Failed
Master's Degree/Applied Master's Degree/Specialist			
Score ≥ 81	A	4,0	Pass
$75 \leq \text{score} < 81$	B+	3,5	Pass
$70 \leq \text{score} < 75$	B	3,0	Pass
$65 \leq \text{score} < 70$	C+	2,5	Pass*
$55 \leq \text{score} < 65$	C	2,0	Failed
$50 \leq \text{score} < 55$	D	1,0	Failed
Score < 50	E	0,0	Failed
Doctoral/Applied Doctoral/Sub Specialist			
Score ≥ 85	A	4,0	Pass
$80 \leq \text{score} < 85$	B+	3,5	Pass

PENGESAHAN
SALINAN FOTOCOPY SESUAI DENGAN ASLINYA
BANDAR LAMPUNG
KEPALA BIRO UMUM DAN KEUANGAN

The study programme also facilitates student transfer credits for courses taken outside the university, which can be converted into assessments within the study programme (Article 49).

At the end of their studies, students must produce scientific writing in the form of a thesis, following Article 51 of the Academic Regulations (No. 19/2020).

The thesis with its proposal and results is monitored by a core supervisor with an assistant supervisor, and afterwards it is reviewed by examiners (please, see more in sub-chapter: Examination and final thesis*).

The standard learning process includes:

- lectures, seminars, practical work, field practice, research, internships, community service, and entrepreneurship (to be conducted within or outside the study programme).

All learning activities, including schedules for mid-semester exams, quizzes, and end-of-semester exams, are published and updated online, as shown in Table 3.2.2 below:

Table 3.2.2 Types of Exams and Evaluation Schedule

Exam	Time Table
Quiz 1	Week 5
Mid Exam	Week 8
Quiz 2	Week 12
Final Exam	Week 16

Students are considered to have passed their degree programme when they have met all compulsory study requirements, achieved the graduate learning outcomes set by the programme, and fulfilled all administrative obligations, including tuition payments. Additionally, students of ME programme must attain a minimum grade point average (GPA) of 3.00 (three-point-zero) and receive at least a B in all required assessments (Article 30).

Student performance is assessed based on multiple components, including attendance, class participation, assignments, quizzes, mid-term exams, final exams, and project- or case-based assessments. The weight of each component follows the educational standards established by the Institute for Learning Development and Quality Assurance (LP3M) of the University of Lampung. a student can achieve the maximum total 100 scores.

Feasibility of study workload *

The assessment of the workload of FEB UNILA students uses instruments developed in accordance with DIKTI and SPMI standards. This instrument includes an evaluation of qualitative and quantitative aspects of student workload, including the number of credits taken, learning methods used, and the level of complexity of the material. This instrument includes an evaluation of qualitative and quantitative aspects of student workload, including the number of credits taken, learning methods used, and the level of complexity of the material.

The survey mechanism involves active participation from students. Surveys are conducted periodically on the UNILA Integrated Academic Information System (SIKADU). The results of the Student Workload Analysis will be presented using two approaches, namely

- (1) Results of Workload Analysis based on question items
- (2) Results of Subject Based Workload Analysis. Different presentations to provide more detailed information on each aspect assessed and provide general feedback on the workload performance of each course in the eyes of students.

The higher education system requires a Master's degree to be completed within three semesters (Academic Regulation of UNILA), No. 19 of 2020, Article 14).

The curriculum, which consists of study materials and courses referred to as modules, is structured each semester according to the level of competence. The courses for a Master's degree in Economics (ME) are offered across four semesters, with a total credit load of 70.4 ECTS. However, students may complete their courses earlier than the standard three-semester duration. Master's students can graduate the programme within three semesters if they successfully complete all required coursework in semester 3, pass the Thesis Examination, and have a research paper published by the end of semester 3.

Table 3.2.3 The length of study and credit allocation, UNILA, Master of Economics (ME)

Education programs	Credit Load (ECTS)	Study Period (Semester)
Master of Economics (ME)	44 X 1.6 = 70.4	3-6

The student's Grade Point Average (GPA) is used as a benchmark for achieving student grades, and the Semester Credit Unit (SKS) is the study load for each course that students must take in a certain amount. For example, to achieve the highest GPA of 4.0, students must complete at least 38 credits for the ME program. The provisions for taking the number of credits are based on the student's GPA score at the end of each semester, especially for the Bachelor's degree program after semester 2 (article 14, No. 19/2020). The credit load for Semester I and II bachelor programs is carried out with a package system per semester.

This study programme has 44 national credits that we convert to ECTS, 1 national credit for 1.6 ECTS, so the total of ECTS is (44 x 1.6 = 70.4 ECTS). Nowadays, the study programme is still using curriculum 2020 that adjusted to Regulation from Minister of Education and Culture Regulation No.3 of 2020 concerning National Standards for Higher Education, the minimum of credits for master degree is 36 and the maximum is 50. Then this study programme holds 44 credits for 3 semesters because in the 4th semester, the students only focus on finishing their thesis. In 2023, the Ministry has a new regulation (Minister of Educational and Culture Regulation No.53 of 2023 concerning Quality Assurance of Higher Education) (please, see above in Modular structure of the study programme) to be implemented in 2025.

Equality of opportunity

Once students are enrolled, UNILE under Regulation No. 20 of 2003 on the National Education System, ensures that its students receive equal access to high-quality education. Each study programme at FEB UNILA does not discriminate against enrolled students based on gender, marital status, economic class, religious affiliation, or disability. This means that UNILA does not set specific quotas for student backgrounds in terms of gender, marital status, economic class, religious affiliation, or disability.

The primary factor for student admission is their test score during the application process and entrance examination. The selection of prospective Master's students is based solely on their final test scores, without consideration of gender or any other background. Both Bachelor's and Master's entrance examinations are conducted using the Computer-Based Test (CBT) system, and CBT test follow national standards. The minimum passing score is 500 out of 700 for the Master's programme (vs. 75 out of 100 for the Bachelor's programme). UNILA also demonstrates its commitment to students with disabilities through its appropriate infrastructure and support services to accommodate their needs.

Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of modules/courses and assigns credits per module/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.

There are legally binding study and exam regulations which contain rules and procedures and take into account, where applicable, national requirements. The study programme is designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. There should be full transparency and consistency regarding examinations. There are some discrepancies between the written Self-Evaluation Report (SER) and the interviews, for instance, in the length of exams. Additionally, the numbers in the curriculum overview do not match those in the SER, and the interview responses suggest that the workload is not as demanding as described in the SER.

Thus, the panel issues the following **condition**:

The University ensures full transparency and consistency in examination regulations and workload representation.

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.

The HEI should take into account evaluation findings, including student feedback and the programme's success rate, because there is a perception of discrepancy between SER and interviews. The University should review and align workload expectations with actual student experiences and reported data.

The panel issues the **condition**:

The HEI takes into account evaluation findings, including student feedback and the programme's success rate, to ensure an accurate representation of the workload.

The HEI ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. 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)				X condition	
3.2.3* Feasibility of study workload (Asterisk Criterion)				X condition	
3.2.4 Equality of opportunity			X		

3.3 Didactical concept

Logic und plausibility of the didactical concept *

The didactical concept of each study programme at FEB UNILA is structured to align with programme objectives and ensure that learning outcomes are met through student-centred teaching methodologies. The teaching methods are designed to foster critical thinking, problem-solving abilities, and applied knowledge, ensuring that students develop both theoretical understanding and practical competencies.

To achieve this, the didactical methods are directly derived from the study programme's intended learning goals and are structured around the outcomes of each module course.

The teaching and learning methods in each subject of every study programme are clearly outlined in course syllabi, which are distributed to students at the beginning of the first lecture. Lecture in each programme is structured in three formats:

1. Face-to-face lectures: conducted in classrooms equipped with adequate facilities, including smart LCDs, desktop computers, sound systems, and comfortable study environment.
2. Distance learning: delivered via online platforms such as Zoom, Google Meet, Webex, and the university's virtual class (V-class).
3. Hybrid lectures: a combination of face-to-face and distance learning, allowing students to benefit from both methods.

For all three types of lectures, materials with textbooks, lecture notes and other types are provided by faculty members either in printed copies or other types through university learning management systems:

- Virtual Class (with the access - <https://vclass.unila.ac.id/> and
- Integrated Academic System (SIKADU).

Students have access to state-of-the-art software tools such as SAS, STATA, SEM AMOS, SEM LISREL, PLS, NVIVO, and EVIEWS, which are essential for quantitative research and data analysis.

This approach ensures that students are actively engaged in the learning process through various methodologies, including:

- Case-Based Learning – some modules incorporate case studies relevant to its subject matter, enabling students to analyse real-world scenarios and develop problem-solving skills.

For example, in economics and business modules, students work on case studies related to market trends, financial modelling, and policy analysis.

- Project-Based Learning - many courses require students to undertake individual or group research projects, including preparing scientific papers

For instance, in entrepreneurship courses, students are tasked with developing business proposals and financial strategies that simulate real-world business environments.

- Interactive and Collaborative Learning - small group discussions, student presentations, self-directed learning are used to encourage active participation, where students present their perspectives on subject-related issues.

- Peer learning activities are facilitated to enhance collaboration and collective problem-solving.

Course materials *

The course materials in each programme are designed to match students' didactical preferences, ensuring alignment with intended learning outcomes and required qualification levels (CILO targets). The materials are structured to be user-friendly, fostering student engagement and encouraging independent learning.

Lecture materials typically include:

- Lesson plans and structured syllabi.
- PowerPoint presentations and video lectures.
- E-books, academic articles, and research papers sourced from reputable international journals.
- Structured assignment questions and examination materials.
- Lecture reports, summarising key learning points.

At the beginning of each semester, subject peer group meetings are held to plan the Semester Course Plan (RPS). This document includes:

1. Course descriptions
2. Learning outcomes
3. Teaching methods
4. Assessment strategies
5. Recommended references
6. Allocation of lecture sessions

Lecture materials are updated regularly, with a final evaluation at the end of each semester to ensure continuous improvement in response to technological and environmental changes. Updated materials are digitally accessible via the university's learning management system and UNILA's library.

Guest lecturers

The Master of Economics (ME) programme integrates a balanced combination of theoretical and practical content in its curriculum. The guest lecturers and industry practitioners are systematically invited to provide practical insights towards the delivered theoretical components of scholars and academics. They enhance the learning experience for (a) theoretical knowledge with real-world applications; (b) practical case studies and industry-based perspectives; (c) participation in workshops, seminars, and public lectures to enrich students' professional insights.

Guest lecturers are engaged for a minimum of four meetings per subject each semester.

They include professionals from:

- Academic institutions
- Business sectors
- Government agencies
- Non-Governmental Organisations (NGOs)
- Entrepreneurial and corporate leadership

Lecturing tutors

Lecturing tutors play a very important role in the learning process and are systematically integrated into teaching activities. Their primary responsibilities of lecturing tutors include:

- Providing academic support for assignments.
- Reinforcing theoretical concepts through applied case studies.
- Enhancing students' competencies and practical skills.

To support students in handling the practical content, lecturing tutors are appointed to provide additional tutorials. These tutors:

- Assist students in solving case-based assignments.
- Coordinate with course lecturers to ensure consistency in practical applications.
- Facilitate additional learning sessions, organised by the Student Association, particularly in the ME programme.

In the ME programme, lecturing tutors are involved in

- Econometrics II
- Development Policy Analysis
- Public Sector Accounting
- Research Methods II

These courses typically involve in-depth case studies, allowing students to apply theoretical knowledge to real-world economic scenarios. Most courses in applied science programmes combine theoretical and practical elements: for instance, a 4.8-credit-hour course consists of:

- 4 hours of theoretical instruction.
- 9.6 hours of practical application.

Appraisal:

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

For distance learning study programmes, the following applies additionally: the methods are suited for distance learning. They include independent work with the course materials, lectures, 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 up to date and digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies.

Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work, but also, for example, from culture and politics. The panel **recommends** inviting more practitioners from various industries to serve as guest lecturers, enhancing the practical relevance and industry connections within the programme.

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

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.3 Didactical concept					

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

International activities gained momentum with the international accreditation awarded in 2016, which acted as a catalyst for further initiatives. These activities include offering scholarships for international students, inviting visiting scholars for team-teaching activities and conferences, conducting curriculum benchmarking, and initiating joint community services and research projects. Partner universities in these initiatives include the University of Queensland, University of Technology Sydney, North-West Institute of Management of the Russian Presidential Academy of National Economy and Public Administration, and University of Technology Mara (UiTM). Specific arrangements for each study programme are tailored to meet their unique priorities and needs.

Participation in online lectures delivered by Prof. Jack Wu from Chengchi University, hosted by Diponegoro University (2023); Attendance at the 7th Selangor Business Summit in Malaysia (2023); Welcoming international students from Thailand (2023); engaging in community service projects with small and medium-sized coffee enterprises in Turkey (2023).

Internationality of the student body

In 2023, the University of Lampung's Postgraduate Programme welcomed seven international students who applied for scholarships. One of these international students from Thailand, was admitted to the Master of Economics Programme through a scholarship offer facilitated by the Thai Embassy. The promotion of this scholarship is available on the official International Office webpage at <https://io.unila.ac.id/admission-2023/>.

The foreign student selection guide outlines the scholarship benefits available to international students, which include:

- Monthly stipends
- UKT/SPP tuition coverage
- Housing support

As the 2023 cohort includes international students, English is used as the primary language of instruction in relevant classes. This has led to a more interactive and dynamic classroom environment, encouraging both lecturers and students to use English for academic discussions and assignments.

Internationality of faculty

FEB UNILA provides lecturers for international programmes at the master's degree level (as well as the bachelor degree). These lecturers are graduates from domestic and international universities, including institutions in Japan, Russia, Australia, the United States, and Malaysia. They teach courses in their areas of expertise.

To promote its international study programmes, FEB UNILA undertakes various initiatives, including roadshows to targeted schools, marketing through the University's social media channels, collaborations with other educational institutions, and visits to scholars and professors.

The following activities are implemented to enhance the faculty's international engagement:

a) Presentations at Seminars

- Students from the Master of Economics study programme participated in seminar presentations at the 2nd International Conference of Economics, Business, and Entrepreneurship (ICEBE), held at the Swiss-Bel Hotel, on 1 November 2019 with a manuscript on Banking Performance;
- On 19 October 2023, students attended a mini-conference at the International Islamic University Malaysia, where they presented scientific articles to reviewers for feedback.

b) Participation in Seminars

- Students took part in the Selangor Business Summit: 7th Selangor ASEAN Business Conference (SABC) on 19 October 2023.

c) Visiting Professors

- from the University of Technology Mara (UiTM), delivered a series of four lectures from 23 February to 17 March 2023, covering econometrics and research methods.
- from Chengchi University, Taipei, Taiwan, gave a lecture on econometrics on 24 November 2023. This event, organised by Diponegoro University, was open to students of the Master of Economics study programme as part of the APSEPI (Association of Economic Study Programmes).

d) International Exposure

FEB UNILA facilitates international exposure activities, where students, accompanied by lecturers, engage with global academic communities:

- 2018 – Students visited Chuo University, Japan.
- 2019 – The Master of Economics programme conducted an international field study in South Korea at Hankuk University.
- 2023 – Students participated in an international field study in Malaysia, visiting several universities:
- International Islamic University Malaysia (IIUM) – Students presented scientific articles for review by three experts.
- INCEIF University – Students and lecturers attended a public lecture on Islamic Economics.
- Limkokwing University of Creative Technology – Students gained insights into the creative economy, and the lecturer team introduced Lampung culture through Tapis handicrafts.

Foreign language contents

Currently, English is incorporated into approximately 80% of lecture content. Students are also encouraged to read and comprehend Scopus-indexed articles that are discussed during lectures. However, all students in regular classes primarily use Bahasa Indonesia but engage with English textbooks, e-books, and other English materials, including reputable international

journal articles, syllabi, and case studies. The implementation of English in teaching and learning is reflected in lecture materials, course assignments, quizzes, mid-term and final exams, as well as the literature used.

Furthermore, the teaching and learning processes integrate aspects of internationalisation in:

a) Utilisation of International Literature

Textbooks Used in Teaching and Learning (with the recognised textbooks in Microeconomics, Macroeconomics, Public Policy Analysis by the authors:

- Gregory Mankiw (2015), Walter Nicholson and Christopher Snyder (2017), Olivier Blanchard (2017), William N. Dunn (2018), Robert S. Pindyck and Daniel L. Rubinfeld (2018)
- International Journal References, where Students and lecturers utilise internationally published journal articles

b) Journal Article Writing

Lecturers are required to co-author scientific articles with their thesis supervisors for publication in nationally accredited or international non-reputable journals. In general, Sinta 3 requires articles to be written in English.

c) English Language Enhancement Programmes

To improve students' English proficiency, each study programme offers additional support, including:

- English Fridays – Students are encouraged to speak English whenever they are in the designated English-speaking area of FEB UNILA.
- Student Economics English Club: each study programme facilitates this student-led initiative to improve English communication skills.
- English Proficiency Requirement: to complete their studies, students must achieve an English Proficiency Score equivalent to a TOEFL score of at least 450 before taking their Final Thesis Exams. If their score is below 450, they may enrol in a short course at the Centre for Language Studies to improve their proficiency.

d) Engagement with International Academics and Students

To enhance students' knowledge and skills, each study programme regularly invites international lecturers to deliver guest lectures. In addition, international students also participate in classroom learning, fostering a diverse academic environment.

Appraisal:

While international content is integrated into the curriculum, there is still room for improvement in preparing students for the challenges of an international working environment. To enhance their global readiness, the panel recommends the following **condition**

The University incorporates more subject courses taught in English (at least 50%) into the curriculum and introduces a dedicated course on Intercultural Communication or Intercultural Management to enhance cross-cultural competence.

The international composition of the student body corresponds to the programme concept. The measures taken to promote internationality are goal-oriented.

The panel **recommends** increasing the number of exchange students, both incoming and outgoing, while also focusing on attracting more domestic students proficient in English and a greater number of English-speaking international students

The faculty's international exposure (including occasional guest lecturers with global academic and professional experience) contributes to the development of international competences and skills among students. While the measures taken are aligned with internationalisation goals, there is room for further enhancement in fostering a more diverse and globally experienced teaching staff. The **panel recommends** expanding the international experience of faculty members (encouraging and facilitating faculty exchange programmes, joint research collaborations, and international teaching assignments and increasing participation in global conferences, workshops, and various partnerships to bring international perspectives into the classroom, or recruiting visiting professors and international guest lecturers).

The proportion of foreign language courses and required foreign language materials is not yet fully aligned with the qualification objectives of the study programme. the panel **recommends**: expanding the integration of foreign language courses by introducing language-focused electives or workshops to develop specialised vocabulary relevant to the field of study.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.4 Internationality					
3.4.1* International contents and intercultural aspects (Asterisk Criterion)				X 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*

The rapid advancement of the digital era, from Industrial Revolution 4.0 to Society 5.0, makes it necessary that students in the Master of Economics (ME) Programme develop their strong analytical thinking, communication, and problem-solving skills. To support this, various peer groups, such as Public and Fiscal Economics and Development Policy Analysis, provide platforms for students to engage with public interests, where planning processes are critically reviewed according to established theories and effectively communicated both visually and in written form.

Additionally, activities such as industry visits and field study programmes at various companies offer students practical exposure, allowing them to apply theoretical knowledge to real-world case studies. The ME Programme curriculum is designed to cultivate critical thinking, teamwork, creativity, and effective communication skills among students, ensuring they are well-prepared for professional environments.

Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the module/course descriptions. This is supported by means of suitable didactical and methodological measures.

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

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

3.6 Skills for employment / Employability *

Based on national accreditation guidelines, the waiting period for graduates to get a job is a maximum of 6 months after graduation. If they meet these requirements, then the achievement of the criteria for graduates to get a job will get a very good assessment.

Communication, public speaking, and teamwork skills are important ones for employability and integral components of every study programme at FEB UNILA. To ensure students develop the necessary competencies for the professional world, they are required to take courses across multiple disciplines. Moreover, communication and public speaking skills are embedded into the teaching-learning process through:

- Presentations using PowerPoint,
- Small group discussions, and
- Collaborative projects and assignments, with networking and external organisations.

In addition, leadership development and contextual knowledge acquisition are prioritised in every course at FEB UNILA. One of the key challenges for each study programme is aligning competencies with industry demands. To address this, FEB UNILA places strong emphasis on skill enhancement and professional development through:

- Regular career seminars held each semester,
- Internship programmes,
- Integration of theory and practice, and
- Case study-based and project-based courses, which help students tackle real-world challenges in economic development, public policy, and fiscal economics.

Master's degree students are required to participate in International Field Study programmes as part of the Problematics Seminar on Global Economics.

Additionally, research skills and knowledge in economic development planning, fiscal economics, and public finance are strengthened, equipping graduates for careers in:

- Research, Economic policy planning, Consultancy, and Academia.

By refining these skills, graduates will contribute effectively to the performance of economic institutions, government agencies, private companies, and educational institutions.

The ME Programme prepares its graduates for careers as academics, expert planners, researchers, lecturers, and consultants in economic development planning and regional finance. These professionals are expected to serve in government, institutions, private organisations, and global economic networks, upholding high professional standards and ethical values. To achieve these goals, the programme is structured as follows:

- Curriculum Alignment with Industry Needs
- Regulatory Compliance – The curriculum is developed in line with Government Regulation No. 3 of 2020 (Permendikbud) on higher education standards and follows an Indonesian Qualification Framework (IQF/KKNI) curriculum at Level 8 for master's graduates, as mandated by the Ministry of Education and Culture Regulation No. 8 of 2012.

Flexible and Efficient Study Path: Students begin selecting their areas of specialisation/concentration in Semester 2, allowing them to start their thesis research early, with the expectation of completing their studies in under two years.

Technology and Infrastructure Support: the learning process is facilitated by advanced information technology, modern facilities, and well-equipped infrastructure, ensuring students receive high-quality education and practical training.

Appraisal:

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

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

4. Academic environment and framework conditions

4.1 Faculty

Structure and quantity of faculty in relation to curricular requirements*

There are 117 permanent higher education lecturers at FEB UNILA, Professors, Associate Professors, and Assistant Professors (as detailed in Table 4.1). All lecturers at FEB UNILA are full-time employees.

Table 4.1 Lecturers and its Percentage at FEB and ME programme (full-time)

Functional at FEB	Number	Percentage, % at FEB	ME programme	Percentage, % at ME
Professors	14	12	4	40
Associate Professors	14	12	3	30
Assistant Professors	89	76	3	30
In total	117	100%	10	100%

The permanent lecturers at FEB UNILA are graduates of leading universities in Indonesia and abroad. They possess expertise and competencies aligned with their respective fields. Additionally, many have diverse practical business experience, enabling them to establish long-term partnerships with various corporations and academic institutions to enhance global business practices. These lecturers actively contribute to their respective professions, and have a very extensive teaching experience, and follow structured teaching modules to ensure high-quality education. The Master of Economics has ten lecturers.

A good teaching and learning environment is ensured by the availability of an adequate number of lecturers, as evidenced by the ratio of lecturers to students, which is 1:6. Herewith is the data on lecturer names, education, competency certificates, fields of expertise, and courses taught. Master of Economics FEB UNILA has a maximum quota of 25 new students per year to achieve the ideal conditions for the ratio of lecturers to students and to generate qualified alumni with expertise in economics who focus on economic development planning and regional finance. The ME study programme also has part-time lecturers (visiting lecturers and practitioners) from other institutions and other countries – Malaysia and Taiwan. The visiting lecturers are from various fields of expertise, such as statistics, accounting, and econometrics.

Academic qualification of faculty *

FEB UNILA lecturers meet academic qualifications aligned with course requirements and study programme objectives. Recruitment follows clear SOPs based on national regulations, with selection at the National, University, and Faculty levels. ME lecturers must hold a PhD relevant to the programme, as outlined in the University of Lampung's Rector's Regulation No. 19 of 2020.

Most ME lecturers actively publish in nationally accredited and internationally recognised journals. Recruitment involves a needs analysis and follows legal and institutional requirements for academic promotions, including doctoral qualifications, teaching experience, and published research in reputable journals.

The faculty supports lecturers through grants, research funding, and expert guidance on securing opportunities such as the Matching Fund Kedaireka. Internationally, ME lecturers collaborate with UiTM Malaysia on community service projects focused on economic development.

To enhance teaching and research capabilities, the university offers training in research methodology, academic writing, and proposal development. Language training in TOEFL, IELTS, and foreign languages is also provided to boost international competitiveness.

ME lecturers hold professional certifications, including Professional Internal Auditor (PIA), Risk Management, GRI Training, and Anti-Corruption Counsellor. They also serve as experts at various government levels, contributing to economic policy, wage councils, and industrial relations.

Pedagogical / didactical qualification of faculty *

Since 2015, under Government Regulation No. 39, Article 1, all academic lecturers in higher education must hold a nationally certified teaching qualification. The majority of FEB UNILA lecturers have completed the Higher Education Teaching Training Certificate Programme, licensed by the Ministry of Education, and all ME lecturers are fully certified.

FEB UNILA provides workshops and training programmes to support academic staff in curriculum development, teaching skills, assessment methods, and student mentorship. New lecturers must complete Applied Approach Training and instructional techniques courses.

All faculty lecturers possess didactic and pedagogical qualifications, including PEKERTI training, which enhances teaching quality, learning strategies, and curriculum development. To further improve teaching effectiveness, lecturers participate in Applied Approach Training, e-learning workshops, and quality assurance training. UNILA also offers ongoing development opportunities, such as:

- AI-Based Learning Media Workshops,
- Academic Quality Internal Audit Training, and
- Graduate Completion Improvement Programmes.

Practical business experience of faculty

Faculty lecturers hold certifications in their fields and serve as practitioners, consultants, and experts in private and government institutions. To enrich postgraduate students' industrial and global exposure, the ME programme organises field trips, mainly in Asia, offering insights into international campuses and industries while fostering career and research opportunities. Additionally, some lecturers hold specialised certifications, such as Intermediate Anti-Corruption Instructor and Local Expert in Economics and Fiscal Policy, accredited by Indonesia's Ministry of Finance.

Internal cooperation*

FEB UNILA's top management ensures internal collaboration through coordination meetings for budget planning and annual activities under the Work Plans and Budgets of State Ministries/Institutions. Monthly meetings with department heads assess work plans and quality targets, while administrative staff meetings review performance and activity plans.

Academic and student affairs sub-sections coordinate collaboration among lecturers, staff, and students. The academic sub-section manages class schedules and teaching activities, while student affairs oversee non-academic programmes. Student institutions conduct activities under the guidance and evaluation of supervisors.

Departments hold regular lecturer meetings at the start and end of each semester to plan and review teaching. Course allocations are assigned based on lecturers' expertise. Final semester exam preparations also involve staff, lecturers, and leadership to ensure smooth execution. These meetings foster research collaborations and joint community service initiatives.

Student support by the faculty*

Students receive services and facilities to support their academic activities and ensure timely graduation. Educational services begin with orientation, which provides information on the curriculum, learning process, student rights and responsibilities, and the code of ethics. Academic and student services are integrated and accessible online outside office hours.

Students receive course information from the department head and are assigned academic supervisors to assist with study planning, course selection, grades, transcripts, and graduation registration via the integrated academic system. The Faculty of Economics and Business shares programme updates every Friday, with informal consultations available. Soft skills development sessions are offered on Saturdays.

ME programme's students receive a 50% financial aid subsidy for international conferences (e.g.: ICEB). The faculty provides various facilities, including laboratories, an entrepreneurship centre, a sports centre, a student centre, and a library. Lecturers offer guidance beyond scheduled hours, and academic mentoring for master's and doctoral students is available on Saturdays. Students can consult via *Siakadu*, *WhatsApp*, and *Telegram* for academic and administrative information. Counselling clinics, managed by psychologists, support students facing challenges. ME students also participate in field trips and international community service, such as a recent visit to Malaysia, where they showcased Lampung culture and crafts. Additionally, they engage in research and projects alongside lecturers.

Student support in distance learning

The university provides distance learning through its Learning Management System (LMS) and virtual classes, ensuring education is accessible without time or location constraints. However, it adheres to quality standards outlined in the Rector's Regulation No. 19 of 2020 on distance education.

To support students, the university has developed IT infrastructure and offers counselling for those facing difficulties, including helpdesk support, guides, and tutorials via V-Class and discussion forums. Digital literacy initiatives assist students encountering technological barriers. Key indicators of student difficulties include declining academic performance, absenteeism, and disengagement in learning activities.

Students needing assistance or wishing to provide feedback on academic services can use the complaint form, accessible via the university's internal network and single sign-on.

Distance learning is particularly beneficial for students in the ME programme, many of whom work in formal and informal sectors, allowing them to access education flexibly. The use of V-Class and Zoom enables guest lecturers from outside Bandar Lampung and internationally to teach remotely, as seen with an econometrics course delivered by a lecturer from Malaysia.

Appraisal:

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

In the periods requiring personal attendance, a sufficient number of lecturers is available, guaranteeing a proper teaching and learning process. Course materials have been created and supplied by qualified staff. The ongoing support of the students is ensured by tutors.

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

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

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

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

A flexible methodology of individual study counselling is used. Methods for enhancing the individual learning processes are being introduced and demonstrably applied.

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

4.2 Programme management

Programme Director *

The Programme Director of the Master of Economics (ME) at UNILA oversees programme management, supported by administrative staff. Reporting to the Head of the Department of Development Economics and the Dean, the Director ensures alignment with UNILA's Key Performance Indicators (IKU) at the department, faculty, and university levels.

Regular coordination with top management occurs weekly, monthly, and semi-annually to assess and refine academic activities. In accordance with Indonesia's Ministry of Education Regulation No. 72 of 2014, the Rector appoints a lecturer as the Programme Director. The ME programme operates within the departmental structure, with shared administrative resources and support from the Quality Assurance Team to monitor and enhance learning outcomes.

Process organisation and administrative support for students and faculty

Academic staff operate at the university, faculty, and study programme levels, following structured procedures to ensure efficient student and lecturer support. The ME programme provides administrative assistance to help students plan and manage their academic journey effectively. Staff skills are enhanced through regular training and workshops, with service guidelines accessible to students and alumni. To foster international exposure, ME organises annual field trips to countries such as South Korea and Japan.

FEB actively supports academic and non-academic initiatives to achieve international quality standards. A dedicated platform, VCLASS, facilitates discussions, material sharing, consultation scheduling, attendance tracking, assignments, and exams.

ME administrative staff provide online and offline services, assisting with course registration, scheduling, financial administration, transcripts, leave applications, exam certificates, and seminars. They hold at least a diploma qualification and work to streamline academic operations efficiently. To support internationalisation, UNILA offers English language training for lecturers and staff, along with additional courses in Japanese, German, and French, enhancing communication skills for global engagement.

Appraisal:

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

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

4.3 Cooperation and partnerships

Cooperation with HEIs and other academic institutions or networks *

FEB UNILA develops international partnerships to enhance students' academic and research experiences. Collaborations with Musashino University (Japan) focus on student exchange, cross-cultural interaction, and academic research, while Taylor's University (Malaysia) supports research and publication initiatives. Research cooperation with institutions like Research Synergy Foundation and Universitas Multimedia Nusantara facilitates international conferences and workshops, particularly for postgraduate students.

Domestically, FEB UNILA collaborates with Institut Teknologi Bandung, Universitas Terbuka, and Universitas Gadjah Mada. Internationally, partnerships include Universiti Teknologi Mara (UiTM) Malaysia, Istanbul Medeniyet University (Turkey), North-West Institute of Management (Russia), Saint Petersburg University of Management Technologies and Economics (Russia), Baltic State Technical University (Russia), and Istanbul Ticaret University (Turkey). These collaborations strengthen academic exchange, research development, and global networking opportunities for students and faculty.

Cooperation with business enterprises and other organisations

To enhance teaching, learning, and graduate competitiveness, FEB UNILA collaborates with key stakeholders, including the Regional Government on Village-Owned Enterprise management and the Ministry of Finance on curriculum development, research, student involvement, and community service. Partnerships with Bank Indonesia (Lampung Region) and OJK (Financial Services Authority) facilitate economic discussions, while the Wadhwani Foundation supports entrepreneurship training.

These collaborations provide learning resources such as the KPPU Corner, Stock Exchange Corner, and UNILA Tax Center. Guest lectures from industry practitioners offer insights, enabling students to apply knowledge in their thesis work and internships. FEB UNILA periodically evaluates and refines these partnerships to maximise their academic and professional impact.

Appraisal:

The scope and nature of cooperation with HEI, 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			X		
4.3.2	Cooperation with business enterprises and other organisations			X		

4.4 Facilities and equipment

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

FEB UNILA provides modern classrooms equipped with LCDs, computers, WiFi, LAN/WAN, CCTV, Smart Rooms, and Virtual Class facilities for online learning. E-learning platforms, such as VCLASS and SIAKADU, support course materials, study plans, transcripts, and academic counselling. The university offers high-speed internet with 1 Gbps bandwidth and 10 Gbps fibre-optic connectivity across all buildings. A single sign-on (SSO) system enables seamless access to academic resources, while VoIP services replace traditional communication systems. WiFi hotspots are widely available, including in student lounges, gazebos, and open areas. FEB UNILA also provides dedicated faculty internet, Microsoft Campus Academy software, and Google Apps for Education for integrated email and cloud storage. Additionally, SIMAK-BMN and SIMPAN support financial and infrastructure management. The faculty ensures accessibility for individuals with special needs through designated pedestrian zones and accessible facilities. A digital lab and compact studio enhance research and online engagement, while Zoom Meeting hosts and Turnitin software support academic integrity.

Access to literature *

The University 's Library operates:

- Monday - Friday (07:30–18:00) and Saturday (09:00–15:00).

It offers a Digital Library, accessible via Android, and provides open access to e-journals such as Science Direct and Thomson Reuters through SSO login.

Books and resources can be accessed via Android, iOS, and Windows applications. Library information is available on

- Instagram (@library_unila),
- WhatsApp (0821 1997 0406), and
- email (library@kpa.unila.ac.id).

The full collection of e-books and open-access resources is listed at library.unila.ac.id.

Faculty and students also access external resources, including:

- National Library of Indonesia (e-resources.perpusnas.go.id)
- Economic Bulletin (Bank Indonesia) (bi.go.id)
- IMF Working Papers (econpapers.repec.org)
- Harvard Business Review (hbr.org)
- MIT OpenCourseWare (ocw.mit.edu)
- JSTOR, EBSCO, and DOAJ (journal databases)

The university provides free email services (@unila.ac.id) for lecturers, staff, and students to support e-learning.

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.

The technical equipment is adequate to the task of virtual reality study courses and is well documented. The equipment satisfies modern multimedia requirements. In addition, technical support is offered to students during normal working hours. A hotline is established and offers advice or troubleshooting support at acceptable waiting times.

Services for adequate support of the participants are documented. The requirements for students' work-station at home are listed (e.g. technical IT-equipment).

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		

4.5 Additional services

Career counselling and placement service

The Career Development Center (CDC) at UNILA collaborates with leading organisations to provide job opportunities and a structured recruitment system for alumni. Students receive career development support from Semester I to VI to enhance job readiness. The Assessment Center, staffed by psychologists, offers psychological testing and recruitment services. The Center for Career Development and Entrepreneurship (CCED) organises job fairs, online recruitment, soft skills training, and career support programs to help students transition into the workforce. CCED provides resume writing, interview preparation, and career counselling via email and WhatsApp groups. Regular events connect graduates with employers, fostering entrepreneurship and employability through local and global industry partnerships.

Alumni Activities

The Faculty of Economics Alumni Family (KAFE) unites all study programmes, including the Master of Economics (ME). The role of alumni Family is well-reflected on the website: <https://feb.unila.ac.id/the-role-of-feb-alumni-families-kafe/>

Graduates automatically become KAFE members, with data collected at each graduation ceremony. KAFE operates in line with UNILA's Tri Dharma, supporting education and national

development. Its secretariat is located on the second floor of the Entrepreneur Development Center (EDC) FEB UNILA Building.

KAFE organises DIES NATALIS, including Healthy Walks, Social Services, scholarships, business support, and donations for Tarbiyah Mosque construction. It serves as a bridge between alumni and employment opportunities, fostering networking and institutional support. Regular meetings and evaluations ensure continuous improvement. KAFE is led by a Chair and board, with annual leadership reviews to maintain its vision and mission.

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. The HEI provides sufficient resources. **The panel recommends** enhancing career counselling support to better assist students in their professional development.

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

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

4.6 Financing of the study programme

UNILA receives an annual Work Plan and Budget (RKA-KL), as a government institution, and it is covering financial allocations for all programmes. Funding sources include non-tax state revenue (PNBP) and cooperation funds, ensuring support for accreditation and academic activities in line with the Three Pillars of Higher Education. Study programmes independently plan and manage budgets under faculty coordination.

Budget management follows Minister of Finance Decree No. 129/KMK.05/2009 and Rector Regulation No. 009/2016, ensuring transparency and accountability. The State Treasury Service Office (KPPN) facilitates state budget payments, foreign grants, and loans, while the Rectorate oversees administration.

Each study programme's strategic plan includes a needs analysis and problem mapping, forming the basis for annual operational planning (RKAK/L). Budget proposals are developed through bottom-up planning, involving faculty, staff, and student representatives. The Dean leads faculty coordination meetings, refining proposals before submission to the university and Ministry of Research, Technology, and Higher Education for approval.

FEB UNILA's education operating costs have grown significantly, averaging IDR 40,000,000 - 46,752,000 per student per year, exceeding DIKTI standards. The Master of Economics (ME) Programme generates revenue through tuition fees of IDR 5,700,000 per semester, ensuring sufficient funding for academic and operational activities.

Appraisal:

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

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

5. Quality assurance and documentation

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

The quality assurance team consists of faculty and study programme's levels. The Master of Economics (ME) FEB UNILA follows a structured Quality Assurance System (SPMI) aligned with Decree No. 2084/UN.26/2014, ensuring continuous improvement in education, research, community service, and management.

Key Processes:

- SPMI Standards: Compliance with SN-Dikti and university education standards.
- Implementation: Adoption of SN-Dikti No. 3/2020 for education, research, and governance.
- Evaluation: Internal quality audits conducted every semester by the TPMPS and TPMF teams.
- Control: Performance monitoring and corrective actions in weekly or annual meetings.
- Improvement: Regular updates to meet national higher education standards.

Evidence of Quality Assurance

- International Accreditation: ABEST 21 (Accredited Study Programme)
- ISO Certification
- National Accreditation (BAN-PT)

To enhance academic quality, students are encouraged to publish in accredited journals and gain international exposure through global conferences and exchange programmes.

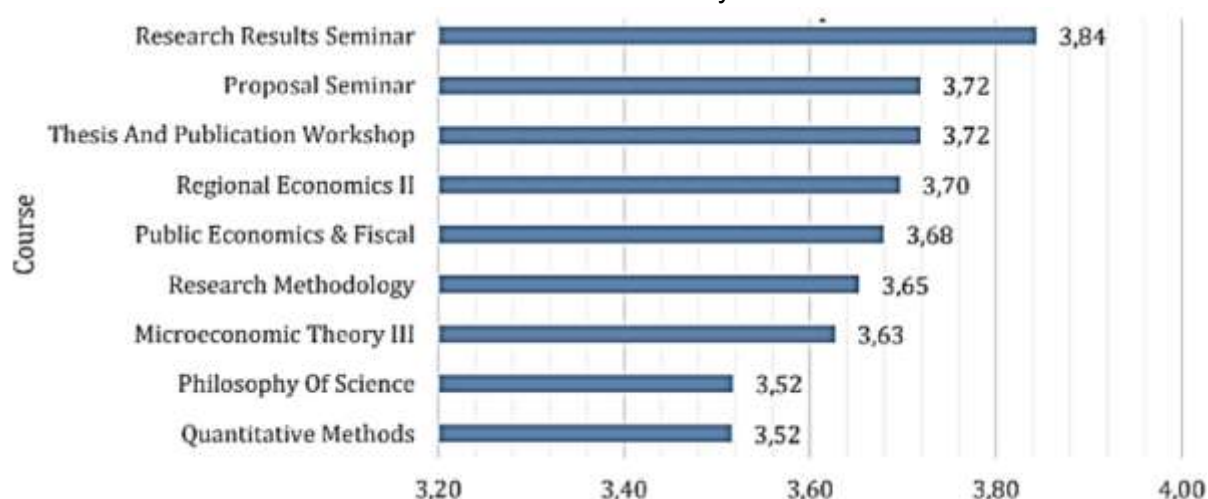
Instruments of quality assurance

Evaluation by students

Students assess educational and administrative services every semester through structured evaluations: Course Evaluation via Siakadu online (www.siakadu.unila.ac.id)

- Students complete a questionnaire at the end of each lecture to assess course quality.
- Completing the questionnaire is required to access final grades.
- Results are used for course improvements.

Table 5.2.1 Evaluation by students



Customer Satisfaction Survey (SKP)

- Based on Rector's Decree No. UN26/PN.06/2020, this survey measures student satisfaction with academic services.
- Students provide feedback on services, office environment, and curriculum.
- Inputs contribute to curriculum revisions and administrative enhancements.

Survey results indicate that the ME study programme performs well, with findings presented in monitoring and evaluation workshops to drive continuous improvement.

Evaluation by faculty

FEB UNILA conducts faculty evaluations through internal audits based on Standard Operating Procedures (SOPs). The Quality Assurance Teams (TJMF & TPMPS), in collaboration with LP3M and ISO 9001:2015, assess work units and study programmes.

Monthly faculty meetings with department heads, study coordinators, and administrative staff track performance and effectiveness.

Internal audits verify quality targets and assess teaching, research, community service, and lecturer workloads, using the Lecturer Workload Report each semester. External audits by ISO 9001:2015 ensure continuous quality improvement.

The Chancellor-appointed internal auditors review the SPMI system, with Follow-up Action Meetings (RTL) held post-audit to address findings and plan improvements. A key outcome is the revision of the Semester Learning Plan (RPS) format, with ME lecturers receiving training for implementation. Evaluations support quality control, financial audits, and management reviews (RTM) for continuous enhancement.

External evaluation by alumni, employers and third parties

FEB UNILA conducts external evaluations through curriculum reviews, stakeholder meetings, and tracer studies, gathering feedback from alumni, employers, and industry partners.

The ME curriculum is aligned with industry needs, with input from local government, NGOs, Bank Indonesia, BPS, business associations, SMEs, and research institutes. Annual stakeholder meetings and focus groups help refine course content, integrating case-based and project-based learning to develop practical skills.

Feedback is incorporated through internal enhancement workshops, with documentation recorded and published online for transparency.

Programme documentation

Programme description *

The university, faculties, and study programmes ensure thorough documentation and timely updates of academic processes, evaluations, and other activities. This information is on the websites: www.unila.ac.id/en/, www.feb.unila.ac.id, www.pasca.unila.ac.id, www.mie.feb.unila.ac.id. Internal access to campus information utilizes Single Sign-On (SSO), accessible to lecturers, students, and employees. This SSO identity grants access to campus internet services, the Academic Information System (Siakad Unila), and the Learning Management System (www.vclass.unila.ac.id).

Information on activities during the academic year

The official websites provide comprehensive academic and non-academic details regarding study programmes at UNILA, accessible to lecturers, staff, students, alumni, and the general public with the related links provided. The information about faculties and postgraduate studies is also available on YouTube: <https://www.youtube.com/@pascasarjanaunila4099>

- Campus life: <https://pasca.unila.ac.id/pengenalan-sistem-akademik-pascasarjana-psap-universitas-lampung/>
- Training sessions: Training Programmes <https://pasca.unila.ac.id/pelatihan/>
- Academic calendar: Academic Schedule: <https://pasca.unila.ac.id/kalender-akademik/>
- The postgraduate enrollment: <https://pasca.unila.ac.id/prosedur-pendaftaran-s3-s2-dan-sp1/>

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.

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 panel recommends** obtaining feedback from third parties, such as employers, and incorporating it into the programme. Additionally, the panel suggests involving employers or other relevant third parties in curriculum decisions to ensure the programme aligns with industry needs and expectations.

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

The panel issues the condition:

The University ensures the programme description is thoroughly reviewed and updated to align with findings from the interview process.

Any identified discrepancies should be addressed promptly to align documentation with actual practices, enhancing transparency and reliability.

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

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.1* Quality assurance and quality development with respect to contents,			X		

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

Quality profile

HEI: University of Lampung (UNILA)

Master programme: Master of Economics (ME)

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

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.3*	Feasibility of study workload (Asterisk Criterion)				X condition	
3.2.4	Equality of opportunity			X		
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2*	Course materials (Asterisk Criterion)			X		
3.3.3	Guest lecturers			X®		
3.3.4	Lecturing tutors			X		
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)				X 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 (Asterisk Criterion for cooperation programmes)			X		

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