

Decision of the FIBAA Accreditation and Certification Committee



17th Meeting on March 12, 2025

PROGRAMME ACCREDITATION

Project Number:	22/116 Cl. 2
Higher Education Institution:	Universitas Lampung
Location:	Lampung, Indonesien
Study programme:	• Bachelor of Law (Sarjana Hukum (S.H.) • Master of Law - Magister Hukum (M.H.) • Bachelor of Sociology- Sarjana Sosial (S.Sos)
Type of accreditation:	initial accreditation

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

According to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from January 1, 2021, the study programmes are accredited with 3 conditions.

Conditions for all study programmes:

- **Condition 1** (see chapter 3.1.2): The University adapts the English title of the study programmes to international standards and they use the right translation on their website.
- **Condition 2** (see chapter 3.2.2): The University provides a diploma supplement for students of all three programmes.
- **Condition 3** (see chapter 5.3.1): The University ensures, that all courses (also the thesis) are projected in a description based on ECTS 2015 User's Guide and made available to students in Bahasa and English.

✓ **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 further conditions.

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

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution:

University of Lampung, Indonesia

Bachelor/Master programme:

1. Bachelor of Law
2. Master of Law
3. Bachelor of Sociology

Qualification awarded on completion:

4. Bachelor of Law - Sarjana Hukum (S.H.)
5. Master of Law - Magister Hukum (M.H.)
6. Bachelor of Sociology - Sarjana Sosial (S.Sos.)

General information on the study programme

Brief description of the study programme:

Bachelor of Law (BoL)

The Bachelor of Law at the University of Lampung in Indonesia offers a comprehensive legal education with specialisations in Constitutional Law, Civil Law, State Administration Law, Criminal Law, and International Law. Established to produce skilled legal professionals, the programme emphasises both theoretical and practical aspects of law. It prepares students for diverse legal careers.

Master of Law (MoL)

The Master of Law at the University of Lampung in Indonesia offers advanced legal education with specialisations in state law, health law, criminal law and business law. Established to deepen legal expertise, the programme emphasises both theoretical and practical aspects of law, fostering critical thinking and advanced analytical skills. Its students are usually already working in a specialised legal career. It makes an excellent choice for those seeking to advance their legal knowledge and enhance their professional opportunities.

Bachelor of Sociology (BoS)

The Bachelor of Sociology offers a comprehensive education in understanding social behaviour, institutions, and structures. Established to provide a deep understanding of societal dynamics, the programme emphasises both theoretical and practical aspects of sociology. Students can explore various areas such as social change, cultural studies, and community development. Possible areas of employability are social research, Community Empowerment Management, Social Entrepreneurship, Social Analyst, Planner, and Social Advocate.

Type of study programme:

Bachelor programme / Master programme

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

BoL: 230.4 ECTS/144 SKS

MoL: 57.2 ECTS/36 SKS

BoS: 230.4 ECTS/144 SKS

Mode of study:

full-time

Didactic approaches:

Several possibilities:

- 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:

BL: 600 – 700 Students a year

MoL: 10-130 students a year in two classes 60% of total students on Wednesday, Thursday, Friday between 13:00-16:00 h and 40% of students on Saturday, all day.

BoS: 150 students are divided into 4 classes

Programme cycle starts in:

1. Winter semester: Begins in July, lectures start in September
2. Summer semester: Begins in January

Initial start of the programme:

BoL: 1997

MoL: 1999

BoS: 1986

Type of accreditation:

initial accreditation

Procedure

A final version of the contract for the accreditation of the Bachelor of Law, Master of Law and Bachelor of Sociology was concluded between FIBAA and Universitas Lampung on May 15, 2024. On March 14, 2024, the HEI already submitted a self-evaluation report, which included a detailed description of the programme and further documents 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. Jan Friedrich Bruckermann

University of Applied Sciences for Economics and Management -FOM Cologne site
Professor of Social Law and Health Law
Labor Law, Tax Law, Criminal Law, Commercial and Corporate Law, Social Law

Prof. Dr. Gabriel Lentner

University for Continuing Education Krems
Deputy Head, Department of Law and International Relations
International Law, Public International Law, Commercial Law, International Commercial Law, Arbitration,
Investment Protection Law, European Law, Dispute Resolution, Intellectual Property Law, Comparative Law

Dr. Kamaludeen Mohamed Nasir

Nanyang Technological University Singapore
Associate Professor
Sociology, Religion, Popular Culture, Youth Studies

Rana Öztürk

Bern University
Head of Quality Assurance and Development Department
Cultural Studies (Sociology, Cultural Theory, Sustainability Sciences, Communication Sciences, etc.), Business Administration and Management

Ahmad Bunyan Wahib

Faculty of Sharia and Law UIN Sunan Kalijaga
Law, Islamic Law, Humanity

Edgar Wienhausen

Free University of Berlin
Law Student (State Examination/Integrated Bachelor)

FIBAA project manager:
Rebekka Welker

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 5-7, 2024 via the video conferencing tool *Zoom*. The same cluster included an appraisal of Doctor of Law (Doktor Hukum). At the end of the online conference, the panel has given a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on February 24, 2025. The statement on the report was given up on March 3, 2025. It has been considered in the report at hand.

Summary

For Bachelor programmes

The Bachelor of Law and Bachelor of Sociology offered by Universitas Lampung fulfils with a few exceptions the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on March 12, 2025 and finishing on March 11, 2030, under conditions. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

For Master programme

The Master of Law offered by Universitas 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. 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 the need for improvement regarding the following aspects² - the rationale for the English programme names, concerning the study and exam regulations, the diploma supplement and the programme descriptions. They recommend the accreditation on condition of meeting the following requirements:

- **Condition 1** (see chapter 3.1.2): The University adapts the English title of the study programmes to international standards and they use the right translation on their website.
- **Condition 2** (see chapter 3.2.2): The University provides a diploma supplement for students of all three programmes.
- **Condition 3** (see chapter 5.3.1): The University ensures, that all courses (also the thesis) are projected in a description based on ECTS 2015 User's Guide and made available to students in Bahasa and English.

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

Furthermore, the quality requirement(s) that have not been fulfilled – Equality of opportunity (3.2.4); Internationality of the student body (3.4.2); Internationality of faculty (3.4.3); Foreign language contents (3.4.4) – are not 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 several areas where the programme could be further developed and **recommends**:

- introducing TOEFL 500 as an entrance requirement for the international class of BoL. (see chapter 2.5);

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

- introducing a committee for ethical issues on a departmental level, especially for the Sociology department (see chapter 3.1.5);
- giving more supportive courses for scientific methods in all three programmes (see chapter 3.1.6);
- introducing more time as a disadvantage compensation in exams in all four programmes (see chapter 3.2.4);
- prioritising the inclusion of economically disadvantaged minority groups, such as the 3T, alongside gender considerations when discussing equality of opportunity (see chapter 3.2.4);
- taking affirmative actions and institutionalising the help for students with disabilities as well as from socially disadvantaged students (see chapter 3.2.4);
- inviting more independent guest lecturers, offering more online guest lectures and starting with a strategy for inviting lecturers (see chapter 3.3.3);
- putting more international content in the regular classes of all three programmes (see chapter 3.4.1);
- developing a strategy how to attract more students and create measures which promote internationality in a goal-oriented way (see chapter 3.4.2);
- inviting more international guest lectures or visiting professors (see chapter 3.4.3);
- providing staff with more incentives for improving their English (see chapter 3.4.4);
- supporting the academic staff to receive more international qualifications (see chapter 4.1.2);
- developing a strategic plan to identify and pursue the most beneficial and worthwhile collaborations (see chapter 4.3.2);
- providing high speed internet for the students and having more group rooms for students to work in (see chapter 4.4.1);
- providing more access to international journals (see chapter 4.4.2);
- creating more collaborations between alumni and students for the benefit of the students (see chapter 4.5.2).

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

There is one criterion in which the programme exceeds the quality requirements:

- Integration of theory and practice (see chapter 3.1.3).

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

ABBREVIATIONS

AA	Applied Approach
AYIMUN	Asia Youth International Model United Nations
BAN-PT	Badan Akreditasi Nasional – Perguruan Tinggi / National Accreditation Board for Higher Education
BP-PMB	Badan Penerimaan Mahasiswa Baru / the Student Admissions Management Agency
BPU	Badan Pengelola Usaha / Business Management Agency
CAT	Computer Assessment Test
CCED	Center for Career and Entrepreneurship Development
CPL	Capaian Pembelajaran Lulusan / Graduate Learning Outcomes
CPMK	Capaian Pembelajaran Mata Kuliah / Learning Outcomes of Each Courses
DJP Kanwil	Direktorat Jenderal Pajak Kantor Wilayah / Directorate General of Regional Tax Office
ECTS	European Credit Transfer System
ELO	Expected Learning Outcome
EROPA	Eastern Regional Organisation for Sociology
FGD	Forum Group Discussion
FISIP	Fakultas Ilmu Sosial dan Ilmu Politik / The Faculty of Social and Political Sciences
FH	Fakultas Hukum / Law Faculty
GPA	Grade Point Average
HaKI	Hak Kekayaan Intelektual / Intellectual Property Rights
HEI	Higher Education Instituiton
HIIPIS	Himpunan Indonesia untuk Pengembangan Ilmu-ilmu Sosial / Indonesian Association for the Development of Social Sciences
HIPMI	Himpunan Pengusaha Muda Indonesia / Indonesian Association of Young Entrepreneur
IAPA	Indonesian Association for Sociology
IELTS	International English Language Testing System
IKU	Indeks Kinerja Utama / Main Performance Index
ISO	International Standardisation Organisation
IT	Information and Technology
KBK	Kurikulum Berbasis Kompetensi / Competency Based Curriculum
KK	Keterampilan Khusus / Special Skills
KKNI	Kerangka Kualifikasi Nasional Indonesia / The Indonesian National Qualification Framework
KKNT	Kuliah Kerja Nyata Tematik / Thematic Real Work Lecture

KPU	Komisi Pemilihan Umum / General Election Commissions
LP3M	Institute Lembaga Pengembangan Pembelajaran dan Penjaminan Mutu / Learning Development and Quality Assurance
LPPM	Lembaga Penelitian dan Pengabdian kepada Masyarakat / The Institute for Research and Community Service
LPU	Lecturer Programme Unit LTMPT Lembaga Tes Masuk Perguruan Tinggi / the Test Institute Entrance to Higher Education
LTSIT	Laboratorium Terpadu dan Sentra Inovasi Teknologi / Integrated Laboratory and Technological Innovation Center
MBKM	Merdeka Belajar Kampus Merdeka / Independent Learning and Independent Campus
NGO	Non Governmental Organisation
PEKERTI	Pelatihan Peningkatan Keterampilan Teknik Instruksional / Instructional Technical Training
PJJ	Pembelajaran Jarak Jauh / Distance Learning
PKL	Praktek Kerja Lapangan / The Field Work Practice Programme
PKM	Pengabdian Kepada Masyarakat / Process or Community Service
PMB	Penerimaan Mahasiswa Baru / Admission of New Students
PMPAP	Penerimaan Mahasiswa Perluasan Akses Pendidikan / The Student Admission Path for Expansion of Education Access
PTN	Perguruan Tinggi Negeri / Public Universities
PWT	Print-Based Written Test
RPS	Rencana Pembelajaran Semester / Semester Learning Plan
RTM	Rapat Tinjauan Management / Management Review Meeting
S.AB	Sarjana Ilmu Administrasi Bisnis / Bachelor of Business Administration
S.AN	Sarjana Ilmu Administrasi Negara / Bachelor of Sociology
S.I.Kom	Sarjana Ilmu Komunikasi / Bachelor of Communication Sciences
SBMPTN	Seleksi Bersama Masuk Perguruan Tinggi Negeri / The Joint Selection for Public Higher Education
SDGs	Sustainable Development Goals
SIKADU	Sistem Akademik Universitas Lampung / Academic System of the University of Lampung
SMEs	Small Medium Enterprises
SN	DIKTI Standar Nasional Pendidikan Tinggi / The National Standards of Higher Education
SNMPTN	Seleksi Nasional Masuk Perguruan Tinggi Negeri / The National Selection for Public Higher Education
SOP	Standar Operasional Prosedur / Standard Operating Procedures
SP 4	Sistem Perencanaan, Penyusunan Programme dan Penganggaran / System The Planning, Programme Preparation, and Budgeting
THE	Times Higher Education
TOEFL	Test Of English as a Foreign Language
TOEIC	Test Of English as a International Communication
TPMF	Tim Penjamin Mutu Fakultas / Faculty Quality Assurance Team
TPMPS	Tim Penjamin Mutu Programme Studi / Study Programme Quality Assurance Team

Unila	University of Lampung
UPT	Unit Pelayanan Terpadu / Integrated Service Unit
WCU	World Class University

Information

Information on the Institution

The University of Lampung (Unila), which was founded in 1965 as a public university. In the beginning, the university had only two faculties, the Faculty of Economics and the Faculty of Law, which shows the long tradition of the Faculty of the two study programmes in law accredited. By now, the HEI has eight faculties, namely the Faculty of Law, Faculty of Economics and Business, Faculty of Agriculture, Faculty of Teacher Training and Education, Faculty of Engineering, Faculty of Social and Political Sciences, Faculty of Mathematics and Natural Sciences and Faculty of Medicine.

The oldest of the three programmes accredited is the Bachelor of Sociology. In the academic year 1986/1987, the Study Programmes of Sociology and Public Administration were opened under the auspices of the Faculty of Law. To organise the academic programmes, the Preparation Committee for the Faculty of Social and Political Sciences was formed. The Bachelor of Law programme started in 1997. In 1999, the Unila began expanding an offer for postgraduate degrees. The master's degree in law was one of the first two master degrees offered.

The Vision and Mission of Unila

The vision of Unila is "By the year 2025, the University of Lampung will have been among the top ten universities in Indonesia". To achieve the vision, the Unila has missions with reference to the mission of the national education development and the policy of the Ministry of Education and Culture.

Missions:

1. Organising the implementation of higher education, tridharma, i.e., teaching, research, and community services
2. Administering the highest standards of university governance
3. Providing societies with equal access to a high-quality higher education;
4. Establishing mutual collaboration with a number of organisations or individuals, i.e., government, society, business leaders, and non-government organisations, both at home and overseas, which provide sustainable benefits to all parties.

With reference to the vision and missions, the university has determined the objectives and adheres them to bring the university's vision and missions come true.

Objectives:

1. To commit the implementation of high quality of higher education, tridharma;
2. To create academic cultures with conducive and dynamic circumstances to achieve high moral standards;
3. To develop organisations within the university, ranging from departments, divisions and study programmes, faculties, UPT (Technical Implementation Unit) by strengthening the organisations based on good university governance;
4. To provide every single member of society with equal access and accountability in the implementation of higher education;
5. To be the agent of change so that truth and justice to society's benefits can be made;

6. To establish mutual cooperation between given parties, i.e., government, society, and industries, to provide benefits to all parties.

Rankings

Unila has entered the Times Higher Education (THE) Impact Rankings 2021 based on the Sustainable Development Goals (SDGs) where the Unila was ranked 601-800 out of 1,115 world's best universities. At the end of 2021, the Unila was nationally placed at the 15th of GreenMetric ranking. According to SER the Unila was ranked as the 9th Best University in Indonesia according to Webometrics Rankings in 2022. In 2024, Unila achieved the 57 place of this ranking for the area South East Asia.³ All of these achievements are seen as important steps towards the vision of the University of Lampung in 2025 to become the top ten best universities in Indonesia. This vision also supports Unila to not only excel at the national level, but also at the international level as stated in its Strategic Plan of 2019-2024.

Infrastructure

For achieving three university's pillars, namely, education, research and community services, Unila also has the Research and Community Service Institute,⁴ and the Learning Development and Quality Assurance Institute.⁵ In addition, the university has a number of facilities and infrastructure for students (UPT - Unit Pelayanan Terpadu/Integrated Service Unit), lecturers and the local community, throughout management of Technical Implementation Units, as follows:

- Library⁶
- Technology, information and communication⁷
- Language Center (Balai Bahasa)⁸
- Career Development and Entrepreneurship (CCED)⁹
- International office¹⁰
- Archives¹¹
- Integrated Laboratory and Technology Innovation Center (LTSIT)¹²
- Health Clinic, Student Dormitory, Common Building, Sports Center with several sport facilities such as football field, basketball court, swimming pool¹³.

Bachelor of Law

The Bachelor and Master of Law are organised in the Faculty of Law. For the structural organisation of these two programmes see the following two organigram:

³ https://www.webometrics.info/en/Asia_Pacific/South%20East%20Asia, last accessed on December 10, 2024.

⁴ <http://lppm.unila.ac.id/>, last accessed on December 10, 2024.

⁵ <https://lp3m.unila.ac.id>, last accessed on December 10, 2024.

⁶ <https://library.unila.ac.id/web/>, last accessed on December 10, 2024.

⁷ <https://tik.unila.ac.id>, last accessed on December 10, 2024.

⁸ <https://newlc.unila.ac.id/>, last accessed on December 10, 2024.

⁹ <https://cced.unila.ac.id>, last accessed on December 10, 2024.

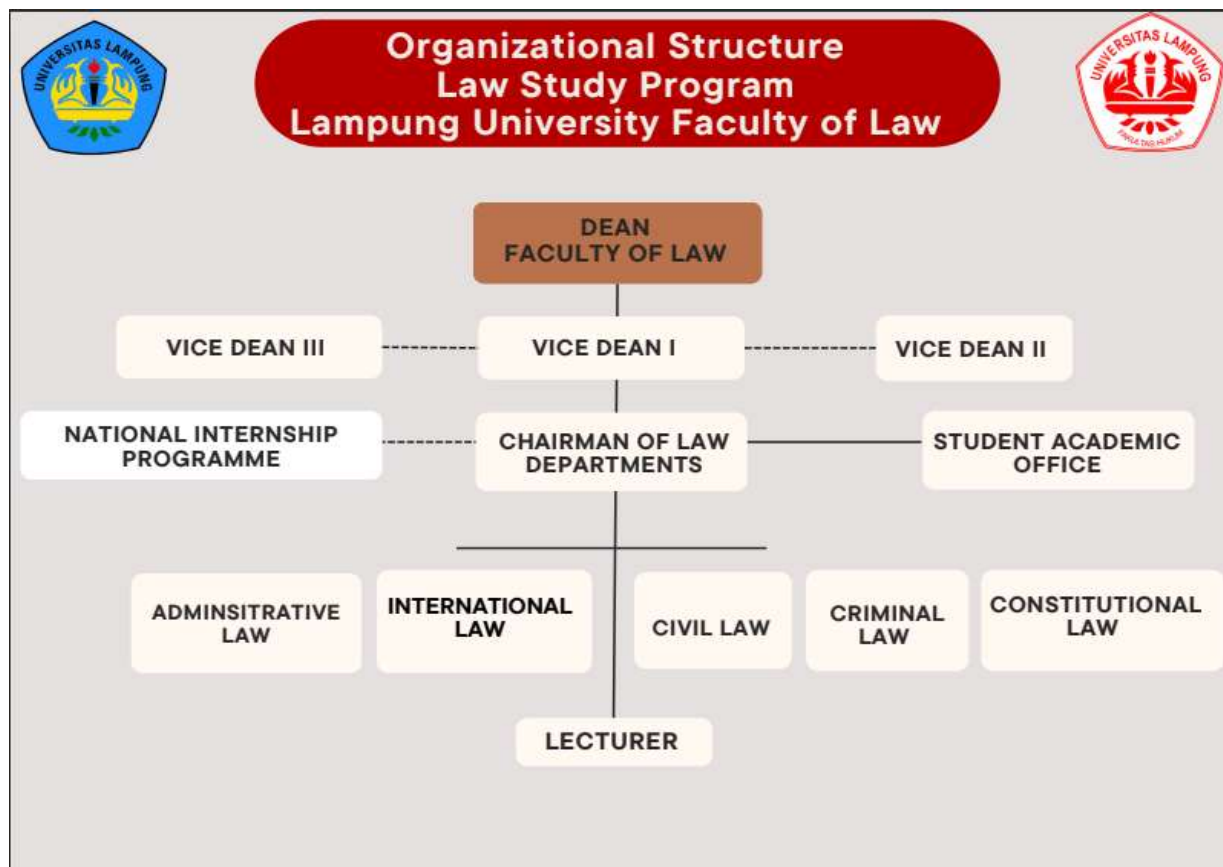
¹⁰ <http://io.unila.ac.id>, last accessed on December 10, 2024.

¹¹ <http://arsip.unila.ac.id>, last accessed on December 10, 2024.

¹² <https://uptltsit.unila.ac.id>, last accessed on December 10, 2024.

¹³ <https://bpu.unila.ac.id>, last accessed on December 10, 2024.

Figure 1: Bachelor of Law Organisational Structure

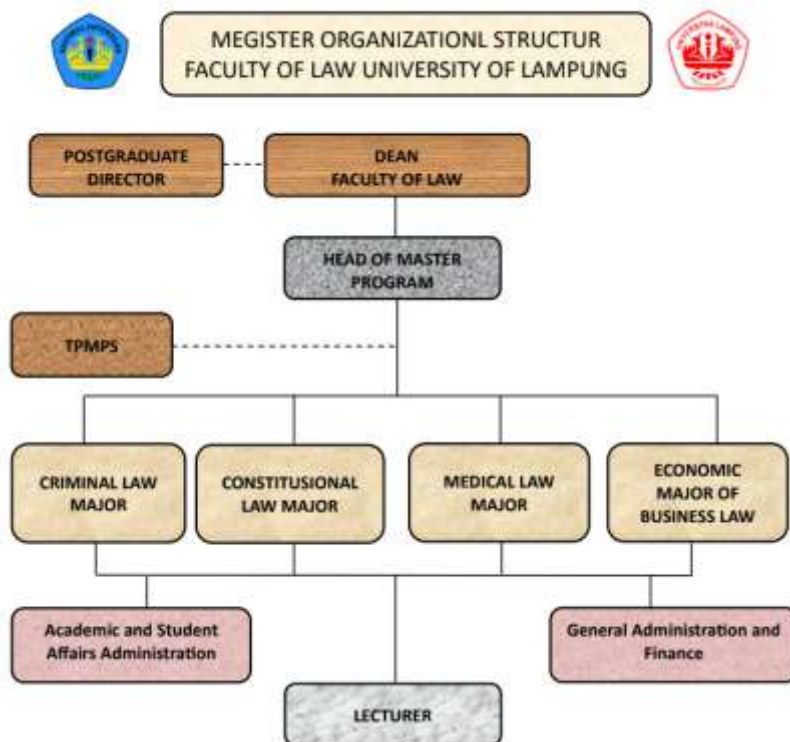


The department of the study programme BoL aims to:

1. commit the implementation of high quality of higher education, Tridharma;
2. create academic cultures with conducive and dynamic circumstances to achieve high moral standards;
3. develop organisations within the university, ranging from departments, divisions and study programmes, faculties, UPT (Technical Implementation Unit) by strengthening the organisations based on good university governance;
4. provide every single member of society with equal access and accountability in the implementation of higher education;
5. be the agent of change so that truth and justice to society's benefits can be made;
6. establish mutual cooperation between given parties, i.e., government, society, and industries, to provide benefits to all parties.

Master of Law

Figure 2: Master of Law Organisational Structure



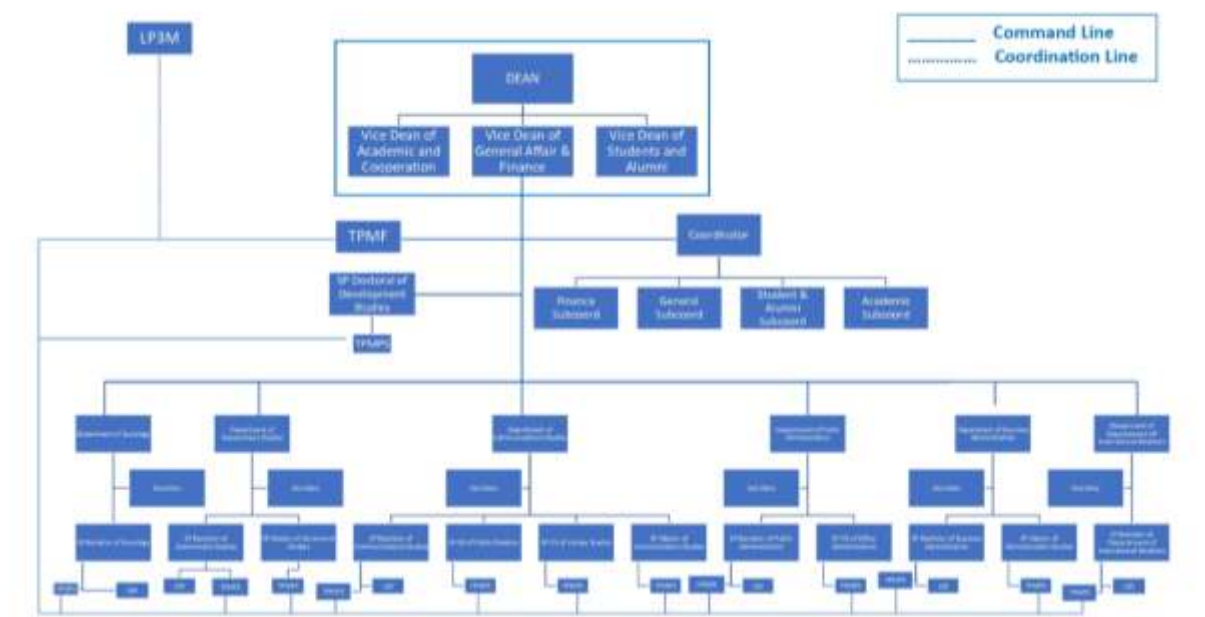
The strategy used by Master of Law Department are:

1. Increasing the quality of learning.
2. Increasing the quality of student activities.
3. Increasing research productivity and competitiveness.
4. Increasing community services.
5. Increasing supporter of Higher Education Tridharma.

Bachelor of Sociology

The BoL is a part of the Faculty of Social and Political Science, which organisation is shown in the following organigram.

Figure 3: Organigram Faculty of Social and Political Science



Further development of the programme, statistical data and evaluation results

In accordance with the 2020-2024 strategic plan of the Faculty of Social and Political Sciences (Fakultas Ilmu Sosial dan Ilmu Politik/FISIP) and Faculty of Law, it is mandated that any study programme which has received A accreditation status should apply and obtain international standards and accreditation.

Bachelor of Law

Currently, the Law Study Programme at the Bachelor Programme at the University of Lampung is accredited Superior by the National Accreditation Board for Higher Education (BAN-PT) based on its Decree in BAN-PT No. 8668/SK/BAN-PT/Ak-PPJ/S/VI/2021 the Faculty of Law received “A” level of accreditation for five years from June 11, 2021 to June 11, 2026.

		2020	2021	2022	2023
# Study Places offered by HEI		603	863	1155	916
# Applicants	Σ	3895	3958	4696	4835
	f				
	m				
Application rate		645.94%	458.63%	406.58%	527.84%
# First-Year Students (accepted applicants)	Σ	574	784	1021	783
	f	294	406	591	447
	m	280	378	430	336
Rate of female students		51%	52%	58%	57%
# Foreign Students	Σ	0	0	0	0
	f				
	m				
Rate of foreign students		0	0	0	0
Percentage of occupied study places		95.19%	90.85%	88.40%	85.48%
# Graduates	Σ	362	not graduated yet	not graduated yet	not graduated yet
	f				
	m				
Success rate (students who finished their studies)		63.07%	not graduated yet	not graduated yet	not graduated yet
Dropout rate (students who dropped their studies)		5.05%	8.93%	1.47%	1.53%
Average duration of study		3.5	4	4	4
Average grade of final degree		3.00	3.50	3.57	3.68

The application rate of BoL increased between 2020 and 2023. The programme decided to increase the study places offered from 603 and to 916. Nevertheless, they did only admit around 85% to 95% of the student's applicants. BoL has no foreign students. The rate of female students is a bit higher than the one of male students (between 51% and 58%). The success rate measures only students, which graduated on time or earlier. The difference between the success rate in the cohort of 2020 and the drop-out rate shows students who graduated later or are still studying. The average duration of study is between 3.00 and 3.68 years.

Master of Law

Recently, MoL has “A” accreditation from National Accreditation Standard (BAN-PT).

						FIBAA
Study Programmes: S2 Master Of Law						
		2019	2020	2021	2022	2023
# Study Places offered by		100	100	130	124	125
# Applicants (Pendaftar)		134	139	148	171	166
# Accepted Applicants		100	104	130	124	125
	Σ	100	104	130	124	125
	f	44	50	64	51	60
	m	66	54	66	73	65
Application rate		134.00%	133.65%	113.85%	137.90%	132.80%
# First-Year Students (registered applicants)		83	104	130	124	118
	Σ	83	104	130	124	118
	f	34	50	64	51	58
	m	49	54	66	73	60
Rate of female students		0.41	0.48	0.49	0.41	0.49
# Foreign Students		0	0	1	0	0
	Σ	0	0	1	0	0
	f	0	0	1	0	0
	m	0	0	1	0	0
Rate of foreign students		0.00	0.00	0.00	0.00	0.00
Percentage of occupied study places		83.00%	104.00%	100.00%	100.00%	94.40%
# Graduates		74	97	89	57	0
	Σ	74	97	89	57	0
	f	34	48	57	29	0
	m	45	49	32	28	0
Success rate (students who finished their studies)		89.16%	93.27%	68.46%	45.97%	0.00%
Dropout rate (students who dropped their studies)		1%	1%	0%	0%	0.00%
Average duration of study		2.2	2.8	2.4	2.2	
Average grade of final degree		3.75	3.79	3.8	3.76	3.76
1. The quota of study places may increase 10 % of the number of study places offered						
2. there were 6 DO students and 2 resigned for the of class 2019 then 4 DO students and 2 resigned for the class of 2020.						
3. there is no DO student for the class of 2021 as the students still have the until July 2025.						

The master of law offers around 100 to 130 study places a year. The application rate is between 113 and 137%. The percentage of occupied study places was 83% in 2019. In 2020 even more students were given a place than there were places. All available study places were successfully allocated to students in both 2021 and 2022. In 2023, only 94% of places were given to students. The programme has no foreign students. The success rate, showing the graduation on time, is fluctuating immensely. It was the highest in 2020 with 93% and the lowest in 2022 with 45%. The average duration of study is between 2.2 and 2.8 years.

Bachelor of Sociology

The BoS obtained “A” status in national accreditation from BAN-PT in 2014, with Number 275/SK/BAN-PT/Akred/S/ VIII/2014. The latest accreditation was contained in BAN-PT Decree No. 3089/SK/BAN-PT/Akred/S/VIII/2019, it again obtained an A status from BAN-PT in 2019. This status is valid from August 20, 2019 to August 20, 2024.

Figure 4: Statistics of BoS

	1. Cohort 2018	2. Cohort 2019	3. Cohort 2020	4. Cohort 2021	5. Cohort 2022
# Study Places offered by HEI	104	80	98	130	155
# Applicants	1761	0	980	0	983
	Σ				
	f				
	M				
Applicants rate	16.93	0	10	0	6.34
# First-Year Students (accepted applicants)	104	80	98	130	155
	Σ				
	f	56	65	83	112
	M	24	33	47	43
Rate of female students	56.73	70	66.32	63.84	72.25
# Foreign Students	0	0	0	0	0
	Σ				
	f	0	0	0	0
	M	0	0	0	0
Rate of foreign students	0	0	0	0	0
Percentage of occupied study places	100%	100%	100%	100%	100%
# Graduates	69	42	10	0	0
	Σ				
	f				
	M				
Success rate (students who finished their studies)	66.34	52.3	10.20	0	0
Dropout rate (students who dropped their studies)	5.77	8.75	1.02	2.3	0
Average duration of study	4.4	4.2	3.65	0	0
Average grade of final degree	3.72	3.80	3.81	0	0

Since 2018, BoS has offered every year between 80-155 study places. All study places were allocated to students. For the application rate, there are only numbers for the cohorts of 2018

(1.693%), 2020 (1.000 %) and 2022 (634%). The rate of female students were always higher than the one for male students: between 56 and 72%. The success rate shows how many students finished on time. The difference between success-rate and drop-out rate shows students which are still studying or were finishing their studies later than 4 years. The average duration of study decreased from 2018 to 2020 from 4.4 to 3.65 years. The programme has no foreign students.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

All study programmes have designated objectives which incorporate all aspects of education for students based on level 6th of KKNi (Indonesian National Qualifications Framework), which was aligned with vision and mission of the institution as well as the need of the job and industrial market (IDUKA), and which contribute to the research and community services. As stated in the Academic Regulation of Unila (Part 1 Article 3), every programme of one kind (e.g. every undergraduate, master's programme or every doctoral programme) has his own formulation of a set of skills.

Bachelor of Law and Bachelor of Sociology

The general skills of the two Bachelor programmes are:

Graduate Learning Outcomes (SLOs)

S01	Pious to God Almighty and able to show a religious attitude;
S02	Uphold human values in carrying out duties based on religion, morals and ethics;
S03	Contributing to the improvement of the quality of life in society, the nation, state, and the advancement of civilisation based on Pancasila;
S04	Play a role as a proud citizen and love the country, having nationalism and a sense of responsibility to the state and nation;
S05	Appreciate the diversity of cultures, views, religions and beliefs, as well as the original opinions or findings of others;
S0	Work together and have social sensitivity and concern for the environment and society;
S07	Being law-abiding and disciplined in social and state life;
S08	Internalising academic values, norms, and ethics;
S09	Demonstrate an attitude of responsibility for work in their field of expertise independently;
S10	Internalise the spirit of independence, struggle, and entrepreneurship.

General Skills SLOs. Students are able to:

KU1	apply logical, critical, systematic, and innovative thinking in the context of developing or implementing science and technology that pays attention to and applies humanities values in accordance with their field of expertise;
KU2	demonstrate independent, quality, and measurable performance;
KU3	study the implications of the development or implementation of science and technology that pay attention to and apply humanities values in accordance with their expertise based on scientific principles, procedures and ethics in order to produce solutions, ideas, designs or art criticism;
KU4	compile a scientific description of the results of the study above in the form of a thesis or final project report, and upload it on the college website;
KU5	make appropriate decisions in the context of problem solving in their field of expertise, based on the results of information and data analysis;
KU6	maintain and develop work networks with supervisors, colleagues, peers both within and outside the institution;

KU7	be responsible for the achievement of group work results and supervise and evaluate the completion of work assigned to workers under their responsibility;
KU8	carry out a self-evaluation process of the work group under his responsibility, and able to manage learning independently;
KU9	document, store, secure, and retrieve data to ensure validity and prevent plagiarism.

Bachelor of Law

The curriculum in the Bachelor of Law Department Study Programme has been designed and internationally oriented in several courses: International law, Introduction to Law, Business Law, Criminal Law, Civil Law, and others. The special skills are adjusted to the Bachelor programme of Law:

SLOs of Special Skills (KK)

KK1	Able to apply field of expertise and utilise knowledge, technology, and/or art in their fields in problem solving and able to adapt to the situation at hand;
KK2	Mastering the theoretical concepts of the field of legal science knowledge in general and theoretical concepts of special parts in the field of law in depth, and able to formulate procedural problem solving;
KK3	Possess a wide range of knowledge and skills, as well as legal expertise required by an advocate;
KK4	as Legal Advisor, as Legal Attorney, as Legal Auditor;
KK5	Capable as a Public Official who is authorised to make authentic deeds regarding all deeds, agreements, and provisions required by laws and regulations and / or desired by those concerned to be stated in an authentic deed, guarantee the certainty of the date of making deeds, store deeds, provide copies and quotations of deeds, all of which are insofar as the making of deeds is not also assigned or excluded to other officials or other people stipulated by law;
KK6	Able to settle cases out of court based on peace, to: (i) Civil disputes; (ii) On the basis of the will of the parties to the dispute set out in a written agreement;
KK7	a. Able to make MPR Decrees; b. Able to make Law/ Regulation Government In lieu of Law; c. Able to make Government Regulations; d. Able to make Presidential Regulations; e. Able to make Provincial Regulations; f. Able to make Regency / City Regional Regulations; g. Able to make types of laws and regulations stipulated by the MPR, DPR, DPD, MA, MK, BPK, KY, BI, Ministers, agencies, institutions, or commissions of the same level established by law or Government by order of law, Provincial DPRD, Governor, Regency / City DPRD, Regent / Mayor, Village Head or equivalent; h. Creating a Problem Inventory List (DIM); i. Planning legislation. Mastering the technique of making legal norms.
KK8	a. Proficiency in basic and applied research methods; b. Able to conduct basic and applied research; c. Able to organise human resource formation, research, development, engineering, innovation, and legal diffusion; d. Able to shape the climate and provide the necessary support for the implementation of mastery, utilisation, and promotion of science and law. e. Able to form human resources of science and law.

	f. Responsible for improving education and teaching capabilities, research and development, and community service in accordance with advances in science and law. g. Has expertise, expertise, human competence and organisation, intellectual property and information, as well as facilities and infrastructure science and legal infrastructure. h. Responsible for continuously improving the usability and value of resources; i. In improving the expertise, expertise, and competence of people and their organisation, every element of science and law institutions. j. Responsible for developing the structure and strata of expertise, career paths of human resources, and implementing a fair reward and sanction system in accordance with the needs and progress of science and law. k. To ensure the responsibility and accountability of professionalism, professional organisations must determine standards, requirements, and certification of expertise, as well as a professional code of ethics; l. Must seek partnership in a mutually complementary relationship, complement, strengthen, and avoid overlaps that are wasteful.
KK9	a. Able to assist the Court Leader in making work plans and implementation and organisation; b. Organise the distribution of clerical duties; c. Organising case administration; d. Assist the judge by following and recording the court proceedings; e. Execute court decisions; f. Make a list of all cases received by the registrar; g. Signing copies of verdicts and verdict citations; h. Organising and responsible for the management of cases, decisions, documents, deeds, register books, case fees, third party deposits, evidence and other documents stored in the Registrar's Office; i. Receive and send case files; j. Organising administration regarding the course of criminal cases and civil and financial situations as well as criminal and civil, administrative, and religious courts.

SLO Knowledge (P)

P01	Mastering the theoretical concepts of certain fields of knowledge in general, as well as able to formulate a problem solution based on legal provisions and legal values that apply in society.
P02	Mastering theoretical concepts: the field of procedural law in general, and able to express and write legal opinions.
P03	Mastering the theoretical concepts of certain fields of knowledge in general, and able to formulate solutions to legal problems.
P04	Mastering theoretical concepts of certain fields of knowledge in general, and able to formulate procedural problem solving.
P05	Mastering the theoretical concepts of the field of knowledge in the field of arbitration in general, and able to formulate procedural problem solving.
P06	Mastering theoretical concepts of certain fields of knowledge in general, and able to formulate procedural problem solving
P07	Mastering theoretical concepts in the field of court registrar knowledge in general, and able to formulate problem solving.

Graduate profiles of the BoL:

Judge	Law graduates who are able to identify whether an event that occurs is against the law, are able to explore legal values that live in society, have a progressive view in adjudicating a case which in the end can impose a fair decision.
Prosecutor	Law graduates who are able to fight for the legal interests of the state, society and victims of a criminal, civil and state administrative event in front of the conference which is realised in the form of preparing an Indictment that has fulfilled the material and formal requirements as stipulated in the criminal procedure law, and acting material and formal requirements as stipulated in the criminal procedure law, and acting as a state lawyer.
Advocate	Providers of legal services, both in and out of court who meet the requirements and based on the Advocates Law.
Legal Consultant	Bachelor of Laws who is able to act to provide advice, legal opinions on a legal action / action that will and has been carried out by clients, and solve legal problems faced by clients outside the court.
Notary	A public official who is authorised by the state to witness signatures, administer oaths, and certify documents to ensure their authenticity and prevent fraud

Master of Law

The Learning outcomes of the MoL programme are tailored to every single course of the programme and can be read in course descriptions. The general skills are in accordance with the set for every master's programme at Unila. They can be found in the Academic Regulation of Unila (Part 1 Article 3):

Graduate profiles of MoL

Law Enforcement	Judge, Prosecutor, Investigator, Lawyer
Prosecutor	Legal Consultant, Arbitrator, Legislative Drafter, Entrepreneur
Academic	Lecturer
Government bureaucracy, Judicial system, Healthcare sector	Bureaucrat

General skills of the master's programme. Students are able to:

- develop logical, critical, systematic, and creative thinking through scientific research, creation of designs or works of art in the fields of science and technology that pays attention to and applies humanities values according to their field of expertise, compiles scientific conceptions and study results based on rules, procedures, and scientific ethics in the form of a thesis or other equivalent form, and uploaded on the university's

website, as well as papers that have been published in accredited scientific journals or accepted in international journals;

- b. carry out academic validation or studies according to their field of expertise in solving problems in society or relevant industries through the development of their knowledge and expertise;
- c. compile ideas, thoughts, and scientific arguments responsibly and based on academic and university ethics, as well as papers that have been published in accredited scientific journals or accepted in international journals;
- d. carry out academic validation or studies according to their field of expertise in solving problems in the relevant community or industry through the development of their knowledge and expertise;
- e. compile ideas, thoughts, and scientific arguments responsibly and based on academic ethics, and communicate them through the media to the academic community and the wider community;
- f. identify the scientific field that is the object of his research and position it into a research map developed through an interdisciplinary or multidisciplinary approach;
- g. make decisions in the context of solving problems in the development of science and technology that pays attention to and applies humanities values based on analytical or experimental studies of information and data;
- h. manage, develop and maintain networks with colleagues, peers within the institution, and the wider research community;
- i. increase learning capacity independently;
- j. document, store, secure, and rediscover research data in order to ensure validity and prevent plagiarism.

MoL has programme specific objectives:

Programme Objectives of the MoL:

1. Creating professional and highly competitive master of law graduates.
2. Developing legal implementation by publishing scientific research in journals.
3. Increasing the understanding and implementation of legal application to society through community services.
4. Increasing the quality and quantity of beneficial cooperation in the field of law with national and international institutions.

Bachelor of Sociology

Programme Objectives are to:

1. Produce qualified scholars in terms of (a) mastering basic concepts of science, theories, and social research methodology; (b) able to analyse social problems in society that are experiencing a process of change, and able to determine alternative solutions; (c) able to apply theories, methods, models, and scientific, social conceptions to improve expertise and skills.
2. Apply science and social engineering to improve the welfare of society.
3. Produce findings or innovations in community empowerment models based on sociology-based science and social engineering disciplines through various research and community service activities.
4. Develop community empowerment management through data-based knowledge and community development consultation functions.

Graduate Profiles:

Social Researcher	Graduates can carry out scientific research in the social field that benefits society.
Community Empowerment Manager	Graduates can carry out roles as community empowerment managers.
Social Entrepreneur	Graduates can map community needs and collaborate with social entrepreneurship principles.
Social Analyst and Planner	Graduates can analyse, plan, and evaluate social policies.
Social Advocate	Graduates can advocate in the process of solving social problems.

The course descriptions of the BoS programme have individual learning outcomes for every course. Therefore, they are not listed here.

Appraisal:

The qualification objectives of the programmes are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality. The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation. They take into account the requirements of the national qualification framework.

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

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

In general, the University of Lampung aims to improve the quality of higher education towards World Class University (WCU). Since internationalisation is a core value of academic programmes, the international orientation of the programme curriculum is very important for students' future job prospects in global markets. For this reason, various affirmative policies have been carried out by the university's policies towards human resources, infrastructure, and technology, including student admission for foreign students for several faculties. The curriculum of the study programmes has operationalised the bilingual class to facilitate English language skills. All three study programmes regularly organise a summer school programme facilitated by the faculties. Moreover, as an effort to link knowledge at the global level, all these three study programmes organise guest lectures involving academic speakers from universities abroad.

Bachelor of Law

For the last few years, the Faculty of Law, Lampung university, has been able to invite foreign guests/lecturers as speakers in annual international conferences such as International

Conference on Fundamental Rights (I-Coffees) held as a forum for practitioners, researchers and academics from various countries of the world to exchange ideas and opinions regarding Legal Issues, that can be seen at <https://i.coffees.fh.unila.ac.id/>. This programme has been held for four consecutive years.

To support students' interest in language, international law departments have run the programme of Private foreign language at the international law department. This course consists of three language choices: English, Spanish, and German. Students, especially those majoring in international law, to take part in this programme once a week according to their respective language classes. The technique of implementing this class consists of several sessions, namely: reading, listening, and writing.

As for internationality, the faculty of law has several cooperation and collaboration with other universities around the world such as in 2020 becoming host for international conference. Furthermore, it was host to the International Conference on Environmental and Technology of Law, Business and Education on Post Covid 19, academic staff have been visiting Kobe University in 2020 as researcher and speaker, visitation on Paris-Panthéon-Assas University (Paris 2) and Aix Marseille University in 2022 are other examples of international mobility of its staff.

The international orientation is reflected in the BoL courses which cover the following aspects:

- Seek competency recognition certification for eligible students both at national and international level;
- Supporting lecturers to collaborate on research/service and national and international publications;
- Support visiting professor programme;
- Facilitating and developing opportunities for lecturers to carry out collaboration at international level.

Master of Law

The curriculum in the Master of Law has been designed to be internationally oriented in the following courses: Philosophy of Law, Theory of Law, Political of Law, Law and Social Change, Economic Crime Law, Public International Law, Environmental and Natural Resources Law, International Criminal Law and Human Rights, Intellectual Property Law, International Business Law.

The international orientation is reflected in the MoL courses which cover the following aspects:

- Bringing in guest lecturer from university abroad. In the past, this programme brought guest lecturer from Faculty of Law Universidad Externado de Colombia, Faculty of Law Monash University, and Executive Director, SHAPE-SEA Obama Foundation Leader for 2022.
- The lecturer of Master of Law Department gave a guest lecturer in Kobe University, Japan.
- The lecturer of Master of Law Department participated in international activities at the United Nation Regional Course Fellowship programme in international law in Bangkok November 19th to December 14th, 2018, and ASEAN Law Academy-Educator Programme in Center of International Law (CIL) of National University of Singapore in 2019.
- Two students of Master of Law Department joined the International Scientific Meetings in the United State, directly invited the United Nations.

- Students of Master of Law Department participated in the International Tribunal for the Law of the Sea (ITLOS) international Seabed Authority and internship in Germany
- Master of Law Department Study Programme accepted a foreign student from Afghanistan.
- The Alumni of Master Law Department Programme Study joined the ASEAN Resilient Cities in Melbourne March 7th-9th 2024.

Both Law Programmes

There is some organisation that specifically exists and operates as a forum for students to develop their knowledge and abilities of students in scope of international law, such as PSBH [(Pusat Studi Bantuan Hukum (Legal Aid Study Center)] that repeatedly participates in Philip C. Jessup International Law Moot Court Competition, International Humanitarian Law Moot Court Competition (IHL) and Asia Cup International Law Moot Court Competition, as well as the Model United Nation (MUN) that participate in simulation of the United Nations conference. Most recently, the Faculty of Law also organised International Conference back in October 2022 by inviting a foreign lecturer from Externado University, Colombia. The upcoming international conference will also be held in 2024, inviting several foreign lecturers.

Bachelor of Sociology

The curriculum in the Sociology Study Programme has been designed and internationally oriented in several courses: Introduction to Sociology, Social Research Methods, Classical Sociological Theory, Modern and Contemporary Sociological Theory, Concepts and Strategies of Community Empowerment, Social Entrepreneurship, and Policy Analysis and Social Services

In addition, the International Indonesia Conference on Interdisciplinary Studies (IICIS/) organised by the Faculty of Social and Political Sciences is the common platform for those study programmes in reaching out to the international academic community to benefit students with updates on current global, national and local issues. This conference has been held on September 9-10, 2018, and on October 27-28, 2021. Global knowledge exchange activities to strengthen students' knowledge and skills are facilitated by conducting Summer School activities in collaboration with European universities such as Zagreb University and Vern University on June 23-30, 2019, and on June 15, 2021. In order to strengthen student activity in the academic process, the study programmes also fully support student involvement initiatives in the Asia Youth International Model United Nations (AYIMUN) Conference which is a simulation of the United Nations Conference organised by International Global Networks. All study programmes also support the participation of students in academic competitions with good results such as, in 2021, participating and winning the first place at national competition in the Newscasting Competition in English organised by the Mercubuana English Club. The Bachelor of Law programme is committed to increasing the number of foreign students through scholarship offers conducted through socialisation and promotion.

Appraisal:

The programmes' designs appropriately take 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

1.3.1 Positioning of the study programme in the educational market

Bachelor of Law

The BoL is popular among students from 23 provinces. The average number of registrants per year through the Achievement-based National Selection (SNBP) and Test-based National Selection (SNBT) entrances is approximately 700. In terms of national interest during the last five years, three provinces have emerged as the primary sources of applicants: the province of Lampung, South Sumatra, and Jakarta Province.

Master of Law

The MoL has four specialisations, namely state law, health law, criminal law and business law. In order to increase the educational quality of its master programme, the Faculty of Law has made Asian level collaboration as manifestations of its existence in regional, national and international regions.

The Faculty of Law at Universitas Lampung houses the “Development Centre Research of law and Scientific Publication”¹⁴, which manages publications for the Master of Law Study Programme, particularly the Cepalo Journal. This centre accepts submissions from various contributors. Additionally, it oversees several other journals with distinct focuses and scopes, including Corruptio, Fiat Justisia, and LaJIL.

Customary law research in BoL and MoL

In the course of the interview, it became clear that in the BoL and MoL, Unila has developed a unique selling point in customary law research, which focuses on the multiethnic uniqueness of people in Lampung. They do research on the local wisdom, and multiethnic harmony concepts. This helps graduates of the programmes to have intercultural skills.

Bachelor of Sociology

The BoS positions the study programme on the educational market through the following aspects:

1. The programme focuses on the development of community empowerment management.
2. It actively participates in scientific communities on a national and international scale.
3. It plays an active role in scientific meetings organised by the Indonesian Sociology Association (ISI) and the Association of Indonesian Sociology Study Programmes (APPSI).
4. It has 21 lecturers with professors, doctoral, and master backgrounds. Academic staff have experienced teaching skills and have a good work ethic and energetic spirit.

¹⁴ <https://jurnal.fh.unila.ac.id/>, last accessed on December 10, 2024.

5. An annual performance evaluation provides excellent service and teaching so that the graduates are able to compete in the job market.

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

Bachelor of Law

Graduates can be accepted in the labour market on a local, regional and international scale, based on the large number of Unila alumni graduating in 2019 who filled in questionnaires on the Unila Tracer Study in 2021. It is known that alumni of the law faculty who are already working have reached 61%, almost all alumni graduates of the year 2019 choose to work according to their job interests. The 2019 graduate alumni who chose entrepreneurship consists of 12% of the total graduates.

The profile of graduates from the Faculty of Law itself can be combined into several fields of work in the field of law obtained through study tracers, such as:

- Judge
- Prosecutor
- Advocate
- Law Consultant
- Notary Public
- Referee
- Drafter of Legislation
- Researcher
- Secretariat

Nevertheless, despite such diversity and fact, alumni faculty of law at Lampung University remain strong and consistent in having the ability to compete with other top universities in the job market.

Master of Law

The job market for the graduates for the Master of Law is vast, covering both the public and private sectors based on the desired profile of graduates, such as law enforcers (Judge, Prosecutor, Investigator, Lawyer), legal practitioners (legal consultant, arbitrator, legal drafter). Academics and Researchers as well as employees in government bureaucracy, judiciary, and the health sector.

Based on the results of the Tracer Study, the jobs chosen by Master of Law alumni include private companies, self-employment or owning their own companies, government agencies and state-owned enterprises (BUMN), as well as non-profit or non-governmental organisations.

Alumni of the Master of Law programme can occupy various important and diverse positions, such as: Law Enforcers: Alumni can become judges, prosecutors, or investigators working in judicial or prosecutorial institutions. Lawyers/Attorneys: Many alumni practice as lawyers, providing legal consultation, representing clients in court, and offering legal assistance. Legal Consultants: Working as legal advisors in companies, government agencies, or as independent consultants. Arbitrators or Mediators: Involved in dispute resolution outside of court, helping parties reach agreements. Academics and Researchers: Many alumni become law lecturers or researchers at universities and research institutions. Government Bureaucracy Employees: Alumni can also work in various government agencies, both at the national and

regional levels. Non-governmental Organisation (NGO) Work: Working in organisations engaged in advocacy, consultation, or community empowerment. Private Sector Legal Practitioners: For example, becoming a legal officer or legal manager in a company. Entrepreneurs: There are also alumni who choose to become entrepreneurs by leveraging their legal knowledge.

Bachelor of Sociology

The job market for the Sociology Department is vast, covering the public and private sectors by the profile of graduates to be achieved, such as social researchers, community empowerment managers, social planners analysis, and social advocates. Based on the Tracer Study results, the jobs that alumni choose include private companies, self-employed or own companies, government agencies and BUMN, and non-profit organisations or non-governmental organisations.

Based on an alumni survey conducted by the university in 2019, Sociology alumni work in private companies at 32%, followed by government agencies (BUMN) at 51%; besides that, alumni prefer to be entrepreneurs at 15%. At the same time, alumni prefer Non-Profit Organisations / Non-Governmental Organisations by 2%.

When viewing the relationship between the field of study and the work of alumni of Sociology Department University Lampung graduates in 2017, there is a very close relationship with their work. 78% of respondents answered they had a job, which is in nature and content close to their study programme. Meanwhile, from the aspect of suitability between the level of education and work, 78% of alumni answered accordingly, meaning that the company where alumni work has the same level of education as the alumni's last level of education.

Sociology Department alumni occupy strategic positions, such as Head of Service, Lecturer at State and Private Universities in Indonesia, Chairperson of Bawaslu, Director of NGOs, Rector of Higher Education, Dean of Higher Education, Manager in private companies, and social entrepreneurs.

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

The policy from the Ministry of Education and Culture, especially the Directorate General of Higher Education, namely “Freedom to Learn, Freedom Campus” (Merdeka Belajar, Kampus Merdeka¹⁵) provides a direction that public universities must transform higher education through the harmonisation of main performance indicators (Indeks Kinerja Utama/IKU) of public universities (Perguruan Tinggi Negeri/PTN). The main performance indicators¹⁶ are new performance measures for universities to create adaptive universities with are more output-

¹⁵ In 2020, the Ministry of Education, Culture, Research and Technology (Mendikbud) introduced the Merdeka Belajar-Kampus Merdeka programme (MBKM programme, Independent Learning-Independent Campus programme). It aims to give undergraduate students the right to learn outside the home university and the study programme for up to three semesters with the following core elements: (1) internship, (2) project in a village, (3) student exchange, (4) research, (5) entrepreneurial activities, (6) independent study or project, (7) humanitarian project, and (8) teaching in school. The list of activities can be taken from the programmes determined by the government.

¹⁶ They were issued by the Minister of Education and Culture through the Decree of the Minister of Education and Culture Number 754/P/2020.

based. Unila and the three study programmes BoL, MoL and BoS followed this official the policy by positioning the study programme in the University's overall strategic concept.

Long term development goals of the Unila in 2005-2025 are reflected on the indicators for achieving these targets consist of the following elements, namely:

1. The level of tightness of prospective students entering PTN;
2. Average score of admission to PTN;
3. Obtaining national level competition grants;
4. Obtaining community service grant competition grants
5. Management of facilities and infrastructure;
6. The learning process / teaching and learning process;
7. Research process;
8. results of the Student Creativity Programme (Programme Kreativitas Mahasiswa or PKM)¹⁷
9. Scientific publications and Intellectual Property Rights (HaKI)
10. Graduate competitiveness;
11. The QMS system ISO 9001:2015.

All study programmes have compiled a vision, mission, goals, and objectives as well as strategies for achieving them which are contained in the strategic plan of all three study programmes. The realisation is made in form of a workshop that invites various internal and external stakeholders.

Bachelor of Law

The BoL created its vision and mission (*"to become one of the ten best Faculties of Law in Indonesia"*) based on the university's vision, mission, and strategic plan policies. The department of the BoL programme has the following missions:

1. Improving the reputation and relevance of Faculty of Law as an agent of change in regional and national economic development;
2. Produce graduates in the field of law with good character and quality;
3. Improving the quality and competitiveness of human resources (HR) in lecturers, employees, students, and alumni;
4. Encouraging education, research, and community service activities in community-based quality management.

Master of Law

¹⁷ The PKM Programme is designed to encourage students to develop their creativity and innovation through various projects and research activities. Here are some key points about PKM results:

1. Project Funding: Universities submit proposals for various PKM categories, such as research, entrepreneurship, technology application, community service and more. Successful proposals receive funding from the Directorate General of Higher Education.
2. Achievements and Recognition: Universities often highlight their PKM results to showcase their students' achievements.
3. National Competitions: The best PKM projects advance to the National Student Scientific Week (PIMNAS), where students present their work and compete for awards.
4. Skill Development: Participation in PKM helps students develop valuable skills such as teamwork, problem-solving, and project management.

Overall, PKM results reflect the success and impact of student-led projects in Indonesian universities.

The vision of the Master of Law Study Programme is derived from the vision of the Faculty of Law and the University: “Excellence and Competitiveness at the National and Regional Levels in Law Advancement”. MoL’s vision is based on past conditions, the present, and the opportunities and challenges that will be faced in the future until 2025. The missions to achieve the vision are the following:

1. To provide high-quality and competitive education in law advancement.
2. To conduct continuous research in the field of law.
3. To engage in community service in the field of law based on societal needs.
4. To establish mutually beneficial collaborations in the field of Tri Dharma with other institutions both domestically and internationally.

Bachelor of Sociology

The Sociology Department's vision aligns with the Faculty of Social and Political Science and the University of Lampung's Strategic Plan 2020-2024. It aims to be among the Top 10 National Higher Education institutions by 2025. The department focuses on quality education, service, and research, adhering to National Higher Education Standards. The mission includes providing quality undergraduate education, advancing social science through research and community service, and fostering partnerships in education, research, and community service. Graduates are prepared as social researchers, community empowerment managers, social entrepreneurs, social analysts and planners, and social advocates. The vision and mission align with the Main Performance Indicators (IKU) set by the Ministry of Education and Culture, ensuring adaptive and output-oriented higher education.

Appraisal:

The reasons given for the positioning in the educational market of the study programmes are plausible. The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth. The study programmes are convincingly integrated into the HEI’s overall strategic concept. The study programmes’ qualification goals are in line with the HEI’s mission and strategic planning.

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

2. Admission

Admission requirements

The admission process for student candidates at the University of Lampung can be accessed via website¹⁸ Bachelor's degree programmes, and for the Master Degree programmes.¹⁹ For international classes, Unila has also offered admissions for all programmes by providing scholarships which can be accessed through the <http://io.Unila.ac.id>. All information related to the requirements, procedures, registration process, announcement, and student admission to Unila are accessible on that page. The University of Lampung follows the Unila New Student Admission Criteria for all levels listed in the Unila Academic Regulations.

The University of Lampung has an annual student admission intake in compliance with the university academic regulations Article 10 about Unila's new student admission criteria.

As one of the public universities under the Ministry of Education, Culture and Research and Technology, students' entrance system and undergraduate study programmes also comply with the Ministry Regulation No. 6 the Year 2020 about Bachelor Degree Programme's Admissions in Indonesian State Universities, which can be accessed via (https://jdih.kemdikbud.go.id/detail_peraturan?main=2149). Article 3 Paragraph 1 in the regulation explains that the admission of new bachelor's degree students at state universities is carried out through:

- A. National Selection Entrance to State University (SNMPTN) is carried out based on the results of tracking academic achievements and portfolios of prospective students; and
- B. Joint Admissions Exam for State Universities (SB.M.PTN) is carried out based on the results of the computer-based test and can be supplemented with other criteria of having specific talents set by the individual state universities.
- C. University-based Entrance Selection for the State University (SMMPTN) or "other selection" (as it is written in the Regulation of Admission).

The admission system through Public Universities in Indonesia has been carried out in three phases:

- National Selection of Public Universities (SNMPTN) is carried by each Public University based on the prospective student academic achievement while they are in High School
- Joint Selection of State University (SB.M.PTN) is undertaken by Public Universities together with a selection set based on the results of the written examination or a combination of the results of the written exam and skills test prospective students; and admissions independently conducted by the State Universities (SMMPTN) where the selection is set and defined by each Public University⁷. Acceptance through each phase is 50% (SMMPTN), 30% (SBMPTN), and 20% (SNMPTN) in each study programme is received through every pathway respectively. As a Public University, the University of Lampung has to follow those three phases.

The selection process for (a) SNMPTN and (b) SB.M.PTN is implemented nationally by the Ministry of Education, Culture, Research, and Technology through the Higher Education Entrance Test Institute (LTMP), which can be accessed through the <http://ltmpt.ac.id> website. In the meantime (c) University-based Entrance Selection for the State University (SMMPTN)

¹⁸ <http://simanila.Unila.ac.id>, last accessed on December 12, 2024.

¹⁹ <https://pasca.Unila.ac.id>, last accessed on December 12, 2024.

in Unila is carried out jointly with the Consortium of State Universities in the Western Region of Indonesia (BKS PTN), which can be accessed through <http://smmptnbarat.id>.

In addition, Unila also has another admission system via Student Admission for the Expanding Access to Education Programme (PMPAP), which is intended for underprivileged students. The Master programme admissions are all carried out independently by the Unila itself.

Counselling for prospective students

The Unila implements various social activities with promotions for the new student's admissions every year. The Higher Education Entrance Test Institute (LTMPPT) coordinates student admission activities for undergraduate degrees (SNMPTN and SB.M.PTN) via the webpage: <http://ltmpt.ac.id>

In addition, Unila also has a website that publishes information about student admission through the webpage: <http://simanila.Unila.ac.id> and social media platforms such as Instagram, Twitter, and Podcasts in study programmes profiles on Unila television (UnilaTV). The Unila also publishes a Study Programme Profile Book distributed to schools to introduce its various study programmes.

The Unila has a call center for prospective students' inquiries by directly contacting the admission committee via WhatsApp at +62 812-1138-9261 and emailing at simanila@kpa.Unila.ac.id. The assigned Helpdesk team answers all problems and questions of prospective students. During working hours, the committee allows on-site consultation at the student admission secretariat in the Rectorate Building.

The new student admissions team is also actively socialising directly with parents, teachers, and students both in online and offline ways organised by high schools in coordination with the University. On this socialisation occasion, the team explains the selection procedure for new student admissions and answer various questions from participants.

Selection procedure

The mechanism for registration and selection of the Unila prospective students for the admission is implemented every year in the following ways:

A. Bachelor Degree Programmes

1. National Selection Entrance to State Universities (SNMPTN)

The National Selection Entrance to State University (SNMPTN) is a way of accepting prospective new students without going through a written exam that is carried out before the implementation of the national high school examination or its equivalent coordinated by the Higher Education Entrance Test Institute (LTMPPT). This way is intended to attract graduates with the academic achievements from the secondary education's schools in Indonesia (including remote areas).

Then there is an assessment of academic reports (from semester 1 to semester 5) and the selection of specific talent/achievements in the fields of Arts and Sports take place.

Finally, the names of students are announced who pass the selection process, and their registration is carried out during and after the National Selection Entrance to State Universities (SNMPTN). The new students' names are registered on the website: <https://ltmpt.ac.id/?mid=4>

2. Joint Admissions Exam for State Universities (SB.M.PTN)

The Joint Admissions Exam for State Universities is an Unila students' admission is organised by the Higher Education Entrance Test Institute (LTMPPT) with a written examination through a Computer Based Testing (CBT).

The test results, either for bachelor's or master's students, are based on CBT (Computer-Based Test), with a minimum passing score of 75 out of 100 for the bachelor's programme and a minimum 500 score out of 700. The CBT test question uses National Standard (Academic Potential Test/TPA based on National Plan Development Board/ BAPPENAS, Indonesia for Master programme, CBT questions from national higher education for bachelor programme). The same institute - Higher Education Entrance Test Institute coordinates the selection system carried out jointly by state universities throughout Indonesia. The Joint Admission Exam for State Universities (SB.M.PTN) entitled as UTBK (Computer Based Testing) is conducted under the coordination of the Central Committee as a written exam to test the skills of prospective students. The admission results are provided through the website (<https://ltmpt.ac.id/?mid=9>).

3. University-based Entrance Selection for the State University (SMMPTN)

In addition to the listed above admissions' exams, the Unila also organises an independent "new student learning" admission procedures. This policy refers to Ministry Regulation No. 6 the Year 2020 about Bachelor Degree Programme Admissions in Indonesian State Universities. The regulation enables Indonesian state universities to receive a maximum of 30% of new students in each bachelor's degree study programme (S1) through this admission path, including prospective students who cannot afford to study in colleges.

This University-based Entrance Selection for the State University (SMMPTN) is carried out according to the following procedure:

1. SMMPTN in West Region

SMM PTN–BARAT 2022 is a selection of prospective new students for the "independent learning" route whose implementation is carried out jointly between state universities that are members of the BKS–PTN Indonesia Western Region. The selection is based on the results of a computer-based written examination (UTBK), which is carried out jointly under the coordination of the SMM PTN–BARAT committee. More information is available at the webpage: <http://smmptnbarat.id/>

2. Student Admission for the Expanding Access to Education Programme (PMPAP)

This admission programme is intended for prospective students from poor families, but academically outstanding graduates of high schools in Lampung Province. The Unila provides scholarships for these students from the 1st semester to the 8th semester. More information about this admission can be found at <http://simanila.Unila.ac.id/>.

3. Student Admission via Special Achievements Pathway

This admission pathway provides opportunities for graduates of High School (SMA), Madrasah Aliyah (MA), Vocational High School (SMK), and equivalent who have special achievements in the fields of academics, sports, and arts and religion.²⁰

B. Master Degree Programmes

The master's programmes at Unila are offered in 2 intake periods every year. These programmes are managed by the Unila graduate school, where its information can be accessed through the website.²¹ The admission procedures for Master's degree students is

²⁰ More information about this admission can be found at <http://simanila.UNILA.ac.id/>, last accessed on January 15, 2025.

²¹ <https://pasca.unila.ac.id/>, last accessed on January 15, 2025.

administered through a series of entrance tests, such as online Academic Potential Tests with computers and interview tests.

There are two stages of the admission procedure for post-graduate degree programmes. The first stage is an administrative selection by a special team selected by the Rector on the proposal of the Director of the Postgraduate Programmes, based on the quality standards of the requirements for new postgraduate students that have been set. Considerations for the acceptance can be in terms of suitability of the field of study, the cumulative Achievement Index (GPA, one of the achievement tools in the academic/educational field obtained), of the previous study, the research track record for doctoral programmes, and the letters of recommendation from at least two lecturers at the previous study or from two professors in related fields of science for doctoral programmes.

The second stage is the academic selection which includes a potential academic test (TPA) by postgraduate and a written and oral test (interview) by the study programme. The candidate acceptance is based on the final score of the election results, which are the weighted combined scores:

- (a) the results of the potential academic test -TPA exam and
- (b) the results of motivation, potential, and expert ability of the prospective students who have passed the first stage selection through interview and written tests by the study programme.

Professional experience

Students' Admission for post-graduate degrees such as Master's and Doctoral degree programme do not require prior professional experience of prospective students. Therefore, prospective fresh graduate students can register and be considered for acceptance at the post-graduate degree programmes without prior professional experience. However, the relevant employment/position of prospective students (for those who are already working) with the intended study programme for the candidates can be one of the assessment points during the admission interview process.²²

Ensuring foreign language proficiency

Regarding English as an international language, it is a concern for the University of Lampung in terms of competition of students for their future work fields. The English language skills requirement for the Unila students is to pass an EPT (TOEFL Equivalent) with a score of 450 for all academic programmes before students' graduation. Each student must have a valid EPT Certificate with a minimum score of 450 as the requirement to prepare a thesis, conduct seminars, pass exams, and for graduation registration. The validity period of the EPT certificate is one year from the date of issuance of the certificate. The EPT test is administered by the Unila Language Center (UPT Bahasa, Unila). The Unila facilitates students with a series of English upskilling programmes to improve their graduate English skills. Since students are accepted, the Unila will carry out an EPT test for all new students to get the students' initial English language skills. After that, the Language Center also conducts courses for students to improve their language skills. In addition, English is one of the courses that all students must take, and it is the part of the curriculum. The Language Center also hosts the TOEFL Preparation Course, TOEIC Preparation Course, and IELTS Preparation Course. In certain semesters, the Unila's students are also asked to complete a self-assessment of their English

²² Further information can be accessed at <https://pasca.unila.ac.id/>, last accessed on January 15, 2025.

language skills with an online-based system administered by the Unila. In addition to English, the University conducts courses in various foreign languages, such as: French, Arabic, Chinese, and Japanese.

Transparency and documentation of admission procedure and decision

As one of the public universities under the Ministry of Education, Culture and Research and Technology, students' entrance system and bachelor's degree study programmes also comply with Ministry Regulation No. 6 the Year 2020 about Bachelor Degree Programme Admissions Indonesian State Universities. Article 3 Paragraph 1 in the regulation explains that the admission of new undergraduate students at state universities is carried out through National Selection Entrance to State Universities (SNMPTN), Joint Admissions Exam for State Universities (SB.M.PTN), and University-based Entrance Selection for the State University.

The Rector of Unila determines the capacity of the study programme in each new academic year following Article 6 of the above regulation, which contains:

1. The Unila determines and announces the number of new students and capacity of each programme for SNMPTN, SB.M.PTN, and other admission pathways.
2. The capacity of SNMPTN student admission for each study programme is at least 20% (twenty percent).
3. The capacity of SB.M.PTN student admission for each Study Programme in Unila in compliance with the Minister Regulation is at least 40% (forty percent).
4. The rest are the prospectus students from other admission pathways.

The Rector of Unila, in coordination with its faculties, then determines the new student admissions procedures for Bachelor programmes and the capacity of study programmes by issuing a Rector's Regulation. For independent admission pathways, Unila is in line with other state universities under the process of University-based Entrance Selection for the State University in the West Region (SMMPTN-BARAT), where the BKS-PTN West Region applies. The Unila has a special admission track for prospectus students with outstanding academic achievements, arts, sports, and religion (Special Achievements Admission Pathway).

In addition, the University of Lampung offers admission by scholarships to expand access to education for prospective students who come from economically poor families, but are academically outstanding, known as Student Admission for the Expanding Access to Education Programme (PMPAP). Students accepted through the PMPAP pathway get an allowance-free scholarship for all 8 semesters.

All national student admission pathways (SNMPTN and SB.M.PTN) and the independent pathway are carried out by the Unila already have standards and accountable SOPs. All the results of the admission process are announced publicly and can be accessed by all applicants for each admission pathway. In addition, the election results are announced through the official website of the student admission (simanila) at <http://simanila.Unila.ac.id/>.

Admission Requirements for international students

First of all, it is important to note that Indonesian is the medium of instruction, all courses are delivered in the Indonesian language. Therefore, the international student must speak Bahasa to be able to enter the programmes.

International students find useful information online on the homepage of the international office.²³ There they can find information about study permit or applying for a visa. Students find a list of general requirements and required documents. There is an application form for Bachelor programmes²⁴ and master programmes²⁵.

General Requirements:

- Applicants are high school graduates or the equivalent for a maximum of 3 years in 2021 (high school graduates in 2021, 2020, 2019).
- Document Requirements: High school graduate or equivalent at most 3 years old at the time of registration (2021 admission for high school graduates in 2021, 2020, 2019)

These are the required documents for application:

- Non-Indonesian passport
- Recent colour photo (full face without hat/glasses/accessories)
- High school diploma or equivalent
- High school academic transcript or equivalent
- Fluent in Indonesian or present a certificate of Indonesian Language Assessment (BIPA) with a minimum level of 3. The BIPA certificate is a mandatory document except for high school graduates whose classes are entirely in Indonesian.
- Motivation Statement
- Health Certificate

All documents are submitted online in the enrolment account.

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 university, for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and the HEI is provided by defined office hours, 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). Nevertheless, the panel sees room for improvement and **recommends** introducing TOEFL 500 as an entrance requirement for the international class of BoL. The admission procedure is described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing.

²³ See <http://io.unila.ac.id/>, last accessed on December 17, 2024.

²⁴ See <https://io.unila.ac.id/application-form-undergraduate/>, last accessed on December 17, 2024.

²⁵ See <https://io.unila.ac.id/application-form/>, last accessed on December 17, 2024.

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

3. Contents, structure and didactical concept of the programme

3.1 Contents

3.1.1 Logic and conceptual coherence (Asterisk Criterion)

The objectives of each study programme align with graduate degree profiles that refer to each study programme's vision and mission that are relevant to the Vision and Mission of the Faculty of Economics and Business at the Unila. The objectives of each study programme can be represented in each curriculum structure of the study programme to deliver the graduate profiles. The Lecture Programme Unit (LPU) is a component of the academic curriculum that is reviewed at the end of each semester during a lecturer meeting. This review process ensures that the curriculum stays updated with the latest advancements in science and technology and aligns the quality of graduates with the needs of the community.

Bachelor of Law

Modules/courses offered by the Faculty of the Law University of Lampung consist of modules with a minimum weight of 2 SKS credits (3,2 ECTS credits) and a maximum weight of 4 SKS credits (6,4 ECTS credits). Each Semester Students can only take up to a maximum of 24 SKS credits (38,4 ECTS credits). The Modules offered has two levels, which are University Modules and Faculty Modules.

University Modules are modules that are compulsory for every Study Programme that is set by the university. Faculty Modules are modules that can either be compulsory or can be an interesting choice that is offered uniquely by each faculty, in this case, modules unique to the Faculty of Law. The Modules offered have three statuses, which are Compulsory Modules, Compulsory Interest Modules, and Choice of Interest Modules.

Compulsory Modules are modules that are compulsory to be taken by the Faculty of Law's Students. The compulsory modules are divided from 1st – 5th Semester and are already set by the faculty which compulsory modules students will take in each semester. 6th Semester has several compulsory modules, but this semester, students also can choose their department interest and choose their choice of interest modules.

Choice of Interest Modules are modules that students can freely pick and choose starting in the 6th semester. These courses can be taken despite the choice of the department that the student made.

Starting in the 6th semester, law students are obliged to choose specialised tracks available at the faculty of law in 5 departments (Civil Law, Criminal Law, Constitutional Law, Administrative Law, and International Law):

1. The Civil Law Department is part of the legal study programme at the Faculty of Law, University of Lampung. In this department, students will study all legal aspects related to private elements or legal relations that occur in the civil field.
2. Criminal law focuses on the legal system encompassing crime as well as procedural law under the Indonesian legal system for crime in enforcing justice for society.
3. Administrative law focuses on the legality of bureaucratic procedure regarding government's policy/action implemented within a state.

4. Constitutional law itself studies the constitutional system starting from the system of state institutions consisting of the executive, legislative and judiciary. In addition, constitutional law studies the construction of constitutions created both in Indonesia and other countries.
5. The International Law Department studies about all the aspects relating to the international element. The students will learn International Law which include Diplomatic Law, International Treaty Law, International Humanitarian Law, International Organisation Law, Space and Air Law, International Economic Law, International Environment Law and International Technology and Information Law.

1st Semester

KM Code	Module Name	Credits		Level	Status
		SKS	ECTS		
HKF620101	Introduction to Law	4	6,4	Faculty Module	Compulsory
HKF620102	Introduction to Indonesian Law	2	3,2	Faculty Module	Compulsory
HKF620103	Sociology And Anthropology	3	4,8	Faculty Module	Compulsory
HKF620103	Logic	2	3,2	University Module	Compulsory
HKT620101	General Theory of the State	2	3,2	Faculty Module	Compulsory
HKI620101	Introduce to International Law	2	3,2	Faculty Module	Compulsory
UNI620106	Indonesia Language Education	2	3,2	University Module	Compulsory
UNI620108	Pancasila Education	2	3,2	University Module	Compulsory

2nd Semester

KM Code	Module Name	Credits		Level	Status
		SKS	ECTS		
HKA620101	State of Administration Law	4	6,4	Faculty Module	Compulsory
HKK620106	Civil Law	4	6,4	Faculty Module	Compulsory
HKP620101	Criminal Law	4	6,4	Faculty Module	Compulsory
HKT620102	Constitutional Law	4	6,4	Faculty Module	Compulsory
UNI620101	Islamic Education	3	4,8	University Module	Compulsory
UNI620102	Catholic Religious Education	3	4,8	University Module	Compulsory
UNI620103	Christian Education	3	4,8	University Module	Compulsory
UNI620104	Hindu Religious Education	3	4,8	University Module	Compulsory
UNI620105	Buddhist Education	3	4,8	University Module	Compulsory
UNI620107	Civic education	2	3,2	University Module	Compulsory

3rd Semester

KM Code	Module Name	Credits		Level	Status
		SKS	ECTS		
HKA620201	Environmental Law	2	3,2	Faculty Module	Compulsory
HKI620201	International Law	4	6,4	Faculty Module	Compulsory
HKK620201	Customary Law	2	3,2	Faculty Module	Compulsory
HKK620202	Economics and Business Law	4	6,4	Faculty Module	Compulsory
HKK620203	Law of Obligations	2	3,2	Faculty Module	Compulsory

HKK620204	Islamic Law	3	4,8	Faculty Module	Compulsory
HKP620201	DELIK TERTENTU DALAM KUHP	2	3,2	Faculty Module	Compulsory
HKP620202	DELIK KHUSUS DI LUAR KUHP	2	3,2	Faculty Module	Compulsory
HKT620201	Constitution and Human Rights	2	3,2	Faculty Module	Compulsory

4th Semester

KM Code	Module Name	Credits		Level	Status
		SKS	ECTS		
HKA620202	State Financial Law	2	3,2	Faculty Module	Compulsory
HKA620203	Tax Law	2	3,2	Faculty Module	Compulsory
HKI620202	International Private Law	2	3,2	Faculty Module	Compulsory
HKI620203	International Law of the Sea	2	3,2	Faculty Module	Compulsory
UNI620201	Entrepreneurship	3	4,8	Faculty Module	Compulsory
HKK620205	Insurance Law and Commercial Freight	2	3,2	Faculty Module	Compulsory
HKK620206	Inheritance Law	3	4,8	Faculty Module	Compulsory
HKP620203	Law and Criminology	2	3,2	Faculty Module	Compulsory
HKT620202	Local Government Law	2	3,2	Faculty Module	Compulsory
HKK620207	Contract Drafting Practice	2	3,2	Faculty Module	Compulsory
HKF620201	Introduction to Legal Philosophy	2	3,2	Faculty Module	Compulsory

5th Semester

KM Code	Module Name	Credits		Level	Status
		SKS	ECTS		
HKA620301	Agrarian Law	3	4,8	Faculty Module	Compulsory
HKA620302	Labor Law	2	3,2	Faculty Module	Compulsory
HKI620301	International Dispute Settlement Law	2	3,2	Faculty Module	Compulsory
HKF620301	Legal Research and Writing Methods	3	4,8	Faculty Module	Compulsory
HKK620301	The Law of Civil Procedure and Civil Court Practice	2	3,2	Faculty Module	Compulsory
HKK620302	The Law on Islamic Procedure and Islamic Court Practice	2	3,2	Faculty Module	Compulsory
HKP620301	The Law of Criminal Procedure and Criminal Court Practice	4	6,4	Faculty Module	Compulsory
HKT620301	Statutory Law	2	3,2	Faculty Module	Compulsory
HKA620303	Procedural Law and State Administrative Court Practices	4	6,4	Faculty Module	Compulsory

6th Semester

KM Code	Module Name	Credits		Level	Status
		SKS	ECTS		
HKK620303	Legal Sociology	2	3,2	Faculty Module	Compulsory
HKK620305	Intellectual Property Rights Law	2	3,2	Faculty Module	Compulsory
HKF620302	Ethics of the Legal Profession	2	3,2	Faculty Module	Compulsory
HKT6620302	Drafting of Legislation	2	3,2	Faculty Module	Compulsory
UNI620301	Community Service Program	3	4,8	University Module	Compulsory
HKT620303	The Law of Constitutional Procedure and Constitutional Court Practice	4	6,4	Faculty Module	Compulsory
HKK620304	Telematics Law	2	3,2	Faculty Module	Compulsory
Department of State Administrative Law Modules (Choice of Interest)					
HKA620312	Land Registration Law	2	3,2	Faculty Module	Choice of Interest
HKA620314	Environmental Dispute Settlement Law	2	3,2	Faculty Module	Choice of Interest
HKA620314	Labor Dispute Settlement Law*	2	3,2	Faculty Module	Choice of Interest
HKA620315	Employment Law	2	3,2	Faculty Module	Choice of Interest
HKA620316	Regional Tax and Retribution Laws	2	3,2	Faculty Module	Choice of Interest
HKA620316	Licensing Law	2	3,2	Faculty Module	Choice of Interest
Department of International Law Modules (Choice of Interest)					
HKI620306	Air and Space Law	2	3,2	Faculty Module	Choice of Interest
HKI620307	International Information Technology Law	2	3,2	Faculty Module	Choice of Interest
HKI620308	Economy International Law	2	3,2	Faculty Module	Choice of Interest
HKK620306	International Commercial Law	2	3,2	Faculty Module	Choice of Interest
Department of Civil Law Modules (Choice of Interest)					
HKK620307	Banking law	2	3,2	Faculty Module	Choice of Interest
HKK620312	Financing Institution Law	2	3,2	Faculty Module	Choice of Interest
HKK620316	Investment Law	2	3,2	Faculty Module	Choice of Interest

HKK620317	Act Against The Law	2	3,2	Faculty Module	Choice of Interest
HKK620318	Arbitration Law and Alternative Dispute Resolution	2	3,2	Faculty Module	Choice of Interest
HKK620318	Law on the Protection of Women and Children	2	3,2	Faculty Module	Choice of Interest
HKK620320	Islamic Family Law	2	3,2	Faculty Module	Choice of Interest
HKK620321	Construction Services Law	2	3,2	Faculty Module	Choice of Interest
HKK620351	Guarantee Law	2	3,2	Faculty Module	Choice of Interest
HKK620417	Bankruptcy Law	2	3,2	Faculty Module	Choice of Interest
Department of Criminal Law Modules (Choice of Interest)					
HKP620314	Criminal Law Politics	2	3,2	Faculty Module	Choice of Interest
HKP620315	Juvenile Justice Law	2	3,2	Faculty Module	Choice of Interest
HKP620316	Military Justice Law	2	3,2	Faculty Module	Choice of Interest
HKP620317	Administrative Justice Law	2	3,2	Faculty Module	Choice of Interest
HKP620318	Law and Criminalistics	2	3,2	Faculty Module	Choice of Interest
HKP620319	Criminal Law Case Studies	2	3,2	Faculty Module	Choice of Interest
HKP620320	Criminal Justice Bureaucratic Law	2	3,2	Faculty Module	Choice of Interest
Department of Constitutional Law Modules (Choice of Interest)					
HKP620309	Law of Political Parties and Politics	2	3,2	Faculty Module	Choice of Interest
HKT620310	Representative Agency	2	3,2	Faculty Module	Choice of Interest
HKT620311	Law on General Elections and Regional Head Elections	2	3,2	Faculty Module	Choice of Interest
HKT6620312	Indonesian Legal Politics	2	3,2	Faculty Module	Choice of Interest
HKT620314	Citizenship Law	2	3,2	Faculty Module	Choice of Interest
HKT620315	Comparison of Constitutional Law	2	3,2	Faculty Module	Choice of Interest
HKT620316	Women, Children, and Gender Justice	2	3,2	Faculty Module	Choice of Interest

7th Semester

KM Code	Module Name	Credits		Level	Status
		SKS	ECTS		
HKA620401	Spatial Law	2	3,2	Faculty Module	Compulsory
UNI620499	Final Thesis	4	6,4	Faculty Module	Compulsory
Department of State Administrative Law's Modules (Choice of Interest)					
HKA620304	Regional Administrative Law	2	3,2	Faculty Module	Choice of Interest
HKA620304	Regional Administrative Law	2	3,2	Faculty Module	Choice of Interest
HKA620305	Traffic and Transport Law (LLAJ)	2	3,2	Faculty Module	Choice of Interest
HKA620306	Natural Resource Law	2	3,2	Faculty Module	Choice of Interest
HKA6203307	Regional Financial Law	2	3,2	Faculty Module	Choice of Interest
HKA620308	Land Use Law	2	3,2	Faculty Module	Choice of Interest
HKA620309	Agrarian Law Politics	2	3,2	Faculty Module	Choice of Interest
HKA620310	Housing Law	2	3,2	Faculty Module	Choice of Interest
HKA620311	Social Insurance Law	2	3,2	Faculty Module	Choice of Interest
Primary Compulsory Faculty Modules (Choice of Interest)					
HKF620303	Provision of Internship I	2	3,2	Faculty Module	Choice of Interest
HKF620304	Provision of Internship II	2	3,2	Faculty Module	Choice of Interest
HKF620305	Provision of Student Exchange	2	3,2	Faculty Module	Choice of Interest
HKF620306	Provision of Independent Study	2	3,2	Faculty Module	Choice of Interest
Department of International Law Modules (Choice of Interest)					
HKI620302	International Treaty Law	2	3,2	Faculty Module	Choice of Interest
HKI620303	Diplomatic Law	2	3,2	Faculty Module	Choice of Interest
HKI620304	International Organizational Law	2	3,2	Faculty Module	Choice of Interest
HKI620305	International Humanitarian Law	2	3,2	Faculty Module	Choice of Interest
Department of Civil Law Modules (Choice of Interest)					
HKK620308	Business competition law	2	3,2	Faculty Module	Choice of Interest
HKK620310	Consumer Protection Law	2	3,2	Faculty Module	Choice of Interest
HKK620311	Capital Market law	2	3,2	Faculty Module	Choice of Interest

HKK620313	Law of Family Property and Wealth	2	3,2	Faculty Module	Choice of Interest
HKK620314	Health Law	2	3,2	Faculty Module	Choice of Interest
HKK620315	Economic Law and Islamic Financial Institutions	2	3,2	Faculty Module	Choice of Interest
HKK620508	Cooperative Law and Small Business	2	3,2	Faculty Module	Choice of Interest
Department of Criminal Law Modules (Choice of Interest)					
HKP620302	International Criminal Law	2	3,2	Faculty Module	Choice of Interest
HKP620310	Corrections and Penitentiary Law	2	3,2	Faculty Module	Choice of Interest
HKP620311	Suspect's rights	2	3,2	Faculty Module	Choice of Interest
Department of Constitutional Law Modules (Choice of Interest)					
HKT620304	Village Government Law	2	3,2	Faculty Module	Choice of Interest
HKT620305	State Institutions and State Government Systems	2	3,2	Faculty Module	Choice of Interest
HKT6203066	State of Law and Democracy	2	3,2	Faculty Module	Choice of Interest
HKT620307	History of Constitutional Law	2	3,2	Faculty Module	Choice of Interest
HKT620308	Constitutional Law Case Studies	2	3,2	Faculty Module	Choice of Interest

Master of Law

The contents of each curriculum in Master of Law Unila are balanced, logically connected, and oriented towards the learning objectives of the intended study programme and tracks. The intended learning outcomes or objectives of the programme are relevant to the intended course learning objectives formulated in each course.

There are four tracks in the MoL: Criminal Law, State Law, Health Law and Business Law.

Criminal law	Is a concentration with courses that refer to the rules and procedures for implementing violations and crimes. The concentration of criminal law is given by lecturers with expertise as can be proven by the results of scientific research that has been published.
State law	Divides into 2 part, namely constitutional law and state administrative law which both are relevant in the course of Master of Law Study Programme.
Health law	Is two different parts of science that are part of the relevance of today's societal needs. This course is not only filled by legal practitioners, but also by lecturers from the health sciences at the University of Lampung. Each lecturer has expertise and can be proven by several published scientific studies.
Business law	Contains law and legal questions regarding procedures for carrying out commercial, industrial or financial affairs or activities associated with the production or exchange of goods or services. The business law concentration is given by lecturers with their respective expertise, namely civil law, commercial law, and economic law being proven by the results of published scientific research.

To improve the curriculum, the Master of Law Study Programme Unila asked lecturers to evaluate and provide feedback on the semester learning plan and semester syllabus to adapt to environmental and technological changes. In addition, each study programme evaluates and provides feedback on the Curriculum Structure and Learning Objectives Intended as a

new curriculum that is redesigned at least every four years following the strategic plan for changes in Higher Education due to environmental changes and dynamic technology adoption.

Module No.	Title of Module / Course Unit – Compulsory or elective?	SKS	Compulsory (C) Elective (E)	Credit Points per Semester												Workload		Method of Teaching	Form and Duration of Examination	Weight of exam related to final grade
				1	2	3	4	5	6	7	8	Hours in Class	Hours Self Study	16 hours online, 240 hours, 2400 hours, project based learning						
1 st Semester																				
M1		12		19								696		1,440			5/210			
M1.1	Philosophy of Law	1.6	C	3							100	240	LCS	Mid & Final Exam (200 Min)						
M1.2	Theory of Law	1.6	C	3							100	240	LCS	Mid & Final Exam (200 Min)						
M1.3	Police of Law	1.6	C	3							100	240	LCS	Mid & Final Exam (200 Min)						
M1.4	Law and Social Change	1.6	C	3							100	240	LCS	Mid & Final Exam (200 Min)						
M1.5	Economic Crime Law	1.6	C	3							100	240	LCS	Mid & Final Exam (200 Min)						
M1.6	Contract Law	1.6	C	3							100	240	LCS	Mid & Final Exam (200 Min)						
2 nd Semester																				
M2		24		38								1200		1,380			5/210			
M2.1	Research Methods and Writing Scientific Articles	1.6	C	3							100	240	LCS	Mid & Final Exam (200 Min)						
M2.2	Public International Law	1.6	C	3							100	240	LCS	Mid & Final Exam (200 Min)						
M2.3	Environment and natural Resources Law	1.6	C	3							100	240	LCS	Mid & Final Exam (200 Min)						
M2.4	Regional Autonomy Law	1.6	C	3							100	240	LCS	Mid & Final Exam (200 Min)						
M2.5	Politics of Criminal Law	1.6	CE	3							100	240	LCS	Mid & Final Exam (200 Min)						
M2.6	Criminal Justice System	1.6	CE	3							100	240	LCS	Mid & Final Exam (200 Min)						
M2.7	Intellectual Property Law	1.6	CE	3							100	240	LCS	Mid & Final Exam (200 Min)						
M2.8	International Trade Law	1.6	CE	3							100	240	LCS	Mid & Final Exam (200 Min)						
M2.9	Constitutional Law and Democracy	1.6	CE	3							100	240	LCS	Mid & Final Exam (200 Min)						
M2.10	Comparison of state system	1.6	CE	3							100	240	LCS	Mid & Final Exam (200 Min)						
M2.11	Health Professional Ethics	1.6	CE	3							100	240	LCS	Mid & Final Exam (200 Min)						
M2.12	Medical Law and Therapeutic Transaction Law	1.6	CE	3							100	240	LCS	Mid & Final Exam (200 Min)						
3 rd Semester																				
M3		34		56								2,700		6,480			5/210			
M3.1	Thesis	1.6	C	10							300	720								
M3.2	International Criminal Law and Human Right	1.6	CE	3							100	240	LCS	Mid & Final Exam (200 Min)						
M3.3	Contemporary criminology	1.6	CE	3							100	240	LCS	Mid & Final Exam (200 Min)						
M3.4	Penology and Penitentiary	1.6	E	3							100	240	LCS	Mid & Final Exam (200 Min)						
M3.5	Comparison of criminal law	1.6	E	3							100	240	LCS	Mid & Final Exam (200 Min)						
M3.6	Victimology	1.6	E	3							100	240	LCS	Mid & Final Exam (200 Min)						
M3.7	Legal aid and company for convictions	1.6	E	3							100	240	LCS	Mid & Final Exam (200 Min)						
M3.8	Corporate law	1.6	CE	3							100	240	LCS	Mid & Final Exam (200 Min)						
M3.9	Alternative dispute resolution laws	1.6	CE	3							100	240	LCS	Mid & Final Exam (200 Min)						
M3.10	Banking law	1.6	E	3							100	240	LCS	Mid & Final Exam (200 Min)						
M3.11	Banking law	1.6	E	3							100	240	LCS	Mid & Final Exam (200 Min)						
M3.12	Islamic economic law	1.6	E	3							100	240	LCS	Mid & Final Exam (200 Min)						
M3.13	Consumer law	1.6	E	3							100	240	LCS	Mid & Final Exam (200 Min)						
M3.14	Public policy law	1.6	CE	3							100	240	LCS	Mid & Final Exam (200 Min)						
M3.15	Financial balance law	1.6	CE	3							100	240	LCS	Mid & Final Exam (200 Min)						
M3.16	Bureaucratic law	1.6	E	3							100	240	LCS	Mid & Final Exam (200 Min)						
M3.17	Agrarian and environmental law politics	1.6	E	3							100	240	LCS	Mid & Final Exam (200 Min)						
M3.18	Constitutional judicial system	1.6	E	3							100	240	LCS	Mid & Final Exam (200 Min)						
M3.19	Administrative dispute resolution	1.6	E	3							100	240	LCS	Mid & Final Exam (200 Min)						
M3.20	Malpractices in health care	1.6	CE	3							100	240	LCS	Mid & Final Exam (200 Min)						
M3.21	Hospital law	1.6	CE	3							100	240	LCS	Mid & Final Exam (200 Min)						
M3.22	Medical records law	1.6	E	3							100	240	LCS	Mid & Final Exam (200 Min)						
M3.23	Medical dispute resolution	1.6	E	3							100	240	LCS	Mid & Final Exam (200 Min)						
M3.24	Health insurance	1.6	E	3							100	240	LCS	Mid & Final Exam (200 Min)						
M3.25	Human rights in health services	1.6	E	3							100	240	LCS	Mid & Final Exam (200 Min)						
Please describe further modules / seminars in the same way																				
C	Colloquium																			
BA	Bachelor's Thesis																			
total				19	38	56														
E:	Lecture			Total ECTS																
S:	Seminar																			
T:	Tutorial																			
Total Learning Hours both of Theory and Practice for finishing the study = 3191.4 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																				
*) Additional elective courses can be taken by students from other courses																				

Bachelor of Sociology

The BoS ensures that its curriculum is comprehensive, logically structured, and aligned with the learning objectives of the programme. The intended learning outcomes are closely tied to the course-specific objectives outlined in the syllabus. Faculty members are encouraged to regularly review and provide feedback on the semester plans and syllabi to keep pace with societal and technological advancements. Additionally, the programme undergoes a thorough evaluation and revision of its curriculum structure and learning objectives at least every four years, in line with strategic plans for higher education that respond to environmental changes and the dynamic nature of technology.

The BoS has the following focused pathways:

1. Theoretical and Methodological Studies in Sociology
2. Community Empowerment Studies
3. Social Entrepreneurship Development Study

4. Development Management and Social Policy Studies
5. Social Order Studies

Course Code	Course Name	Credit Points per Semester								Workload		Method of Teaching	Form and Duration of Examinations	Weight of exam related to final grade
		1	2	3	4	5	6	7	8	Hours in Class	Hours Self-Study	Ls, lecture course, seminar		
W1	Module 1: Semester 1	36.4								276.36	672			
UN620106	Indonesian Language Education	3.2								23.33	56	L	Exam Paper (120 Min)	80%
UN620108	Pancasila Education	3.2								23.33	56	L	Exam Paper (120 Min)	
PSPE20101	Introduction to Political Science	4.8								35	84	L	Exam Paper (120 Min)	
PSPE20102	Introduction to Sociology	4.8								35	84	L	Exam Paper (120 Min)	
SO6020101	Introduction to Anthropology	4.8								35	84	L	Exam Paper (120 Min)	
SO6020102	Indonesian Social and Cultural System	4.8								35	84	L	Exam Paper (120 Min)	
SO6020103	English Language	4.8								35	84	L	Exam Paper (120 Min)	
SO6020104	Social Research Methods	4.8								35	84	L	Exam Paper (120 Min)	
SO6020105	Logic	3.2								23.33	56	L	Exam Paper (120 Min)	
W2	Module 2: Semester 2	36.4								283.33	692			
UN610101	Islamic Religious Education		4.8							35	84	L,P	Exam Paper (120 Min)	80%
UN610102	Catholic Religious Education								Exam Paper (120 Min)					
UN610103	Christian Religious Education								Exam Paper (120 Min)					
UN610104	Hindu Religious Education								Exam Paper (120 Min)					
UN610105	Buddhist Education								Exam Paper (120 Min)					
UN620107	Citizenship Education	3.2								23.33	56	L	Exam Paper (120 Min)	
SO6020106	Classical Sociological Theory	4.8								35	84	L	Exam Paper (120 Min)	
SO6020107	Lampung Culture and Multi-Ethnic Society	4.8								35	84	L	Exam Paper (120 Min)	
SO6020108	Political Sociology	4.8								35	84	L	Exam Paper (120 Min)	
SO6020109	Philosophy of Science	3.2								23.33	56	L	Exam Paper (120 Min)	
SO6020110	Sociology of Law	4.8								35	84	L	Exam Paper (120 Min)	
SO6020112	Social Structure	3.2								23.33	56	L	Exam Paper (120 Min)	
SO6020102	Social Statistics		4.8							35	84	L	Exam Paper (120 Min)	
													Exam Paper (120 Min)	
W3	Module 3: Semester 3	36.4								280	672			
UN620209	Entrepreneurship		4.8							35	84	L	Exam Paper (120 Min)	80%
SO6020202	Urban Sociology		4.8							35	84	L,P	Exam Paper (120 Min)	
SO6020203	Rural Sociology		4.8							35	84	L	Exam Paper (120 Min)	
SO6020204	Sociology of Development		4.8							35	84	L	Exam Paper (120 Min)	
SO6020205	Quantitative Research Methods		4.8							35	84	L,P	Exam Paper (120 Min)	
SO6020206	Qualitative Research Methods		4.8							35	84	L,P	Exam Paper (120 Min)	
SO6020207	Sociology of Organization		4.8							35	84	L	Exam Paper (120 Min)	
SO6020208	Modern and Contemporary Sociological Theories		4.8							35	84	L	Exam Paper (120 Min)	
W4	Module 4: Semester 4	36.4								280	672			
SO6020209	Social Change			4.8						35	84	L	Exam Paper (120 Min)	80%
SO6020210	Policy Analysis and Social Services			4.8						35	84	L	Exam Paper (120 Min)	
SO6020211	Social Planning and Engineering			4.8						35	84	L,P	Exam Paper (120 Min)	
SO6020212	Conflict Management and Resolution			4.8						35	84	L	Exam Paper (120 Min)	
SO6020213	Concepts and Strategies of Community Empowerment			4.8						35	84	L	Exam Paper (120 Min)	
SO6020214	Sociology of Digital Society			4.8						35	84	L	Exam Paper (120 Min)	
SO6020215	Social Entrepreneurship			4.8						35	84	L,P	Exam Paper (120 Min)	
SO6020216	Qualitative and Quantitative Data Management			4.8						35	84	L,P	Exam Paper (120 Min)	
W5	Module 5: Semester 5	43.2								316	768			
SO6020301	Social Research Design and Instrumentation				4.8					35	84	L,P	Exam Paper (120 Min)	80%
SO6020302	Participatory Planning, Monitoring and Evaluation				4.8					35	84	L	Exam Paper (120 Min)	
SO6020303	Gender and Development				4.8					35	84	L,P	Exam Paper (120 Min)	
SO6020304	Economic Sociology				4.8					35	84	L	Exam Paper (120 Min)	
SO6020304	Social Development Management/Regional Community Development/Social Psychology				4.8					35	84	L	Exam Paper (120 Min)	
SO6020305	Community Development and Organizing				4.8					35	84	L	Exam Paper (120 Min)	
SO6020306	Coastal Community Development				4.8					35	84	L	Exam Paper (120 Min)	

SO902007	Social Research Design and Instrumentation					4.8			35	84	L	Exam Paper (120 Min)	
SO902008	Participatory Planning, Monitoring and Evaluation					4.8			35	84	L	Exam Paper (120 Min)	
M6	Module 6: Semester 6					43.2			215	756			
SO902009	Social Marketing					4.8			35	84	L	Exam Paper (120 Min)	60%
SO902010	Sociology of Tourism					4.8			35	84	L.P	Exam Paper (120 Min)	
SO902011	Sociology of Religion					4.8			35	84	L	Exam Paper (120 Min)	
SO902012	Sociology of Crime					4.8			35	84	L	Exam Paper (120 Min)	
SO902013	Sociology of Health					4.8			35	84	L	Exam Paper (120 Min)	
SO902014	Sociology of Education/Sociology of the Environment/Sociology of the Family					4.8			35	84	L	Exam Paper (120 Min)	
SO902015	Demography and Population Dynamics					4.8			35	84	L	Exam Paper (120 Min)	
SO902016	Social Marketing					4.8			35	84	L	Exam Paper (120 Min)	
SO902017	Sociology of Tourism					4.8			35	84	L	Exam Paper (120 Min)	
M7	Module 7: Semester 7					28.8			216	504			
SO9020401	Ethnicity and Social Identity					4.8			35	84	L	Exam Paper (120 Min)	60%
SO9020402	Migration and Social Transformation					4.8			35	84	L	Exam Paper (120 Min)	
SO9020403	Social Movements					4.8			35	84	L.P	Exam Paper (120 Min)	
SO9020404	Marginality and Social Vulnerability					4.8			35	84	L	Exam Paper (120 Min)	
UN9020401	Real Work Study					4.8			35	84	L	Exam Paper (120 Min)	
FSPE20401	Fieldwork Practice					4.8			35	84	L	Exam Paper (120 Min)	
M8	Module 8: Semester 8					9.6			72	168			
SO9020405	Research Proposal Seminar							1.6	12	28	8	Paper	60%
SO9020406	Research Result Seminar							1.6	12	28	8	Paper	
SO9020407	Thesis							6.4	48	112	8	Paper	
TOTAL		36.4	38.4	38.4	38.4	43.2	43.2	28.8	9.6	7915.32	4582		
L	Lecture												
S	Seminar												
P	Practice												
CMB	Case-based Method												
PBL	Project-based Learning												

3.1.2 Rationale for degree and programme name (Asterisk Criterion)

Bachelor of Law

The degree name relates to the objectives of study programmes represented in the curriculum design included. Students will receive, in accordance with the national regulation, the degree of Bachelor of Law/Sarjana Hukum (S.H.).

Master of Law

The name of each study programme and awarded degree refers to the decree of the Ministry of Research, Technology, and Higher Education, Republic of Indonesia, No. 257/M/Kpt/2017 about the name of the Study Programme and Degree. The name of the programme is Master of Law/Magister Hukum (M.H.).

Bachelor of Sociology

The naming of the degree which is given to graduates refers to the Regulation of the Minister of Research, Technology, and Higher Education Number 57 of 2019 concerning Department Names in Higher Education and the Regulation of the Chancellor of the University of Lampung Number 12 of 2022 concerning Academic Regulations. Based on the above regulatory considerations, the title given to graduates of the Sociology Department is Bachelor of Social Sciences/Sarjana Sosial (S.Sos.).

3.1.3 Integration of theory and practice (Asterisk Criterion)

The Independent Learning and Independent Campus (Merdeka Belajar-Kampus Merdeka / MBKM), which was initiated in 2020, allows students to gain study experience outside the classroom and even outside the study programme. For example, the Field Work Practice Programme (Praktek Kerja Lapangan / PKL) aims to provide students with the opportunity to apply theoretical concepts to communication problems and to help students develop a practical

understanding of the professional scope of communication science and familiarise themselves with working conditions and locations. In all three programme studies, theory and practice are not separated. Plan is prepared by including assignments in the format of project-based learning and case study learning. The academic programme at all three programme studies shows the integration of theory and practice. In addition, the programme through the Institute for Research and Community Service (LPPM), provides opportunities for students to be involved in research and community service.

Bachelor of Law

The internship programme is offered to students through the MBKM programme; however, the internships are not compulsory, hence students can choose whether they want to participate in the internship programme or not. Even though the BoL has no compulsory internship, the programme has many elements, which combine theoretical and practical elements. The panel found proof in the course of the visitation, that the design of the courses aims to integrate theory and practice. This runs as a common thread through all courses.

The following courses have an especially strong focus on practical implications: Constitutional Law, Law of Obligations, Inheritance Law, Law and Criminology, Local Government Law, Contract Drafting Practice, The Law of Criminal Procedure and Criminal Court Practice, Statutory Law, Community Service Programme, Land Registration Law, Act Against The Law, Arbitration Law and Alternative Dispute Resolution, Guarantee Law, Bankruptcy Law, Law on General Elections and Regional Head Elections, Indonesian Legal Politics, Regional Administrative Law, Traffic and Transport Law (LLAJ), Regional Financial Law and History of Constitutional Law.

Master of Law

The Master of Law programme does not require an internship in its curriculum. Additionally, graduate students in the Master's programme are not permitted to participate in the MBKM programme, as MBKM is specifically designed for undergraduate students. Therefore, the opportunity to join MBKM is not available for students in the Master of Law programme. However, the panel also realised in the course of the interviews with the students, lecturers and programme management, that also the master programme of law has a strong focus on combining theory and practice, because the students work normally and therefore have already a practical experience, which they can integrate into their master thesis.

Bachelor of Sociology

The BoS has practical elements in the following two courses:

- **Real Work Lectures (UNI620401)**

This course provides students with hands-on experience in applying the knowledge and skills gained in the classroom to a community context. KKN is designed to integrate academic learning with practical experience in the field, where students will be involved in social development projects in local communities. These activities include identifying social problems, planning and implementing programmes, and evaluating the impact of interventions. Students are expected to work collaboratively with the community, understand existing social dynamics, and develop communication, leadership, and problem-solving skills.

- **Fieldwork Practice (FSP620401)**

This course is designed to provide students with practical experience in applying sociological knowledge and skills in the field. During the fieldwork practice, students will be placed in various organisations, institutions, or communities that are relevant to

their field of study. These activities include direct observation, data collection, and involvement in social projects that aim to solve problems faced by the community. Through this experience, students are expected to be able to understand the social dynamics in the field, improve analytical skills, and develop professional competencies needed in a career in sociology.

There are further courses, which have a practical focus like Entrepreneurship, Social Entrepreneurship, Qualitative and Quantitative Data Management and Qualitative and Quantitative Data Management. The interviews with the students and lecturers during the online visitation showed the panel that theory and practice are systematically interrelated throughout the curriculum. Meanwhile, students had the opportunities to do internships via the MBKM programme for up to 20 SKS credits.

3.1.4 Interdisciplinary thinking

Interdisciplinary thinking is the ability to consider multiple disciplinary perspectives concerning the phenomenon under study, analyse the strengths and weaknesses of those perspectives, and integrate their insights to produce a new, more comprehensive understanding of the phenomena or problems of the field study based on the practical or empirical conditions and or theoretical concepts. Ideally, interdisciplinary thinking will yield a synthesised solution, a new application, or point to new ways to better understand the phenomenon. Interdisciplinary thinking aims to develop student's ability in multiple disciplinary perspectives concerning the phenomenon or problems under study or subjects.

Bachelor of Law

The curriculum contents of BoL aims to develop the interdisciplinary thinking of students. The interdisciplinary thinking of the programme emphasises preparing the students for having an occupation or employability requiring trans- or interdisciplinary knowledge, such as taking the subjects of Environmental Law, International Civil Law, etc. The examples for each subject or course that deliver interdisciplinary thinking are mostly taken from the contents of each major subject. Additionally, for the bachelor's degree, interdisciplinary thinking is offered in the curriculum of MBKM (Freedom to Learn – Independent Campus) as an additional required subject, students could take the MBKM curriculum to improve the student's competence either in hard or soft skills allowing students to develop creativity, capacity, innovation, personality, and independence in finding insights of knowledge and solving the solutions to practical problems in the dynamic fields, such as social interaction, collaborations personal management, performance developments, target, and achievement.

Master of Law

Several courses in four tracks of Master of Law Study Programme Unila (Criminal Law, State Law, Health Law and Business Law) are combinations of certain fields of law, such as "Public International Crime", "International Trade Law", Intellectual Property Law, "Politics of Agrarian Law and Environment", "Environment and Natural Resources Law" and all health related law courses, such as "Health Professional Ethics", "Malpractice on Health Services" or "Medical Law and Therapeutic Transaction Law". A specific example of interdisciplinary thinking for a master programme is taken from the subject of "Research Methods and Writing Scientific Articles". The learning objectives of this course are:

- 1) Students demonstrate the ability to communicate effectively, persuasively and professionally;

- 2) Students demonstrate the ability to translate business knowledge into action in real business;
- 3) Students demonstrate the ability to make ethical and responsible decisions;
- 4) Students demonstrate the ability to solve practical business problems with creative ideas; and
- 5) Students demonstrate the ability to become strategic business leaders

One of the materials that students must have is mapping issues and gaps/problems in terms of Conceptual/Theoretical, Contextual /Empirical, and Methodological aspects. This kind of material can include the courses referred to as learning number two above.

Bachelor of Sociology

Interdisciplinary thinking is embedded in the curriculum through compulsory and elective courses in the programme, including:

1. Indonesian Socio-Cultural System.
2. The course "Social Structure" develops an understanding of various concepts of social structure, theories of social structure, scope and perspective of social structure, individual and group concepts, social status and roles, social values and norms, networks or patterns of social relationships.
3. The course "Social transformation" focuses on concepts and knowledge about social change in Indonesia based on sociological theories.
4. Students learn in "Policy Analysis and Social Services" how policies are created to respond to issues of public nature, namely overcoming social problems or meeting community needs, such as understanding and analysing social policy, social policy mechanisms, models, and formulating policy problems.
5. The course "Social Planning and Engineering" discusses social movements as collective behaviour, by paying attention to the emergence, maintenance, and decline of social movements.
6. The course "Conflict Management and Resolution" will explain the conflict management and resolution process that must be carried out to achieve positive peace. To fully understand the conflict resolution process, students will be provided with basic knowledge about paradigms, conflict resolution, conflict cycles and conflict resolution stages as well as peace strategies that can be used by various actors in the conflict resolution process.
7. The course "Community Empowerment Strategy Concept" introduces students to concepts, history, models and strategies for community empowerment as well explore the role that can be played in planning and implementation in community empowerment.
8. The course "Sociology of Digital Society" discusses changes and people's lifestyles in the digital era.
9. The course "Social Development Management" provides students with an overview of the techniques and strategies used by the government and the general public in developing their regions in order to increase national development. Students learn about social phenomena related to economics, theories of economic sociology, social interactions that occurs among members of society in activities to meet economic needs, government policies in the economic sector and their impact on society.
10. The course "Community Empowerment Strategy Concept" introduces students to concepts, history, models and strategies for community empowerment as well explore the role that can be played in planning and implementation in community empowerment.

Students also gain interdisciplinary thinking skills through research and community service activities with the lecturers, which can lead to interdisciplinary thinking.

3.1.5 Ethical aspects

Ethical aspects play an important role in all three programmes. They integrate ethical aspects into the learning practices, because the identification and reflection of ethical elements are clearly stated in the Academic Code of Conduct issued by the University. The moral aspect is one of the components that refer to the National Standards of Higher Education (SN-DIKTI). The identification and reflection of ethical aspects is clearly stated in the course description and is highly promoted and considered as a core competency and an integral part of the programme. The curriculum offers students several courses that contain ethics such as Citizenship Education, Religious Education, Ethics and Anti-Corruption Education. In the practice of the learning process, ethical aspects are clearly stated in the description of the learning contract in each course contained in the study programme. At the first meeting in each semester, lecturers and students will agree on academic and ethical regulations that must be obeyed during the course of learning. This is because the ethical aspect is considered as the main competency and is an integral part of the study programme's qualification objectives. All three departments offer in the curriculum several courses that communicate ethical issues to students directly or indirectly.

Bachelor of Law

The identification and reflection of ethical aspects is clearly stated in the learning contract and in the course description and is highly promoted and considered as a core competency and an integral part of the programme. The curriculum offers students several courses that contain ethics such as Citizenship Education, Religious Education, Ethics and Anti-Corruption Education. Ethical aspects are applied in every academic course/programme available at the faculty of law both theoretically and practically.

Master of Law

Ethics are a fundamental component of the curriculum and an integral part of the qualification objectives. In the era of globalisation, ethics play a crucial role in fostering self-discipline, strong character, politeness in academic pursuits, and adherence to legal principles. The Master of Law Study Programme's curriculum emphasises ethical principles to develop professionals with integrity and noble character. This programme includes a follow-up plan to instil ethical and disciplinary values in every teaching and learning process. The ethical guidelines for the learning process include maintaining good communication with lecturers, dressing neatly, and being punctual for classes.

Bachelor of Sociology

The curriculum offers students several courses that contain ethics, such as Pancasila Education, Citizenship Education, Religious Education, and Ethics and Local Wisdom Education

3.1.6 Methods and scientific practice (Asterisk Criterion)

To ensure that students acquire methodological competence, students are provided with the necessary knowledge and skills to engage in scientific work through several courses. To help students develop their research and analysis skills and to equip students with courses that support the mastery of methodologies and work scientifically, such as research, methodology,

qualitative research methodology, quantitative research methodology as well as the unique skills needed to conduct research and write research which is a student's final project.

The programme provides the knowledge and skills needed to engage in scientific work through the following course learning process:

Bachelor of Law

Research practice:

1. By the end of the Legal Research and Writing Methods course, students will be proficient in conducting thorough legal research using various resources, including case law, statutes, regulations, and secondary sources.
2. Final thesis.

Methodological courses:

1. After completing the Contract Drafting Practice course students will be able to demonstrate the skills necessary to draft clear, concise, and legally binding contracts.
2. The course Law of Criminal Procedure and Criminal Court Practice equips students with a comprehensive understanding of the objectives, material scope, strategies, and evaluation methods.
3. Procedural Law and State Administrative Court Practices: By the end of this course, students will be able to understand and analyse key procedural laws related to constitutional matters, including the testing of laws against the 1945 Constitution, proceedings for state institution disputes, dissolution of political parties, electoral result disputes, and impeachment procedures. Learning will be facilitated through lectures, discussions, and assignments to develop a comprehensive understanding of these processes.
4. Upon completing the Drafting of Legislation course, students will be able to apply essential legal principles and techniques to create clear, effective, and legally sound legislative texts. They will develop skills in analysing policy objectives, structuring legal provisions, and ensuring compliance with statutory frameworks, enabling them to draft legislation that addresses societal needs while upholding constitutional and legal standards. The Law of Constitutional Procedure and Constitutional Court Practice.

Master of Law

MoL ensures that students acquire methodological competence and the ability to carry out scientific work through taking research methodology courses, writing a thesis, and attending thesis proposal seminars and thesis results seminars. Then, students are required to complete one scientific paper which is ready to be published at the end of the study, as a requirement for the thesis examination. This learning achievement requires students to participate in several activities through independent research and publishing articles. From 2021 to 2024, MoL produced 223 publications, which are 20 non-accredited national journals, 48 accredited national journals, eight international journals, two reputable international journals. The students presented their work at 36 regional/local/university seminars, 85 national and 24 international seminars.

Bachelor of Sociology

1. The course Quantitative Research Methods provides students with knowledge and skills regarding appropriate paradigms and theories to use in researching social problems using quantitative research methods.

2. The course Qualitative Research Methods examines the qualitative research paradigm, the difference with quantitative research, concepts, theories, research problems in qualitative research, qualitative research techniques (new ethnography), which contain informants, research locations, settings, in-depth interviews and observations involved, data analysis techniques and creating research reports.
3. Qualitative and Quantitative Data Management: This course is a continuation of quantitative and qualitative research methods; specifically provides theoretical abilities and practical skills in managing both types of data, carrying out categorisation and analysis which will be useful as a basis for data interpretation.
4. The Thesis.

In addition to some of the courses above, methodological competence is also obtained by students through active involvement in research and service projects of lecturers in the Sociology Department, which has implemented the MBKM curriculum. There are several activities, which teaches students methods and scientific practice. Among all activities of the MBKM, there is for example the possibility to do research in research projects. In this context, lecturers help students to increase their ability to write scientific papers.

3.1.7 Examination and final thesis (Asterisk Criterion)

The three degrees have two types of exams, namely:

- (1) course exams followed by the evaluation and monitoring of the learning process and outcomes;
- (2) bachelor's and master's degree thesis exams.

Course exams are carried out to assess student success in a course to achieve intended learning objectives, and course intended learning objectives set by each study programme. The bachelor's and master's thesis examinations are required to get a Bachelor/Master's degree.

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 or Project-based assessments. Each assessment form has a different weight according to the learning model. Exams for each subject are carried out with an orientation to learning outcomes. The head of the study programme must validate the exam questions to ensure the exams fulfil each subject's intended learning objectives achievement.

In assessing learning processes and outcomes as well as the assessment of the thesis, the University of Lampung establishes five principles of assessment that must be carried out by every lecturer, namely:

- (1) educational,
- (2) authentic,
- (3) objective,
- (4) accountable, and
- (5) transparent which is implemented in an integrated manner.

Master of Law

The thesis is an individual scientific work that master programme students must prepare after completing all compulsory courses that support the thesis topic with a minimum GPA of 3.00. Students can start preparing a thesis after fulfilling the academic requirements, including graduation from relevant courses. Thesis preparation time is a maximum of eight months, which can be extended up to six months.

The preparation of the thesis begins with determining the research topic, which the student's field of study must determine. A principal supervisor guides this process and can be assisted by a maximum of two assistant supervisors. The principal supervisor must have qualifications as a permanent lecturer with a doctoral degree and a minimum functional position of lector. Assistant supervisors can come from other faculties or universities, with a minimum doctoral degree qualification and a functional position of expert assistant.

The stages of the thesis preparation include the following steps:

- Determination of research topics and titles: The topic is chosen according to the student's research interests, with approval from the supervisor.
- Writing a research proposal: The proposal must include the problem's background, objectives, and methodology. This proposal will be discussed and refined through Seminar I.
- Conducting research: After the supervisory commission approves the proposal, students proceed to the data collection and research implementation stage according to the plan that has been prepared.
- Seminar I (Research Proposal): This seminar is a forum to present and discuss the research proposal in front of the supervisory commission and other students. Students must attend at least five seminars (Seminar I and Seminar II) as participants before they can submit their proposals.
- Research writing: After the research is completed, students write a research report that is a thesis.
- Seminar II (Research Results): After the thesis is drafted, students will present the research results in Seminar II. This seminar is a requirement before students can submit a thesis exam.
- The thesis defence is the final step of the thesis preparation process. Students can carry out the thesis defence after all academic requirements have been met, including the approval of the supervisory team for the thesis that has been prepared. The thesis defence is held comprehensively and attended by a team of examiners consisting of the principal supervisor, an assistant supervisor, and an examiner.
- After passing the examination, the thesis must be revised according to the examining team's input and submitted in final printed form. These improvements must be made within two months after the examination. If the thesis has not been submitted within this time, it is considered expired, and the student is required to repeat the thesis examination.
- While preparing and guiding the thesis, Unila applies the Guidelines for Writing Scientific Works, which become a reference in the writing procedure. This includes writing format, content structure, and other administrative aspects. Every student must comply with these provisions to ensure the quality standards of the thesis produced.

Appraisal:

The curricula of all three programmes adequately reflect the respective qualification objectives. 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 names correspond to the contents of the curriculum and the programme objectives.

However, the titles “Bachelor of Law Department”, “Master of Law Department” and “Bachelor of Sociology Department” was used throughout the SER. Indonesian word “jurusan” is translated as “department”. This might be the source of the confusion, because “jurusan” can also be translated as “major”, which makes more sense. On Unila’s websites the word “department” (see for example <https://fh.unila.ac.id/eng/department-of-international-law/>) (and additionally the word “division”) is used wrongly. (see <https://fh.unila.ac.id/eng/hukum-administrasi-negara/>). The odd use of the word “division” may be a wrong translation, too. Maybe Unila means “specialisation” here. The Indonesian title “Sarjana Hukum”, “Magister Hukum” and “Sarjana Sosial” only refers to a Bachelor of Law, Master of Law and Bachelor of Sociology that would be understood by an international audience for which the translation is very relevant. To foster international competition and ensure transparency about how the programme is defined, the panel gives the following condition:

The University adapts the English title of the study programmes to international standards and they use the right translation on their website.

The panel applauds the University for having theory and practice systematically interrelated throughout all three curricula. Theoretical discourse and practical application complement each other in developing the students’ qualification profile. The panel found that there was enough evidence presented, that all three programmes qualify for interdisciplinary thinking.

All programmes have ethical implications implemented in their programme. They are part of the learning objectives (see also chapter 1.1) and are therefore appropriately communicated. Examples are courses like Citizenship Education, Ethics and Anti-Corruption Education. However, the panel **recommends** introducing a committee for ethical issues on a departmental level, especially for the Sociology department. Students acquire in all three programmes methodological competences and are enabled to do scientific work on the required level. However, the panel sees room for improvement and **recommends** giving more supportive courses for scientific methods in all three programmes.

All exams, as they are defined for the courses, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats (structured assignments, quizzes, class participation, midterm exams, end-of-semester exams, case or project-based assessments). 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)				condition	
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)

Bachelor of Law

Projected study time	3.5-4 Years (7-8 Semesters) (7-14 Semester. 3,5-7 Years possible)
Number of Credit Points (CP)	144 Credits (SKS) / 230,4 ECTS Credits
Workload per CP	1 SKS = 39.7 hours (1 SKS consisted of 50 minutes in class, 60 minutes self-study, 60 minutes exam preparation x 14 sessions a semester) 1 ECTS credits = 25 hours 1,6 ETCS = 1 SKS
Number of modules/courses	56 Compulsory Modules 45 Choice of Interest Modules
Time required for processing the final thesis and awarded CP	4 SKS credits (6.4 ECTS credits) After students have completed 140 SKS/224 ECTS, students can submit a proposal for the Final Thesis/Final Project - The time given for students to write and finish the Final Thesis/Final Project are maximum of 24 months and may be extended for another maximum of 8 months
Number of contact hours	1600 hours

Modules/courses offered by the Faculty of the Law University of Lampung consist of modules with a minimum weight of 2 SKS credits (3,2 ECTS credits) and a maximum weight of 4 SKS credits (6,4 ECTS credits). Even though 144 SKS credits / 230,4 ECTS credits is the minimum a student has to take, he/she can also take more than 144 SKS Credits / 230,4 ECTS Credits.

The courses offered have two levels, which are University Modules and Faculty Modules.

- University Modules are modules that are compulsory for every Study Programme that is set by the university.

- Faculty Modules are modules that can either be compulsory or can be an interesting choice that is offered uniquely by each faculty, in this case, modules unique to the Faculty of Law.

The Modules offered have 3 statuses, which are Compulsory Modules, Compulsory Interest Modules, and Choice of Interest Modules.

- Compulsory Modules are modules that are compulsory to be taken by the Faculty of Law's Students. The compulsory modules are divided from 1st – 5th Semester and are already set by the Faculty which compulsory modules students will take in each semester.
- Compulsory Interest Modules: The 6th Semester has several compulsory modules, but this semester, students also can choose their department interest and choose their choice of interest modules.
- Choice of Interest Modules are modules that students can freely pick and choose starting in the 6th semester. These courses can be taken despite the choice of the department that the student has made.

Master of Law

Projected study time	2 years (4 semesters)
Number of Credit Points (CP)	36 SKS credits equals to 57,168 ECTS credits
Workload per CP	1 SKS = 39.7 hours (1 SKS consisted of 50 minutes in class, 60 minutes self-study, 60 minutes exam preparation x 14 sessions a semester) 1 ECTS credit = 25 hours 1,6 ETCS = 1 SKS credits
Number of modules/courses	19 courses
Time required for processing the final thesis and awarded CP	4 semesters, 57,168 ECTS credits
Number of contact hours	This is for a MoL around 1429,2 hours

Bachelor of Sociology

Projected study time	8 semester/4 years
Number of Credit Points (CP)	144 SKS credits/230,4 ECTS credits
Workload per CP	1 SKS = 39.7 hours (1 SKS credit consisted of 50 minutes in class, 60 minutes self-study, 60 minutes exam preparation x 14 sessions a semester) 1 ECTS credit = 25 hours 1,6 ETCS credits = 1 SKS credit
Number of modules/courses	56 Compulsory Modules 45 Choice of Interest Modules
Time required for processing the final thesis and awarded CP	4 SKS credits (6.4 ECTS credits) After students have completed 140 SKS credits /224 ECTS credits, students can submit a proposal for the Final Thesis/Final Project - The time given for students to write and finish the

	Final Thesis/Final Project are maximum of 24 months and may be extended for another maximum of 8 months.
Number of contact hours	1600 hours

Even though 144 SKS credits / 230,4 ECTS credits is the minimum a student has to take, he/she can also take more than 144 SKS Credits / 230,4 ECTS Credits.

3.2.2 Study and exam regulations (Asterisk Criterion)

Study and examination regulations are as per University Academic Regulations published in the university's website. The academic calendar, which includes the examination schedules is published online²⁶ at the start of each semester and the final examination are communicated next to the course teaching schedule, schedules of exams, as pre-determined by the deanship of Admission and Registration at the beginning of each semester. The mid-term exam is in week eight and the final exam in week 16. The final exam takes two hours.

Each study programme must follow the regulation of the study on the learning process and regulation of examinations for bachelor's and master's degree thesis, which refers to academic regulations based on the Rector's Regulation Number 19 of 2020. The standard of the learning process is in the form of lectures, seminars, practicum, field practice, research, internships, community service, and entrepreneurship which can be carried out within the study programme or outside the study programme in accordance with the Rector's Regulation Number 19 of 2020 article 19. The study programme also provides convenience in student transfer credit if taking courses outside the university which will be converted into assessments in the study programme (article 49).

The Bachelor programmes also implement the MBKM policy to carry out several activities, namely student exchanges, internships through taking the management of business entities owned by the village or other national and international companies (Internships are implemented without any extension of their overall study time), teaching assistance in Education units, research, humanitarian projects, entrepreneurial activities, independent projects, and Real Work Lectures (KKN), and international field study, especially for master students. To make students find academic information a lot easier, the lecture schedules and academic regulations of the University of Lampung are published online.

Students are also asked to do Real Work Lectures (KKN) to go directly to the community to help solve problems that exist in the community. Collaboration between departments is carried out in KKN activities between management, accounting, and development economics departments. This activity refers to the Rector's Regulation of the University of Lampung No. 21 of 2020 concerning Independent Learning of the Independent Campus, which describes the support of the faculties to support the realisation of MBKM policies to provide new experiences for students in implementing science into the industrial world.

After the learning process, student assessment standards are carried out to ensure that the output produced is in accordance with the targets and achievements of the graduate's profile

²⁶ At <https://siakadu.unila.ac.id/gate/login>, last accessed on December 18, 2024.

and intended learning objectives. Assessment of student learning outcomes is based on the principles of educative, authentic, objective, accountable, and transparent, which is carried out in an integrated manner at each assessment stage. The assessment of student performance consists of several items such as student's presence, students' activity in class, assignment, quiz, mid-exam, final exam, and project or case base with the weight of the assessment for each component referring the standard contents of education learning designed by Institute for Learning Development and Quality Assurance (LP3M) of the Unila.

The total maximum score achieved by students is 100. The assessment criteria refer to the standard of student success in a learning stage based on several principles, namely: critical thinking, referring to universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness; creative thinking, included analytical thinking, open-minded, and communication; and collaborative thinking.

Assessment of learning outcomes refers to academic regulations issued by the Rector through holding the principles of educative, authentic, objective, accountable, and transparent, which are carried out in an integrated manner (article 24 of the Rector's regulation of academic regulations, No. 19/2020). The educational principle is an assessment that motivates students to achieve graduate learning outcomes. The authentic principle refers to the ability during the learning process. The objective principle is an assessment based on standards agreed upon by lecturers and students. The principle of accountability is an assessment carried out in accordance with the agreed procedure at the beginning of the lecture. The principle of transparency is a procedural assessment and can be accessed by all stakeholders. The assessment technique consists of observation, participation, performance, written test, oral test, and questionnaire. A written test in the forms of quizzes, Mid-terms, and Final terms will perform the point score in terms of quality letters and numbers: A (4), B+ (3.5), B (3), C+ (2.5), C (2), D (1), and E (0).

Students must write scientific writings in the form of a thesis at the end of their studies following the academic regulations article 51, No. 19/2020, which will be guided by the main supervisor and assistant supervisor. Then, the thesis proposal and results will be reviewed by the examiners from the relevant field lecturers in Seminars on Thesis Proposal and Results.

Students are declared to have passed if they have taken all of the compulsory study loads and have graduate learning outcomes targeted by the study programme, and administrative requirements such as completing tuition payments with a grade point average (GPA) greater than or equal to 2.00 (two-point zero), with the condition that the letter of quality D is a maximum of four subjects for bachelor degree (article 30). Master students are declared to have passed if they have taken all of the compulsory study loads and have graduate learning outcomes and administrative requirements such as completing tuition payments with a grade point average (GPA) greater than or equal to 3.00 (three-point zero) and with a minimum score of B (article 30). Every activity during the learning process will be published online and updated, including the schedule for the mid-semester exam, quizzes, and end-of-semester.

3.2.3 Feasibility of study workload (Asterisk Criterion)

The higher education system requires an undergraduate study period of at least seven semesters and a master's degree for three semesters (Academic Regulation of Unila, based

on Rector's Regulation No. 19 of 2020, article 14). The curriculum of study materials and courses called modules is allocated each semester according to the level of competence. The courses are offered in 8 semesters for the bachelor's programmes within 144 SKS credits/230,4 ECTS credits and 4 semesters for a master's degree within 36 SKS credits/57 ECTS credits.

Bachelor students could take summer sessions to accelerate their study earlier in the summer session, but they must have a GPA minimum of 3,50 and no "C, D, and E" point grade.²⁷ Master degree students can finish their studies in 3 semesters if they can pass the completed study in semester 3, take the Thesis Exams, and have the published a paper at the end of semester 3 or earlier in semester 4.

At the final stage of the lecture, the student's workload is focused on the ability to write and produce scientific works called theses for undergraduate and master's degrees. During the process, each student is accompanied by an academic supervisor. This service is needed to direct students to align with the study plan that the programme has designed.

In addition, guarantees for students' ability to complete studies are also equipped with the implementation of a quality assurance system, especially related to learning which is carried out in a structured manner every semester. Therefore, a quality assurance system is implemented to ensure the achievement of the process and the quality of learning outcomes.

The student's Grade Point Average (GPA) is used as a benchmark for achieving student grades and the SKS credits 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 a minimum of 144 credits for the bachelor's programme and 36 credits for the master's programme. The provisions for taking the number of credits is based on the student's GPA score at the end of each semester, especially for the Bachelor's degree programme after semester 2 (article 14, No. 19/2020).

The ECTS load for Semester I and II undergraduate programmes is carried out with a package system per semester. The ECTS load for undergraduate programmes starting in Semester III is determined based on the previous semester's GPA. Undergraduate students who are in Phase I assessment at the end of semester IV who have a temporary GPA of less than 2.00 or do not reach 64 ECTS courses that pass, or if the Phase II assessment at the end of semester VIII has a temporary GPA of less than 2.00 or does not reach 128 ECTS who pass; or if in Phase III assessment at the end of semester XIV the compulsory study load stated in the curriculum has not been fulfilled and/or GPA is less than 2.00 and has not passed the thesis exam and has extended the study period for 2 (two) semesters.

Referring to Article 15, students of a master's programme with high academic achievements can continue to a doctoral programme or an applied doctoral programme, after at least 2 (two) semesters of attending a master's programme or an applied master's programme, without having to graduate first. However, to finish a doctoral programme, the students must complete the master's programme before completing the doctoral programme. High academic achievement students are students who have a semester achievement index (SAI) greater than 3.75 (three point seven five) and meet the academic ethics.

²⁷ See Academic Regulation of Unila, based on Rector's Regulation No. 19 of 2020, article 6.

According to Article 29, in the assessment of the benchmark reference, conversion of final grade numbers to quality letters for bachelor programme is the highest score of at least 76 to be “A” letter quality. Meanwhile, the Conversion of final grade numbers to the quality letters for the master’s programme is the highest score, at least 81 to be “A” letter quality.

Score End (0-100)	Letter Quality	Number quality	Status Evaluation
Bachelor programme (BA), B.M., and B.E.			
Score 76	A	4.0	Pass
71 score < 76	B+	3.5	Pass
66 score < 71	B	3.0	Pass
61 score < 66	C+	2.5	Pass
56 score < 61	C	2.0	Pass
50 score < 56	D	1.0	Pass**
Score < 50	E	0.0	Failed
Master Programme (M.Acc. and M.M.)			
Score 81	A	4.0	Pass
75 score < 81	B+	3.5	Pass
70 score < 75	B	3.0	Pass
65 score < 70	C+	2.5	Pass*
55 score < 65	C	2.0	Failed
50 score < 55	D	1.0	Failed
score < 50	E	0.0	Failed

* C+ declared a conditional pass

** D declared a conditional pass

*Letter Quality C+ indicates a passing score, but not more than one-point C+, and the GPA must be at least a 3.0-point score.

The study programme under academic regulation by Rector degree No 19/2020 also has regulations for dropping out of student (article 38), which can occur for academic reasons.

Bachelor’s programme students will be dropped out if in Phase I assessment at the end of semester IV, students have a temporary GPA of less than 2.00 or do not reach 40 credits of the courses with pass grades, or if in the Phase II assessment at the end of semester VIII, the students have a temporary GPA of less than 2.00 or do not reach 80 credits of the courses with pass grades; or if at the Stage III assessment at the end of semester XII the compulsory study load stated in the curriculum has not been fulfilled and their GPA is less than 2.00, and have not passed the thesis exam and has extended the study period for two semesters. Master’s programme students at the end of semester VI will be dropped out if the compulsory study load stated in the curriculum has not been fulfilled or if all the mandatory burdens have been fulfilled, but the GPA is less than 3.0.

3.2.4 Equality of opportunity

In general, the Unila does not discriminate on the basis of gender, marital status, economic class, religious affiliations, or disability. Policy on students with disability are covered in the Undergraduate Academic Regulations. The main factor the students are accepted is the score points when they apply and take the new student application examination. The selection of

prospective master's students is not determined by gender or any other specific background, but the selections are determined by the final score of the test results.

After the student is active, the Unila, through Regulation No 20 the Year 2003 concerning the National Education System, commits that every Unila student will receive the same educational quality services. Specifically, universities guarantee equality for differences in gender, physical ability, and financial ability. Furthermore, higher education's commitment to students with physical disabilities (disability) is shown by facilitating suitable infrastructure for disabled students. Likewise, Unila provides boarding to facilitate accommodation for foreign students or students outside the region and students with limited economic status.

Master of Law

Until now, the study MoL has not had students with disabilities. However, if there are students with special needs in the future, the study programme will implement an inclusive policy that ensures accessibility in the lecture process. This includes adjustments in teaching methods, supporting facilities, and accessible infrastructure to create a friendly academic environment for all groups, including students with disabilities. The study programme is committed to guaranteeing equal rights and opportunities for all students without exception by the principles of inclusive education and non-discrimination.

Bachelor of Sociology

The Faculty of Social and Political Science is committed to accommodating students with disabilities to ensure an inclusive and supportive educational environment. BoS provides a variety of resources and services designed to meet the needs of students with physical, sensory, cognitive, and other types of disabilities. Some of the forms of accommodation we provide include:

1. College Selection: The University provides special access for people with disabilities for college selection.
2. Accessibility Facilities: Campus buildings, classrooms, and common areas are designed to be accessible, including designated walkways and disability-friendly restrooms.
3. Flexible Learning Options: For students who require alternative learning options, we provide various formats such as online classes, recorded lectures, and other flexible solutions.

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 Credit-Points (CP) per module/course on the basis of the necessary student workload. Practical components, if existent, are designed and integrated in such a way that CP can be acquired. The module/course descriptions provide detailed descriptions of intended learning outcomes, and the information defined in the ECTS Users' Guide.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. The study programme is designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. After several requests, the three

study programmes handed in a diploma supplement, which missed essential information. First, the Indonesian higher education system was not described. Second, the BoL did only hand in a deep translation of a diploma supplement, which showed that it is not in Bahasa Indonesia and English, which is required to be international understood. Third, the ECTS grading table provided was too complicated and confusing. A simple list how often a grade was distributed is sufficient. Therefore, the panel gives the following condition:

The University provides a diploma supplement for students of all three programmes.

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. Addendum for initial accreditation (if the programme has already been completed once) and re-accreditation: when reviewing the workload, the HEI also takes into account evaluation findings, including student feedback and the programme's success rate.

The University ensures gender equality and non-discrimination by not discriminating on the basis of gender, marital status and religious affiliations. Such students are provided with affirmative throughout the programme and examinations. However, the panel does not see this criterion met for students with disabilities, because they see the need to institutionalise this aspect, so that affirmative actions can be carried out. There should be an independent body in the University, which can be an objection committee. A representative of this committee monitors the admission process of prospective students who are disabled. Additionally, the panel **recommends** introducing more time as a disadvantage compensation in exams in all four programmes. Furthermore, the University should prioritise the inclusion of economically disadvantaged minority groups, such as the 3T, alongside gender considerations when discussing equality of opportunity. Thus, the panel also **recommends** taking affirmative actions and institutionalising the help for students with disabilities as well as from socially disadvantaged students.

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

3.3 Didactical concept

3.3.1 Logic und plausibility of the didactical concept (Asterisk Criterion)

The teaching and learning methods are described in the course outline which is distributed to the students during the first lecture. Delivery methods are a combination of: Lectures, practical training data shows and PowerPoint, case studies, project work, presentations, group discussions. Lecture notes, textbooks, and other materials are presented by the faculty during the duration of the course as printed copies or online via virtual class and SIAKADU.

The process of teaching and learning activities is oriented towards student centred learning on an ongoing basis. This method involves the student to actively participate, and is oriented to independence in creating constructive ideas, which helps students on the achievement of the expected results of study. These values are formed through RPS and study contracts that involve multi-assessment, not only mid-term exams and exams at the end of semester, but also quizzes, presentations, assignments, and practice. Assessment of student study evaluation, including individual assessment and group assessment with an equivalent portion. Thus, students are expected not only to excel individually but also be able to learn to work together in a team and build mutual excellence. Practical activities involve solving concrete and practical problems, including directly involving related business institutions relevant to the field of study, to understand in depth the business processes carried out. Thus, students are expected to be able to think independently, and seek information from experts or practitioners, books, journals, websites and other sources of information, as well as allow sharing ideas and discussions. Learning also involves practitioners or professionals in the relevant field of study as guest teaching staff to help students understand the facts. Some of these courses are taught to emphasise the theoretical part of the course and to reinforce the information gained through examples of practical application in the real world. Classroom teaching uses a number of assessment methods, including presentations, class exercises, assignments, projects, and case studies, to enable students to apply theoretical concepts to real-world challenges.

Even before the Covid-19 Pandemic, the study programmes also allowed distance learning which is called Pembelajaran Jarak Jauh (PJJ) in Indonesian. PJJ is implemented using the virtual class feature provided by the university. In addition, various internet platforms are also used to support PJJ such as Zoom, G-Meet and others. To access all of this, students are given internet quota assistance by the Ministry of Education. Providing email accounts and digital access for new student admissions, with these accounts students have unlimited Google Drive.

3.3.2 Course materials (Asterisk Criterion)

Lecturers are responsible for preparing their course materials for the courses they teach. Each faculty prepares a Course Portfolio [Rencana Pembelajaran Semester / RPS] which includes a course outline containing detailed content including course descriptions, course objectives, course objectives, course learning outcomes, course schedules, teaching strategies and technology applications, assessment plans, and course rules. Lecture materials include lesson plans, lecture materials in the form of power points or videos, e-books, articles/papers taken from reputable international journals, structured assignment questions and exam questions, and lecture reports.

3.3.3 Guest lecturers

The programmes host a variety of guest speakers from different universities, institutes and, from different public and private sectors to deliver seminars, workshops or to join classes to share experiences and knowledge with students. The college organises this activity throughout the year. The study programmes collaborate with practitioners and academics from various scientific backgrounds to become guest lecturers regularly every semester to contribute to the learning process by providing experience and training to students in several subjects.

Bachelor of Law

The programme hosts a variety of guest speakers from different universities, institutes and from different public and private sectors to deliver seminars, workshops or to join classes to share experiences and knowledge with students. Guest lecturers are regularly invited at national and international levels from various professional circles, such as academics, business practitioners, business leaders, government actors, NGO actors, and entrepreneurs. In addition, guest lecturers are also expected to provide more insight and knowledge relevant to the theoretical viewpoint to students regarding work experience in their respective professions. Besides filling structured lectures in class, guest lecturers are invited as guest speakers to deliver seminars, workshops, and public lectures to enrich students' practical insights.

Master of Law

In order to improve the leading learning programme, Master of Law Study Programme Unila also involves several guest lecturers in each semester. The MoL invites speakers like the Secretary of Junior Attorney General, speakers from the educational institution STPN Yogyakarta²⁸ or Leiden University Netherlands or Colombia University.

Bachelor of Sociology

The Sociology Department hosts guest lecturers from universities, institutes, and various public and private sectors to give seminars and workshops or join classes to share their experiences and knowledge with students. The college organises these activities throughout the year. Academic advisors also have a tradition of inviting important figures from parliament or ministries to deliver "public lectures" at the beginning of each academic year.

3.3.4 Lecturing tutors

Lecturing tutors are held for several courses that have practicum credits weight. The selection of tutors is done openly to students who are interested in certain conditions. The requirements to become a lecture tutor are a minimum of 5 semesters, a minimum GPA of 3.0 and take a selection test organised by the laboratory in each study programme. The need for lecture tutors is utilised to assist research and community service activities.

Appraisal:

The didactical concept of all the study programmes is described, plausible, and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, lectures, practical training, data shows and PowerPoint, case studies, project works, presentations and group discussions. Students are encouraged to take an active role in creating the learning process.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are 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

²⁸ Sekolah Tinggi Pertanahan Nasional (STPN) Yogyakarta is a higher education institution in Indonesia that specialises in land affairs and cadastral studies.

example, from culture and politics. Nevertheless, the panel sees room for improvement and **recommends** inviting more independent guest lecturers, offering more online guest lectures and starting with a strategy for inviting lecturers. Lecturing tutors support the students in the learning process and help them develop competences and skills.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.3 Didactical concept					
3.3.1* Logic and plausibility of the didactical concept (Asterisk Criterion)			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)

In terms of internationality, CL programme and curriculum reflect various international and intercultural aspects. Intercultural aspects are contained in certain specialised learning materials that examine local issues. This international content can be found in core courses.

Bachelor of Law

The curriculum of the Bachelor's programme reflects various international and intercultural aspects. In other words, Intercultural aspects are contained in certain specialised learning materials that examine local issues. This international content can be found in several academic courses at Faculty of Law, such as: International Criminal Law, International Trade Law, Investment Law, Capital Market Law, General Theory of the State, Constitutional Law, Constitution and Human Rights, Political Party Law, Constitutional Law Case Studies, History Of Constitutional Law, Children, Women and Gender Justice, the Rule of Law, The State Institution and Government System, International Environmental Law, Import, Export Administration, International Law, International Civil Law, International Law of The Sea, International Dispute Settlement Law, Air And Space Law, International Technology and Information Law, International Economic Law, International Environmental Law, International Treatment Law, Diplomatic Law, International Organisational Law and International Humanitarian Law.

Master of Law

In Master of Law Department Law Faculty, Unila courses serve as a support in international aspects in order to deliver students in cultural aspects and legal fields, such as: Public International Law, International Criminal Law and Human Right, International Trade Law, Intellectual Property Law and Environmental Law.

Bachelor of Sociology

International content can be found in core courses such as: Indonesian Socio-Cultural System, Social Structure, Social Change, Policy Analysis and Social Services, Social Planning and Engineering, Conflict Management and Resolution, Community Empowerment Concepts and Strategies, Sociology of Digital Society and Social Development Management.

3.4.2 Internationality of the student body

All study programmes aim to have international students which are supported by university's policies for international cooperation and student admissions. Currently, there is one international student from Madagascar who is studying at the Faculty of Social and Political Sciences which takes some courses in Bachelor of Law Department, business and public study programmes. The internationality of the student body in the Bachelor of Law department is rounded by a significant proportion of the students coming from various language areas and cultural backgrounds. Thus, the discussions in the classroom and group work constantly reflect international aspects. Within Bachelor of Law, a number of student organisations specifically operate as a forum for students to develop their knowledge and abilities of students in scope of international law. In that regard, for instance, PSBH has repeatedly participates in Philip C. Jessup International Law Moot Court Competition (Jessup), Indonesia international moot court (international), International Humanitarian Law Moot Court Competition (IHL), Asia Cup International Law Moot Court Competition, and Model United Nation (MUN) which stand for simulation of the United Nations conference. Currently, the Master of Law Study Programme Unila has 319 students in which five of them accept national scholarships and one student is an international student.

3.4.3 Internationality of faculty

There are several foreign lecturers at the Faculty of Social and Political Sciences from a European University which is Zagreb University in Croatia who regularly teach at these three study programmes. At Law Faculty, for the last few years, there have been general courses and discussions carried out by foreign lecturers. One of which was the effort to invite a scholar from Externado Universidad, Colombia, in 2022 to carry out lecturing sessions in Human Rights and Constitutional Law.

3.4.4 Foreign language contents

All three study programmes have foreign language contents in their learning process, especially in the second semester where students can choose international or bilingual classes. Moreover, regarding foreign language skills, the foreign language unit provides course services in English, French, Arabic, Chinese and Japanese, Conversation/Speaking Class, TOEFL Preparation Course, TOEIC Preparation Course and IELTS Preparation Course. The Faculty of Law does not explicitly provide academic courses in English. Despite this fact, the university language body provides language proficiency and courses in various languages both in English and French. Academic materials are not necessarily provided in English. Although some lecturers provide their materials in English during classes that can be accessed in the course material.

International Class track in BoL programme:

Students of the BoL are first in regular class. From there, they can be selected to be in the international class of the BoL programme.

Appraisal:

International contents are a big part of the curricula of all three programmes. Students are thus prepared for the challenges in an international working environment. Through practical examples (see chapter 3.3.1 on the didactical concept), students are enabled to act in an

intercultural environment. Especially the international class in Bachelor of Law international contents are an integral part of the curriculum. Nevertheless, the panel **recommends** putting more international content in the regular classes of all three programmes. The panel saw that the international composition of the student body is not high enough especially considering the international contents the programmes provide. Therefore, they state, that criterion 3.4.2 is not met. Maybe a focus on acquiring students from South-East Asian countries would help. Therefore, the panel **recommends** developing a strategy how to attract more students and create measures which promote internationality in a goal-oriented way. The composition of the two faculties is not international and therefore do not promote the acquisition of international competences and skills through this measure. Also concerning this criterion, the measures taken are not yet goal-oriented. Therefore, the panel **recommends** inviting more international guest lectures or visiting professors. Additionally, the panel realised that the foreign language contents could be increased in all three programmes. Therefore, the **panel recommends providing staff with more incentives for improving their English.** With this knowledge, the proportion of foreign language courses and required foreign language materials could be increased.

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

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

The learning process is carried out on a case and project basis. Through these two methods students can develop teamwork, cooperation and conflict-handling skills.

Bachelor of Law

The learning progress is carried out on a case and project basis. Through these two methods students can develop teamwork, cooperation and conflict-handling skills. For the international class, there are students who participate in several international seminars which are conducted independently and in collaboration with the teaching staff. These experiences can add important insights for their future careers. Communication, public speaking, negotiation, legal writing, critical thinking, and other collaborative skills are key elements of the study programme's profile. Therefore, in that regard, students are required to take various courses across majors/study programmes as a requirement to be able to develop higher competencies in the world of work.

Master of Law

Multidisciplinary and competence are accommodated in the tracks are offered. The focus on Health Law offers a multidisciplinary study between legal studies and the field of Health. In addition to that, students are also expected to have experience in the field of law, such as improving communication skills by applying case studies and project-based learning that focus on group communication. This programme is also intended to improve students' ability to work

together. The results of the graduate survey shows that the ability in team work is very good (85.10%) and good (14.90%). For self-development elements, MoL often provides encouragement and advice to take part in all kinds of scientific activities that can increase knowledge and skills, as seen in graduates survey of this element show very good (83.60%), good (15.50%), and sufficient (0.90%).

Bachelor of Sociology

The Sociology Department is committed to enhancing students' competencies and skills. Students actively participate in the Student Creativity Programme (PKM) (see chapter 1.3.3 for details), which includes initiatives for Entrepreneurship, Outstanding Students, Young Fighters of the Ministry of Social Affairs, and Independent Study. These programmes encourage innovation, leadership, and social engagement among students.

Additionally, the department places a strong emphasis on practical skill development through structured internship programmes. These internships provide students with valuable hands-on experience, bridging the gap between academic knowledge and real-world application. By working in various professional settings, students gain industry-specific skills and build a network of professional contacts, preparing them for successful careers.

Appraisal:

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

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

3.6 Skills for employment / Employability (Asterisk Criterion)

None of the three programmes have compulsory internships, however in the two Bachelor programmes, there is the possibility to do internships via the MBKM programme in both private or public institutions. The students in the MoL are working and continue working while studying. Therefore, there is no need for an internship and the students have skills for employment already. The MBKM programme aims to provide students with valuable work experience to be used after graduating from the University. This internship programme is useful for building and expanding network connections and relationships in the world of work.

Figure 5: BoL: The percentage for students that participated in MBKM are as follows

Cohort	Students Total	MBMK Internship Participant	% (Percentage)	Other MBKM programme Participants	% (Percentage)

2017	439	1	0.2	0	0.0
2018	485	45	9.3	0	0.0
2019	524	139	26.5	7	1.3
2020	574	104	18.1	22	3.8
2021	784	65	8.3	47	6.0
Total	2806	354	12.6	76	2.7

Figure 6: BoS: Percentage of students who intern through MBKM

Information	2022	2023	2024
Number of Students	188	140	155
MBKM Internship	90	107	22
Percentage	47,87 %	76,43%	14,19%

Outside of the curriculum, there is a special unit managed by the university to support skill improvement, namely the Center for Career and Entrepreneurship Development (CCED) providing a series of strategic programmes for career advancement. It is also supported by the provision of materials and career seminars routinely held every semester to enhance the skills for employment.

In addition, the promotion of employability in each study programme could be conducted through the integration of theory and practice (see chapter 3.1.3) as well as through the promotion of multidisciplinary competencies and skills (see chapter 3.5). A lot of courses implement methods like case studies and based projects. Students are regularly provided with training necessary to enhance their professional skills.

Appraisal:

The promotion of employability –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 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

4.1.1 Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)

	BoL	MoL	BoS
Full-time teaching staff	111	30	19
Part-time teaching staff incl. visiting/adjunct lecturers	-	1	-
Total number of teaching staff	111	31	19
Among them:			
Teaching staff with professional experience	23	11	5
Teaching staff with international experience	-	4	2
Number of professors	9	8	1
Number of associate professors	28	16	8
Number of assistant professors	46	8	4
Number of senior lecturers	18	-	6
Number of lecturers	10	33	-
PhD holders	35	33	5
Master degree holders	76	-	14
Guest lecturers	32	2	1
Total number of supporting administrative staff	65	4	2

4.1.2 Academic qualification of faculty (Asterisk Criterion)

Unila lecturers have academic qualifications that follow the course's needs and the study programme's objectives. The recruitment and selection process for civil servant and non-civil servant lecturers has clear Standard Operating Procedures (SOPs) based on the provisions of the Ministry of Education, Culture, Research, and Technology, with a selection process at the National, University, and Faculty levels based on educational qualifications, competencies that are following the field of science of the study programme. The number of recruitments is based on the needs of each Faculty.

The minimum qualification in the recruitment of lecturers at all three study programmes is master graduates with a minimum GPA of 3.0 who come from top nationally reputable accredited universities. Recruitment of full lecturers with civil servant status is carried out nationally by taking tests at the Ministry of Education and Culture, as well as selection in the form of administrative tests, Computer Assisted Test (CAT) which includes Basic Competency Selection and Field Competency Selection, followed by Micro Teaching Test and Interview for those who pass Computer Assisted Test (CAT). Recruitment of non-civil servant full lecturers is carried out directly by universities with open tests in the form of general and basic scientific tests, interviews and micro teaching tests.

4.1.3 Pedagogical / didactical qualification of faculty (Asterisk Criterion)

Lecturers who have been accepted by the University receive training in order to have qualified teaching skills. The training is in the form of PEKERTI training (Instructional Technical Training) and AA (Applied Approach) training. The two training programmes are organised by the Directorate General of Higher Education which can be utilised in order to improve the professional competence of lecturers. Namely professionalism in holding academic positions as well as improving pedagogical skills (science or art in carrying out the duties of educators). Character training by the Directorate General of Higher Education is required for young lecturers to participate. Meanwhile, AA training is intended for senior lecturers. This training is in the form of providing material (theory) and practice related to skills and competencies in terms of teaching in order to improve competence. Lecturers who have served at least three years can participate in lecturer certification nationally. The teaching certificate given to lecturers through the certification process is formal evidence of recognition of lecturers as professionals at the higher education level. Educator certification is carried out through competency tests to obtain an educator certificate. This competency test is carried out in the form of portfolio assessment, which is an assessment of academic and professional experience using a lecturer portfolio. The assessment of the lecturer's portfolio is carried out to provide recognition of the professional abilities of lecturers. The training materials include:

- Policy regarding the development of higher education,
- Higher education curriculum development,
- Reconstruction of courses,
- Learning methods,
- Integrating learning achievement attitudes and values as well as general skills,
- Preparation of the elements of learning achievement of the subject,
- Preparation of assessment rubrics,
- Preparation of teaching materials,
- Classroom action research application,
- Learning Media,
- Implementation of an internal quality assurance system to improve the quality of higher education,
- Lecturer Career Development,
- Assessment of learning processes and outcomes,
- Constructivism in learning.

Human resource management begins with an analysis of the needs of lecturers based on the SOP for Planning, Assessment, and Employee Development.²⁹ The results of the analysis are used as material for the preparation of the Strategic Plan. The employee selection process follows the SOP for Planning, Assessment, and Employee Development. Employee orientation is carried out through apprenticeship/assistance for new lecturers. Orientation for administrative employees is carried out with introductions to colleagues, work environment, and explanation of the main duties and functions of employees by superiors. The development of new lecturers is carried out through further studies, training, and non- degree training. New lecturers are required to attend Character Training, AA (Applied Approach), Research Methodology, Service Methodology, and English. The reward and punishment system follows the Standard Operational Procedure (SOP) for Planning, Assessment, and Employee Development. The form of a reward system is carried out in the form of outstanding lecturers and outstanding employees. The punishment system follows PP No. 4/2021 Regarding Employee Discipline Practical business experience of faculty Lecturers of all study

²⁹ See Rector's Decree No. 322/H26/DT/2010.

programmes have broad experience as consultants, receive certifications within their expertise as well as being involved in stakeholder activities, locally, nationally, and internationally. This supports coursework, providing a bridge between theory and practice.

4.1.4 Practical business experience of faculty

BoL

Four lecturers have around 3-4 years of practical background in banking law, one of the lecturer has around 3-4 years of practical background in corruption law as a judge, one of the lecturer has around 3-4 years of practical background in criminal law as an attorney, six lecturers have around 3-4 years of practical background in the government field and eleven of the lecturers have around 3-4 years of practical background in private law as an attorney/advocate.

BoS

The sociology department has five lecturers with practical experience as human resource managers, recognised by the National Professional Certification Agency (BNSP). These competencies include developing job descriptions, managing performance indicators, formulating HR strategies, evaluating organisational structures, designing learning programmes, and preparing remuneration systems.

MoL

The MoL has one environmental law expert, who is a professional with specialised expertise in the field of administrative law that govern the protection, management, and preservation of the environment, responsible for ensuring that human activities, both individual and institutional, comply with regulations aimed at maintaining environmental sustainability.

The Internal Auditor possesses specialised skills to ensure that the internal quality assurance system operates effectively and that the organisation consistently maintains and improves its quality, in accordance with the established standards. The programme has two mediators, additionally one Healthcare Mediator and another lecturer who is Mediator and Legal Contract Specialist. They possess specialised skills in active listening, maintaining neutrality, and facilitating dialogue, a mediator helps disputing parties reach mutually beneficial solutions through effective communication, empathy, and a constructive approach to conflict resolution. A healthcare mediator possesses the expertise to help resolve medical disputes between patients, medical professionals, and related parties, aiming for mutually beneficial solutions through empathy, effective communication, and a thorough understanding of medical ethics. Another lecturer is Contract Management Specialist. He possesses expertise in drafting, reviewing, and managing business contracts to ensure compliance with regulations and organizational objectives. They are also skilled in handling negotiations, ensuring the protection of rights, and minimizing legal and financial risks. Two of the lecturers have practical experience through conducting Internal Quality Audits. They have the expertise to assess the effectiveness of the quality management system and identify issues, correcting deviations before they are found in external audits. It ensures compliance with standards, identifies risks and non-conformities, and provides recommendations for continuous improvement to enhance the quality of processes, products, and services within the organisation. One lecturer has practical experience by doing Internal Quality Audits. This individual has the expertise to assess the effectiveness of the quality management system and identify issues, correcting deviations before they are found in external audits. It ensures compliance with standards, identifies risks and non-conformities, and provides recommendations for continuous improvement to enhance the quality of processes, products, and services within the

organisation. Another lecturer is Risk Manager. He possesses the expertise to identify, analyse, and manage risks that could impact the organisation. This expertise helps design mitigation strategies to reduce negative impacts and ensure operational continuity. Finally, one lecturer is a Legal auditor, who possesses specialised skills that allow him to assess and ensure that an organisation or individual complies with applicable laws and regulations

4.1.5 Internal cooperation (Asterisk Criterion)

The Dean is the highest leadership element of the faculty having the task of leading the implementation of education, research and community service, fostering educators, education staff, students, faculty administration and administration staff, students. The Dean has responsibility to the Chancellor. The Dean in carrying out his duties is assisted by 3 deputy deans consisting of the Deputy Dean for Academic and Cooperation, hereinafter referred to as the Deputy Dean I, the Deputy Dean for General Affairs and Finance, hereinafter referred to as the Deputy Dean II, the Deputy Dean for Student Affairs and Alumni, hereinafter referred to as Vice Dean III. Cooperation between the dean, vice dean and all study programme leaders is carried out regularly. The results of the meeting are then submitted to each study programme for follow-up.

Deputy Dean I has the task of assisting the Dean in leading the implementation of education, research and community service and building cooperation with external party. Deputy Dean II has the task of assisting the Dean in leading the implementation of activities in finance and general administration. Deputy Dean III has the task of assisting the Dean in carrying out activities in the field of coaching and student welfare services. The Dean in the implementation of general administration, equipment, finance, staffing and education at the faculty, is assisted by the administrative division of the faculty.

The interviews with the lecturers showed that the academic staff is responsible for arranging and managing class schedules and providing educational services to students and lecturers so that teaching and learning activities can run effectively and efficiently. There are regular lecturer meetings three times in each semester, as the experts were told in the course of the interview session with the lecturers. The appointment of lecturers in each department is to plan the learning process for one semester and evaluate the learning process that occurred in the previous semester. The meetings are held by the head of the department in each department separately, who discusses, compiles, and distributes courses to each lecturer according to the capacity and capability of the lecturer concerned and ensures that the right lecturer teaches each subject. Additionally, there is internal cooperation for research projects not only within a faculty but also between lecturers of different faculties.

4.1.6 Student support by the faculty (Asterisk Criterion)

Educational services begin when students first enter through an orientation phase which provides information about the teaching and learning process, curriculum, rights, and obligations of students, as well as a code of ethics that serves as a guideline until students are declared graduated.

Each student has an academic supervisor. Students can consult them for problems being faced during their studies. Consultations are carried out at least three times per semester, and can be carried out according to the student's needs. Academic supervisors are also responsible for assisting students who enter the dropout criteria according to academic

regulations. In addition, a lecturer advisor also helps students in submitting research titles. Furthermore, the faculty also provides counselling service facilities for the academic community in the University. Various academic policies are stated in academic manuals which are always distributed to students during the new school year, including guidelines for evaluating student work, complaints can be made by students if there is no conformity with the results achieved by students.

As for non-academic problems, counselling services are available at the University (under supervision of Vice Rector III) and are facilitated to solve problems faced by students. Education in all study programmes is supported by several scholarship-providing institutions. High-achieving and economically disadvantaged students can access scholarships from the central, regional and university governments. All students who meet the criteria can access scholarships from external sources.

Appraisal:

The structure and number of the Faculty of Law and the Faculty of Social and Political Science correspond to the programme requirements and ensure that the students reach the intended qualification objectives. The faculties' 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. The academic qualifications of the faculties correspond to the requirements and objectives of the study programmes. Unila verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented. However, the panel sees room for improvement and **recommends** supporting the academic staff to receive more international qualifications. The pedagogical and didactical qualification of the faculties correspond to the requirements and objectives of the study programmes. Unila verifies the qualifications of the faculty members by means of an established procedure. The University ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for the further qualification of the faculty members are implemented. The practical business experience of the faculty corresponds to the requirement of the programmes to integrate theory and practice. The members of both faculties 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 faculties. It is offered on a regular basis and serves to help students study successfully.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		

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

In the course of the interview with the programme management, the panel got a good insight into the work distribution of the programme management (see chapter 4.1.5 for the responsibilities of the deans and deputy deans). The heads of the study programmes at hand always coordinate with the dean of the Faculty. The head and secretary of the programmes have the main task of managing academic administration, which consists of education and teaching, research, and community service. The head of the study programme is assisted by the secretary of the study programme to coordinate with each other in carrying out activities in the study programme so that actions can run well. Programme Directors are elected every four years. Individuals interested in applying for the position of Programme Director must meet the following minimum criteria: 1) a master's degree, and 2) relevant work experience at the lecturer level.

4.2.2 Process organisation and administrative support for students and faculty

Departments as academic implementing elements consist of study programmes, peer groups, study programme quality assurance team laboratories (TPMPS). The quality assurance team does not only exist at the study programme level but also at the faculty level known as quality assurance team for faculty (Tim Benjamin Mutu Fakultas/TPMF). TPMF/TPMPS is tasked with assisting leaders at the faculty/departmental level in planning, implementing, controlling and perfecting the tasks of departments in the field of education, research and community service in achieving the quality standards that have been set at Unila. In carrying out its duties, TPMF/TPMPS coordinates with LP3M (Learning Development and Quality Assurance Institution). The coordination of academic activities carried out in all three study programmes is carried out periodically and systemically.

The study programme provides administrative services to students in terms of academic, financial, and other services needed by students. Education personnel have a minimum of high school education for the technical level, while the head of the section is required to have a minimum formal education of Diploma. The task of education personnel at the faculty level is to assist administrative services for academic activities in accordance with the provisions to support the smooth running of academic activities at the faculty level, while the education personnel at the study programme level assist all administrative activities of the study programme.

Appraisal:

The head and secretary of the respective programme coordinate the activities of everyone involved in the programme together with the respective dean, deputy deans. This cooperation 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.

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

4.3 Cooperation and partnerships

4.3.1 and 4.3.2 Cooperation with HEIs and other academic institutions or networks and Cooperation with business enterprises and other organisations

The Bachelor programmes collaborate with other universities, international institutions and research organisations for the profit of the students. The MoL has university cooperations, too. The BoL has even partnerships with companies. Because the students in the MoL are already working, there are no cooperations with partnerships.

The Faculty of Law focuses on partnerships that benefit students academically and financially. The Bachelor of Law (BoL) programme collaborates with national and international universities, offering student exchange programmes, joint research, and training. Partnerships with companies provide research funding, scholarships, internships, and job opportunities post-graduation. The Master of Law (MoL) program, under the same unit as BoL, can only recommend cooperation plans to the Faculty's Cooperation Unit. Before 2020, MoL partnered with local governments for scholarships. MoL actively seeks partnerships for collaborative teaching, research, and workshops to enhance legal education and industry engagement, even though there have no partnerships at the moment.

	BoL	MoL	BoS
Total of cooperations	64	22	12
Cooperations, which are relevant for the students	48	0	8
- Total number of cooperation agreements with other national universities	9	0	4
- Total number of cooperation agreements with other international universities	2	0	3
- Total number of agreements and partnerships with companies	2	0	7
- Total number of agreements and partnerships with research institutions and other academic institutions	2	0	1

The Bachelor programmes collaborate with other universities, international institutions and research organisations for the profit of the students. The MoL has university cooperations, too. The BoL has even partnerships with companies. Because the students in the MoL are already working, there are no cooperations with extra partnerships. Nevertheless, through students working and studying at the same time, there is exchange between different workplaces and the master programme.

MoL has a cooperation with **Enago**, a leading academic editing service, supports researchers worldwide. With over 3,000 PhD/Master's editors, Enago offers expert English editing, proofreading, and publication support. They have assisted over 2 million authors from 125+ countries, ensuring high-quality manuscripts for top journals. Enago's services include translation, journal selection, and plagiarism checks, making it a comprehensive solution for academic publishing needs.

BoS

Cooperation provides benefits for the BoS to improve the implementation of the tridharma of higher education. Bachelor of Sociology (BoS) cooperation with external partners is developed systematically and directed to improve the quality and performance of Bachelor of Sociology (BoS) and accelerate the downstreaming of research results and community service. Cooperation partners include HEIs or academic institutions, business enterprises and other organisations.

Unila

There is a letter of intent for community Service between the Faculties of Law of Unila, Universitas Sultan Ageng Tirtayasa, Ondonesia and Externado of Colombia University.

There are MoU, which also cover student exchange between Unila and other universities like Asia e-University Kuala Lumpur, Malaysia, Universiti Malaysia Perlis (UniMAP), Malaysia, International Relations and Alumni at Fatoni University, Thailand, Mindanau State University, Philippines, and RC-AL Khwarizmi International College Foundation INC, Philippines.

Appraisal:

The scope and nature of cooperation with U, 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. However, the panel got the impression that the programmes only collect MoUs and were not able to see a strategy behind the

cooperations with other HEIs, academic institutions, networks or business enterprises. Therefore, the panel **recommends** developing a strategic plan to identify and pursue the most beneficial and worthwhile collaborations.

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

4.4 Facilities and equipment

4.4.1 Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)

The University provides Internet facilities to the Unila academic community, whose speed increases yearly. Unila's bandwidth capacity is 1 Gbps. In addition to the speed of access, Unila also provides a single-user sign-on (SSO) facility so that every Unila academic community has the right to access the Internet using that account.

The study programmes have various facilities and infrastructure to support teaching activities as described in table 29 below:

No	Facilities	Bachelor of Law	Master of Law	Bachelor of Sociology
1	Number of internet hotspots	1	1	1
2	Server capacity	4		1
3	Computer unit	8	6	6
4	Smart room	1	1	1
5	Camera	1		1
6	Number of TV	26	4	4
7	Foodcourt	1		1
	Working Space	27 Rooms	8 Room	9 Rooms
9	Reading Room	1 Room	1 Room	1 Room
10	Parking Lot Area	3	2	2
11	Prayer Room	3	1	1
12	Cafeteria	1	1	1
13	Studio Room	2		1

The information system used by UPPS for the learning process is in the form of e-learning-based Unila virtual classes for online lectures. Learning support process tools are facilitated in the Integrated Academic Information System (SIKADU). This Siakad system enables several

academic activities in the form of filling out student study plans and validating Student Study Plans in consultation with academic supervisors, filling in the results of the learning process by lecturers, and downloading student scores in the form of study result cards and transcripts, as well as downloading a list of names and class numbers. Furthermore, used as a communication medium for academic guidance.

4.4.2 Access to literature (Asterisk Criterion)

The University has a main library building located in the centre of the campus. The main library has a variety of resources that all students can use.³⁰ There is a digital repository for the collection of scientific works (theses).³¹ There is also the possibility to download ebooks for students through PlayStore through an app called “Library Univ of Lampung”.³² Lastly there is a section of ejournals for all students of Unila.³³

The Directorate General of Higher Education in Indonesia provides free access to online literature for universities through initiatives like the Garba Rujukan Digital (Garuda) portal. This digital reference portal offers a wide range of academic resources to support higher education institutions across the country. Additionally, the Indonesia Cyber Education Institute (ICE Institute) offers numerous online courses and resources to students nationwide

Bachelor of Law

BoL has the following databases and ejournals available for the students:

- West Law Journals Database
- Taylor and Francis Journals and Books Database
- IGI Global Database
- Elgar Online Database

The BoL library is open from Monday to Thursday from 08:00 am – 4:00 pm Friday from 08:00 am – 4:30 pm. The library of the MoL programme is open Monday to Saturday, 08:00 am-04:00 pm.

BoS

In addition, there are other libraries located within the Faculty of Social and Political Sciences. Information about the library is also available via social media @library_unila (Instagram), 0821 1997 0406 (Whatsapp), and e-mail address library@kpa.unila.ac.id (E-mail).

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.

³⁰ See <http://library.unila.ac.id>, last accessed on December 12, 2024 (only in Bahasa Indonesia).

³¹ See <https://library.unila.ac.id/digital-library-university-of-lampung/>, last accessed on December 12, 2024 (only in Bahasa Indonesia).

³² See <https://play.google.com/store/apps/details?id=id.kubuku.kbk12675c6> and <https://kubuku.id/download/digital-library-university-of-lampung/>, last accessed on December 12, 2024 (only in Bahasa Indonesia).

³³ See <https://library.unila.ac.id/e-journal/>, last accessed on December 12, 2024 (only in Bahasa Indonesia).

Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms is available. Services for adequate support of the participants are documented. Nevertheless, the panel **recommends** providing high speed internet for the students and having more group rooms for students to work in.

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. Additionally, the panel **recommends** providing more access to international journals.

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

4.4 Additional services

4.5.1 Career counselling and placement service

The University of Lampung has a Career Development Center that provides information on job vacancies by collaborating with various companies and state-owned enterprises and facilitating access for alums to obtain jobs through a professional recruitment system. Students can take advantage of career counselling services through the Center for Career and Entrepreneurship Development (CCED) to improve student readiness for a career and plan for future jobs. CCED also provides an Assessment Center service supported by psychologists and services around psychological assessment and recruitment. CCED also collaborates with companies and state-owned enterprises and regularly organises job fairs, online job fairs, and campus recruitments to recruit alums who can work for these companies. The implementation of CCED activities is supported by staff and psychologists who have experience and are sufficient in quantity.

Various career development services that students can participate in include:

- Tracer Study,
- Begawi Career (Career Days, Entrepreneurship Days),
- Career Support Group,
- SoftSkill Training,
- Language Center.

4.5.2 Alumni Activities

The University of Lampung has an alumni association known as Ikatan Alumni Unila (IKA Unila). This association connects graduates from various faculties, fostering a strong network of professionals who contribute to the university's growth and development. IKA Unila organises events, provides career support, and facilitates networking opportunities for alumni.

It also collaborates with the university to enhance educational programmes and support current students through scholarships and mentorship.

The Faculty of Law at Unila has its own alumni association, IKA FH Unila, which plays a crucial role in maintaining connections among graduates. This association supports the faculty by organizing seminars, workshops, and guest lectures, often featuring distinguished alumni. IKA FH Unila also provides career guidance and job placement assistance to recent graduates, ensuring they transition smoothly into the legal profession. The association participates in faculty events and contributes to the continuous improvement of the law curriculum.

Similarly, the Faculty of Sociology at Unila has an alumni association that serves as a platform for graduates to stay connected and engaged with the faculty. This association, known as IKA Sosiologi Unila, organizes reunions, professional development workshops, and community service projects. It aims to enhance the professional growth of its members while contributing to the faculty's academic and research initiatives. IKA Sosiologi Unila also collaborates with local and international institutions to provide opportunities for alumni to engage in research and community development projects.

These alumni associations are integral to Unila's mission of fostering lifelong learning and professional development. They provide valuable support to both the university and its graduates, ensuring that the bonds formed during their academic years continue to benefit them throughout their professional lives. Through these associations, Unila alumni remain active contributors to their alma mater and the broader community.

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. Unila provides sufficient resources. An alumni organisation has been set up with the aim of developing an alumni network. Nevertheless, the panel **recommends** creating more collaborations between alumni and students for the benefit of the students.

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

4.6 Financing of the study programme (Asterisk Criterion)

The University of Lampung, as a Government Higher Education Institution, has a Work Plan and Budget of State Ministries/Agencies (RKA-KL) each year containing programmes and activities and a financing plan for each work unit. All Study Programmes at both faculties are actively and autonomously involved in preparing activity plans and budgets.

The management, reporting, and accountability for the use of funds are based on the guidelines of laws and regulations that are carried out in an accountable manner, referring to the financial management regulations of the Public Service Agency, under the Decree of the Minister of Finance Number: 129/KMK.05/2009 and Rector Regulation's Number 009 the Year 2016.

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

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

They carried the planning process out using a bottom-up pattern through a Study Programme planning coordination meeting involving educators, employees, and student representatives (HMJ). The results of the meeting at the PS level are proposed and discussed in the planning coordination meeting at the faculty level. Every study programme work units under one of the two Faculties are asked to prepare a proposed activity plan through the proposed TOR (Term of Reference).

The TOR details the activity objectives, conformity with the University and Faculty Strategic Plan, Performance Indicators / Outputs, process and mechanism for proposed activities, schedule of activities, and financing proposals oriented to input cost standards (SBM) set by the Ministry of Finance.

Then at the faculty level, all these proposals are compiled and discussed through a planning coordination meeting led by the Dean. Next, the study results and discussion of the proposed plans that have been decided through the planning coordination meeting at the faculty level are offered to the University / Rectorate and discussed in the planning coordination meeting (RAKORCAN) at the university level. Finally, the results of the university-level planning coordination meeting are proposed to the Secretariat General of the Ministry of Research, Technology and Higher Education (Kemenristekdikti).

The proposal will be compiled by the Planning Bureau of the Secretariat General of the Ministry of Research, Technology and Higher Education and discussed with the Directorate General of Budget for approval and can be implemented in the following fiscal year after the issuance of the DIPA (Budget Implementation List).

Appraisal:

The study programmes are funded for the entire accreditation period so that students will definitely be able to complete their studies

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

5. Quality assurance and documentation

Based on the Law of the Republic of Indonesia N12/2012, it is stated that universities are required to have an internal quality assurance system to ensure the quality of their institutions, and this law is supported by the regulation of the Minister of education and culture N50/2014 concerning the higher education quality assurance system. At the same time, managing quality in Indonesian higher education is a difficult task due to different perspectives between stakeholders, traditional characteristics of institutions, and accreditation by the Indonesian Bureau of Higher Education Accreditation and international accreditation bodies which are perceived as tools to demonstrate a certain quality threshold and quality control's exercise.

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

The University of Lampung has the following quality assurance implementing units at the university level, namely:

(1.) University level

- LP3M: Learning Development and Quality Assurance Institutions,³⁴
- The implementation of quality assurance at the university level is carried out at least once a year

(2.) Faculty Level: TPMF

- The implementation of quality assurance at the faculty level is carried out by TPMF
- The implementation of quality assurance at the faculty level is carried out by the Faculty Quality Assurance Team (Tim Penjamin Mutu Fakultas / TPMF);
- The Quality Assurance of the Faculty of Law of Unila is based on two parties, namely internal and external parties.
- Internally, the quality assurance system at the Faculty of Law of Unila is based on policies at the university level, managed by the Learning Development and Quality Assurance Institute (LP3M) of the University of Lampung, which organisationally this quality assurance institution has representation at the faculty level through the Unila Faculty of Law Quality Assurance Team with Decree number 1505/UN26.12/HK.00.02/2023 which also serves at the Study Programme level
- Quality assurance at the faculty levels is carried out every semester.
- In particular, the decree of the Quality Assurance implementation team at the faculty levels is updated annually.

(3.) Programme level: TPMPs

- Quality assurance at the study programme level is carried out by TPMPs. Quality assurance is carried out at least once a year to maintain the quality of implementation and development of learning;
- At the study programme level the implementation of quality assurance it is carried out by TPMPs
- Quality assurance at the study programme levels is carried out every semester.
- In particular, the decree of the Quality Assurance implementation team at the Study Programme levels is updated annually.

³⁴ See <https://lp3m.unila.ac.id>, last accessed on December 19, 2024 (only available in Bahasa).

(4.)QA for the areas of research implementation, community service, and publications: LPPM

- Institute for Research and Community Service,³⁵ is called Lembaga Penelitian dan Pengabdian Masyarakat (LPPM), and has the task to maintain the quality and quality of research implementation, community service, and publications.

Faculty of Law

Internally, quality assurance at the Faculty of Law of Unila is carried out through BAN-PT accreditation. In the process towards BAN-PT accreditation, Unila (through LP3M) has prepared several quality audits at the faculty, study programme and laboratory levels. While externally, quality assurance at the Faculty of Law Unila is based on BAN PT and ISO 9001: 2015 by Evodia Global Certification (EGS). The ISO 9001: 2015 Quality Management System was achieved by the Faculty of Law in 2019 and surveillance is carried out annually.

Faculty of Social and Political Sciences

The Quality Policy of the Faculty of Social and Political Sciences of Unila is based on two parties, namely internal and external parties. Internally, the quality assurance system at the Faculty of Social and Political Sciences of Unila is based on policies at the university level, managed by the Learning Development and Quality Assurance Institute (LP3M) of the University of Lampung, which organisationally this quality assurance institution has representation at the faculty level through the Unila Faculty Quality Assurance Team with Decree number 19/UN6.16/PP.11.01/2022 and at the Study Programme level, namely the Study Programme Quality Assurance Team with Decree Number 01/UN.16/PP.11.02/2022 in all Study Programmes at Unila. In particular, the decree of the Quality Assurance implementation team at the faculty and Study Programme levels is updated annually.

Internally, quality assurance at the Faculty of Social and Political Sciences of Unila is carried out through BAN-PT accreditation. In the process towards BAN-PT accreditation, Unila (through LP3M) has prepared several quality audits at the faculty, study programme and laboratory levels. While externally, quality assurance at the Faculty of Social and Political Sciences Unila is based on BAN PT and ISO 9001: 2015 by Evodia Global Certification (EGS). The ISO 9001: 2015 Quality Management System was achieved by the Faculty of Social and Political Sciences in 2017 and surveillance is carried out annually.

The Internal Quality Assurance System of both faculties is implemented based on Determination, Implementation, Evaluation, Control and Improvement, as follows:

a. Determination

Unila has established internal quality standards (Standar Penjamin Mutu Internal - SPMI) in 2021. SPMI 2021 is a change from SPMI 2015. In 2015 SPMI only covered three pillars of higher education, namely education, research and community service, which were then reduced to 24 quality standards. Meanwhile, in 2021 SPMI, apart from the tridharma of PT, there are additions, namely MBKM, governance and greenmetric standards, so that there are 34 quality standards.³⁶

b. Implementation

Implementation is carried out through the following stages: BAN-PT:

1. The faculty prepares all technical and administrative matters in accordance with the contents of the standards at Unila

³⁵ See <http://lppm.unila.ac.id>, last accessed on December 19, 2024.

³⁶ <https://lp3m.unila.ac.id/spmi/>, last accessed on December 23, 2024.

2. The faculty socialises the standards to all academicians periodically and
3. Study programmes and related sections prepare and write written documents in accordance with the contents of the standard and work forms or the like.
4. Conduct socialisation of standards and forms that have been prepared to the entire academic community of Unila.
5. Carry out educational activities by using the standards that have been set at Unila as a benchmark for achievement.

Quality assurance at both the Faculty of Law and Faculty of Social and Political Sciences is carried out to meet the achievement of standards that have been set. To achieve these standards, the faculty has developed an Annual Work Plan and Budget (RKAT). The activity is carried out by the person in charge of the activity and / or the implementer of the activity either at the faculty or PS level by following the applicable SOP / quality standard.

c. Evaluation

The evaluation was carried out through the following stages:

1. Study programmes / work units conduct periodic evaluations of the achievement of all standards.
2. TPMF and auditors audit the implementation of standards periodically (semester/yearly) for all work units.
3. Record any findings in the form of deviations, omissions, errors, or the like in the implementation of education that are not in accordance with the contents of the standard.
4. Record any incomplete documents such as work procedures, work instructions, forms, and so on in the implementation of standards.
5. Examine and study the reasons or causes of deviations in the fulfilment of the contents of the standard or if the contents of the standard fail to be achieved.
6. Compile periodic written reports on all evaluation results.
7. Reporting each standard implementation evaluation result to all work units, and
8. Unila leadership accompanied by suggestions or recommendations for control.

Quality assurance of both Faculties is carried out by TPMF and TPMPs respectively and regularly in accordance with schedule provided by LP3M. In addition to evaluation, both Law Faculty and FISIP Unila also conducts monitoring. Monitoring is carried out to ensure that the programme and performance targets that have been set can run well in accordance with the SOP. If in this monitoring process obstacles are found, these obstacles will be resolved immediately so that the results of the activity will be at least in accordance with the predetermined plan.

d. Control

Control is carried out through the following stages:

1. Checking and studying records of evaluation results of standard implementation;
2. Studying the reasons or causes of deviations in the implementation of the contents of the standard or the standard fails to be met;
3. Take corrective action against any deviation / failure to fulfil the contents of the standard;
4. Conduct ongoing monitoring of the effects of corrective actions taken;
5. Compile periodic written reports related to controlling the implementation of standards;

6. Report the results of controlling the implementation of standards to each work unit and University Leaders along with suggestions or recommendations;
7. Quality standard control at Law Faculty and FISIP Unila is carried out by following the schedule / programme from LP3M. This control is carried out by the Unila Internal Quality Auditor Team consisting of lecturers who have passed the quality standard training organised by LP3M Unila. The auditor team visits faculties and PS to conduct audits (observe, record, and verify the work of activity implementers) that are planned, in process and have been achieved. The results of this audit will be reported to the leadership.

e. Improvement

Quality improvement efforts are carried out through the following stages:

1. Studying and analysing all monitoring and evaluation (M&E) reports;
2. Holding a management review meeting (RTM) which is held once a month on the agenda of the leadership meeting to submit and discuss the monitoring and evaluation report. RTM is also carried out every 2 weeks after the monitoring and evaluation by LP3M and RTM is also carried out after each ISO 9001: 2015 internal and external quality audit in the closing meeting activities.
3. Evaluate the achievement of each indicator and identify indicators that need to be improved;
4. Make improvements to each standard / indicator so that the quality becomes better than before;
5. Conduct a standard setting process for the following year.

The Faculty of Law and the Faculty of Social and Political Sciences have implemented continuous improvement through Management Review Meetings. The results of this meeting will be used as evaluation material and activity plans in the following year.

5.2 Instruments of quality assurance

5.2.1 Evaluation by students

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

The first mechanism:

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

The second mechanism:

Students evaluate by filling out a Customer 's Satisfaction Survey (SKP). This evaluation is carried out annually using a survey method conducted by LP3M Unila. For the year 2020, the implementation of SKP is based on the Rector's Decree No. /UN26/PN.06/2020. Regarding the Determination of the Implementation Team for the Customer's Satisfaction Survey (SKP) for work units at Unila 2020. The assessment method is carried out by preparing a questionnaire containing questions related to service that can be used as an indicator of customers' satisfaction, including customer data, services, and office environment in the form of preferred answers to make it easier for the customer to provide assessments and additional comments or suggestion to improve service. The Unila Customer's Satisfaction Survey measurement activity uses indicators of public satisfaction as users of this service using a quantitative approach that starts from a concept and a deductive way of thinking. Furthermore, the students are involved in the curriculum revision process by suggesting teaching activities, Curricula, and Materials.

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

5.2.2 Evaluation by faculty

The evaluation carried out by the faculty is based on the internal audit implementation procedures contained in the Standard Operating Procedure (SOP). In addition, the faculties evaluate work units and study programmes carry out in coordination with LP3M and external parties, namely ISO 9001:2015 (see also chapter 5.1. for TPMPS).

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

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

5.2.3 External evaluation by alumni, employers and third parties

The University has by alumni of graduate users third parties and feedback from graduates were collected through questionnaires and interviews conducted by CCED the University of Lampung. The comments received form the basis for improving the programme. Evaluation of alumni and users is conducted centrally at the university level through Center for Career and Entrepreneurship Development (CCED) University of Lampung CCED Unila.³⁷ The instrument used in this evaluation³⁸ already refers to the existing system in Belmawa.³⁹ Furthermore, universities must report the results of the tracer study every four months for one year to the Ministry of Higher Education, Science, and Technology of the Republic of Indonesia.⁴⁰

5.3 Programme documentation

5.3.1 Programme description (Asterisk Criterion)

The content of all study programmes, and curriculum have been documented in both printed and digital forms: such as catalogues, student guides and university websites. The digital information is exclusively available through SIAKADU for the BoL and MoL, which means that only students with an ID can have this information.

The Faculty of Social and Political Science provides curriculum information on its website under the 'Graduate Profile' section⁴¹. This includes details such as course codes, course names, credit points, and the learning outcomes for each course.

There are other aspects of the study programmes, which are openly accessible to the public including: (i) information about existing and applicable regulations at Unila⁴²; (ii) user satisfaction survey results⁴³; and (iii) tracer study results.

These documents are dynamic because the Study Programmes update their contents whenever needed. Students have access to all the information they need by accessing the university's website SIAKADU through a login mechanism. The transparency process dictates that SQU publish exam rules that students can know in advance and adhere to. The exam rules are published in detail in the SQU Student Guide.

5.3.2 Information on activities during the academic year

General information about the programme, curriculum and academic calendar is provided on the Study Programmes and SIAKADU websites. All students have access to the system. The system provides students with full details of their academic requirements, courses passed and failed, and their credit hours, attendance statistics, and a complete academic plan. SIAKADU facilitates automatic selection of courses by students to study, addition and deletion of courses, audit management of student study plans and schedules, and information about exams and their scores and cumulative GPA. It also provides information about the support available to students such as academic counselling, department-specific academic counselling, faculty

³⁷ <https://cced.unila.ac.id>, last accessed on December 23, 2024.

³⁸ <https://tracerstudy.unila.ac.id/#/>, last accessed on December 23, 2024.

³⁹ <https://tracerstudy.kemdikbud.go.id/>, last accessed on December 23, 2024.

⁴⁰ <https://dikti.kemdikbud.go.id/tentang-kami/>, last accessed on December 23, 2024.

⁴¹ <https://sosiologi.fisip.unila.ac.id/kurikulum/>, last accessed on January 8, 2025.

⁴² <http://jdih.unila.ac.id>, last accessed on January 8, 2025 (only in Indoensian).

⁴³ <https://lp3m.unila.ac.id/laporan-skp-2020-2/>, last accessed on January 8, 2025 (only in Indoensian).

member working hours, and various types of online communication between instructors and students. The course syllabus is given to students at the beginning of the semester and uploaded to Vclass and SIAKADU. Study rules and exams can also be found in Virtual Class (VClass) Activities, which take place during the academic year, and are regularly documented. Information published on the website. The Study Programmes publish annual reports that include detailed information on activities, achievements and initiatives in teaching and learning, research and community service within the Faculties.

Appraisal:

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

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

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

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

Not all courses were described in the course description.⁴⁴ Some course descriptions lack correct grammar⁴⁵ essential information⁴⁶, right formatting⁴⁷ or individual words⁴⁸. All these examples show that a final editorial revision of the module descriptions must be provided by the University.

Therefore, the panel states the following condition:

The University ensures, that all courses (also the thesis) are projected in a description based on ECTS 2015 User's Guide and made available to students in both Bahasa and English (see chapter 5.3.1).

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, 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)				condition	
5.3.2 Information on activities during the academic year			X		

⁴⁴ For example, the MoL had the courses „Research Methods and Writing Scientific Articles” and “Thesis” in the curriculum overview, which were not in the document of the course descriptions with the whole syllabi. The “seminars I and II” “Research Proposal” and “Research Results” are mentioned in the SER, but not in the course description or curriculum overview. Because students must attend at least five seminars (Seminar I and Seminar II) as participants before they can submit their proposals, this has to be included in the Module description and students need to receive ECTS/SKS for this work.

In the BoS there seems to be missing the course descriptions of “Indonesian Socio-Cultural System” and “Social Research Methods” (SOS622109) Social Statistics (SOS622110), Research Proposal Seminar (SOS622407), Research Result Seminar (SOS622408) and Academic Writing (SOS622212), as well as the Thesis (SOS622409) which are mentioned in the SER, but not in the course syllabi.

⁴⁵ For example, see in the BoS the course description “Social Planning and Engineering”.

⁴⁶ For example, in the course description of “Conflict Management and Resolution” (BoS) there are no planned learning activities and teaching methods mentioned. In the course “Qualitative and Quantitative Data Management” (BoS), there are the prerequisites not mentioned in the field “Prerequisites and co-requisites”, even though the Specific course information says that it is a “continuation of quantitative and qualitative research methods”.

⁴⁷ See the section “Textbook, title, author, and year” in the course description “Community Empowerment Strategy Concept” of BoS, which starts with No. 11, not with a No. 1.

⁴⁸ For example, in the description of “Community Empowerment Strategy Concep” (BoS), there is an “as” in “as well as” missing. In the Bachelor of Law Curriculum Overview, there are sentences like “By the end of the make it Contract Drafting Practice course [...]” in course HKK620207.

Quality profile

HEI: Universitas Lampung UNILA

Bachelor / Master programmes:

1. Bachelor of Law
2. Master of Law
3. Bachelor of Sociology

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1	Objectives					
1.1*	Objectives of the study programme (Asterisk Criterion)			x		
1.2*	International orientation of the study programme design (Asterisk Criterion)			x		
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market			x		
1.3.2	Positioning of the study programme on the job market for graduates ("Employability")			x		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			x		
2	Admission					
2.1*	Admission requirements (Asterisk Criterion)			x		
2.2	Counselling for prospective students			x		
2.3*	Selection procedure (if relevant)			x		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					x
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			x		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			x		
3	Contents, structure and didactical concept					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)			x		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)				condition	
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					

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

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X		
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			X		
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			x		
4.4.2*	Access to literature (Asterisk Criterion)			x		
4.5	Additional services					
4.5.1	Career counselling and placement service			x		
4.5.2	Alumni Activities			x		
4.6*	Financing of the study programme (Asterisk Criterion)			x		
5	Quality assurance and documentation					
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			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)				condition	
5.3.2	Information on activities during the academic year			X		