

Decision of the FIBAA Accreditation and Certification Committee



20th Meeting on November 26, 2025

PROGRAMME ACCREDITATION

Project Number:	23/110
Higher Education Institution:	University of Jember
Location:	Jember, Java, Indonesia
Study programme:	Bachelor Programme in Law (S.H.) Master Programme in Accounting (M.Ak.) Master Programme in Economics (M.E.)
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 conditions.

- **Condition 1:** The University includes sufficient international content based on the defined objectives and learning outcomes.
- **Condition 2:** The University
 - a. aligns the scale measures used in the quality assurance surveys.
 - b. closes the quality loop by clearly defining responsibilities and follow-up processes on evaluation results.

➤ Proof of meeting this condition is requested until by August 25, 2026.

Period of Accreditation: November 26, 2025 until November 25, 2030

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution:

University of Jember, Indonesia

Bachelor/Master programme:

1. Bachelor Programme in Law
2. Master Programme in Accounting
3. Master Programme in Economics

Qualification awarded on completion:

1. Bachelor Programme in Law, Bachelor of Law (S.H.)
2. Master Programme in Accounting, Master of Accounting (M.Ak.)
3. Master Programme in Economics, Master of Economics (M.E.)

General information on the study programme

Brief description of the study programme:

The **Bachelor Programme in Law (BLP)** is a four-year study programme that aims to educate graduates to master theoretical concepts of the structure and theory of legal science; legal principles, sources, and norms; and the knowledge of the Indonesian legal system, as well as master the capability to conduct reasoning on the application of law, and implementing it on legal documents such as contracts, regulations, corporation regulation. Graduates shall be able to conduct legal research, as well as apply legal knowledge to conduct business.

The **Master Programme in Accounting (MA)** is a two-year study programme that aims to educate graduates to master accounting science and can develop and teach accounting materials, as well as conduct research make research; master accounting, such as compiling accounting systems for companies, governments or non-profit organisations, as well as master auditing and become an accounting service entrepreneur who provides bookkeeping and tax consulting for companies or individuals, compiles financial statements, makes financial report software and accounting training.

The **Master Programme in Economics (ME)** is a two-year study programme that aims to educate graduates who master economic concepts, particularly regional economics, that can support regional economic development and sustainable regional development; who are able to solve regional economic development problems and project regional economic development models in line with the development of science and technology, as well as being able to manage research and development that benefits society and science in the field of Regional Planning and Regional Development.

Type of study programme:

BLP: Bachelor programme

MA: Master programme

ME: Master programme

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

BLP: 4 years, 217.44 ECTS credits / 144 SKS credits

MA: 2 years, 70.59 ECTS credits / 39 SKS credits

ME: 2 years, 76.02 ECTS credits / 42 SKS credits

Mode of study:

For all programmes: full-time

Didactic approach:

For all programmes: study programme with obligatory class attendance

Double/Joint Degree programme:

For all programmes: no

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

BLP: 450 study places

MA: 24 study places

ME: 15 study places

Programme cycle starts in:

BLP: Odd semester (August)

MA: Odd semester / August; Even semester / February

ME: Odd semester / August; Even semester / February

Initial start of the programme:

BLP: 1964

MA: 2014

ME: 2004

Type of accreditation:

For all programmes: initial accreditation

Procedure

A contract for the initial accreditation of the Bachelor Programme in Law (S.H.), Master Programme in Accounting (M.Ak.) and Master Programme in Economics (M.E.) was concluded between FIBAA and University of Jember (UNEJ) on November 30, 2023. On February 10, 2025, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

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

Peter Felten

University of Vienna, Austria

Student of MSc. in Banking and Finance

Prof. Dr. Andreas Grüner

University St. Gallen, Switzerland

Professor of Finance and Accounting

(Finance and Accounting, Corporate Finance, Controlling, Private Equity, Performance Measurement, Portfolio Management, Entrepreneurship, General Management)

Dr. Yordan Gunawan

Universitas Muhammadiyah Yogyakarta, Indonesia

Associate Professor of International Law

(Public International Law, International Environmental Law, Law of International Organisation, International Dispute Settlement Mechanism)

Dr. Anu Jossan

Northumbria University, Qatar

Programme Head Business Analytics, Economist, Data Science Professional, AI Expert

(International Economics, Macroeconomics & Microeconomics, Business Analytics, Financial Econometrics, Banking & Financial Risk Management, Data Science, AI & Machine Learning Applications, Strategic Management, Business Finance, Corporate Governance)

Dr. Annette Metz

CONBEN South-East Asia Ltd

Founder of COBEN South-East Asia Ltd, Director and Consultant

(Human Resources, Personnel Management, Organisational Development, New Work, Communication, Leadership, Sales Management, International Management, International Leadership, Business Leadership, Sales Management, International Management, International Leadership, Business Administration, MBA, Business Administration)

Prof. Dr. Susanne Meyer

Berlin School of Economics and Law, Germany

Professor for Business Law, in particular Corporate Law and International Contract Law (Corporate Law, Insolvency Law, University Law)

¹ The panel is presented in alphabetical order.

Prof. Dr. Gerhard Speckbacher

Vienna University of Economics and Business, Austria

Professor of Strategic Management and Management Control

(Strategic Management, Management Control, Business management, Consulting, Accounting, Finance, Innovation)

FIBAA project manager:

Friderike Odrowski (née Uphoff)

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an on-site visit. The on-site visit took place on August 6-7, 2025 at the HEI's premises in Jember (Indonesia). The same cluster included an appraisal of the Doctoral Programme in Management (Dr.). At the end of the on-site visit, the panel has given short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on November 5, 2025. The statement on the report was given up on November 14, 2025. It has been taken into account in the report at hand.

Summary

The Bachelor Programme in Law offered by University of Jember fulfils with few exceptions the FIBAA quality requirements for Bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on November 26, 2025 and finishing on November 25, 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.

The Master Programme in Accounting and Master Programme in Economics offered by University of Jember fulfil with few exceptions 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 November 26, 2025 and finishing on November 25, 2030 under conditions. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects²: International contents and intercultural aspects and quality assurance and quality development with respect to contents, processes and outcomes. They recommend the accreditation on condition of meeting the following requirements:

- **Condition 1** (see chapter 3.4): The University includes sufficient international content based on the defined objectives and learning outcomes.
- **Condition 2** (see chapter 5.): The University
 - a. aligns the scale measures used in the quality assurance surveys.
 - b. closes the quality loop by clearly defining responsibilities and follow-up processes on evaluation results.

Proof of meeting these conditions is to be submitted by August 25, 2026.

Furthermore, the quality requirements that have not been fulfilled –

- Internationality of the student body (see chapter 3.4),
- Foreign language contents (see chapter 3.4),
- Practical business experience of faculty (see chapter 4.1),

– 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 programmes could be further developed and **recommend**:

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

- Being open to other academic subjects to foster interdisciplinary thinking (see chapter 3.1),
- Encouraging students to write their theses in English, enabling participation in global research and publication opportunities (see chapter 3.1),
- Streamlining the variety of examinations in both the BLP and Master programmes (see chapter 3.1),
- Monitoring the frequency of examinations (see chapter 3.2),
- Inviting more guest lecturer from corporate practice (see chapter 3.3),
- Increasing the number of English taught courses and literature in English (see chapter 3.4),
- Supporting staff to advance to a professorship (see chapter 4.1),
- Offering additional qualifications for senior lecturer. (see chapter 4.1),
- Increasing the practical business experience of staff in the future (see chapter 4.1),
- Strengthening and systematising the further qualification of administrative staff (see chapter 4.2),
- Further expanding cooperations with business enterprises and other institutions (see chapter 4.3),
- Conducting a survey to evaluate the needs of students regarding the library services on a regular basis (see chapter 4.4),
- Giving students a stronger role in the process of programme development, especially in planning and adapting the curriculum (see chapter 5.),
- Conducting external evaluation also at course level, not only at programme level (see chapter 5.).

And additionally for the **Bachelor Programme in Law**:

- Strategically integrating research methodology courses with content-based courses to support a coherent learning path (see chapter 3.1).

And additionally for the **Master Programme in Economics**:

- Considering including professional experience with regard to data analysis and data usage into the programme (see chapter 3.1),
- Including more current practical cases (see chapter 3.1),
- Offering a dedicated course to support the development of research questions (see chapter 3.1),
- Updating the literature and databases to international standards (see chapter 4.4).

And additionally for the **Master Programme in Accounting**:

- Reconsidering the connection of the courses (see chapter 3.1),
- Offering a dedicated course to support the development of research questions (see chapter 3.1),
- Checking the market for current IT systems that are used in Accounting practice and considering implementing these (see chapter 4.4).

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

There are criteria in which the programmes exceed the quality requirements:

- Counselling for prospective students (see chapter 2.2),
- Student support by the faculty (see chapter 4.1),

- Quantity, quality, media and IT equipment of teaching and group rooms (see chapter 4.4).

And for the **Bachelor in Law** additionally:

- Integration of theory and practice (see chapter 3.1),
- Ethical aspects (see chapter 3.1),
- Skills for employment (see chapter 3.6).

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

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Information

Information on the Institution

University of Jember was established by a small private University called Universitas Tawang Alun (UNITA). UNITA was founded on November 4th, 1957, by three founders: dr. R. Ahmad, Th. Soengedi, and R. Soerachman through the formation of the Triumviraat committee on April 1st of 1957. On October 5th, 1957, the Tawang Alun Foundation was established. As of November 10th, 1964, the Universitas Negeri Djember (UNED) was established, which consisted of five faculties, located both in Jember and Banyuwangi. These developed into six faculties and subsequently changed their status to the University of Jember (UNEJ).

UNEJ offers 16 faculties which include the Faculty of Law, Faculty of Social and Political Sciences, Faculty of Agriculture, Faculty of Economics and Business, Faculty of Teacher Training and Education, Faculty of Humanities, Faculty of Agricultural Technology, Faculty of Dentistry, Faculty of Mathematics and Natural Sciences, Faculty of Medicine, Faculty of Engineering, Faculty of Public Health, Faculty of Pharmacy, Faculty of Nursing, Faculty of Computer Sciences and Postgraduate. UNEJ offers a total of 112 study programmes, including 59 Bachelor programmes, 28 Master programmes, eight doctoral programmes, six professional education programmes and eleven vocational degree programmes.

The University's external quality assurance has been accredited with excellence by the Higher Education National Accreditation Board (BAN-PT). University of Jember is also certified with ISO for its quality management system ISO 9001:2015 and with (SMAP) ISO 37001 for its anti-bribery management system.³

In 2023, University of Jember was ranked 29th out of nearly four thousand public and private universities in Indonesia in terms of research according to SCIMAGO Institution Rankings, University of Jember was ranked 32nd from 3301 universities in webometric versions 2023. At international level, the impact factor of University of Jember is 1427th in the world; with the openness aspect in 1363rd and the excellent aspect in 3688th position. The overall position in the world is ranked 2053rd. In 2024, University of Jember was 15th among universities in Indonesia in Times Higher Education Asia University Rankings.⁴

UNEJ has composition students of 32.9% male and 67.1% female. The number of students by degree is 87.8% for bachelor's, 3.1% for professional, 5.4% vocational, 3.1% for master's degree, and 0.6% for doctorate. University of Jember has 38,562 students, 1,248 active lecturers and 1,321 staff. The ratio of lecturers to students is 1:31.

University of Jember development is based on the ideal of the institution, namely *Karya Rinaras Ambuka Budi Gapura Mangesthi Aruming Bawana* which means that the determination of the University of Jember to organise itself to work in harmony and balance based on faith and piety to accept and to develop science and technology, produce graduates who are *Saujana*, people whose dedication always brings the good reputation for the nation and state, prosperity and mankind. To realise this goal, the vision of the University of Jember as stated in the Statute is "Excellent in the development of science, technology, and

³ see: self-evaluation report p.1

⁴ see: self-evaluation report p.1

environmentally based arts, business and industrial agriculture". The mission of University of Jember is to realise the vision which includes:

1. Implementing and developing the quality of academic, vocational and professional education with eco-technopreneurship insights;
2. Developing innovative and environmentally sound science, technology, arts, business, and industrial agriculture for the welfare of society;
3. Empowering agribusiness communities by applying appropriate technology based on local wisdom;
4. Developing an accountable and international standard University management system; and
5. Developing a network of cooperation with stakeholders and other institutions nationally and internationally.

The objectives of University of Jember are as follows:

1. Producing intellectual, competitive and adaptive graduates;
2. Creating works of science, technology and art that are excellent, have economic value, are environmentally friendly, have local wisdom and have a significant contribution to the community;
3. Creating an excellent work culture by strengthening the implementation of an accountable, effective, and efficient quality management system based on information and communication technology; and
4. Realising UNEJ national and international recognition.

The development direction of the University of Jember' towards a World-Class University (WCU) shall be achieved in 2028 and is divided into milestones in the 2023-2025 period as a research and autonomous University with a tendency to develop global collaboration and contribution, and in the 2026-2028 period as WCU with glocalization which brings world-class with local wisdom. WCU is supported by the success of the University of Jember as a research University supported by the Centre for Development of Advanced Science and Technology for the field of science and technology, the Centre for Research in Social Sciences and Humanities and the Centre for the Pancasila Studies and National Thought. University recognition is built through strengthening the research and community service group as centres of excellence based on industrial agriculture and found at study programme level.

Under the International Office in the Institute for Quality Assurance and Learning Development (LPMPP), University of Jember has organised various international programmes, namely the University of Jember International Culture Camp (UJICC), Culture Immersion, Join Summer Programme, Project-Based Learning, Agriculture Industrial Training, and cooperation partners from Asia, Europe, the United States and Canada, Australia, and Africa. UNEJ also obtained an international grant from DAAD, DAAD Global Centre for Pandemic Preparedness, Erasmus, and another international programme from the EU.

Statistical data

Bachelor Programme in Law (BLP)

BLP's vision is "to become a leading legal science study programme with a global reputation to prepare students for the legal profession based on knowledge, virtue and integrity". Those three values are embedded to support the Faculty of Law's vision as well as University's vision. The uniqueness of the higher legal education offered at BLP is legal education with an agricultural context. This can be seen from the curriculum and courses offered, there are Agrarian Law, Environmental Law, Agribusiness Law, Plantation Law, Criminal Offences in the Field of Natural Resources Sector.

BLP is one of the most popular study programmes at University of Jember with an average enrolment of more than 500 percent in the last five years. The high rate of prospective students enrolling in the BLP Faculty of Law University of Jember is influenced by the increasing number of lecturers who have reputations in the academic field as officials, experts, consultants and resource persons in national and international institutions/forums/media; the dissemination of information about the development of the Faculty of Law University of Jember; and the track record of alumni working in various credible institutions at home and abroad. Although BLP has a high number of applicants, BLP evaluates and follows up on issues related to the success rate, dropout rate, the average duration of the study, and the average grade of the final degree. The evaluation is carried out quarterly, semester, and annually. It was discussed in the faculty working meeting with faculty leaders, lecturers, staff, students, alumni and stakeholders to identify strategic plans. The results are followed up in the form of a new curriculum implemented in 2022. One of the priority evaluations and follow-ups is attracting international students to enrol in the BLP.

Concerning the quality of the study programmes, BLP conducts periodic quality evaluations in various aspects covering (academic) curriculum and resources. One of the evaluation materials is academic-related statistical data. The statistic of BLP for the last five years is illustrated as follows:

Table 1: Statistical data Bachelor Programme in Law

		2018/2019	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
# Study Places		450	450	450	450	450	450
Applicants	Σ	3239	3238	2140	2780	2410	2644
	f	1943	1941	1284	1668	1446	1586
	m	1296	1297	856	1112	964	1058
Application rate		719,78%	719,56%	475,56%	617,78%	535,56%	587,56%
# First-Year-Student	Σ	500	493	387	444	444	438
	f	268	284	227	263	269	290
	m	232	209	160	181	175	181
Rate of female students		53,60%	57,61%	58,66%	59,23%	60,59%	66,21%
# Foreign Students	Σ			0	0	0	0
	f			0	0	0	0
	m			0	0	0	0
Rate of Foreign Student							

Percentage of occupied study places		111,11%	109,56%	86,00%	98,67%	98,67%	97,33%
# Graduates	Σ	325	301	62	189	0	0
	f	127	101	18	66	0	0
	m	198	200	44	123	0	0
Success rate		65,00%	61,05%	16,02%	42,57%	0,00%	0,00%
Dropout rate		0,40%	1,01%	1,29%	0,00%	0,00%	0,00%
Still enrolled		34,60%	37,93%	82,69%	57,43%	100,00%	100,00%
Average duration of study		4 years, 10 months	4 years, 5 months	3 years, 10 months	-	-	-
Average grade of final degree		3,36	3,51	3,52	3,50	3,46	3,53

Master Programme in Accounting (Ma Accounting)

The Master Accounting has a vision *"to become a superior and professional study programme in the development of accounting science that is business and environmental and international standard"*. The vision is derived from University, Faculty, to Master in Accounting levels by incorporating the uniqueness of each discipline and aspects of internationalisation.

Master Accounting's educational activities are in line with its scientific vision. The programme updated the curriculum for the last three years to meet learning achievement targets adjusted to the development of the Industry and Business Market (DUDI) and the proactive demands of stakeholders. The academic achievements of MA students from 2015-2022 also include the international level. The percentage of on-time graduation of MA students is 34%. The results of the 2021 tracer study showed that 38.5% of alumni worked at national level and 15.3% at international level. The Master Accounting's intellectual contribution to the field of community services is beneficial for academic, professional and social communities to support the realisation of the vision, mission, purpose and strategy of the study programme.

Table 2: Statistical data Master Programme in Accounting

		2018	2019	2020	2021	2022	2023	2024
# Study Places offered by HEI		24	24	24	24	24	24	24
# Applicants	Σ	16	23	26	24	21	23	22
	f	13	13	20	16	12	14	12
	m	3	10	6	8	9	9	6
Application rate		66,67 %	95,83 %	108,33 %	100,00 %	87,50 %	95,83%	91,67%
# First-Year Students (accepted applicants)	Σ	14	20	24	21	17	21	16
	f	12	11	19	15	10	13	11
	m	2	9	5	6	7	8	5
Rate of female students		0,857	0,550	0,792	0,714	0,588	0,619	0,688
# Foreign Students	Σ	0	0	0	0	0	0	0
	f	0	0	0	0	0	0	0
	m	0	0	0	0	0	0	0

Rate of foreign students		0	0	0	0	0	0	0
Percentage of occupied study places		58,33 %	83,33 %	100,00 %	87,50%	70,83 %	87,50%	66,67%
# Graduates	Σ	11	16	19	17	10	6	0
	f	10	10	14	13	6	4	0
	m	1	6	5	4	4	2	0
Success rate (students who finished their studies)		78,57 %	80,00 %	79,17%	80,95%	58,82 %	29%	0%
Dropout rate (students who dropped their studies)		21,43 %	20,00 %	20,83%	19,05%	0,00%	0,00%	0,00%
Average duration of study		2.4	2.3	2.3	2.1	2	1,8	0
Average grade of final degree		3,6	3,74	3,74	3,82	3,88	3,91	0

Master Programme in Economics (Ma Economics)

The vision of the Master of Economics is to become a superior study programme in the field of Regional Economics development that supports the achievement of international standard agroindustry, which is excellent in developing economies with an environmental and agro-industrial perspective in Southeast Asia by 2030. The Master of Economics focuses on the development of regional economics with an agroindustry perspective with the peculiarities of the Jember region through *local wisdom* in agriculture and plantations which are explored to encourage innovation and regional economic growth. Therefore, the Master of Economics produces digital-based competitive graduates in planning more effective regional economic development strategies and becoming adaptive *agopreneurship* as evidenced by alumni who have graduated getting promotions both domestically and abroad. The Master programme consistently improves its curriculum once every four years by monitoring and evaluating it every year. The improvement and development of the study programme curriculum is carried out by adjusting learning outcomes and curriculum towards economic development with regional and agro-industrial perspectives.

The success rate for Master Economics is considered superior with the average student study period over the last three years being two years five months with an average GPA of 3.84 on a 4.00 scale. In 2025, the Ma Economics has accepted three foreign students from Cambodia, Iran and Timor Leste. In an effort to increase the number of foreign students, the study programme collaborates with the UNEJ International Office in promoting partner universities abroad, facilitating scholarships for foreign students. This promotion is also supported by visiting professor activities, visiting lectures, research collaboration and service abroad as well as participating in several international conferences. In 2019-2020, there were students who dropped out and the number of registrants tended to decrease due to Covid conditions. The number of registrants increased again in 2021 to 2023 with the existence of 50% online system lecture facilities as a result of study programme evaluation to increase registrant interest from outside the city of Jember.

Table 3: Statistical data Master Programme in Economics

		2018	2019	2020	2021	2022	2023	2024
# Study Places offered by HEI		15	15	15	15	15	15	15
# Applicants	Σ	14	11	9	14	15	15	12

	f	10	9	5	7	7	12	7
	m	4	2	4	7	8	3	5
Application rate		93,33%	73,33%	60,00%	93,33%	100,00%	100,00%	80,00%
# First-Year Students (accepted applicants)	Σ	12	8	7	11	12	13	9
	f	9	7	4	5	5	11	6
	m	3	1	3	6	7	2	3
Rate of female students		75%	87,50%	57,14%	45,45%	41,67%	84,62%	66,67%
# Foreign Students	Σ	0	0	0	0	0	0	0
	f	0	0	0	0	0	0	0
	m	0	0	0	0	0	0	0
Rate of foreign students		0	0,00%	0,00%	0,00%	0,00%	0,00%	0,00%
Percentage of occupied study places		80%	53,33%	46,67%	73,33%	80,00%	86,67%	60,00%
# Graduates	Σ	5	7	6	8	9	6	0
	f	3	6	4	5	5	6	0
	m	2	1	2	3	4	0	0
Success rate (students who finished their studies)		41,67%	87,50%	85,71%	72,73%	75,00%	46,15%	0,00%
Dropout rate (students who dropped their studies)		58,33%	12,50%	14,29%	27,27%	0,00%	0,00%	0,00%
Still enrolled		0,00%	0,00%	0,00%	0,00%	25,00%	53,85%	100,00%
Average duration of study		2,6	2,79	3,25	2,5	2,67	2	0
Average grade of final degree		3,74	3,83	3,82	3,87	3,8	3,78	0

Appraisal:

All three study programmes show relatively stable application rates. The **Bachelor Programme in Law (BLP)** is a very popular study programme with applications that exceed by far the number of study places available. In **all three study programmes**, not all study places are taken in each year, showing the high requirements of the programmes.

There are no foreign students in all three study programmes. In all three programmes, there are more female than male students throughout the years (up to 87%). Students extend the duration of study on average by one semester (six months). The drop-out rate is rather low in all three programmes. All data and changes are analysed by the University.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programmes (Asterisk Criterion)

For all study programmes

The objectives of the Bachelor of Law Programme (BLP), Master Programme in Accounting (Ma Accounting) and Master Programme in Economics (Ma Economics) were set up based on the vision and mission of the study programmes by the vision and mission of University of Jember, the diverse range dynamics of internal and external stakeholder, the graduate competence requirements for 21st century and based on tracer study results. The study programmes have a vision related to the University's vision of becoming the excellence in the development of science, technology and arts with environmental, business and industrial agricultural perspectives. The study programme of **BLP** focuses on the legal profession based on knowledge, virtue, and integrity, **Ma Accounting** focuses on a professional in developing accounting science that is business, environmental, and international standards, **Ma Economics** focuses on the development of regional economies that support the achievement of international-level agro-industries.

The achievement of the study programme is determined and based on the graduate profile, learning outcome and the curriculum that refers to the Indonesia National Qualification Framework (KKNI) and Higher Education National Standard. The Bachelor level is equal to Level 6 KKNI in terms of the ability to apply, study, design and use science and technology and problem-solving, the Master programme level is equal to Level 8 in terms of the ability to develop knowledge, technology and arts in their field of expertise or professional practice through research to produce innovative and tested works.

Evaluation of achievement and adjustment of study programmes are executed by reviewing the curriculum once in three years or if a change in education policy occurs such as independent learning independent campus (MBKM) for the Bachelor level⁵. This process involves the internal stakeholders including students, lecturers and academic staff as well as the external stakeholders including graduates, users and collaborative partners.

Bachelor of Law Programme (BLP)

The objectives of BLP were set up based on the vision and mission of the faculty by the vision and mission of University of Jember. BLP's vision is to become a leading legal science study programme with a global reputation to prepare our students for the legal profession based on knowledge, virtue and integrity. Those three values are embedded to support the University's vision: becoming excellence in the development of science, technology and arts with environmental, business and industrial agricultural perspectives. BLP has implemented an approach to bridging law in the setting of agricultural society. It is also supported by the

⁵ 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.

existence of a Legal Services and Assistance Bureau of “BPBH”, campus-based legal aid services in terms of applying “justice for the poor”.

The achievement of the study programme is determined and based on the graduates’ profile, learning outcome, and the curriculum that refers to the Indonesia National Qualification Framework (KKNI) and Higher Education National Standard. Graduate competence standards include attitude and general skill as standardised by KKNI, on the other hand, the knowledge and specific skill are determined by the association or forum managing similar programme studies.

The Bachelor of Law has the objective of producing graduates in Law who are:

1. Mastering theoretical concepts of the structure and theory of legal science; legal principles, sources, and norms; and the knowledge of the Indonesian legal system.
2. Mastering Criminal Law, Civil Law, Constitutional Law, and the Basics of Legal Science as well as international law, customary (Adat) law and administrative law.
3. Mastering the capability to conduct reasoning on the application of law, and implementing it on legal documents such as contracts, regulations, corporation regulation.
4. Mastering the methods of legal science in terms of legal research.
5. Mastering the application of legal knowledge to conduct business enterprise.

The objectives of BLP then prescribed through four graduates’ profiles consisting of:

1. Law Practitioner: Capable of analysing legal materials and providing legal solutions. The practitioners consist of judges, lawyers, notaries, prosecutors, clerks, and others.
2. Academicians: Capable of analysing legal theories in developing legal sciences.
3. Activists/researchers (Pegiat Hukum): Capable of using and developing legal knowledge for the benefit of society. The activist/researcher of law mostly consists of the workers at the NGOs.
4. Law Preneur: Capable of using legal knowledge to develop their enterprise.

The graduate profiles were formulated after an evaluation of the previous profiles. The first, second and third criteria were concluded by the BKS-Dekan agreement (Cooperation Body of the Indonesian Dean of the Faculty of Law at the Public Universities). Meanwhile, the fourth criteria were concluded after examining the needs of the graduates which were conducted through FGD with stakeholders involving alumni, students, collaborative partners (Advokat/PERADI (Lawyer Association, IKADIN, pengadilan/court, Jaksa/Prosecutor) and experts. The profiles were issued in 2022 monitored by the faculty and periodically evaluated.

The process of curriculum-making involves the internal (students, lecturers, and academic staff) as well as the external stakeholders (graduates, users and collaborative partners). To ensure the quality of the implementation, the BLP has an internal unit named Quality Assurance Group (*Gugus Penjamin Mutu*) both at faculty and University level. In addition, each semester the BLP has a preparatory workshop to evaluate the learning process of the previous semester and at the same time mitigate the foreseen problems of the next semester.

Master Programme in Accounting (Ma Accounting)

Ma Accounting is a study programme located at the Faculty of Economics and Business (FEB) University of Jember (UNEJ). Ma Accounting has the vision to become an excellent and professional study programme in developing accounting science that is business, environmental and fulfils international standards. The Ma Accounting develops a curriculum per SN-DIKTI (Indonesian National Standard for Higher Education) and the Indonesian National Qualifications Framework (KKNI). In addition, the preparation of the Ma Accounting curriculum has been based on *Outcome Based Education* (OBE) on an international scale by referring to the International Education Standard (IES) published by the International Accounting Education Standard Board (IAESB). This KKNI level 8 qualification means that Ma Accounting can produce scholars who can utilise science and technology to maximize resources to create innovative and tested works, interpret facts, solve problems, and be competitive at the national and international levels. Level 8 of the KKNI is the same as level 8 of the European Qualifications Framework (EQF).⁶

Moreover, the preparation of the study programme's intended learning outcome (ILO) is based on the needs of the Industrial Business World (DUDI). In addition to referring to KKNI, the preparation of the graduate-intended learning outcomes is also based on the needs of stakeholders, professional associations, accreditation agencies and study programme associations.

To achieve its ILO, Ma Accounting has set a curriculum that consists of subjects such as Internal Auditing, Social Responsibility Accounting, Seminar in Accounting Theory, Seminar in Management Accounting, Seminar in Sharia Accounting, Seminar Internal Audit Practitioners, Seminar in Public Sector Accounting, Financial Analysis and Capital Market, Seminar in Management Information System and Technology, Seminar in Auditing, Research Methodology, Seminar in Behavioural Accounting, Seminar in Auditing and Attestation. Furthermore, MA Accounting provides opportunities for the students to take exams held by the Institute of Internal Auditor (IIA), and for the students to present their papers at international conferences/seminars.

The Ma Accounting aims to produce graduates in accounting who:

1. are intellectual, competitively competitive and comparative in the national and international regions;
2. produce works in the field of accounting that are environmentally conscious, and have economic valuable based on local wisdom and contribute to the community in the national and international regions;
3. have transparent and accountable governance; and
4. realising study programmes recognised in the national and international regions.

The objectives of Ma Accounting that have been set are reflected in the profile of graduates produced. There are five profiles of UNEJ Ma Accounting graduates:

1. Accountant Educators who master accounting science and can develop and teach accounting materials, make research and development of teaching materials, to compile an accounting education curriculum at a University;

⁶ The academic guide used by UNEJ is the Rector's Decree No.7062 / UN25 / KR / 2017 which requires all study programmes to determine the Graduate's intended learning outcomes. This reference is based on Government Regulation No. 8 of 2012 concerning KKNI level 8 which is further explained in Minister of Education, Culture, Research and Technology Regulation No. 44 of 2015 concerning National Standards for Higher Education and based on intended learning outcomes.

2. Internal Accountants who master accounting science and can practice it, such as compiling accounting systems for companies, governments or non-profit organisations, compile reports for outside parties, compile budgets to deal with tax issues;
3. Internal Auditors who master auditing science and can practice it which includes providing added value to company management in the form of examining and supervising financial flows and designing accounting systems for the government and companies / business entities;
4. External Auditor who master auditing science and can practice it which includes taxation, preparation of accounting systems, checking the fairness of financial statements, consulting company management, and preparing financial statements in the context of applying for credit for profit-oriented and non-profit entities independently; and
5. Accountingpreneur as an accounting service entrepreneur who provides bookkeeping and tax consulting for companies or individuals, compiles financial statements, makes financial report software and accounting training.

Periodically the objectives of Ma Accounting are reviewed and evaluated to accommodate the changes in science, technology, professional demand, also accounting and auditing standards so that the graduates may fulfil the user's expectations through focus group discussions and curriculum workshops that invited internal and external stakeholders, including the Institute of Internal Auditors (IIA), local and central government and state-owned enterprises (BUMN). Focus Group Discussion (FGD) with alumni and stakeholders, including the Institute of Internal Auditors (IIA), Situbondo Regency Government, Bank Rakyat Indonesia, Bank Syariah Indonesia, Jember Regional Water Company, Permodalan Nasional Madani, Muhammadiyah University of Jember and business representatives. The Ma Accounting has also established collaborations with public sector institutions, state-owned enterprises at both central and regional levels and village administrations, as well as with the private sector and professional associations such as IIA, IAI, IAPI, NGOs, and MSMEs.

Master Programme in Economics (Ma Economics)

The objectives of Ma Economics are established based on the vision and mission of the study programme in alignment with the vision and mission of University of Jember. The Ma Economics' vision is connected to the University's vision to excel in the development of science, technology and the arts, emphasising environmental, business and industrial agricultural perspectives. Ma Economics focuses on the development of regional economies that support the achievement of international-level agro-industries, supported by the competency of faculty and community service activities based on research.

The achievement of the study programme is determined based on the profile of graduates, learning outcomes and curriculum, which refer to the Indonesian National Qualification Framework (KKNI) and the National Higher Education Standards. The master's level is equivalent to KKNI Level 8 in terms of developing and solving problems in science, technology, and/or the arts within the scientific field, particularly through the development of regional economies through research that benefits society and gains national and international recognition. This is implemented in an Outcome-Based Education Curriculum, using case methods and project-based learning methods, enabling graduates to compete and collaborate more effectively in solving regional problems, both as academics and planning consultants.

Ma Economics aims to:

1. Produce graduates with proficient expertise in regional economics and regional development based on scientific integrity.
2. Produce professional graduates who are continually motivated to conduct research and produce quality scientific works in regional economics and regional development and disseminate them for the development and improvement of educational quality.
3. Produce graduates who can develop knowledge and solve problems in the field of regional economics and produce innovative and tested works.
4. Produce graduates who can generate new ideas and high-quality scientific works in regional economics based on theories, concepts and paradigms in their field of expertise, to gain recognition at national, regional and international levels.

The graduate profile of Ma Economics contributes to achieving sustainable regional development with competencies in regional planning, namely:

1. Academic: mastering economic concepts, particularly regional economics, that can support regional economic development and sustainable regional development through research and generate innovative and tested new ideas and scientific works to support their role as University-level educators.
2. Consultant: able to solve regional economic development problems and project regional economic development models in line with the development of science and technology.
3. Researcher: able to manage research and development that benefits society and science in the field of Regional Planning and Regional Development and able to gain national and international recognition.

Monitoring and evaluation of the study programme's learning outcomes are conducted by reviewing the curriculum every three years or when there are changes in education policies from either the University or the Ministry of Education and Culture. The curriculum evaluation process involves internal stakeholders, including students, faculty and academic staff, as well as external stakeholders, including graduates, alumni and collaborative partners through Focus Group Discussion activities.

Appraisal:

The qualification objectives of **all three study 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 programmes' design (Asterisk Criterion)					

For all study programmes

In line with its aspired development towards becoming a World Class University, the international orientation of UNEJ has been carried out through international collaborations with overseas universities under the coordination of the International Office LPMPP (Institution of Quality Assurance and Learning Development). Various activities and events include international students, international collaboration and partnership, international student mobility, information on scholarship and international internships consisting of several programmes such as University of Jember International Culture Camp (UJICC), Culture Immersion, Join Summer Programme, Project Based Learning, Agriculture Industrial Training, Western Australia East Java Universities Consortium (WAEJUC) and partnership for universities network which consists of those located in Asia, Europe, US, Canada, Australia and Africa. UNEJ participates in international academics in terms of education, research and community service under the coordination of the International Office, faculty and study programmes.

Bachelor Programme in Law (BLP)

BLP has committed to the international aspect as contained in the programme design. The policy taken by BLP is reflected through various activities ranging from curriculum to international cooperation, which are explained as follows:

1. The curriculum of the BLP has been designed to encourage students to be updated and actively engaged with global legal issues. It is best reflected through the course description from most subjects which provides an international perspective within the reading materials. In addition, the BLP complies with the curriculum of Outcomes Based Education (OBE) with Student-Centred Learning through Case Method.
2. International forums, the BLP initiates to organise international events. There is an annual conference of “International Conference on Law & Society” (ICLS), and a regular event of “International Public Lecture” (IPL). Both were held by inviting reputable international scholars.
3. BLP encourages lecturers to take part in international publications. Motivating lecturers and students to publish their research in international journals, or to be disseminated in international forums/conferences, and in applying for international research grants. In terms of publication, the BLP manages nine journals, one of them, “Lentera Hukum”, has been indexed by Scopus. Our other Journals “Indonesian Journal of Law and Society” and “Jurnal Kajian Pembaharuan Hukum” have now published their articles in English and are projected to be internationally indexed as well.
4. BLP is committed to bringing an international perspective within the classroom. There are guest and visiting foreign lecturers which are conducted either online or offline. Besides, concerning the first aspect, lecturers are also obliged to enrich their material based on cases beyond the Indonesian context.
5. In terms of human resources, BLP encourages and facilitates lecturers to pursue higher education at a university abroad. Lecturers who are about to pursue a doctorate are projected to be enrolled in universities abroad for their specialty.
6. There are a number of our student alumni accepted to pursue their master's or doctorate in a university abroad. There are also a number of our alumni who work for international corporations and International NGOs or the corporations and NGOs that are actively engaged with international issues.
7. BLP put its effort into equipping its infrastructure to meet international standards with special attention to disability rights. Besides, the faculty also sent academic staff to join the English Training Programme which was organised in collaboration with the University Language Unit of UPT-Bahasa.

8. BLP actively engaged in international cooperation with other universities abroad in the fields of student exchange, visiting scientist and research and publication collaboration with partners as follow: University of Malaya (Malaysia), Queensland University of Technology (Australia), Griffith University (Australia), Thammasat University (Thailand), Nagoya University (Japan), Hanoi Law University (Vietnam), Hanns Seidel Foundation, The German-Southeast Asian Centre for Excellence for Public Policy and Good Governance, and the most recent, with the “Cooperation Body of the Indonesian Dean of the Faculty of Law at the Public Universities” (Badan Kerja Sama Dekan Fakultas Hukum Perguruan Tinggi Negeri) conducted an MoU with the Association of Korean Law School.

Master Programme in Accounting (Ma Accounting)

Ma Accounting is professional in the development of interdisciplinary accounting science in the field of SusTech Accounting. SusTech Accounting Interdisciplinary is a form of meeting the needs of national and international stakeholders for more comprehensive and integrated accounting reporting where the Ma Accounting accommodates these needs through the development of sustainable accounting science and adapting technological developments in the Society Era 5.0, to provide maximum benefits for graduate users with competitive added value. Ma Accounting graduates have a wider scope aimed at playing a role in the international arena as educator accountants, internal accountants, internal auditors, external auditors and international entrepreneurs. The Ma Accounting has implemented an Outcome-Based Education (OBE)-based curriculum that applies internationally so that students can have student quality standards that are accepted in the international market. In addition, the Ma Accounting curriculum has also been prepared by referring to the International Education Standard (IES) published by the International Accounting Education Standard Board (IAESB).

The following are international activities of the Ma Accounting programme:

1. Facilitating the examination of internationally certified internal auditors with international certification bodies, namely IIA with internal audit certification test programmes - IIA - IAP.
2. International research funding such as from the Islamic Development Bank (IDB) Project, domestic funding namely DRPM grants, and Kedaireka in the form of matching fund programmes.
3. Cooperation with external stakeholders (DUDI), such as Microsoft, BRI, BSI, IIA, as well as central and local governments.
4. Improving the quality of lecturers by participating in international certifications, namely CSRS and CSRA held by ICSP and NCSR.
5. Quality improvement for lecturers by participating in entrepreneurship certification held by BNSP.
6. The learning process of all courses uses references of international reputation.
7. Graduation acceleration services through the initial consultation of thesis (ICT) programme and curriculum changes from 4 semesters to 3 semesters.
8. Conducting international collaborations with overseas campuses in the form of lecturer and student exchanges with the University of San Carlos, Philippines; conducting research collaborations, and academic mobility of lecturers with San Diego State University, United States, University of Western Australia and Curtin University.
9. Managing international journals as editors and reviewers in collaboration with the University of San Carlos, Philippines.

10. Organising international conferences regularly and collaborating with University Sultan Zainal Abidin Malaysia, National University of Science and Technology Taiwan, Osaka University, University of San Carlos, the University of South Australia, and Curtin University.
11. Conduct teaching using Indonesian and English literature.
12. Using English in some courses (bilingual classes).
13. Ma Accounting refers to international accounting standards compiled by the International Financial Reporting Standard (IFRS), and International Auditing Standards (set by The International Auditing and Assurance Standards Board, IAASB) in teaching.
14. Delegate lecturers and students in national and international seminars.
15. Equip the development of teaching staff with international competency certification and membership in international associations such as the Institute of Certified Sustainability Practitioners (ICSP) and the Institute of Internal Auditors (IIA).
16. Implement learning activities with professors from overseas such as from the University of South Australia (Australia), Universiti Sultan Zainal Abidin (Malaysia), Tokyo Institute of Technology (Japan), and INTI International University (Malaysia).
17. Carry out learning activities with overseas practitioners such as Social Auditor practitioners from Social Audit Network (SAN) United Kingdom and International Internal Auditor (IIA) Global, United States.

Master Programme in Economics (Ma Economics)

The Ma Economics enhances the quality of education to support international orientation with:

1. Implementing an outcome-based education curriculum using case methods and project-based learning.
2. Guest lectures from Malaysia, Australia, the Philippines, Canada, Vietnam, and Thailand to gain new knowledge and insights both within and beyond the study programme, providing opportunities for faculty and students to expand their knowledge.
3. Students can access international mobility activities with partner universities abroad, such as San Carlos University, through the Visiting Professor, Visiting Lecture and Guest Lecture programmes.
4. Research Study Visits to Hiroshima University (Japan).
5. Students and faculty participate in international conferences as presenters with the output of international journals.
6. Short courses such as summer courses and global classrooms for students and the "coffee industrialisation" short course conducted almost annually, allowing international students to participate in this programme by attending global classrooms, visiting professors, and other international events conducted through partnerships between the universities.
7. International competencies achieved by students such as data analysis and marketing of agricultural products and services.
8. International competencies achieved by faculty in the field of Economics to enhance their knowledge and transfer it to students, including International Agriculture Marketing (CIAM), International Quantitative Researcher (CIQnR), Professional Human Capital Management (CPHCM), CIQAR (qualitative methodology), Risk Management and Credit Officer.
9. International courses with GHG Management Institute and ASEAN Foundation.
10. The International Office facilitates the faculty of Ma Economics, partnering with over 10 foreign higher education institutions across Asia, Europe, the United States, Canada,

and Australia. These collaborations offer opportunities to develop international careers in their areas of expertise.

11. Visiting Professors/Visiting Lectures providing guest lectures at international universities such as San Carlos University in the Philippines, Hiroshima University, Osaka University, and Kyungpook National University.
12. Outbound Mobility: conducting scientific research abroad in countries such as Korea and Japan in the field of Agriculture.
13. International co-teaching partnerships with the University of San Carlos and Sultan Zainal Abidin University (Malaysia), providing opportunities for faculty in the Master of Economics Programme to apply their expertise as guest lecturers and exchange lecturers.
14. International co-teaching with practitioners: inviting practitioners with diverse expertise backgrounds to teach in the Master of Economics Programme through co-teaching or independently, in collaboration with ASEAN Foundation and GreenHouse Gas (GHG).
15. International Seminars: inviting speakers from abroad, especially from partner universities, involving students and faculty from the Master of Economics Programme and other programmes (ICEBAST, ICOMBEST, AIEDC, ICBM).
16. Academic staff exchange: facilitating international academics, lecturers, and researchers in various activities at the University of Jember, particularly in academic programmes (Conferences in Japan, Australia, Malaysia, the Philippines, Germany, and the UK).
17. Outing class programme as a comprehensive learning activity relevant to the coursework using case methods in institutions such as BRI and government agencies. This programme provides students with the opportunity to conduct field studies, fostering an active and interactive learning environment outside the classroom.

Appraisal:

The design of **all three study programmes** appropriately considers the required international aspects, with respect, too, to its graduates' employability. The intention for more internationalisation is clearly defined.

	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 programmes

Positioning of the study programmes in the educational market

As one of the oldest faculties in the University, the **Bachelor Programme in Law (BLP)** has gained the highest accreditation level, "Unggul" (excellent), from the National Accreditation Agency for Higher Education (*Badan Akreditasi Nasional Perguruan Tinggi*). Besides, BLP is also recognised as the eighth best Indonesian public law schools, by HukumOnline.⁷ The reputation of BLP is reflected in the number of future students enrolled in the programme with an average enrolment of more than 500 percent in the last five years in a row.

⁷ see: self-evaluation report p.19.

To defining the uniqueness of the programme, BLP conducted a benchmarking to the faculty of laws both in Indonesia and beyond, such as Universitas Airlangga, Universitas Gadjah Mada, Universitas Sebelas Maret, National University of Singapore, Queensland University of Australia and Geneva Law School. The “knowledge, virtue, and integrity” together with the University’s mission to focus on the agricultural society has become a distinguishing factor from other law schools. To add, there are faculty members who are widely known in academic settings: as the Secretary-General at the Lecturer Association of the Constitutional and Administrative Law (APHTEN-HAN), Chief of the Association for the Adat Lecturer (APHA), Chief of the Association for the Human Rights Lecturer (SEPAHAM), each has become selling point as the achievement of BLP. The BLP also conducted periodic surveys to measure the graduate’s user level of satisfaction.

The **Master Programme in Accounting** provides interdisciplinary accounting capability improvement programmes relevant to technological and information developments, sustainability and entrepreneurship. The combination of these three fields of science becomes a unique selling point for Ma Accounting graduates in the national and international job market. With more than nine years of experience, Ma Accounting has built this uniqueness with support from publication research and community service lecturers who adopt the application of technology and support sustainability with additional accountingpreneur skills. This uniqueness is integrated into the flagship programme, namely the internationally certified Internal Auditor exam and collaborating with the Social Audit Network (SAN) to organise Mentorship and International Social Auditor Approved Exams.

Furthermore, this uniqueness represents the key value of Ma Accounting and is exclusively offered by the Ma Accounting Faculty of Economics and Business at University of Jember, setting it apart from the Ma Accounting programmes at Universitas Brawijaya and Universitas Airlangga, both of which are also prestigious state universities in East Java Province, Indonesia. The Ma Accounting conducted curriculum visits to the University of Western Australia, Curtin University, and Murdoch University to analyse the future positioning of Ma Accounting at international level.

Another advantage of Ma Accounting compared to the two competing universities is its focus on sustainable science and technology, along with an entrepreneurial perspective in accounting. Consequently, Ma Accounting graduates possess comprehensive skills, enabling them to thrive in the global market. This focus also ensures that Ma Accounting graduates can contribute to the achievement of Sustainable Development Goals (SDGs) and deliver valuable benefits to communities and business entities, particularly in the agricultural sector.

To analyse competitors in the higher education market, the Ma Accounting has conducted alumni satisfaction surveys and analyses. Stakeholders (in this case, users and partners) assess satisfaction with the outputs of the Ma Accounting Tridharma tasks (Education, Research and Community Services) to obtain feedback on alumni. The questionnaire used covers seven aspects of satisfaction, which include ethics, expertise in the field of study, foreign language proficiency, use of information technology, communication skills, teamwork, and self-development. Based on user satisfaction data regarding the performance of Ma Accounting graduates, it was found that the aspects of behaviour and ethics, expertise in the field of study, communication skills, teamwork and self-development received very satisfactory results. Partners and users rate the performance of Ma Accounting alumni as highly satisfactory.

The **Master Programme in Economics** has demonstrated competitive strength in student admissions and selection. Over the past three years, it has accepted 45 students. The Master of Economics programme also offers career prospects that align with the graduate profile. The Master of Economics programme competes with other universities such as Universitas Indonesia and Institut Pertanian Bogor. Internationally, it also holds a competitive position, ranking 1427th in the world in terms of impact, 1363rd in openness, and 3688th in excellence, resulting in an overall world ranking of 2053. In 2022, University of Jember was also recognised as the 14th leading research institution in Indonesia by the Scimago Institutions Ranking, having previously ranked 21st.

The Ma Economics programme has established collaborations with several institutions and companies at regional and international levels in various fields such as education and research. Graduates of Ma Economics can evaluate and solve regional economic problems by applying the latest economic theories and empirical methods, producing critical scientific studies, and gaining national and international recognition.

Nationally, Ma Economics is competitive in the selection of new student admissions, with a total of 45 applicants over the last five years. This indicates that the Master of Economics programme is highly sought after, driven by factors such as the motivation of the programme's "Excellent" accreditation from Lamemba, the programme's job prospects, the talents of prospective students, the employment rate of graduates/alumni, and the academic and non-academic achievements of the programme at both regional and international levels.

The Ma Economics programme continuously reorients its curriculum development to align with the job market and equips students with competency certifications. The goal of setting achievement standards in education is to enhance the quantity and quality of higher education that meets the quality assurance system, national higher education standards and international education standards. This aligns with the Strategic Plan of the Faculty of Economics and Business at University of Jember and the Strategic Plan of the Ma Economics.

To analyse competitors in the higher education market, Ma Economics has conducted alumni satisfaction surveys and analyses. According to the results of the graduate user satisfaction survey, FEB graduates received a satisfactory rating with an average score of 3.9 out of a maximum of 5. User feedback on the quality of Ma Economics alumni was generally very positive across seven components: ethics, expertise in their field of study, foreign language proficiency, use of information technology, communication skills, teamwork and self-development.

Positioning of the study programmes on the job market for graduates

The **Bachelor Programme in Law** has been known for producing professional graduates that hold strategic positions in shaping the Indonesian legal system, to name a few: Indonesian Supreme Court Justice, the Head of Indonesian Financial Transaction Reports and Analysis Centre (PPATK), member of the Indonesian House of Parliament, commissioner at the Indonesian National Human Rights Institute (Komnas HAM), Director General at the National Law Development Agency of the Ministry of Law and Human Rights (BPHN-Kemenkumham), commissioner at the Corruption Eradication Commission (KPK), and commissioner at the National Consumer Protection Body (BPKN). BLP produces a great number of professionals in various fields: lecturers/academicians either in public or private universities, prosecutors, judges, lawyers, NGO workers, legal divisions at private corporations and entrepreneurs.

To ensure the compatibility of the BLP curriculum with the market demand, BLP has a periodic overview involving stakeholders (including the alumni) within the curriculum-making process. Besides, BLP is working closely with the alumni body of “KAUJE” to maintain a strong bond. Programmes such as “Alumni Bersinergi”, “Programme Kakak Asuh”, and “Alumni Talk Series” are commenced to bridge students with the future workplaces, with the involvement of the alumni. There are also job fairs held together with the University to channel the employability of the graduates. In addition, BLP is monitoring its graduates through tracer study to map the employability of the graduates. Also, BLP conducted an online survey to measure graduate’s employability. Among respondents, 49% of the graduates (data from 2021 to 2023) were hired (either in the private and public sector) or became entrepreneurs (18%) with others pursuing master’s degrees.

The **Master Programme in Accounting** has graduates who work as 1) Professional educator accountants in educational institutions such as colleges; 2) Internal accountants in government, non-profit organisations and multinational corporations; 3) Internal auditors in companies and governments such as Indonesian ministries, cities, regency and provincial governments, 4) External auditors in Public Accounting Firms (KAP), 5) Graduates working at the Indonesia Stock Exchange, Bank Indonesia, Financial Services Authority, international domestic conventional banks; 6) Accounting researchers and graduates who continue their studies to the doctoral level; and 7) Entrepreneurs who are innovative and have an impact on the environment and society.

To evaluate the intended learning outcomes of graduate users and to find out the satisfaction of graduate users, an alumni tracer study is carried out every year by sending surveys to Ma Accounting graduate users. Ma Accounting conducts tracer studies coordinated with LPMPP UNEJ which are carried out regularly every year with an online system. A tracer study is conducted for each graduate (entire population with survey method).

The results of user satisfaction with the ability of graduates can be evaluated based on seven components, namely: ethics, main competencies, foreign language skills, use of information technology, communication skills, teamwork, and self-development which shows 72% of users expressed very satisfaction. Users also stated that the components of communication skills and accounting competence are two of the most prominent things from Ma Accounting graduates. According to the tracer study, Ma Accounting graduates have found employment in the public sector, state-owned enterprises (both national and regional), private companies (both national and multinational), or have pursued further studies. The 2021 tracer study results show that 91.3% of Ma Accounting alumni are engaged in work activities relevant to the knowledge acquired during their studies.

In addition to tracer studies, to link and match the needs of the job market and student competencies, Ma Accounting also conducts Focus Group Discussions (FGDs) with alumni, users and stakeholders; follows the dynamics of the OBE-based curriculum in Accounting study programme forums throughout Indonesia; students attend training and certification of competencies such as information technology, entrepreneurship and public accounting; and bringing in resource persons/experts/experts from the fields of business, government and universities to provide a practical overview of the world of work and industry.

The **Master Programme in Economics** (Ma Economics) alumni develop skills to analyse agro-industry-based policies and regional planning. The professional scope tends towards positions in government (regional planning staff, banking staff), academia, economic consulting and academic professionals. The programme conducts activities such as focus group discussions with stakeholders to identify job market needs, collaborates with domestic and international industries, leverages alumni networks, joins international associations, and conducts surveys/tracer studies for Ma Economics alumni.

The results of the tracer study show that all graduates have successfully entered the workforce, with their current fields of work aligning with the field of study of Ma Economics. Several graduates have taken on important roles in government, higher education, or other key sectors. Among them are Ma Economics alumni who, after graduating, received job promotions both from domestic and international institutions. Additionally, some alumni who were pure students upon entering the programme have been accepted as lecturers after graduation, civil servants and in business as practitioners in finance and banking, regional planning, demography, and agro-industry. Moreover, graduates work as analysts in finance and banking, regional planning, demography, agro-industry and digital economy.

Additionally, to develop professional profiles, Ma Economics has held discussions with entrepreneurs, regional planners, and representatives of small and medium enterprises, as well as business platforms focused on supporting SMEs and start-ups for local economic development. One effort to analyse alumni profiles in the labour market is the satisfaction survey conducted with employers.

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

The **Bachelor of Law Programme** with the “Knowledge, Virtue, Integrity” and the focus on law in the setting of agricultural society have become the main strength points and at the same time, distinguish the BLP from the other law schools. Supported by sufficient infrastructure and alumni in various strategic positions, BLP has attracted interest from prospective students. BLP's curriculum is designed to be responsive to market demand. The graduates are encouraged to deliver their best in using the development of science, technology, arts and culture, as well as in terms of entrepreneurship. Those are reflected in the Four Graduate Profiles. BLP has planned and set up the ground to achieve the goals as stipulated within the Faculty Strategic Plan of 2021-2025.

In general, UNEJ's strategic plan is to achieve the goals in the Tri Dharma of Higher Education in the fields of teaching, research, and community service that are environmentally conscious and focused on industrial agriculture. This indicates that UNEJ has established itself as a University, along with its Faculty of Economics and Business (FEB), that excels in the field of agropreneurship. The **Master Programme in Accounting** seeks to synergise with this by becoming UNEJ and FEB's flagship programme, establishing itself as an accounting programme oriented towards the agro-industrial sector. Ma Accounting has become a centre for training accountants with technological sophistication to contribute to the global agro-industry scene. Therefore, all teaching staff have conducted research and service in the field of agro-industry and published their work in national and international journals. The results of this research and service have been integrated into the teaching materials. This positioning aligns with the five research focuses determined by the Ministry of Education, Culture, Research and Technology, namely the green economy, blue economy, digital transformation,

tourism development and health independence. The Ma Accounting has chosen to focus more on the green economy and digital transformation.

The uniqueness of Ma Accounting lies in its values of sustainability and Internal Auditing. The value of sustainability is reflected in the education field through the Social Responsibility course and the activities of faculty members in both research and community service. The value of Internal Auditing is reflected in the education field through the Internal Auditing course, internal audit practitioner seminars, and auditing and attestation seminars. The internal auditing competence at Ma Accounting has received international recognition from The Institute of Internal Auditors (IIA), with University of Jember being listed on the IIA website. In addition to these unique aspects, Ma Accounting has a Research Group (KERIS) that aims to cluster the research and community service focus of accounting faculty members. There are currently 26 KERIS groups at the Faculty of Economics and Business (FEB) at UNEJ. In 2024, Ma Accounting initiated the first Social Audit Network (SAN) chapter in Indonesia. SAN is an international NGO in the United Kingdom and UNEJ has the social auditor license for Indonesia.

The **Master Programme in Economics** (Ma Economics) has the vision to become an excellent study programme in the field of Regional Economic Development, supporting the achievement of an International Standard Agroindustry and upholding the Tri Dharma of Higher Education, which includes teaching, research and community service through the study and application of economics, particularly in developing a sustainable, environmentally conscious Regional Economy and Agribusiness, Human Resource Economics and Monetary Economics. The qualifications of the Ma Economics also have a positive correlation with UNEJ's commitment to realising excellence in environmentally oriented business science and technology to enhance the value-added agricultural product supply chain from upstream to downstream. The learning process activities have achieved competitive learning outcomes through the development of Regional Planning and Development sciences by strengthening regional economic institutions with four concentrations tailored to stakeholder needs, namely: a) regional planning and development; b) public economics and regional finance; c) human resource planning, and d) banking financial economics. Faculty and student research activities in the horizon of regional planning and development are conducted through research groups (KeRis), scientific publications and scientific activities such as seminars, public lectures, guest lectures, and workshops involving various parties and speakers from both domestic and international backgrounds. Research-based community service activities by faculty and students support regional development. There are collaborations both domestically and internationally with governments, companies, state-owned enterprises (BUMN), and higher education institutions, including with the Local Governments of the Besuki Residency (in the field of research), Bank Indonesia (in the fields of education and research), and San Carlos University, Philippines (for lecture exchange, student exchange and joint research).

Appraisal:

The reasons given for the positioning in the educational market of **all three study programmes** are plausible. They have a very strong position in East Java and overall Indonesia with a special focus on agroindustry.

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. This includes employment in the fields of academia, in practice as law practitioners, auditors and analysts, as well as entrepreneurs.

The study programmes are convincingly integrated into the overall strategic concept of UNEJ. The study programmes qualification goals' are in line with the University's mission and strategic planning. Especially the **Bachelor Programme in Law** is very popular and centrally positioned at the University.

		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

Bachelor Programme in Law (BLP)

The state University entrance tests in Indonesia for prospective students are regulated by the Government through Government Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 48 of 2022 concerning New Student Admissions for Diploma Programmes and Undergraduate Programmes at State Universities. The local and national entrance selection for University of Jember new students offers the following three paths⁸:

1. The SNBP is a national selection that focuses on recognising all-around learning success for students in secondary education. It assesses students' achievements, both academic and non-academic. In SNBP, there are several components that students must fulfil to be admitted to the University of Jember, Faculty of Law of their choice. Main components in SNBP: (a) Average Report Card Score. The first component in SNBP is the average score of the student's report card for all subjects. This score has a minimum weight of 50% in the selection; (b) Interest and Talent Finder. The second component is the exploration of students' interests and talents. This component aims to allow students to explore their interests and talents in more depth. The maximum weight of this component is 50%; (c) Arts and Sports Study Portfolio State University could add arts and sports study portfolio as a requirement for some specific study programmes; (d) Holistic and Cross-Disciplinary Competence SNBP also emphasizes the importance of having holistic and cross-disciplinary competencies for prospective students. This is important because to succeed in the future, various competencies are needed, for example, a lawyer must have a basic knowledge of law and have good communication skills. Eligible students who already have data in PDSS register for SNBP through the SNPMB Portal using their SNPMB Student account.
2. SNBT (National Selection Based on Test). SNBT is a selection that focuses on measuring students' reasoning and problem-solving abilities. In SNBT, the test no longer focuses on certain subjects, but on scholastic tests measured by four important subjects, namely: Cognitive Potential, Mathematical Reasoning, Literacy in Indonesian, and Literacy in English.
3. SEMMABA University of Jember (University of Jember New Student Independent Selection). The SEMMABA University of Jember (University of Jember New Student Independent Selection) is a selection path that uses the scores of the New Student Independent Selection Computer-Based Written Test (UTBK-SEMMABA) organised by University of Jember.

For both Master programmes

University of Jember (UNEJ) provides information on the selection of new student admissions for all levels of study programmes through various media such as the website⁹, Instagram social media with @univ_jember and UNEJ Official YouTube. In detail, the Faculty of Economics and Business and the study programmes also provide detailed information to prospective new students through <https://feb.unej.ac.id>. The procedure for selecting new students is regulated through UNEJ Rector's Regulation No. 17 of 2021 concerning the

⁸ These selection patterns refer to the Education, Culture, Research, And Technology Republic of Indonesia Number 48 Of 2022 Concerning Admission of New Students For Diploma and Law Programmes at State Universities and University of Jember Rector Regulation No.12341/UN25/OT/2013 and are refined through the University of Jember Rector Regulation No.293/UN25/EP/2019.

⁹ see: <https://unej.ac.id/> (last access September 19, 2025).

Implementation of Education at UNEJ. The registration schedule for new students is updated on the UNEJ Online Verification & Registration web address.

The admission and selection system for prospective new students both from within the country and abroad prioritises justice, and openness, does not discriminate/discriminate against religion, ethnicity/race, gender, or social status, and provides easy access from all regions of Indonesia, international and disabled. This is regulated in Rector's Regulation No. 17 of 2021 concerning Guidebooks for the Implementation of Education at UNEJ. Terms and procedures for accepting foreign students can be accessed through the website.¹⁰ The new student admission system has two paths and is carried out through the website of the University of Jember.¹¹ New student admission procedures are carried out systematically and centrally and are carried out consistently in each semester.

The admission process for prospective Master students is carried out through three stages, namely:

1. Administrative selection;
2. Academic Potential Test (TPA) or TKDA, minimum score of 450, issued by Ministry of National Development Planning (BAPPENAS) or Postgraduate University of Jember or other state universities;
3. English Language Proficiency Test (TKBI, with at least TOEFL ITP 475) issued by the Jember University Language Centre / Postgraduate University of Jember or State University Language Centre) or TOEFL ITP Certificate (minimum score 475) issued by an institution recognized by The Indonesian International Education Foundation (IIEF); and
4. Interview test.

Participants who meet the requirements and pass the interview test will get a Letter of Acceptance from the Postgraduate University of Jember as proof of being accepted as a new student of Jember University. The administrative selection is carried out by postgraduate programmes, while the Academic Potential Test (TPA) or TKDA and English Language Proficiency Test (TKBI) are carried out by the Language Centre. Furthermore, students will go through an interview process at faculty level with the content of the interview material related to the experience of prospective students in the world of work and related to the scientific field which is the superior of the study programme and study motivation to improve careers and support the achievement of the vision and mission of the study programme. At the selection stage, monitoring and evaluation are carried out by a team managed by the University of Jember Postgraduate Programme.

Students who have completed a Bachelor's degree in another field of study must take what is called matriculation. Matriculation is a set of courses designed to equip undergraduates with standard competencies in economic theory and quantitative skills required for a Master's programme. Matriculation is held in August before lectures begin.

Counselling for prospective students

¹⁰ see: <https://international.unej.ac.id/applying-admission-2/> (last access September 19, 2025).

¹¹ see: <https://pasca.unej.ac.id/jalur-seleksi/> (last access September 19, 2025).

Information related to procedures, verification, and requirements needed by prospective University of Jember students can be accessed on the University of Jember Website and Faculties' Websites, as well as on Instagram @univ_jember.

For further information, also the Academic Section of the University can be contacted via telephone or email. The **Bachelor Programme in Law** also received visits from high schools in the area of Karesidenan Besuki, which most recently is from the students of SMA 1 Panji Situbondo. These visits aim to gain in-depth insight into the profile and lectures offered at the Faculty of Law University of Jember. Moreover, University of Jember also participated in Campus Expo 2024 held by MGBK Surabaya.

Applicants for the **Master programmes** also can visit the campus and information centre of Jember University and the faculty. Furthermore, UNEJ held a "Virtual Open House" which was broadcast via streaming via Zoom and YouTube so that they could directly connect with prospective students. To strengthen the collaboration network with stakeholders, the Master study programmes not only carry out online consultations but also carry out effective strategies through promotional roadshows and direct counselling to State Civil Apparatuses through the Regional Civil Service Agency or in collaboration with local government agencies through the Regional Personnel Agency, Regional Planning Development Agency (BAPPEDA). This activity was carried out to attract prospective students from civil service circles and provide information about career opportunities, especially for employees who pursue accounting and internal audit work. On this occasion, alumni will also be present and can be expected to provide testimonials, share experiences and provide motivation to prospective students. Jember University also provides facilities for prospective new students with disabilities who can register and consult through the Centre for Counselling and Disability Services of the Quality Assurance and Learning Development Institute (LPMPP).

Selection procedure

For the **Bachelor Programme in Law** (BLP), the selection procedure follows the governmental regulation for public universities according to the three possible admission tracks.

For international students, the International Office (IO) at University of Jember serves as a liaison between the University and various international institutions in Asia, Australia, Africa, and Europe. IO welcomes and manages visits from international lecturers, researchers and students, striving to provide a memorable study experience in Jember. Essential information about Jember, arrival requirements, adaptation, safety and recreational spots are available in the guide. Additionally, IO is ready to assist in various aspects such as orientation, immigration, visas, counselling, academic advice and campus activities. To become a foreign student and visit University of Jember, Indonesia, all foreign citizens must follow the regulations of the Republic of Indonesia, especially the immigration procedures. When they are accepted as Students of the University of Jember, they should apply for several immigration and residence processes, both from abroad and during visits to Indonesia. Foreign citizens who are already in the territory of the Republic of Indonesia and accepted in University of Jember apply for a residence permit according to statutory regulations by bringing study permits from the Directorate General of Science and Technology and Higher Education Institutions. University of Jember will help them with the application process to get their Study Permit from the Indonesian Directorate General of Higher Education.

In the **Master programmes**, the procedure for selecting new students is regulated through UNEJ Rector's Regulation No. 17 of 2021 concerning the Implementation of Education at UNEJ. This decision mainly regulates accreditation status, capacity, application time, admission requirements, selection process, tuition fees, payment procedures, data verification and re-registration procedures. UNEJ provides two selection paths, namely the regular route and the international pathway. The regular pathway is intended for (1) prospective students at their own expense, (2) prospective students at the expense of the institution where they work; (3) prospective students from the general public who are applying for scholarships from various ministries in the Republic of Indonesia. International routes are intended for Foreign Citizens (WNA). The verification schedule for new students can be seen at the MaBa UNEJ Online Verification & Registration web address. The registration schedule for new students can be seen at the MaBa UNEJ Online Verification & Registration web address. Furthermore, prospective students will carry out an interview process at the Faculty level with interview material related to the prospective student's experience in the world of work as well as related to scientific fields that are advantages of the study programme and study motivation to improve careers and support the achievement of the study programme's vision and mission.

The Master programmes conduct admission recruitment to obtain the best candidates who can achieve the vision, mission, and objectives of study programme.

Ensuring foreign language proficiency

New Student Admission Selection Test Materials at the **Faculty of Law** contain a test of Literacy in Indonesian and English. Measures the ability to understand, use, evaluate and reflect on various types of texts to solve problems and develop individual capacity nationally and internationally to contribute productively to the global community. With the existence of English language materials in the new student admission test on SNBP, SNBT and SEMMABA, students shall be prepared for international contents and surroundings.

University of Jember has a language centre called Language Academic Support Unit (UPA Bahasa) that facilitates activities to improve students' English language skills along with competency tests. UPA Bahasa University of Jember provides language development facilities, and more than five languages are available.

For the **Master programmes**, in the admission of prospective students, the English proficiency test is integrated as part of the UNEJ Postgraduate Programme Entrance Examination. Prospective students are required to pass an entrance examination which also covers English subjects. The substance of the English exam includes answering questions based on text, grammar and structure, vocabulary, references and statements as well as summaries. Each question has a value that will be combined with other subjects. Mastery of foreign languages, especially English, is very necessary in the learning process starting from lecture materials, literature, English courses, bilingual classes and graduation requirements.

English language proficiency requirements are regulated in the Rector's Regulation of the University of Jember No. 17 of 2021 concerning the Implementation of Education at the University of Jember which states that the English language ability of UNEJ students is proven by UNEJ's CBEPT (Computer Based English Proficiency Test) score of at least TOEFL ITP 475.

Transparency and documentation of admission procedure and decision

For the **Bachelor Programme in Law**, participants were able to view the University of Jember SNBP announcement on the specified day and time. University of Jember SNBP results will be announced on the National Selection of New Student Admission portal. In addition to the announcement link, there is a link that is accessible for students to check the SNBP results. Participants were able to view on the web by entering the participant number. After the announcement, students are required to re-register at the University of Jember according to the schedule set by the campus. The schedule, re-registration requirements, and SNBP University of Jember registration stages are available on the official campus website.

For the **Master programmes**, registration results and registration verification can be accessed by prospective students through the registration page using each registrant's account. All information about postgraduates of University of Jember can be downloaded on the website. Verification of prospective students of the new Master Programme through the Postgraduate Entrance Examination is carried out online. Registration of prospective new students can be done online. Guidelines on the terms, schedules, and procedures for verification and registration are available on the website.

The results and decisions of the entrance test can be directly accessed through the website of the University. The basic principle in the selection process is to get academically qualified prospective students by using criteria.

The results of new student admissions can be communicated through the University student admission committee. All admission decisions on entrance test results are announced/communicated in writing and determined through the Decree of the Ministry of Education and Culture of Higher Education concerning the Announcement of Higher Education Entrance Test Institutions (LTMPT) and submitted to prospective students in the form of Letter of Acceptance. Every prospective student who has been accepted can continue the verification and registration process to re-register online.

In particular, the selection and admission process for foreign students is carried out by the International Office of Jember University. For prospective students who are declared accepted, they will get a Letter of Acceptance via email, and then the person concerned must provide confirmation. After the process of accepting foreign students from the International Office of the University of Jember is complete, the files of prospective foreign students will be submitted to the Academic Section of the head office of University of Jember and then proceed with the processing of study permits and telex visas by the officer.

The entire recruitment and selection process is held transparently where information and procedures can be accessed by the wider community both through social media and University of Jember's website, accountable where new student admissions can be accounted for periodically, are inclusive by not differentiating gender, religion, ethnicity, race, social position and consider the principle of equity by providing access to prospective students not only from East Java and surrounding areas but also from economically disadvantaged regions.

Appraisal:

The admission requirements are defined and comprehensible. The national requirements are presented and taken into account. For the **Bachelor of Law**, there are three official admission paths according to national requirements. For the path that is determined by the University, there is an individual Academic Potential Test. For the **Master programmes**, an Academic Potential test, a language test, as well as an interview is conducted. Matriculation courses are mandatory in case a student comes from another academic discipline.

Applicants for **all three study programmes** can directly turn to a student counselling service for clarification of specific questions, of personal aptitude or career perspectives. Personal dialogue between applicants and the University is provided by defined office hours, by telephone and via e-mail. The University ensures a constant availability for prospective students and reacts quickly to incoming enquiries. All staff is very determined to provide all information; the counselling options are based on the target group's needs.

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

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

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

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

3. Contents, structure and didactical concept of the programmes

3.1 Contents

The curriculum preparation process is guided by the Indonesian National Qualifications Framework (KKNI), the National Higher Education Standard (SN Dikti), the Independent Learning Independent Campus (MBKM) policy and input from associations and stakeholders. According to the KKNI level, the undergraduate study programme is classified at level 6, the master programme at level 8, doctoral programme at level 9 setting Intended Learning Outcomes (ILO) that encompass general attitudes and skills, while specific knowledge and skills aspects adhere to association agreements. The MBKM policy supports learning programmes outside the study programme to help achieve Graduate Learning Outcomes.

The preparation stages follow the UNEJ Rector's Decree Number 17527/UN25/KP/2017 and include:

1. SWOT analysis, Tracer Study, and market signal analysis.
2. Determination of graduate profile.
3. Formulation of Intended Learning Outcomes (ILO).
4. Determination of study materials.
5. Analysis of depth and breadth.
6. Formation of courses/course blocks.
7. Curriculum structure development.

Curriculum monitoring and review considers feedback from stakeholders and achievement of strategic adjustments and updates. This feedback is valuable for reviewing learning methods, improving learning materials and guiding future curriculum development. Stakeholders and experts from relevant associations are involved in a periodic review process tailored to each study programme. The Guidebook for Curriculum Development of the University of Jember Study Programme which is implemented based on the Decree of the Rector of UNEJ No. 17527 / KP / 2017 sets the review period to be long-term (4 years), medium-term (annual), and short-term (monthly). Long-term evaluation is comprehensive, involving external stakeholders and experts to review and refine the curriculum. Experts must have a professorship or expertise in curriculum development and have at least excellent national accreditation or be affiliated with a study programme association. Practitioners affiliated with related practitioner associations can also contribute as experts. The annual medium-term review assesses the relevance of the study programme's learning material, while the short-term review is carried out by a team of lecturers responsible for each course to evaluate learning methods.

The **Bachelor Programme in Law** curriculum is designed based on the Indonesian National Qualifications Framework (KKNI) and the National Standards for Higher Education (SN-Dikti). The BLP curriculum also refers to the standards set by the Cooperation Body of the Deans of Law Faculties of Indonesian State Universities in 2019. Upon the completion of their study, the graduates are legal practitioners, legal academics, legal activists and lawpreneurs. The BLP establishes qualifications of its graduate profiles which are formulated into Intended Learning Outcomes (ILOs).

To accommodate the demand of the job market toward BLP's graduate profiles, BLP has specifically designed courses with the following structure: 36,2% courses to shape graduates as legal practitioners, 31,8% courses to shape graduates as legal academics, 31,8% courses to shape graduates as legal activists and 33,3% courses to shape graduates as lawpreneurs. Furthermore, the specification of BLP (as stated in the vision of BLP) has been derived into specific courses such as The coherence of intended learning outcome and specification competence of BLP students is supported by curriculum structure covering 144 credits/217.44 ECTS. University, Faculty, and Concentration Compulsory Courses provide a foundation in general knowledge and the fundamentals of law that students must master. The Concentration Elective Courses are Basic Legal Sciences Concentration, Constitutional Law Concentration, Criminal Law Concentration or Civil Law Concentration. These will enhance specific competencies aligned with students' interests and can be started as early as the fifth semester. However, these Concentration Elective Courses (20 SKS credits/30.2 ECTS credits) do not necessarily have to be taken in the classroom; they can also be fulfilled through activities/practices outside the campus via MBKM programme, with the mechanism being that practical/internship grades are converted into elective course grades.

Table 4: Curriculum Bachelor Programme in Law

Modul Number	Title of Module / Course Unit	Credit Points per Semester								Workload	
		1	2	3	4	5	6	7	8	Hours in Class	Hours Self-Study
	1st Semester	33,22								240,00	576
MPK9006	Citizenship Education	3,02								26,67	64
HKD1101	Introduction to Legal Science	6,04								26,67	64
HKD1102	Introduction to Indonesian Law	6,04								26,67	64
MPK9007	Indonesian Language	3,02								26,67	64
HKD1103	Law and Society	3,02								26,67	64
HKT1101	The Science of Statehood	3,02								26,67	64
HKD1104	Telematics Law	3,02								26,67	64
HKP1202	Adat Law	3,02								26,67	64
HKP1101	Intellectual Property Rights	3,02								26,67	64
	2nd Semester		32							280,00	672
UNU9001	Pancasila (State's Ideology) Education		3							26,67	64
HKP1201	Civil Law		5							40,00	96
MPK9001	Moslem Education		3							26,67	64
MPK9002	Protestan Education										
MPK9003	Catholic Education										
MPK9004	Hindu Education										
MPK9005	Buddhist Education										
HKN1201	Criminal Law		5							40,00	96
HKT1201	Constitutional Law		5							40,00	96
HKT1202	Public International Law		5							40,00	96
HKT1306	Administrative Law		5							40,00	96
HKP1204	Commercial Law		3							26,67	64
Note: Students choose one of religious studies (2 SKS)											

	3rd Semester			36,24					320,00	768
HKT1308	Law and Human Rights			3,02					26,67	64
HKT1307	Environmental Law			3,02					26,67	64
HKT1411	Local Governance Law			3,02					26,67	64
HKP1407	Contract Law			3,02					26,67	64
HKP1203	Islamic Law			3,02					26,67	64
HKD1301	Ethics and Responsibility of Legal Professions			3,02					26,67	64
HKP1307	Hukum Perdata Internasional			3,02					26,67	64
HKP1308	Non-Judicial Dispute Resolution			3,02					26,67	64
HKN1302	Criminology			3,02					26,67	64
HKD1302	Case Study and Legal Audit			3,02					26,67	64
HKN1303	Military Criminal Law			3,02					26,67	64
HKT1309	Agrarian Law			3,02					26,67	64
	4th Semester				33				293,33	704
HKN1401	Law of Criminal Procedure			4,53					40,00	96
HKP1411	Law of Civil Procedure			4,53					40,00	96
HKP1508	Law of Islamic Justice Procedure			3,02					26,67	64
HKP1611	Contract Drafting			3,02					26,67	64
HKT1508	Law of Constitutional Court Procedure			3,02					26,67	64
HKT1413	Law of Administrative Procedure			3,02					26,67	64
HKT1415	Science and Legislative Drafting			3,02					26,67	64
HKT1416	Labour Law			3,02					26,67	64
HKU1507	Method of Legal Research and Writing			3,02					26,67	64
HKD1505	Philosophy of Law			3,02					26,67	64
	5th Semester					42,28			266,67	640
HKT1501	Practice of Administrative Justice				3,02				26,67	64
HKT1502	Practice of Constitutional Court Justice				3,02				26,67	64
HKP1501	Practice of Civil Justice				3,02				26,67	64
HKN1501	Practice of Criminal Justice				3,02				26,67	64
	CONCENTRATION COMPULSORY									
	State Governmentalism									
HKT1516	Law of Social Security				3,02				26,67	64
HKT1517	International Law of Treaty				3,02				26,67	64
HKT1518	Law of State Finance				3,02				26,67	64
HKT1519	Law of State Institutions				3,02				26,67	64
HKT1520	International Law of Regionalism				3,02				26,67	64
HKT1521	Tax Law				3,02				26,67	64
HKT1522	Election Law				3,02				26,67	64
HKT1523	Law of Judicial Power				3,02				26,67	64
HKT1626	Maritime Law				3,02				26,67	64
HKT1627	Comparative study of Constitutional Law				3,02				26,67	64
	Law of Digital Governance									
HKT1524	Law of Public Service				3,02				26,67	64
HKT1525	Law of Public Employee				3,02				26,67	64
HKT1526	Law of Public Information				3,02				26,67	64
HKT1527	Citizenship Law				3,02				26,67	64
HKT1528	Spatial Law				3,02				26,67	64
HKT1529	Law of e-Legislative				3,02				26,67	64

HKT1530	Licensing Law					3,02				26,67	64
HKT1631	Personal Information Protection Law					3,02				26,67	64
HKT1640	e-Court					3,02				26,67	64
HKT1641	Law of Public Participation					3,02				26,67	64
	Business and Economic Law										
HKP1513	Banking Law					3,02				26,67	64
HKP1514	Investation Law					3,02				26,67	64
HKP1515	Competition Law					3,02				26,67	64
HKP1516	International Trade Law					3,02				26,67	64
HKP1517	Consument Protection Law					3,02				26,67	64
HKP1518	Financing Law					3,02				26,67	64
HKP1519	Corporate Law					3,02				26,67	64
HKP1520	Law of Capital market					3,02				26,67	64
HKP1645	Insurance Law					3,02				26,67	64
HKP1646	Bankruptcy Law					3,02				26,67	64
	Civil Law Clinic										
HKP1521	Arbitration Law					3,02				26,67	64
HKP1522	Competition Law Procedure					3,02				26,67	64
HKP1523	Commercial Court Procedure					3,02				26,67	64
HKP1524	Tenurial Dispute Resolution					3,02				26,67	64
HKP1525	Law of execution					3,02				26,67	64
HKP1526	Tort Law					3,02				26,67	64
HKP1527	Consument Dispute Resolution					3,02				26,67	64
HKP1528	Inheritance Law of Burgerlijk Wetboek (Dutch Law)					3,02				26,67	64
HKP1659	Law of procurement of goods and services					3,02				26,67	64
HKP1660	Civil Evidentiary Law					3,02				26,67	64
	Criminal Law Enforcement										
HKN1508	Crimes in the investment sector					3,02				26,67	64
HKN1509	Corporate Crime					3,02				26,67	64
HKN1510	Criminal law politic					3,02				26,67	64
HKN1511	Penology and Penintentiary Law					3,02				26,67	64
HKN1512	International Criminal Law					3,02				26,67	64
HKN1513	Corruption Crime					3,02				26,67	64
HKN1514	Women & Children Protection Law					3,02				26,67	64
HKN1515	Crimes in the Economic Sector					3,02				26,67	64
HKN1618	Crimes in the sector of Technology, information, and communication					3,02				26,67	64
HKN1619	Money Laundering Crimes					3,02				26,67	64
	Criminal Law Clinic										
HKN1516	Criminal Evidentiary Law					3,02				26,67	64
HKN1517	Legal Aid					3,02				26,67	64
HKN1518	Legal Opinion and Legal Memorandum					3,02				26,67	64
HKN1519	Criminal Execution Law					3,02				26,67	64
HKN1520	Criminal Confiscation Law					3,02				26,67	64
HKN1521	Psychology of Law					3,02				26,67	64

HKN1522	Victimology					3,02				26,67	64
HKN1523	Legal Argumentation					3,02				26,67	64
HKN1632	Criminal Justice System					3,02				26,67	64
HKN1633	Science of medical forensic					3,02				26,67	64
	Business Syariah										
HKD1501	History of syariah economy legal thoughts					3,02				26,67	64
HKD1502	Islamic Contract Law					3,02				26,67	64
HKD1503	Syariah banking Law					3,02				26,67	64
HKD1504	Syariah business contract drafting					3,02				26,67	64
HKD1505	Syariah insurance Law					3,02				26,67	64
HKD1506	Politics of business law in Islam					3,02				26,67	64
HKD1507	Syariah business transaction					3,02				26,67	64
HKD1508	Guarantee law in Islam					3,02				26,67	64
HKD1601	Introduction to syariah management and business					3,02				26,67	64
HKD1602	Ethics of Syariah Business					3,02				26,67	64
	Socio Legal Clinic										
HKD1509	Legal history					3,02				26,67	64
HKD1510	Sociology of Law					3,02				26,67	64
HKD1511	Law and Social Change					3,02				26,67	64
HKD1512	Politics of Law					3,02				26,67	64
HKD1513	Women and Law					3,02				26,67	64
HKD1514	Media Law					3,02				26,67	64
HKD1515	Anthropology of Law					3,02				26,67	64
HKD1516	Law of Globalization					3,02				26,67	64
HKD1615	Law and Public Policy					3,02				26,67	64
HKD1616	Law and economic development					3,02				26,67	64
	6th Semester						30,20			266,67	640
	CONCENTRATION ELECTIVE										
	State Governmentalism										
HKT 1628	Methods of Legal Interpretation					3,02				26,67	64
HKT1629	Diplomatic and Consular Law					3,02				26,67	64
HKT1630	Humanitarian law					3,02				26,67	64
HKT1631	Law of Presidential Institution					3,02				26,67	64
HKT1632	Election law comparative					3,02				26,67	64
HKT1633	Election dispute resolution					3,02				26,67	64
HKT1634	Law of political party					3,02				26,67	64
HKT1635	Press Law					3,02				26,67	64
HKT1636	Law of Village Governance					3,02				26,67	64
HKT1637	Law of Industrial relation dispute resolution					3,02				26,67	64
HKT1638	International Dispute resolution					3,02				26,67	64
HKT1639	Law of local tax & retribution					3,02				26,67	64
	Law of Digital Governance										
HKT1642	Forestry law					3,02				26,67	64
HKT1643	Law of Housing, Settlement, and Apartment					3,02				26,67	64
HKT1644	Law of tenurial acquisition & registration					3,02				26,67	64

HKT1645	Health Law					3,02			26,67	64
HKT1646	Law of artificial intelligence					3,02			26,67	64
HKT1647	Law of State owned enterprise/local owned enterprise					3,02			26,67	64
HKT1648	Broadcast Law					3,02			26,67	64
HKT1649	Law and public participation					3,02			26,67	64
HKT1650	Law of energy and mineral resources					3,02			26,67	64
HKT1651	Parliament Law					3,02			26,67	64
HKT1652	Administrative Dispute Resolution					3,02			26,67	64
HKT1653	Immigration Law					3,02			26,67	64
	Economic and Business Law									
HKP1647	Cooperation law					3,02			26,67	64
HKP1648	Industrial law					3,02			26,67	64
HKP1649	Credit agreement Law					3,02			26,67	64
HKP1650	Law of Housing and apartment					3,02			26,67	64
HKP1651	Transportation and Freight Law					3,02			26,67	64
HKP1652	E-commerce Law					3,02			26,67	64
HKP1653	Agribusiness Law					3,02			26,67	64
HKP1654	Collateral Law					3,02			26,67	64
HKP1655	Plantation Law					3,02			26,67	64
HKP1656	Mining Law					3,02			26,67	64
HKP1657	Securities Law					3,02			26,67	64
HKP1658	Law of Association					3,02			26,67	64
	Civil Law Clinic									
HKP1661	Law office Management					3,02			26,67	64
HKP1662	Technique on preparing civil case instrument					3,02			26,67	64
HKP1663	Technique on handling civil law consultation					3,02			26,67	64
HKP1664	Civil Justice System					3,02			26,67	64
HKP1665	Auction law					3,02			26,67	64
HKP1666	Law Finding and Reasoning					3,02			26,67	64
HKP1667	Case Study of Civil Law					3,02			26,67	64
HKP1668	Law of Indigenous People's Civil Rights					3,02			26,67	64
HKP1669	Development of land civil rights					3,02			26,67	64
HKP1670	Land Procurement Law					3,02			26,67	64
HKP1671	Islamic Inheritance Law					3,02			26,67	64
HKP1672	indigenous family and inheritance law					3,02			26,67	64
	Criminal Law Enforcement									
HKN1620	Crimes in the natural resources sector					3,02			26,67	64
HKN1621	Crimes of Terrorism					3,02			26,67	64
HKN1622	Crimes in The Health Sector					3,02			26,67	64
HKN1623	Immigration Crimes					3,02			26,67	64
HKN1624	Crimes in The Political Sector					3,02			26,67	64
HKN1625	Crimes of Narcotics					3,02			26,67	64
HKN1626	Crimes Against Life, Property, and Morality					3,02			26,67	64
HKN1627	Comparative Criminal Law					3,02			26,67	64
HKN1628	Press Criminal Law					3,02			26,67	64
HKN1629	Islamic Criminal Law					3,02			26,67	64

HKN1630	Adat Criminal Law						3,02			26,67	64
HKN1631	Capita Selecta Criminal Law						3,02			26,67	64
	Criminal Court Clinic										
HKN1634	Court Management						3,02			26,67	64
HKN1635	Criminalistic						3,02			26,67	64
HKN1636	Case Study of Criminal Law						3,02			26,67	64
HKN1637	Penal Mediation						3,02			26,67	64
HKN1638	Law Finding						3,02			26,67	64
HKN1639	Capita Selecta of Criminal Law procedure						3,02			26,67	64
HKN1640	Special Criminal Law						3,02			26,67	64
HKN1641	Law Firm Management						3,02			26,67	64
HKN1642	Advocateur						3,02			26,67	64
HKN1643	Legal Interpretation						3,02			26,67	64
HKN1644	The Jurisprudence of Criminal Law						3,02			26,67	64
HKN1645	Victim and Witness Protection Law						3,02			26,67	64
	Business Syariah										
HKD1603	Syariah Investment Law						3,02			26,67	64
HKD1604	Zakat and Waqaf Law						3,02			26,67	64
HKD1605	Alternative Dispute Resolution in The Syariah Economic Sector						3,02			26,67	64
HKD1606	Syariah financial institution Law						3,02			26,67	64
HKD1607	Crimes in syariah business transaction						3,02			26,67	64
HKD1608	Syariah Capital market Law						3,02			26,67	64
HKD1609	Concept and technique of profit sharing						3,02			26,67	64
HKD1619	Syariah non-bank financial institution						3,02			26,67	64
HKD1611	Syariah business fatwa						3,02			26,67	64
HKD1612	Development of syariah business law						3,02			26,67	64
HKD1613	Problems of contemporary syariah business law						3,02			26,67	64
HKD1614	Syariah investment law						3,02			26,67	64
	Socio legal clinic										
HKD1617	Law and social institution						3,02			26,67	64
HKD1618	Law of natural resources						3,02			26,67	64
HKD1619	Law of social security and remittance						3,02			26,67	64
HKD1620	Case study of information and technology						3,02			26,67	64
HKD1621	Sociolegal and jurimetry						3,02			26,67	64
HKD1622	Law of sanction						3,02			26,67	64
HKD1623	Law of moral and religion						3,02			26,67	64
HKD1624	Legal pluralism						3,02			26,67	64
HKD1625	Economic analysis of law						3,02			26,67	64
HKD1626	Comparative of legal system						3,02			26,67	64
HKD1627	Population Law						3,02			26,67	64
HKD1628	Law and social welfare						3,02			26,67	64
	7th Semester							4,53		40	96
SPI1529	Community Service Programme							4,53		40	96
	8th Semester								9,06	80	192
SPU1824	Thesis								10,86	80	192
TOTAL		33,22	31,71	36,24	33,22	83,05			1786,67	4288	
217,44											

The **Master Programme in Accounting** curriculum is prepared based on the Indonesian National Qualifications Framework (INQF), which refers to the National Higher Education Standards (NHES), International Financial Reporting Standards, (IFRS), The International Standard on Auditing (ISA), standards from Accounting and Auditing Organisation for Islamic Financial Institutions (AAOIFI), International Public Sector Accounting Standards (IPSAS), Information Systems Audit and Control Association (ISACA). Ma Accounting establishes a graduate standard profile which is further elaborated into the formulation of graduate ILOs.

The MA Accounting curriculum combines three core competencies which become the demand of the job market, namely accounting skills (73% courses), digital talent/information (13% courses) technology and entrepreneurial intelligence (13% courses) in the curriculum. The curriculum is designed based on ILOs tailored to the needs of those job markets in the era of the Industrial Revolution 4.0 and considers the agreement of the Master of Accounting study programme forum throughout Indonesia. To achieve this, MA Accounting requires students to complete 70,59 ECTS credits of courses, with a distribution of 59,73 ECTS credits of compulsory courses and 10,86 ECTS credits of elective courses. Compulsory courses provide a foundation of general knowledge and basic accounting that must be mastered by students. Additionally, MA Accounting provides elective courses that are in accordance with the wishes of students given starting in the second semester to improve specific competencies that lead to the mastery of specific skills.

Table 5: Curriculum Master Programme in Accounting

1 st Semester							
Modul No.	Title of Module / Course Unit	Credit Points per Semester				Workload	
		1.	2.	3.	4.	Hours in Class	Hours Self-Study
Compulsory		27,15					
EKA2.101	Seminar on Accounting and Finance Theory	5,43				40,00	96,00
EKA2.103	Seminar on Management Accounting	5,43				40,00	96,00
EKA2.111	Quantitative/Qualitative Research Methodology	5,43				40,00	96,00
EKA2.114	Internal Auditing	5,43				40,00	96,00
EKA2.212	Multivariate Statistics Application	5,43				40,00	96,00
2nd Semester							
Compulsory			16,29				
EKA2.208	Seminar on Sharia Accounting		5,43			40,00	96,00
EKA2.209	Social Responsibility Accounting		5,43			40,00	96,00
EKA2.215	Seminar on Internal Audit Practitioner		5,43			40,00	96,00
Elective			10,86				
EKA2.302	Seminar Auditing and Attestation		5,43			40,00	96,00
EKA2.303	Seminar on Public Sector Accounting		5,43			40,00	96,00
EKA2.306	Management Information System & Technology		5,43			40,00	96,00
EKA2.307	Financial and Capital Market Analysis		5,43			40,00	96,00
EKA2.313	Behavioral Accounting		5,43			40,00	96,00
3rd & 4th Semester							
Compulsory				5,43	10,86		
EKA2.314	Proposal Thesis			5,43		0,00	96,00
EKA2.404	Thesis				10,86	0,00	270,00
total		27,15	27,15	16,29		520,00	1326,00
		70,59					

The **Master Programme in Economics** curriculum is designed to align with the desired graduate profile, which includes lecturers (8 courses), consultants (5 courses), and researchers (4 courses) specialising in regional economics and regional development planning. To achieve these profiles, the structure of the Ma Economics curriculum is derived from the learning outcomes and then derived into courses to meet the competencies needed by students of the Master's Programme in Economics (M.E.). In the 1st semester there are five compulsory courses with a total study load of 27.15 ECTS credits. The 2nd semester consists of four compulsory courses with a total study load of 21.72 ECTS credits. These courses focus on decision-making related to various regional planning and development issues. The 3rd semester consists of thesis-supporting courses emphasizing regional economic development and has a study load of 19.91 ECTS credits. In 4th semester, MA facilitates 7.24 ECTS credits of thesis courses covering proposal seminars, research projects, published articles and thesis examinations.

Table 6: Curriculum Master Programme in Economics

1st Semester							
Modul No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester				Workload	
		1.	2.	3.	4.	Hours in Class	Hours Self-Study
M1	Compulsory						
MIE2101	Sustainable Development Economics	5,43				40	96
MIE2102	Microeconomics III	5,43				40	96
MIE2103	Macroeconomics III	5,43				40	96
MIE2207	Institutional Economics	5,43				40	96
MIE2211	Intermediate Public Economics	5,43				40	96

2nd Semester							
M6	Compulsory	1.	2.	3.	4.		
MIE2104	Research Methodology		5,43			40	96
MIE2209	Econometrics III		5,43			40	96
MIE2208	Quantitative and Qualitative Approaches		5,43			40	96
MIE2210	Regional Development Planning		5,43			40	96

3rd Semester

M10	Specific Compulsory	1.	2.	3.	4.		
MIE2309	Analysis Technique for Regional Planning			5,43		40	96
MIE2311	Regional Economic Development Policies			5,43		40	96
MIE2312	Regional Economics			5,43		40	96
MIE2325	Seminar for Regional Economics			3,62			64

4th Semester

M14	Thesis	1.	2.	3.	4.		
MIE2425	Thesis				7,24		256

total	27,15	21,72	19,91	7,24	480	1472
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Rationale for degree and programme

The regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 59 of 2018 states that a degree is a designation given to graduates of academic education for both Bachelor and Master programmes. The Decree of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 257 / M / KPT / 2017 explains the names of the study programmes at universities. According to the decree, the name of the study programme for **BLP** and its graduates are awarded the degree of Sarjana Hukum (S.H.) upon the completion of their study. For the **Master Programme in Accounting** (Ma Accounting), which belongs to the group of applied sciences (Profession and Applied Sciences) in the field of business, is given the title "M.Ak". For the **Master Programme in Economics** (Ma Economics) are awarded the title of Master Programme in Economics (M.E.). Furthermore, referring to the regulations, the name of ME Study programme is named as Master of Economics Study Programme. Additionally, all the study programme names are established by considering the specification, resources and competences needed by the job market.

Integration of theory and practice

The implementation of the established OBE curriculum in all study programmes as stated in the University, faculty and study programmes' academic guidelines emphasises the integration of theory and practice through Student-centred Learning Methods (SCL). The SCL is delivered through Project-Based Learning (PBL), Case Study (CS), Interactive Discussions (ID) and Collaborative Learning (CL). The implementation of SCL is also guided by course description covering intended learning outcome, course learning outcome, weekly activities, assessment and references to guarantee the quality assurance of learning processes. The study programmes facilitate learning activities in classes, laboratories, field works, field trips, student exchanges, community services and internships to elaborate and improve the knowledge and skills related to the targeted competencies of study programmes. Additionally, the integration of theory and practice in law, accounting, and economics field studies is also done by integrating lecturers' research works into learning materials and processes. This integration will guarantee the achievement of the intended learning outcomes and graduates' profiles.

For the **Bachelor Programme in Law**, the integration of theory and practices is applied in legal case studies, legal case resolution methods, problem-based learning, and project-based learning outcomes with a minimum assessment percentage of 50%. Also, the programme includes practical sessions in a Moot Court. In addition, the integration of theory and practice is also implemented through MBKM and community service programmes. The competencies obtained from MBKM practices and community service align with the competencies intended for the courses. The specific courses are selected depending on the needs of the institutions/industries supporting the MBKM programme. Through cooperative agreements, BLP facilitates internships in industries, courts, prosecutor's offices, law firms, notary offices, and related organisations. Through community services which are 3 SKS credits/4.53 ECTS credits, students have the opportunity to apply their competencies for society empowerment.

In the **Master Programme in Accounting**, the process of integrating theory and practice is reflected in the OBE-based learning design document which includes the lesson plan, syllabus and course contract in each course. The assessment method and its percentage weight focus on the *case method (CM)* and *project-based learning (PjBL)*. Through this CM and PjBL model, students are given real-world case examples and field-based project assignments by compiling a final report and presenting it in class. In addition, learning materials are taken from standard textbooks, related articles, published lecturers' works and articles (journals, papers, proceedings and others). The integration of theory with practice is also included in the thesis course. Students who are taking this course have to master concepts and theories for problem solving. They can use quantitative and qualitative approaches to resolve research problems.

In the **Master Programme in Economics**, lecturers select specific learning approaches to create a learning environment that encourages active learning, critical thinking and ethical work. The integration of theory and practice is effectively supported by a range of courses, for example: the quantitative method, that emphasize both conceptual understanding and practical application. These courses utilise advanced theoretical frameworks alongside empirical methodologies to analyse complex real-world phenomena, facilitating a comprehensive learning experience. The curriculum is designed to incorporate rigorous research techniques, data analysis and strategic planning methods, thereby enabling students to apply theoretical insights to practical scenarios and policy-making processes. Through a combination of case studies, project-based assignments and problem-solving exercises, students are equipped with the necessary skills to critically assess and address multifaceted issues in their respective fields, ensuring well-rounded and pragmatic learning approaches.

Interdisciplinary thinking

Interdisciplinary thinking of students in the **Bachelor Programme in Law** is improved to meet the graduate profiles, the BLP develop several courses, such as: 1) Adat Law, 2) Telematics Law, 3) Law and Society, 4) Crimes in the Economic Sector, 5) Crimes in the Investment Sector, 6) Psychology of Law, 7) Science of Medical Forensic, 8) Anthropology of Law, 9) Legal History, and 10) Sociology of Law. Additionally, there are opportunities for student exchanges through the MBKM programme: students can take part of their coursework across different study programmes to enhance interdisciplinary skills and competencies, for example, by taking courses in social sciences, political science, cultural studies and economics.

Students' interdisciplinary way of thinking in the **Master Programme in Accounting** is emphasised by these six scientific disciplines to meet the graduate profiles, namely (1) Basic

Accounting Ability Course (Accounting Theory Seminar), (2) Research Ability Course (Quantitative/Qualitative Research Methodology and Multivariate Statistical Application), (3) Auditing Course (Internal Auditing, Internal Audit Practitioner Seminar, and Auditing and Attestation Seminar), (4) Public Sector Courses (Public Sector Accounting Seminar), (5) Sharia Courses (Sharia Accounting Seminar), and (6) Corporate Social Responsibility (Social Responsibility Accounting) Courses.

The **Master Programme in Economics** offers four courses such as Regional Planning Analysis Techniques, Regional Economy, Regional Economic Development Policy and Sustainable development Economics designed to enhance students' interdisciplinary thinking specifically in the context of research skills and thesis writing. These courses aim to support students' competences in doing research and enhance their analytical skills, which can be applied to other subject areas. Such interdisciplinary thinking competence provides a basis to align with the competences required in the professional jobs. In addition, these courses incorporate academic project work, either individually or in groups, involving the utilisation of empirical data. Through these projects, students can learn research theories and apply them practically using available data. The aim is to foster a comprehensive understanding of the principles of research and their application in the real world.

Ethical aspects

In the **Bachelor Programme in Law**, ethical aspects are prioritised by University of Jember, aiming for students to demonstrate a resilient personality, ethical conduct, moral values, grounded in Pancasila principles and belief in God Almighty. This is specifically implemented through compulsory University courses: Pancasila Education, Citizenship Education, and Religious Education. The BLP curriculum also places a strong emphasis on ethics in its coursework through the inclusion of plagiarism code in academic contracts in all courses that explicitly prohibit plagiarism and that must be adhered to by students. This requirement is also a key assessment criterion in courses utilising the Case Method and Project-Based Learning (PBL). Ethical aspects from an academic perspective are specifically taught in courses such as Legal Ethics and Professional Responsibility and Legal Writing and Research Methodology. Additionally, BLP has published a Final Project (Thesis) Preparation Guide, which serves as an ethical guide for students in preparing their final projects, prohibiting plagiarism as a graduation requirement.

The **Master Programme in Accounting** pays great attention to academic and professional accounting ethics. To support this, Ma Accounting uses the faculty's official guidelines in the form of a code of ethics book for lecturers, education staff and students. The book provides measures which shall be taken to overcome academic and ethical breechings. In addition, the ethical aspects are considered and integrated in attitude competencies derived into several courses, namely management accounting seminars, behavioural accounting, sharia accounting seminars, public sector accounting seminars, auditing and attestation, as well as internal audit practitioner seminars and theses. These courses contain ethical issues from various aspects of supporting science and the accounting profession.

Strengthening ethical aspects in the **Master Programme in Economics** is done through regulations and guideline documents, focusing on students developing strong personalities based on Pancasila values, which include believing in and fearing God Almighty, having social care and love for the country. This is clearly articulated in the first point of the Master Programme in Economics outcomes, where students are expected to live and apply religious, moral and ethical values in their learning activities. The study programme also emphasises the

importance of learning outcomes related to attitudes in the learning process, ensuring students demonstrate integrity, respect and responsibility. For example, in courses like Research Methodology, Econometrics III and Economic Proposal Seminar, the application of research ethics is highlighted, ensuring that research conducted adheres to societal norms and positively impacts problem-solving, particularly in the economics field. Additionally, the programme considers the course's contribution to community development, aligning with the case study method used to identify and solve societal problems.

Methods and scientific practice

Methodological competence and scientific practices are trained in the **Bachelor Programme in Law** through several courses. To align with the third intended learning outcome which is students can apply research methodology in legal studies and legal writing, the following courses are equipped with the necessary skills for research-oriented work and for applying those skills in case study and practical law:

Table 7: Research-based courses in BLP

No.	Courses	Semester	Semester Credit
1	Legal Research and Writing Methods	4	2
2	Law and Society	2	2
3	Legal Opinion and Legal Memorandum	5	2
4	Case Studies and Legal Audit	6	2
5	Case Studies on Information Technology	6	2
6	Civil Law Case Studies	6	2
7	Criminal Law Case Studies	6	2
8	Socio-legal and Jurimetry	6	2

The demonstration of students' competence in research methodology is also apparent in students' final projects (thesis). The focus of the final project is on enhancing academic skills in the field of legal writing methodology and problem-solving, where students master and apply multidisciplinary or interdisciplinary approaches to produce innovative and solution-oriented papers that address legal issues with novelty, as stipulated by BLP using the appropriate methodology.

The methodological competencies and scientific practice given for students in **Master Programme in Accounting** to achieve the fourth intended learning outcome which students can develop logical, critical, systematic and creative thinking through scientific research in accounting. There are five courses that provide the foundation for research methods and a framework of thinking to support the preparation of a thesis and solve cases that graduates will face in their work and business environments. Competences in data sampling, data processes and management, as well as quantitative and qualitative statistical analysis are given theoretically and practically through those five courses. The selected courses are delivered using project and problem-based leanings to improve the skills for research-oriented work.

Table 8: Research-based courses in Ma Accounting

No.	Courses	Semester	ECTS
1.	Quantitative/Qualitative research methodology	1	5,43 ECTS
2.	Multivariate Statistics Application	1	5,43 ECTS
3.	Financial Theory and Accounting Seminar	1	5,43 ECTS
4.	Management Information Systems and Information Technology	2	5,43 ECTS
5.	Thesis	3	10.86 ECTS

To improve specific skills for research-oriented work, the **Master Programme in Economics** equips students with six courses focusing on methodological competencies and scientific practices. These competencies and practices are given through Project and problem-based learning. Sampling techniques for economic data, quantitative and qualitative approaches, economic modelling and analysis tools, development planning design, and report writing are integrated into the courses to emphasise the graduate skills for research-oriented work. In addition to improving research and analysis skills, this course also consists of academic project assignments both individually and in groups using empirical data. Thus, students are expected to learn research theory and apply it using existing data.

Table 9: Research-based courses in Ma Economics

No.	Course	Semester	ECTS
1.	Research Methodology	2	5.43
2.	Quantitative Methods / Qualitative Methods	2	5.43
3.	Econometrics 3	2	5.43
4.	Regional Development Planning	2	5.43
5.	Regional Economics Proposal Seminar	3	3.62
6.	Thesis	4	7.24

Examination and final thesis

The concrete test items are particularly suitable for ascertaining the defined learning outcomes. They also examine the student's ability to reflect on scientific problems deeply and to apply scientific methods. Students are given feedback, which is linked to advice on the learning process. The final theses/projects comply with the standards for international publications.

Relevant assessments are applied for each course to ensure the ILO's achievements. Each course is assigned with related ILOs, and these ILOs are achieved through the Course Learning Outcomes (CLOs). To see the accomplishments of the ILOs, the CLOs are assessed, and their assessments are guided by Rector Regulation no. 17 / year 2021 regarding the administration of courses in the University. All study programmes provide rubric instruments to guarantee the equity in giving evaluation for each assessment method. Before class implementation, the lecturers must complete the assessment methods including the

percentage proportion for their courses in the SIPALU parallel with the course description uploaded in the SIAKAD.

Specifically for the thesis course, to guarantee the quality of the thesis the assessments are administered in two stages: (1) thesis proposal examination and (2) thesis examination. Each examination stage is facilitated with a thesis examination rubric provided by KOMBI (Thesis Advisory Committee) in the system.

In general, the implementation of CLO assessment is similar for all study programmes, however, each study programme elaborates the assessment related to the developed ILO. The **Bachelor Programme in Law** accommodates three evaluation indicators. The assessments are performed using measurable evaluations of the results/outputs of the given assignments, projects and cases. Some other methods, such as quizzes and assignments, are given to assess the cognitive aspect.

Table 10: Course evaluation components BLP

Evaluation indicators	Evaluation components	Weight (%)
Participatory Activity (Case Method)	OBE (Legal Opinion and Legal Memorandum)	Minimum 50% Maximum 100%
Project Results (Team Based Project)		
Cognitive/Knowledge	Assignment	5%
(Optional)	Quiz	5%
	Mid-Test Semester	20%
	Final Test Semester	20%

Students may submit their final thesis as early as the 7th semester, provided they have completed 135 SKS credits (203.85 ECTS credits) and passed the Legal Research and Writing Methods course. The completion of the final thesis is facilitated through the Faculty of Law Integrated Service System (SILAT HUKUM), which is part of the Academic Information System (SIAKAD). The process is as follows:

1. The student submits a proposed thesis title on SILAT HUKUM, attaching the legal issue/problem statement to be addressed and a transcript of completed courses.
2. The Supervisory Commission will verify the submission (assessing the feasibility of the title and problem statement, as well as the fulfilment of total study requirements).
3. If the proposal is deemed unfeasible, the submission will be rejected for revision. If it is feasible, the thesis process continues with the appointment of two supervisors with expertise relevant to the thesis topic.
4. The student drafts a thesis proposal under the guidance of the appointed supervisors, then resubmit it on SILAT HUKUM to proceed to the proposal seminar.
5. The Supervisory Commission appoints two examiners with expertise in the thesis topic.
6. During the seminar, the student presents the thesis proposal to the supervisors and examiners, who will decide if the thesis can proceed or needs revision.
7. If unfeasible, the student must rewrite the proposal; if feasible, the student continues writing the thesis to address the legal issue/problem statement under the guidance of the supervisors.
8. The completed thesis is then submitted again on SILAT HUKUM for the final defence, where the student presents the thesis to the supervisors and examiners. The feasibility of the thesis determines whether the student passes or fails.

The thesis evaluation components are measured by the supervisors and examiners based on: the structure of the thesis (40%) and the student's discussion of the legal issue in the thesis (60%). To evaluate the structure, the BLP has published the Final Thesis Guidelines, which regulate the thesis structure, writing techniques, citation rules, and evaluation criteria. The evaluation of the substance of the legal issue discussion is carried out according to the expertise of the supervisors and examiners. Additionally, the thesis must be submitted to an academic journal (in Indonesian only) with the assistance of the supervisor (submission is required, but not publication). This is to introduce students to the journal website and teach them how to apply it. The entire process must be completed for the student to graduate and receive a Bachelor of Law (S.H.) degree.

The evaluation component for ILO assessments done in the **Master Programme in Accounting** is as follows:

Table 11: Course evaluation components in Ma Accounting

No.	Evaluation Base	Evaluation Components	Weight (%)
1.	Participatory Activities		15%
2.	Project Based/Case-Based		50%
3.	Cognitive/Knowledge	Assignment	15%
		Quiz	20%

Related to the thesis, the study programme publishes guidelines for thesis structure, writing and citation techniques and assessment criteria. The next stage of thesis writing is mentoring, thesis proposal exam and thesis exam. Furthermore, writing articles in accredited national journals Sinta 3 or indexed international journals must have been published before students enter the final examination stage.

Evaluation component assessments of student learning outcomes in the **Master Programme in Economics** are described as follows:

Table 12: Course evaluation components in Ma Economics

No.	Evaluation Base	Evaluation Components	Weight (%)
1.	Participatory Activities		10%
2.	Project Based/Case Based		60%
3.	Cognitive/Knowledge	Quiz	10%
		Final Test Semester	20%

The completion of the final project is facilitated through SIAKAD, starting from the registration process to the verification of published scientific papers. This approach emphasizes the practical application of theoretical knowledge, as students engage in real-world problem-solving through case studies and project-based learning. These methods encourage critical thinking, collaboration, and the development of practical skills. The Advisory Committee will appoint two supervisors and two appropriate examiners to guide and evaluate the student's work. At the beginning of the guidance, students must understand the systematics of writing

and must pass thesis proposal courses, research methodology and seminars, ensuring they are well-prepared to undertake their research projects ethically and effectively. This comprehensive support system not only fosters academic excellence but also ensures that students' final projects are grounded in rigorous research and ethical standards.

Final exams and assignments are regulated in academic guidelines issued by the University. Lecturers have also designed evaluations including percentages of each aspect of evaluation, for example, student participation, namely critical thinking, and problem-solving capacity, ethical aspects and student soft skills. There are various methods of examination. For example, with the case study method, students are asked to review international journal articles indexed by Scopus submit problem-based essays and present their findings in front of the class.

Related to the thesis, the study programme publishes guidelines for thesis structure, writing and citation techniques, and assessment criteria. After completing 38 SKS credits (68.78 ECTS credits) and entering semester IV, students can submit a title and thesis proposal provided that they have passed the thesis proposal seminar course. The next stage of thesis writing is mentoring, thesis proposal exam, and thesis exam. Furthermore, writing articles in accredited national journals at least Sinta 3 Sinta 1 and 2 or international journals must have been published before students enter the final examination stage.

Appraisal:

The curricula adequately reflect the qualification objectives of the study programmes. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation (concentrations) enable students to acquire additional competences and skills. However, with regard to the further development of the programmes, the panel is of the view that the University is very visionary and wants to reflect this in the qualification objectives and must in the curricula, too. The **Bachelor of Law** follows an innovative approach regarding content and didactics (e.g., by integrating practical application in Moot Court and a case clinic for local population into the programme). For the **Master Programme in Accounting**, the panel **recommends** reconsidering the connection of the courses. Management Accounting is included; however, Financial Accounting is missing in the curriculum. Afterwards, students have Internal Auditing and Capital Market Perspective which require them with financial and capital market analysis. For the **Master Programme in Economics**, the panel **recommends** considering including professional experience with regard to data analysis and data usage into the programme.

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

Theoretical questions are, where possible, explained by means of practical examples. In the **Bachelor Programme in Law**, theory and practice are systematically interrelated throughout the curriculum. Theoretical discourse and practical application complement each other in developing the students' qualification profile, e.g., via Moot Court, Legal Services or practical sessions. For the **Master Programme in Economics**, the panel **recommends** including more current practical cases.

There is evidence that the programme qualifies for interdisciplinary thinking. In the **Master Programme in Accounting** and **Master Programme in Economics**, there are cases with interdisciplinary contents, however, the subjects are very close. For the **Bachelor Programme in Law**, the MBKM is an example of opportunities for interdisciplinary thinking. For **all study programmes**, the panel **recommends** being open to other academic subjects to foster interdisciplinary thinking.

Ethical implications (for example those of economical or juridical ways of thinking and acting) are appropriately communicated in all three study programmes. In the Master programmes, business ethics are included, also ethics in research. For the **Bachelor Programme in Law**, the identification and reflection of ethical aspects are strongly promoted and considered key competences and an integral part of the study programme's qualification objectives. This is already shown in the ethical principles in the objectives, as well as with courses on Pancasila and the offered Law Clinic.

Students acquire methodological competences and are enabled to do scientific work on the required level. To align with international academic standards, the panel **recommends** encouraging students to write their theses in English, enabling participation in global research and publication opportunities. Moreover, data collection ethics (explain and show how data was collected) in all research projects is essential to ensure transparency and integrity and should be strengthened. For the **Bachelor Programme in Law**, the panel **recommends** strategically integrating research methodology courses with content-based courses to support a coherent learning path. These steps will strengthen the University's position in the international scientific community and foster globally competitive graduates.

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 broad variety of different exams. To improve assessment quality, the panel **recommends** streamlining the variety of examinations in both the BLP and Master programmes. Giving more weight to final exams may enhance the ability to differentiate student performance more effectively.

What is more, 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. However, many Master's students struggle to complete their thesis; therefore, the panel **recommends** offering a dedicated course to support the development of research questions. These measures will strengthen academic outcomes and support student success.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			X		

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1.3* Integration of theory and practice (Asterisk Criterion)		BLP	MA, ME		
3.1.4 Interdisciplinary thinking			X		
3.1.5 Ethical aspects		BLP	MA, ME		
3.1.6* Methods and scientific practice (Asterisk Criterion)			X		
3.1.7* Examination and final thesis (Asterisk Criterion)			X		

3.2 Structure

The education system at UNEJ follows a credit-based approach as outlined in Regulation 03/2020 by the Indonesian Minister of Research, Technology, and Higher Education. This regulation sets the standard of higher education in the country. Semester Credit Units (SKS) are used to measure various aspects of education, including student workload, lecturer workload, learning experience, and programme implementation. SKS is a credit point system that can be converted into the European Credit Transfer System (ECTS). Each credit represents 50 minutes of face-to-face learning, 60 minutes of structured academic activities, and 60 minutes of self-study. In a matter of hours, one credit is equivalent to 170 minutes or 1.81 ECTS credits.

For the **Bachelor of Law**, the study programme applied a different conversion rate according to undergraduate programmes, so that 1 SKS credit equals 1.51 ECTS credits.

Bachelor Programme in Law

Projected study time	8 Semesters/ 4 Years
Number of Credit Points (CP)	144 SKS credits / 217,44 ECTS credits
Workload per CP	45 hours per SKS credit
Number of courses	69 courses
Time required for processing the final thesis and awarded CP	1 semester / 6 months, 6 SKS credits / 9,06 ECTS credits
Number of contact hours	1,786 hours

The total course load in the BLP Curriculum is 144 credits/217.44 ECTS: University Compulsory Courses (17 credits/25.67 ECTS), Faculty Compulsory Courses (87 credits/131.37 ECTS), Concentration Compulsory Courses (20 credits/30.2 ECTS), and Concentration Elective Courses (20 credits/30.2 ECTS).

Master Programme in Accounting

Projected study time	4 semesters / 2 years
Number of Credit Points (CP)	39 SKS credits / 70.59 ECTS credits
Workload per CP	45 hours per SKS credit
Number of courses	15 courses
Time required for processing the final thesis and awarded CP	1 semester / 6 months, 10.86 ECTS credits
Number of contact hours	520 hours

The implementation of Ma Accounting education is divided into four semesters. The activities in one semester include lectures, seminars and other structured academic activities. One regular semester is equivalent to 16 weeks of effective lecture meetings including final exams taken for 4-5 months. The study load that students can take in one period of education at MA Accounting is 70,59 ECTS credits and can be met in the study period for 1,5 to 2 years and the maximum limit of study is 3 years. The study load of the first and second semesters is 27,15 ECTS credits, while the study load of the third and fourth semester is 5,43 ECTS credits for thesis proposals and 10,86 ECTS credits for thesis.

Master Programme in Economics

Projected study time	2 years / 4 semesters
Number of Credit Points (CP)	42 SKS credits / 76.02 ECTS credits
Workload per CP	45 hours per SKS credit
Number of courses	14 courses
Time required for processing the final thesis and awarded CP	1 semester (4 SKS credits)
Number of contact hours	480 hours

Study and exam regulations

The implementation of education is guided by the Rector's Regulation No. 17 of 2021 regarding Guidelines for Education Implementation at University of Jember. These guidelines are aligned with University and national regulations and cover various aspects of learning and exam completion. The school year is divided into two semesters: odd semesters from July to December and even semesters from January to June. Each semester lasts 16 weeks. The University utilizes UNEJ's Integrated Information System for all educational services. The system handles tasks such as managing the teaching load for faculty or faculty members, safeguarding personal data, validating grades, and providing other related services. Student and lecturer attendance is recorded through an online system using a QR code that is monitored in real-time by SISTER. The effectiveness of the learning process is influenced by several factors, including the size of the class, learning resources (such as course books, research materials, and community service opportunities), and the use of learning management media (MMP) in the Integrated Environment of Jember University Information Systems. The lecture system uses SISTER UNEJ where all educational services have been provided in the system, including lecturer teaching load, lecture details, grade validation, and other features. Online attendance-based student and lecturer attendance is monitored by SISTER. The evaluation of students' learning is based on the assessment standards of University of Jember as per Rector's Decree No. 12609/UN25/KR/2018 regarding Guidelines for Planning, Implementation, and Assessment of Learning.

Regarding OBE-based lectures (Case Method and Project-Based Learning), assessments in the **Bachelor Programme in Law** are done through measured evaluation of the results/outputs from assigned tasks. Lecturers provide legal cases/court decisions for analysis and discussion by students in groups: evaluating legal cases, defining the type of legal case, providing legal solutions, and making appropriate legal decisions for the case. The analysis results are then documented in student worksheets or assignment sheets. Assessments are conducted periodically and formulated into student learning outcomes represented by letter grades and scores. Assessment components can be fully (100%) OBE-based (Case Method and Project-Based Learning) or assessment-based on the accumulation of OBE (minimum 50%) + assignments + quizzes + mid-semester exams + end-of-semester exams. Mid-

semester and end-of-semester exams (if any) are scheduled according to the academic calendar of University. During the course of the studies, students of the BLP are allowed to spend a semester (up to 20 SKS credits) in another programme or at another university in the framework of MBKM.

In the **Master Programme in Accounting**, course learning outcomes measure various components, including student participation, projects, and cognitive abilities, which are assessed through assignments, quizzes, midterms, and end-of-term exams. The scheduling of these assessments follows the University's academic calendar approved by the Rector. The Ma Accounting learning process uses UNEJ's SIAKAD. Everything related to the course learning process will be uploaded to MMP UNEJ, such as the syllabus of the course and reference sources (textbooks or e-books), course syllabus, lecture contracts, and learning materials for one semester. Syllabus and lecture contracts that must be uploaded to MMP UNEJ by each course lecturer containing learning strategies, learning materials, details of tasks that must be done by students, time provided at each stage of learning, a list of references used, and assessment indicators along with the weight of the assessment.

Assessment of student intended learning outcomes is carried out with several assessment components, namely: projects with a weight of 50%, others (for example quizzes, case studies,) with a weight of 50%, students have a minimum obligation of 75% of the number of face-to-face meetings as a condition for passing the course.

The curriculum structure of the **Master Programme in Economics** allows students to take part in student exchange programmes and study abroad. However, this opportunity is only available for third-semester students. The aim is to ensure that students in the first and second semesters acquire basic knowledge in their respective study programmes, in particular understanding the unique aspects of each programme. During the learning process, evaluations are carried out in week 8 for midterm exams and week 16 for end-of-semester exams. Internal invigilators are assigned to supervise this exam, ensuring compliance with exam regulations. Student learning outcomes are assessed based on several components, including assignments, quizzes, participation in class discussions, midterm exams and end-of-semester exams. To be able to take the final semester exam, students are required to meet a minimum attendance of 75%. This assessment system guarantees the quality of student learning outcomes and is the basis for study programmes to evaluate the effectiveness of the learning system implemented by lecturers. Lecturers, teaching teams, or practicum assistants utilise predetermined assessment instruments to evaluate student performance. The assessment process uses specific rubrics and results are reported through the portfolio and/or project work. In addition, lecturers evaluate assessment results based on indicators, criteria, weights and expected learning outcomes that have been set. During the assessment process, feedback on student performance is provided by lecturers through written comments on student work and comments on online platforms available in Learning Management Media (MMP UNEJ). This feedback is usually provided no later than two weeks after the assessment begins. If students do not meet the minimum graduation criteria, lecturers, lecturer teams, or practicum assistants will provide remedial guidance to help students improve their abilities, while students who have met the criteria can get enrichment opportunities.

Lecturers carry out reporting of the final results of the assessment stated student success qualifications in the range as follows:

Table 13: Student Final Grade Conversion

Letter	Value	Score	Category
A	4,00	≥ 80	Excellent
AB	3,50	$75 \leq AB < 80$	Very Good
B	3,00	$70 \leq B < 75$	Good
BC	2,50	$65 \leq BC < 70$	Good enough
C	2,00	$60 \leq C < 65$	Enough
CD	1,50	$55 \leq CD < 60$	Less
D	1,00	$50 \leq D < 55$	
OF	0,50	$45 \leq OF < 50$	Very Lacking
And	0,00	< 45	

The final results of the assessment are uploaded to SISTER according to the academic calendar schedule and if you make a delay in uploading grades, a penalty with a grade of B will be imposed on all students.

Feasibility of study workload

The institution determines the study load and study period for each study program by considering the normal study load of students. The load has a range of 8 hours per day or 48 hours per week equivalent to 18 SKS credits per semester, up to 9 hours per day or 54 hours per week equivalent to 20 SKS credits per semester. For students who have more learning abilities, they have study load up to 64 hours per week, equivalent to 24 SKS credits per semester.

The **Bachelor Programme in Law** sets the learning load at 144 SKS credits/217.44 ECTS credits: Core University Courses (17 SKS credits/25.67 ECTS), Core Faculty Courses (87 SKS credits/131.37 ECTS), Concentration Core Courses (20 SKS credits/30.2 ECTS credits), and Concentration Elective Courses (20 SKS credits/30.2 ECTS credits). The programme can be completed in a minimum of 3.5 years, with the majority of BLP students graduating in less than four years.

The **Master Programme in Accounting** sets a learning load of 70.59 ECTS credits (39 SKS credits) that can be taken throughout 1.5 to 2 years. The average graduation rate of MA Accounting students is under two years. The programme includes 33 SKS credits of compulsory courses and six SKS credits of elective courses.

The **Master Programme in Economics** has a learning load of 76.02 ECTS credits (42 SKS credits), which can be completed over 1.5 to 2 years. Most Ma Economics students graduate in less than two years. The programme includes 31 SKS credits of compulsory courses and 11 SKS credits of elective courses.

The study programmes offer extra services for students in the form of academic guidance, which can be accessed at any time through Academic Supervisors (DPA) or guardian lecturers. Students engage in counselling with their DPA regarding course planning each semester and throughout their entire study period.

Equality of opportunity

UNEJ is committed to eliminating all forms of discrimination in all its activities about the entire academic community, lecturers, students, and education staff following the 1945 Law Article 28 I paragraph 2 which specifies that everyone has the right to be free from discriminatory treatment on any basis and has the right to protection against discriminatory treatment. PP 60 Year 2010 Article 53 also stipulates that providing formal education services to prospective students and students without exception. The Decree of the Rector of the University of Jember Number 12341 / UN 25 / OT / 2013 regarding the admission of new students at University is upholding justice, transparency, and non-discrimination by not distinguishing gender, religion, ethnicity, race, social position, and providing access to students from the outermost frontier, disadvantaged and economically disadvantaged regions.

From the statistics presented about students and staff, it can be seen that there is a balance between staff members and female and male students. Students come from various backgrounds within Indonesia and include various religions.

At University level, it has also been accommodating for people with disabilities. In fact, it has been mandatory for each faculty to provide infrastructure that supports people with disabilities. UNEJ does not discriminate based on gender, marital status, economic class, and religion of prospective students. The University firmly opposes any discrimination based on gender, marital status, economic class, or religion when admitting prospective students. Facilities such as wheelchair-only lanes, ground-floor classes for people with disabilities, and accessible bathrooms have been implemented to cater to people with disabilities.

Appraisal:

The programme structure of **all three programmes** supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of courses and assigns Credit-Points (CP) per course on the basis of the necessary student workload. Practical components are designed and integrated in such a way that CP can be acquired. The 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 national requirements. The final grade is supplied with a grade distribution table. The study programmes are designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The recognition of degrees and periods of study at other HEIs is regulated in analogy with the Lisbon Recognition Convention. The internship in the **Bachelor of Law** is included into the MBKM framework (Internship Merdeka).

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 of examinations, by appropriate support services as well as academic and general student counselling. When reviewing the workload, the HEI also takes into account evaluation findings, including student feedback and the programme's success rate. With regard to the organisation of examination procedures, the panel **recommends** monitoring the frequency of examinations. This would help avoiding

overlapping of exams, as well as a peak of workload at the end of the semester. Apart from that, the panel suggests considering a part-time track opportunity for the Master programmes, since many students are already employed during their studies. This flexibility could further support the success of students and the manageability of workload, as well as attract other prospective students.

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

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

3.3 Didactical concept

All three study programmes have implemented Outcome-Based Teaching and Learning (OBTL). Their curricula are designed to support student learning through targeted didactic methods and approaches. The learning process is carried out using three models: synchronous learning (SL), asynchronous learning (ASL) and hybrid learning (HL). These models are delivered through face-to-face, online, or blended formats. Online sessions are limited to a maximum of 25% of total learning time. The argument is that because education is about developing both cognitive and emotional understanding, face-to-face interaction will lead to character education.

In each course, every lecturer must provide a semester learning plan that includes not only objectives and substance but also achievement indicators that must be met, the learning plan, course syllabus and lecture contract. The teaching materials from lecturers are uploaded to the Moodle-mediated facilities available on SISTER and Media Management of Learning (MMP).

The teaching and learning process employs several methods:

- Top-down discussions for theoretical content (teacher-centred)
- Case-based debates using both top-down and bottom-up approaches (student-centred)
- Case studies and project-based learning to complement theory
- Team teaching or joint lectures, coordinated by designated course coordinators

Learning activities emphasise Student-Centred Learning (SCL), focusing on case methods and project-based learning to stimulate collaboration and student engagement in the learning

process. There are several strategies applicable to online, offline and blended learning, such as discussions, group assignments, paper presentations and role-playing or simulations. Problem-based learning discussions are a regular strategy to explore ideas and arguments related to authentic problems. Pre-lecture reading material creates mature brainstorming in delivering thoughts and building critical thinking. Project-based learning fosters collaboration among students as a soft skill.

Based on the Learning Outcomes of the study programmes, the course supervisors formulate subject intended learning outcomes (CPMK) that are in line with the LO of the study programme. Course coordinators and a team of lecturers determine learning methods and assessments that are in accordance with the learning objectives of the course. Evaluation is carried out at the end of the semester to ensure the suitability of the learning methods that have been carried out with the achievement of CPMK. Evaluation of CPMK achievement is carried out through analysis of students' final grades in all classes and student survey results on the learning process at the end of each semester.

Several courses also implement Research-Based Learning (RBL). This approach aims to facilitate each student in developing their research skills to discover methods for solving cases, as a development in science, technology and the arts. A feature of this approach is the formation of research groups comprising both faculty and students. This learning method is applied in lecture classes through team teaching, contextual teaching and cooperative learning. This method shows the results of lecturer research in study groups or research groups that are concerned / in contact with the material being discussed, provides assignments to students in the form of discussions in groups about (a) the main content of the research, (b) the research process, (c) the way of analysis, (d) the formulation of conclusions, and (e) the values that arise from the results of the research, and together the student lecturers make conclusions.

In certain forms of learning, one or more learning models can be applied in the nature of Student-Centred Learning (SCL). The implementation of the learning process is carried out by the application of SCL learning methods supported by appropriate learning media according to the type of knowledge and abilities as well as study materials that must be mastered by students. CPL study programme is achieved through a learning process that prioritizes the development of creativity, personality capacity, and student needs, as well as developing independence in seeking and finding knowledge.

Course materials

Learning materials and resources for all courses at the University of Jember can be accessed online by students and lecturers through the UNEJ Learning Management Media (MMP UNEJ). Lecturers are required to upload learning materials and resources through MMP UNEJ. In addition to references listed in the course description/syllabus, learning materials can also be obtained from SPADA, an open course managed by the Ministry of Education and Culture. Moreover, students can also use relevant online references to complete assignments or projects.

The learning materials commonly provided by course lecturers in the **Bachelor Programme in Law** include reference books, textbooks in Indonesian and English, articles or scientific journals indexed nationally and internationally and legal documents such as regulations and jurisprudence, as well as other legal materials. Learning materials in the form of textbooks (e-

books), articles, and scientific journals are available online through the UNEJ Digital Library, while legal materials can be accessed online, for example, the Regulation Database on JDIH BPK and the Jurisprudence Database on Constitutional Court Decisions and Supreme Court Decisions. Additionally, the materials used in lectures also include the results of lecturer research.

In the **Master Programme in Accounting**, students use financial statements or company annual reports which are usually sourced from the website pages of the Indonesia Stock Exchange and International Exchange as a basis for completing assignments or projects given by lecturers. Learning materials commonly given by lecturers who teach courses at MA Accounting are in the form of reference books, Indonesian and English textbooks, national and international indexed scientific articles or journals, accounting standard documents applicable in Indonesia, practicum books, tax software (E-filing, e-spt, etc.), accounting software (MS. Excel, MS. Access, MYOB, Accurate, Zahir, etc.), and auditing software (ATLAS). Learning materials in the form of textbooks (*eBooks*), articles, and scientific journals are available online through the UNEJ Digital Library. Research supporting materials in the form of statistical analysis software such as SPSS, E-Views and N-VIVO are provided at the FEB UNEJ Computer Laboratory.

In the **Master Programme in Economics**, learning materials provided by lecturers in Master Programme in Economics programme include textbooks, quantitative analysis training modules, Indonesian and English textbooks, articles from national and international indexed scientific journals, quantitative analysis software (e.g. EViews, STATA, R, ARcGIS, Tableau, RStudio and Expert Choice) and Microsoft office software. Learning materials in the form of textbooks (*e-books*), articles and international journals are available online through the UNEJ Digital Library. Other learning resources are obtained from the websites of government-run websites, Bank Indonesia, Ministry of Finance, Central Bureau of Statistics, World Bank, IMF, Bloomberg, and other data provider websites. Articles used in lectures also contain the results of lecturer research.

Guest lecturers

The **Bachelor Programme in Law** has organised numerous workshops, guest lectures, seminars, and conferences at both national and international levels. In these events, BLP invites speakers (practitioners and academics) from outside the University of Jember. As a result of these activities, students gain enrichment in their course materials. Additionally, students acquire academic and practical insights through international activities organised by BLP, featuring instructors or speakers from abroad. This includes e.g. a visiting lecturer from Oxford University (United Kingdom) and one from University of Melbourne (Australia) for six months in 2023. Moreover, the University conducted a seminar on “The Risk of the Development of Artificial Intelligence on Cyber Security from Indonesia and Global Perspectives” with an Attorney at Law from Türkiye. In 2023 and 2024, the University conducted several International Public Lectures, e.g., on “Theories of Power and Policy Making” by a Doctor from University of New South Wales (Australia) and “Refugees and Just Memberships” by a Doctor from Oxford University (United Kingdom).

The **Master Programme in Accounting** has conducted many workshop programmes and guest lectures that invited speakers from universities outside UNEJ, government practitioners and industry practitioners. The impact of holding guest lectures is that students get enrichment of lecture materials from the aspect of practical experience of the speakers. In addition,

students gain insight and knowledge of accounting developments at international level. This includes a research project on “Current Issues in Accounting and Benchmarking” including two researchers from University Sultan Zainal Abidin (Malaysia). Moreover, the programme had visiting lecturers in 2023 from University Sultan Zainal Abidin (Malaysia), in Management Accounting and Auditing, as well as from University of South Australia in “Mix Method Research” and “Sustainability Reporting”.

To improve the quality of learning, the **Master Programme in Economics** held guest lectures, seminars and training by inviting experts from other domestic and foreign universities such as IPB, University of Indonesia, Udayana University, Unisza from Malaysia, Universiti of Malaya – Malaysia, Nha Trang University (Vietnam) and Australian National University, practitioners from government and industry such as Bank Indonesia Jember, the National Research and Innovation Agency (BRIN), the Fiscal Policy Agency (BKF) of the Ministry of Finance, and the Institute for Economic and Financial Development (INDEF). Lecturers of the Master Programme in Economics study programme also have activities abroad such as being speakers and teaching at San Carlos, Philippines, Hiroshima University, Osaka University, and Kyungpook National University. The invited guest lecturers are adjusted to the scientific fields of the Master Programme in Economics study programme, namely regional economics and regional development planning. Guest lecturers in addition to contributing knowledge and developing soft skills for students also contribute to curriculum development, experts are invited to reconstruct the curriculum to update the curriculum to suit the development of the world of education and the world of work.

Appraisal:

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

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 in the Learning Management System. 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, mostly from academia and partly from professional practice. Given the approach of the study programme to be oriented towards LawPreneurship and Entrepreneurship, the panel **recommends** inviting more guest lecturers from corporate practice. Students should get more exposition to the world outside the University, not only focus on research and the academic worlds. For example, the study programmes could invite their alumni as guest lecturers, giving students the opportunity to connect with them and who can also serve as role models.

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

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.3.1* Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2* Course materials (Asterisk Criterion)			X		
3.3.3 Guest lecturers			X		
3.3.4 Lecturing tutors					X

3.4 Internationality

The **Bachelor Programme in Law (BLP)** is designed to prioritise development programmes and higher education processes towards international reputation. This mission is realised through supporting and promoting international content and intercultural competence, reflected in the curriculum arrangement. In terms of international content, the BLP curriculum is represented by an international orientation such as various reputable international references in books, journals and reports from international institutions. This strategy enables students to broaden their knowledge of evidence-based legal science not only in Indonesia but also in other countries.

In the curriculum development process, BLP is affiliated with BLPs in universities nationwide through the Association of Law Faculty Deans (BKS). This association allows BLP to refer to international materials. For example, the curriculum incorporates international content in several courses such as Law and Human Rights, Public International Law, Humanitarian Law, International Treaty Law, Private International Law, International Criminal Law, International Trade Law, Comparative Constitutional Law, Customary Law, Environmental Law, Citizenship Law, Globalization Law, Women and Law, International Legal Interpretation Methods, Diplomatic and Consular Law, Comparative Electoral Law, Press Law, International Dispute Resolution, Immigration Law, Terrorism Crimes, Immigration Crimes, and Comparative Legal Systems. The preparation of international materials in these courses is supported by international references such as books, articles, regulations and jurisprudence.

In the context of intercultural competence, BLP includes learning outcomes that enable students to demonstrate an awareness of the importance of various regional resources, environmental support and culture in Indonesia for legal development. One example of this programme is the analysis of legal issues in various regions conducted by each student. In this programme, students are required to conduct an in-depth study of the conditions in their home regions, including geographical, cultural, social and economic aspects. The main goal of this programme is to enhance students' understanding of the uniqueness and diversity of their respective regions while encouraging the exchange of knowledge and experiences among students from various backgrounds. BLP also recognises the multicultural backgrounds of the students.

FEB UNEJ is a campus that upholds "*Bhineka Tunggal Ika*" to create graduates who are by the Pancasila Student Profile. The **Master Programme in Accounting** supports this step by providing courses in Pancasila Education and Civic Education. The learning method based on national insight is one of the learning methods at University of Jember that emphasises knowledge and dimensions of national values in the context of the Unitary State of the Republic of Indonesia. The study programme encourages students to take part in forms of learning activities, such as internship programmes, Permata Merdeka Student Exchange, and Real

Work Lectures. This programme is carried out to foster students' love for the cultural diversity of their homeland.

To prepare graduates who can work in international standard companies, MA Accounting compiles a curriculum that refers to the International Education Standard (IES). IES regulates the technical competencies that must be possessed in early professional development for the MA Accounting strata. MA Accounting also incorporates international content through lecture materials and references. One example is the material of the Accounting and Financial Reporting family, which must be based on International Financial Reporting Standards (IFRS). In auditing and assurance materials, financial statement audits must be based on International Standards on Auditing (ISA). Integrating software for Multivariate Statistical Application courses, Management Information and Technology Seminar, Auditing and Attestation Seminar, Internal Auditing and Internal Audit Practitioner Seminar. Scientific articles used as lecture references are mostly articles from internationally reputable journals or indexed by Scopus / Copernicus / WoS.

The **Master Programme in Economics** is designed to prioritise development programmes and higher education processes towards an international reputation. The realisation of this mission is accommodated by the support and promotion of international content and intercultural competencies reflected in the structuring of the curriculum. From the international content, the curriculum of the Master Programme in Economics is represented by an international orientation such as various international references to books, journals and reports from international institutions. This strategy allows students to expand their knowledge of evidence-based economics not only from Indonesia but also other countries.

The Master Programme in Economics at UNEJ is affiliated with the Association of Economics Study Programme (APSEPI). This association allows the Master Programme in Economics to refer to international material. For example, the curriculum applies international content to several courses such as macroeconomics, microeconomics and econometrics. The preparation of international material in the course is supported by international references such as books, articles and other relevant sources.

In an intercultural context, this study programme organises learning outcomes that enable students to demonstrate awareness of the importance of various economic resources and environmental and cultural support in Indonesia for economic development. One example of this programme is the regional analysis conducted by each student. In this programme, students are required to conduct an in-depth study of their home area, covering geographical, cultural, social and economic aspects. The main objective of the programme is to increase students' understanding of the uniqueness and diversity of their respective regions, while promoting the exchange of knowledge and experience between students from various backgrounds.

Collaborative projects with international students are also an important part of Master Programme in Economics' curriculum. For example, the Master Programme in Economics study programme runs a joint programme with San Carlos University which is a form of project-based learning with the collaboration of students from Thailand and the Philippines. In this programme, students from all three countries work together in teams to develop projects that address local or global issues. It is not only an opportunity to learn from each other but also to develop skills such as cross-cultural communication, teamwork and problem-solving in a global

context. These programmes and activities are designed to not only impart academic knowledge to students, but also to prepare them to be broad-minded graduates, able to interact and contribute to the global community.

Internationality of the student body

University accepts prospective international students to study an undergraduate and graduate programme through the international student admission procedures. All prospective international students will take and join the Indonesian Language training for at least four months at University Language Centre. The list of programmes offered by the University is according to the Rector's Regulation No. 17, 2021 about The Implementation of Education in University of Jember.

The **Bachelor Programme in Law (BLP)** does not currently have international students, but it continues to strive to attract foreign students through the availability of international scholarships each semester. BLP is currently focusing on preparing the foundation (human resources and infrastructure) to gradually launch this programme. The Faculty of Law and BLP websites are available in three languages: English, Chinese and Indonesian, to facilitate prospective international students in obtaining information about the study programmes at the Faculty of Law.

Although BLP does not yet have foreign students, the domestic students already represent diversity, as they come from various provinces across Indonesia. The cultural diversity of Indonesia benefits students' intercultural experiences. However, this study programme has formulated a strategy to increase the number of international students by enhancing the international curriculum and strengthening local characteristics, the University's vision and the faculty's mission to culturally integrate the curriculum and enhance promotion with foreign universities. This promotion is also supported by collaboration with international institutions, BLP lecturers who continue their studies abroad, participate in short courses abroad, and engage in international academic activities to promote the Faculty of Law and BLP at the University of Jember. Additionally, to attract international students, BLP has organised short courses by inviting foreign lecturers and students.

Until now, there are no foreign students in the **Master Programme in Accounting**, but the programme seeks to attract foreign students through the availability of international scholarships every semester. The faculty website and Ma Accounting have also used two languages, namely Indonesian and English to make it easier for prospective foreign students to obtain information about study programmes. UNEJ provides scholarships to foreign students in the form of single tuition, living expenses, and immigration fee assistance (per UNEJ Fee Standards). This is the University's effort to stimulate more students from abroad to study in study programmes at UNEJ, including MA Accounting.

Although the **Master Programme in Economics** does not yet have foreign students, domestic students already represent diversity because they come from various provinces in Indonesia. Indonesia's cultural diversity is beneficial to students' intercultural experience. However, this study programme has developed a strategy to increase the number of overseas students through the improvement of the international curriculum and strengthening local characteristics, the University's vision and the faculty's mission to cultivate the curriculum and increase promotion with foreign universities.

Internationality of faculty

The Faculty of Law and the **Bachelor Programme in Law** initiates to build an international-oriented environment by starting to invite international lecturers. There are several international lecturers from various nationalities. They range from guest lecturers from such countries as South Africa, Australia, Qatar, Slovenia, The Netherlands and Turkey. And visiting lecturers such from Denmark and Australia.

Besides within the faculty several lecturers have abroad educational background: This includes QUT (Australia); Lancaster & SOAS (The United Kingdom); Radboud University, (The Netherlands); Leibniz Universität Hannover (Germany); Universiti Kebangsaan (Malaysia); (Mahidol University (Thailand).

In addition, BLP lecturers are also involved in academic activities abroad, such as the Short Course CPG Academy on Germany Public Law and the German Constitutional System conducted in Thailand.

The **Master Programme in Accounting** teaching staff are experienced in teaching abroad at the University of San Carlos (Philippines), University of San Diego (United States) and Curtin University, as well as Murdoch University (Australia).

Ma Accounting students receive additional lecture materials in the form of financial reporting practices in other countries. In addition, the results of joint research of Ma Accounting lecturers when visiting lecturers become additional reference material for students.

International exposure in the **Master Programme in Economics** is shown in teaching activities. The programme has collaborated with international guest lecturers from the Philippines for two weeks in a collaboration scheme with the University of San Carlos. The courses taught are Introduction to Macroeconomics and Microeconomics. In addition, this programme also invited several professors from world-renowned universities, namely from Australian National University (ANU), Macquarie University – Australia, Cal Poly State University – United States, and the University of Malaya – Malaysia. The lecturers come from leading universities in Indonesia and abroad. In total, there are 17 permanent lecturers, two of them graduated from foreign universities in Germany. The benefits obtained by lecturers who graduated from foreign universities are the transfer of knowledge in the learning process and curriculum development that refers to international standards, which ultimately prepares students to improve work skills and the international environment.

Foreign language contents

English is used in the **Bachelor Programme in Law (BLP)**, particularly in the following courses: Law and Human Rights, Methods of Legal Interpretation on International Law, International Dispute Resolution, Public International Law, International Law of Regionalism, International Criminal Law, Comparative Study of Constitutional Law, and Comparative Legal System. This is also supported by the presence of Visiting Lecturers, which results in the use of English in the learning activities. Additionally, since the Indonesian legal system is a legacy of the Dutch colonial era, many Dutch legal technical terms are still applied.

The language used in the learning process includes learning tools and literature used in Indonesian and English. The **Master Programme in Accounting** has six courses that use English in the learning process. The courses consist of an Accounting and Finance Theory

Seminar, a Management Accounting Seminar, a Sharia Accounting Seminar, an Internal Audit Practitioner Seminar, an Auditing and Attestation Seminar and a Public Sector Accounting Seminar.

Most of the courses in the **Master Programme in Economics** are delivered in Indonesian. But materials such as slides, books, journal references and other sources are mostly in English. The use of English in the material aims to prepare themselves with international literature and to support universities regarding English score requirements so that their English language skills are honed when graduating from this programme.

Appraisal:

The study programmes aim at a global curriculum, that imparts local knowledge and wisdom to global challenges (“glocalisation”). There are some international contents included into the study programmes. However, at the moment, there are not many international contents that prepare students systematically for the challenges in an international working environment.

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

- The University includes sufficient international content based on the defined objectives and learning outcomes.

Due to the language barrier, there are currently no foreign students in these three study programmes.

The international composition of the faculty (lecturers with international academic and professional experience) promotes the acquisition of international competences and skills. Many lecturers have graduated in other countries. The measures taken are goal oriented.

The study programmes use English literature and materials in some of the courses. However, in order to achieve a more international curriculum that corresponds to the internationality in the qualification objectives, the panel **recommends** increasing the number of English taught courses and literature in English.

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

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

The **Bachelor Programme in Law (BLP)** believe that law does not work in a vacuum. There are intersections and interdependent relations between legal and non-legal factors. There are mandatory and elective courses that focus on how law functions in social context: Law and Society; Law and Technology; Adat Law; Economic Approach to Law; Victimology; Criminology; Psychology of Law; The Science of Medical Forensic; and Law and Development. Interdisciplinary knowledge is introduced within those courses, among others but not limited to sociology, anthropology, ethnography and economy. There is a special programme for students who are interested to be specialising in such a field, that is “Sociolegal Study” under the concentration of Basic of Legal Science (IHD). In addition, the Faculty is also open to students’ field-based research and thesis.

The cooperation agreements with practitioners (government institutions) are sustained through ongoing communication between departments, faculties, companies, organisations, and the community. Students participating in internships and volunteer activities contribute to the partner organisations’ operations while gaining valuable practical experience that develops their competencies, work skills, and communication abilities – key elements that support the programme’s graduate profile. These initiatives significantly contribute to students’ qualifications and skills and improve the quality of their final theses, ensuring that the study programme aligns with current professional standards and demands.

In the **Master Programme in Accounting**, to support students’ ability to speak in public using foreign languages, especially English, the faculty collaborates with the Language Unit to organise international language training and short courses. In addition, students also actively participate in extra-curricular activities that address both intellectual, emotional and spiritual intelligences, especially in aspects of leadership and cooperation. Students are also involved in academic competitions and scientific conferences at national and international levels so that experience and confidence increase.

In the **Master Programme in Economics**, the implementation of the OBE curriculum which is carried out using the Case Method and Project Based Learning (PBL) learning models as well as research-based courses has provided space for interaction between students and lecturers and students with students. Students are actively involved in research and community service (PkM) activities carried out by lecturers and the outcome of activities has been integrated in the course. Students are equipped with special skills such as public speaking skills, cooperation and conflict handling. These skills are acquired through didactic methods, such as project-based learning, presentations, and case solving, which are applied to each course. For example, the courses in regional economics, Regional Economic Development Policy and Regional Development Planning give assignments to students in the form of field surveys and interviews on local government development planning. In this task, they must interview people related to the topic. Therefore, conflict and resolution skills are required. After that, the interview results are presented and discussed in classes that require social skills such as public speaking and discussion skills. Along with these skills, the student’s ability to compare theoretical literature from books, reality and problem solving from interview results is emphasised. These skills are useful for developing knowledge and insight into regional economic theory and regional development planning.

In addition to classroom learning, to improve the quality and academic performance of students, Master Programme in Economics has carried out various activities such as research methodology workshops to support student analysis in the field of regional economics, students are also involved in participating as presenter in seminars at national level and indexed international seminars, public lectures, guest lectures and methodology workshops or training on analytical tools.

Appraisal:

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

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

3.6 Skills for employment / Employability (Asterisk Criterion)

The **Bachelor Programme in Law (BLP)** developed legal science mainly in two areas. On a theoretical level, the skills of reading legal materials such as legal analysis, legal theories and the Philosophy of Law. Second, legal science in a practical manner with emphasis on the cases in the real-world setting. To bridge between theoretical to practical, the Faculty has four laboratories: Law and Technology; Alternative Dispute Resolution; Study on Regulation; Court Practice. Then, the faculty has four research centres: Pancasila and Constitution; Critical Legal Study and Democracy; Banking Law; and Anti-Corruption and Money Laundry. The Faculty in partnership with the Ministry of Agrarian and Spatial has “ATR-BPN Room”, specialised in agrarian cases and agrarian studies. The forefront of public service can be found in the Faculty Legal Aid Bureau. The Bureau has been successfully accredited “A” by the Ministry of Law and Human Rights (*Menkumham*). Students and Lecturers in partnership with professional lawyers are actively involved in the service of “justice for the poor”, connecting abstract theoretical stance into praxis.

The Bachelor Programme in Law has four graduate profiles:

- Pegiat Hukum*, an activist who is working in a particular legal field;
- Praktisi Hukum*, a legal practitioner, such Judges, Prosecutor, Lawyer and Notary;
- Academicians, such as lecturer and researcher; and
- LawPreneur, those who are using their legal knowledge for an economic enterprise/entrepreneurship.

To boost the level of employability, UNEJ is trying to maintain a close relationship with alumni. There are programmes such as Alumni Talk Series; Kakak Asuh/Alumni Buddy; Alumni Bersinergi; to introduce the future graduate to a professional working environment through the alumni circle. In addition, the Faculty is also part of the Ministry programme of “Independent

Learning” MBKM, to channel student’s interests and future careers through the scheme of internship. According to Tracer, several alumni are employed in an international corporation and international NGOs. It is to be noted, that there are several alumni also accepted in universities abroad. Moreover, the study programme includes practical sessions, such as Moot Court simulations and legal drafting to integrate practical experiences.

The **Master Programme in Accounting** undertakes the following measures to link the needs of the job market and student competencies, including:

1. Conduct *Focus Group Discussion* (FGD) with alumni, users and stakeholders;
2. Following the dynamics of the OBE-based curriculum in MA Accounting study programme forums throughout Indonesia;
MA Accounting is actively involved and participates in scientific forums for accounting study programmes throughout Indonesia to follow the latest developments regarding the needs and challenges of the accounting profession on a business and industrial scale.
3. Students attend training and certification of competencies such as information technology, entrepreneurship and public accounting;
This effort can provide valuable experience for students in supporting core competencies and gaining recognition from the industry.
4. Bringing in resource persons/experts/experts from the fields of business, government and universities to provide a practical overview of the world of work and industry.

The tracer study conducted by Ma Accounting is carried out regularly every year with an online system with a survey method. The results of the tracer study are expected to increase the competitiveness of graduates so that they are ready to face job competition. The results of user satisfaction with the ability of graduates can be seen based on a survey of seven components such as ethics, main competencies, foreign language skills, use of information technology, communication skills, teamwork and self-development. Users also stated that the components of communication skills and accounting competence are two of the most prominent things from Ma Accounting graduates.

In supporting the improvement of skills and employability, the **Master Programme in Economics** requires students to take a Competency Certification Test organised and funded by the study programme, such as Competency Certification in the field of marketing agricultural products and services, Risk Management competency certification. The competency test certificate obtained is expected to provide added value when students graduate. Graduate profiles, namely academics, consultants and researchers in the field of regional economic development and regional development planning.

To connect and match the needs of the job market with student competencies, the study programme conducts:

1. Focus Group Discussion (FGD) with alumni, users, and policy stakeholders for curriculum reconstruction.
2. Follow the dynamics of the OBE-based curriculum in economic study programme forums throughout Indonesia; Master Programme in Economics Study Programme is actively involved and participates in Economics scientific forums (such as APSEPI and AFEBI) throughout Indonesia to follow the latest developments regarding the needs and challenges of economics graduates on a government, business and industrial scale.

3. Invite speakers or experts from the fields of government, universities and business, to provide a practical overview of the world of work and industry.

Internationally, this study programme supports students' active involvement and participation in international seminars, conferences and competitions. Competency development through *Joint Research* of Master Programme in Economics study programme students and lecturers with San Carlos University, Cebu, Philippines, as well as the involvement of students and lecturers in national and international scientific forums. Competency certification tests attended by lecturers and students on a national and international scale, namely CIAM, CPHCM, CInQR, CiQAR, general banking certification, qualitative and quantitative method certification and regional development planning training, and training on analytical tools, namely Geographic Information System (GIS), Dynamic Systems in regional development planning, and International Data Science Training and GreenHouse Gas (GHG).

Appraisal:

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

In addition, the **Bachelor Programme in Law** enables the students through an innovative approach to actively apply the acquired skills in new areas of work and to develop them further. The programme is systematically oriented towards meeting the anticipated requirements of the dynamic job market and makes use of the results of graduate evaluations.

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

4. Academic environment and framework conditions

4.1 Faculty

University of Jember (UNEJ) assesses its faculty needs by analysing the lecturer-to-student ratio, anticipating retirements, reviewing lecturers' academic qualifications and ensuring that their expertise matches the courses offered. Based on this evaluation, UNEJ submits requests for lecturer appointments to the Ministry of Education, Culture, Research and Technology. If further needs are identified, the University recruits part-time lecturers per the Rector's Decree No. 15732/UN25/KP/2016.¹²

Part-time lecturers at UNEJ typically include retired doctors and practitioners with specialised expertise relevant to the department's teaching areas. These lecturers collaborate in a team-teaching format with full-time lecturers, preparing course materials and uploading them to the SIAKAD system. The quality assurance team monitors this process to maintain academic standards. According to regulation 1041/BAN-PT/LL/2020, the ideal lecturer-to-student ratio is 1:60 for bachelor's and diploma programmes and 1:20 for master's programmes.

Table 14: Teaching staff

Status	Bachelor Programme in Law (BLP)	Master Programme in Accounting (Ma Accounting)	Master Programme in Economics (Ma Economics)
Professor	5	3	2
Associate Professor	16	9	8
Assistant Professor	22	3	3
Lecturer	28	-	-
Total of full-time lecturers	71	15	13
Part-Time Lecturers	1	2	1
Total of Lecturers	72	17	14

In the **Bachelor Programme in Law**, there are 71 full-time lecturers (5 Professors, 16 Associate Professors, 22 Assistant Professors, and 28 Lecturers) and one part-time lecturer.

The **Ma Accounting** employs 15 full-time lecturers (three Professors, nine Associate Professors and three Assistant Professors) and two part-time lecturers, who are practitioners. The lecturer-to-student ratio in MA Accounting is 1:4, which is sufficient to support the programme's ILO. As per Regulation No. 51 of 2018 by the Ministry of Education, Culture, Research, and Technology, each full-time lecturer's activities are measured using the full-time teaching equivalence (EWMP), which averages 15.69 credits in Ma Accounting.

The **Ma Economics** employs 13 full-time lecturers (two Professors, eight Associate Professors and three Assistant Professors) and one part-time lecturer from industry. The average EWMP for MA Economics lecturers is 15.53 credits per semester. Each course is taught by at least two lecturers, including one full-time lecturer, maintaining the lecturer-to-student ratio of 1:3, which meets national standards.

Academic qualification of faculty

Employee recruitment is essential for any institution, particularly universities, where it is divided into faculty recruitment, educational support staff recruitment and general support staff

¹² which aligns with Law No. 14 of 2005, Article 45 on the recruitment and selection of educators.

recruitment. Recruitment processes must be conducted transparently and based on defined criteria, especially for faculty members, whose qualifications are critical to meeting institutional needs.

At UNEJ, the recruitment of full-time faculty members follows the Civil Service Recruitment (CPNS) process, announced annually by the Ministry of Education, Culture, Research, and Technology, in coordination with the Ministry of State Apparatus Empowerment and Bureaucratic Reform. The number of positions is determined based on the needs of each unit. To qualify, candidates must have a minimum of a Master's degree in the relevant field and meet the passing grade set by the ministry. The selection process includes Basic Competency Tests (SKD) such as the General Intelligence Test (TIU), National Insight Test (TWK), Personality Test (TKP), and Field Competency Tests (SKB) like essay writing, English proficiency, problem-solving, logic assessments, interviews and microteaching evaluations. The maximum age for applicants is 35 for those with a master's degree and 40 for those with a Doctorate.

Before each semester, meetings are held at the study programme, department and faculty levels to assign lecturers to courses. This ensures that lecturers' academic qualifications and expertise align with the courses they teach, supporting the achievement of programme objectives and core competencies. Some lecturers may also teach in other study programmes or contribute their expertise to various government institutions, but their primary teaching assignments within their respective study programmes are prioritised through regular meetings and faculty management.

The planning and development of faculty members in the **Bachelor Programme in Law** adhere to the BLP Strategic Plan, manifested in the following forms:

1. Providing opportunities for faculty members to pursue further studies at the doctoral level (Ph.D.).
2. Professional certification: Certified Legal Auditor training conducted by the Jimly School in collaboration with ASAHI (Indonesian Association of Legal Auditors), soft skills training in dispute resolution through KPPU (Civil), Legislative drafting training (HTN), Fifth Criminal Law and Criminology Training in collaboration with Andalas University and the Indonesian Criminal Law and Criminology Society (MAHUPIKI).
3. Supporting the quality of teaching: Training in Normative Legal Research Methods, Legal Audit Training, Textbook Writing Training, Training in Writing Reputable International Journals, Training in Legislative Drafting, Active Learning Training, Preparation of Lesson Plans (RPS), Sending all Constitutional Law faculty members to participate in Training on the Implementation of Learning Management Media (MMP), Online Lectures, KAWANDA, and SPADA within the UNEJ environment.
4. Association involvement: Sending faculty members to participate in training organised by several associations of criminal law instructors (MAHUPIKI), civil law (ADHAPER), and constitutional law (APHTN-HAN).
5. Seminars: National Symposium "Revitalization of Customary Criminal Law and Contemporary Criminology," Host of the Fifth National Conference on Civil Procedure Law and Call for Paper "Critique of the Draft Civil Procedure Law for the Achievement of Civil Procedure Unification."
6. Research and Community Service: Facilitating the development of research activities (KeRis) through research funding and its outputs.

7. Expanding RECOGNITION through cooperation with various parties including the Police, Public Prosecutors, District Courts, Financial Services Authority, National Land Agency, Immigration Office, IKADIN, INI, PERADI, Constitutional Court, Bank Indonesia, and others.

The standards of research activities at UNEJ are formulated with consideration of DIKTI, covering standards of outcomes, content, processes, assessment, researchers, facilities and infrastructure, management, and financing. Faculty research activities involve student participation. To facilitate and promote a research culture, the programme facilitates faculty research through research groups (KeRis) at both faculty and programme levels. Currently, the BLP has 21 KeRis. Through these KeRis, faculty members can involve students in research activities to support the scholarly fields under study. KeRis research is also supported by various scientific activities such as Focus Group Discussions (FGD), collaboration among researchers, and joint dissemination of results through collegiums among KeRis.

Currently, 24 lecturers hold professional certificates as Certified Legal Auditors (CLA). BLP also plans to enhance the professional expertise of its lecturers to align with industry needs, such as in legislative drafting, contract drafting, mediation. In addition to the above training, BLP also plans to improve lecturers' skills in line with industry requirements, such as Certified Legal Auditor (CLA), Certified Mediator and Conciliator (CMC), Contract Drafter, Legislative Drafter.

To ensure the quality of the learning process, all full-time lecturers of the **Master Programme in Accounting** are encouraged to enhance their knowledge through national and international training, workshops and seminars. In the Ma Accounting programme, lecturers hold various professional certifications, such as CPA, CSRS, CSRA, CTT, CPIA, CSP, and QIA, that align with their areas of expertise. Additionally, the establishment of Research and Community Service Groups (KeRis) at study programme, faculty and University levels supports lecturers' productivity in fulfilling the Tri Dharma, particularly in research and community service. The rising h-index of faculty researchers demonstrates the impact of their research on scientific development.

All **Master Programme in Economics** lecturers hold at least a Doctoral degree in a relevant field. Lecturers further enhance their qualifications by participating in national and international conferences, guest lectures, and collaborative projects with other universities. The teaching staff structure and qualifications in Ma Economics comply with all relevant regulations. Furthermore, the University has established a Research and Community Service Group (KeRis) to uphold high standards of faculty research and publications. Several lecturers have received awards from both government institutions and the University. Between 2018 and 2023, Ma Economics lecturers published 97 research articles in Scopus-indexed journals.

Pedagogical qualification of faculty

All faculty members are required to obtain certifications in the Enhancement of Basic Instructional Technique Skills (PEKERTI) and Applied Approach (AA), which are prerequisites for teaching certification. These programmes align with the University's mission and vision to promote high-quality education.

The PEKERTI programme focuses on developing foundational teaching skills through various modules, including the education system, soft skills integration, personal development,

learning theories and motivation for adult learners, setting learning outcomes, curriculum development, innovative teaching methods, communication skills, evaluation techniques and micro-teaching practice. The AA programme builds on the PEKERTI programme by advancing faculty skills in areas such as professional development, ethical teaching practices, quality management, curriculum reconstruction, active learning models, alternative assessments and Classroom Action Research (PTK).

Faculty qualifications are verified according to the Rector's Decree Number 15732/UN25/KP/2016, which outlines the guidelines for recruiting educators. UNEJ regularly supervises the learning process to ensure alignment with its goals and objectives. Faculty performance is also evaluated by students each semester through the EDOM system, where students provide feedback on their lecturers based on 10 key aspects of classroom teaching.

Practical business experience of faculty

UNEJ follows an Outcome-Based Education (OBE) curriculum that emphasises student-centred learning through case studies and project-based learning. This approach integrates research, community engagement and practical experiences of faculty members.

Full-time lecturers at the **BLP** bring real-world experience to the classroom, having served as expert witnesses in criminal, civil and judicial review cases. Some BLP lecturers also hold significant government positions, such as Commissioner of the Consumer Protection Agency, Deputy Chairman of the Corruption Eradication Commission (KPK), and Head of the National Law Development Agency. Others serve as expert staff in the House of Representatives.

Lecturers in the **Ma Accounting** have practical experience as auditors, financial and tax consultants, entrepreneurs and managerial consultants, directly supporting their teaching. Additionally, faculty members engage in community service activities, which help them understand real-world phenomena and develop practical solutions, enriching their teaching.

At faculty level, lecturers are required to participate in community service, applying their knowledge to solve real problems in society through activities like economic socialisation and business support. Lecturers in the **Ma Economics** further enhance their practical experience by speaking at national and international seminars, collaborating on research with universities and industries, and gaining professional experience as accreditation assessors, banking supervisors at Bank Indonesia and other commercial banks, expert staff for local and central governments and advisors to the Ministry of Environment and Forestry and international institutions.

Internal cooperation

The faculty holds regular meetings, typically twice a year at the end of each semester, to discuss academic matters such as course offerings, faculty assignments, student exchanges and other relevant topics. These meetings also address work planning and financial issues. Additional meetings are scheduled as needed.

A joint committee of faculty and administrative staff organises seminars, conferences and other events. Team teaching is a key component of faculty cooperation, with lecturers collaborating on course preparation, delivery and evaluation. Research and community service are conducted in groups, known as KeRis, which require faculty collaboration. All communication and coordination are managed through the Dynamic Archive Information System (SIKD).

At the **Faculty of Law**, the Dean and Vice Dean hold regular coordination meetings every two weeks with department heads, study programme chairs, laboratory heads, the Head of the Law Department, and the Head of Administrative Affairs. Additionally, the Dean collaborates monthly with the Quality Assurance Group to monitor and evaluate academic and educational services within the Faculty of Law. Meetings with all BLP lecturers are held every six months to review programme achievements, curriculum implementation, student affairs and the execution of the lecturers' tri dharma responsibilities. These meetings also aim to foster a strong sense of community among the lecturers. Internal cooperation focuses on teaching, with all courses delivered through a team-teaching approach, where multiple lecturers collaborate on course preparation, implementation and evaluation.

In the **Faculty of Economics and Business**, the Dean and Vice Deans hold monthly coordination meetings with department leaders, study programme heads, laboratory heads, and administrative heads. They also work closely with the Quality Assurance Agency and Group to oversee the quality of academic services and accreditation processes. At study programme level, lecturers meet regularly to discuss programme achievements, curriculum implementation, student affairs and the progress of work programmes. Moreover, internal collaboration is focused on teaching, with nearly all courses delivered through team teaching. This approach involves multiple lecturers working together from course planning and delivery to evaluation. Almost all research and community service activities are conducted collaboratively within Research Groups (KeRis), ensuring close cooperation among lecturers.

Student support by the faculty

To support student success, lecturers at UNEJ are appointed as academic supervisors (DPAs) for groups of students, responsible for monitoring and guiding their academic progress. Students can consult with their DPAs directly by scheduling appointments or indirectly through the Integrated Information System (SISTER), Telegram or other communication platforms. A thesis supervision committee is also available to advise students before and during their thesis work and to mediate any conflicts with thesis supervisors.

Beyond academic supervision, lecturers help students develop skills and knowledge outside the classroom through programmes such as the Student Creativity Programme (PKM), Scientific Writing Competitions (LKTI), Outstanding Student Awards (Mawapres) and various Olympiads. Students also participate in regional, national and international scientific forums, including debates, conferences, entrepreneurship competitions and sports events. The faculty provides financial support to encourage these activities and offers incentives for students who excel nationally or internationally. International opportunities include student exchanges, outbound programmes and credit semesters. Additionally, students can collaborate with lecturers on research and community service projects through the Research and Community Service Group (KeRis).

The faculty ensures student welfare through counselling, spiritual guidance, health services at the UNEJ Medical Centre (UMC) and dental hospital, accident insurance and access to the Student Cooperative and Entrepreneurship Development Programme for Students (P2MW). Scholarships are available for both national and international students. The Institute for Learning Development and Quality Assurance (LPMPP) also offers programmes for career services, entrepreneurship and alumni relations. To support international engagement, services include partnerships, student mobility programmes and information on scholarships

and internships abroad. To maintain high-quality student services, the Quality Assurance Team conducts regular student satisfaction surveys.

Appraisal:

Even when their teaching assignments in other study programmes, possibly even in other locations, are taken into account, the structure and number of the faculties correspond to the programmes' requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and part-time lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

The academic qualification of the faculties corresponds to the requirements and objectives of the study programmes. UNEJ verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented. The panel noticed that the number of professors could be increased. Therefore, the panel **recommends** supporting staff to advance to a professorship.

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programmes. UNEJ verifies the qualifications of the faculty members by means of an established procedure. UNEJ ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. The focus lies on new lecturers joining the University. The panel, however, **recommends** offering additional qualifications for senior lecturers. This could be supported by building up an academic centre for the further qualification of lecturers.

The practical business experience of the faculties corresponds to the requirement of the programmes to integrate theory and practice. However, with the inclusion of lawpreneurship and entrepreneurship in all three study programmes, the panel **recommends** increasing the practical business experience of staff in the future.

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

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

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

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

4.2 Programme management

At UNEJ, the organisation and work procedures are guided by the Regulation of the Minister of Research, Technology, and Higher Education Number 3 of 2023. The Dean oversees the faculty and is supported by three Vice Deans: Vice Dean I (academic affairs), Vice Dean II (general affairs and finance) and Vice Dean III (student affairs and alumni).

UNEJ follows five principles of good governance: credibility, transparency, accountability, responsibility and fairness. This governance is managed through a system that includes planning, organising, directing and controlling resources.

At department level, responsibilities include managing academic, vocational and professional education and overseeing resources. The department is led by the Head of the Department, supported by the secretary, study programme coordinator, head of the laboratory and lecturers. The Rector appoints the study programme coordinator, who works closely with administrative staff and reports to the Head of the Department.

The study programme coordinator is responsible for designing, implementing, controlling, evaluating and following up on all academic activities.

Specific tasks include:

- Supervising the academic learning process.
- Planning and distributing courses to the lecturers through a study programme meeting.
- Deciding which students are eligible for internships and community service.
- Proposing students who are eligible to receive scholarships.
- Proposing thesis and dissertation supervisors.
- Drafting students' academic transcripts.
- Proposing thesis examiners and committee members.
- Evaluating the study programme.
- Preparing for accreditation.

To ensure continuous improvement in higher education quality, UNEJ uses an internal quality assurance system that applies the ISO 9001:2015 Quality Management System and the ISO

37001:2016 Anti-Bribery Management System. This system is integrated into a centralised information platform, the Integrated Information System (SISTER), which supports governance and coordination.

The study programme coordinator collaborates with the Quality Assurance Group (QAG), the Quality Assurance Unit (UPM), the Research and Community Service Institution (LP2M) and the Institute for Quality Assurance and Learning Development (LPMPP) to maintain the quality of the study programme. This role is supported by department lecturers and administrative staff and involves engaging with students and their representatives to address academic issues. The student association also assists in organising seminars, conferences and other events.

Leadership operates within an agreed framework of values, norms, ethics and organisational culture, with flexible mechanisms for both bottom-up and top-down participation. Decisions are made through various meetings, including leadership, quality assurance, work and departmental meetings.

The integrated system at UNEJ includes several platforms, such as the academic management system (SIKAD), budget management (SIMANGGA), financial information (SIMKEU), dynamic archival (SIKD), complaint service (UC3), procurement (SIBAJA), quality assurance (SIJAMU), graduate achievement (SIPALU) and data storage (KAWANDA). These systems facilitate information sharing, coordination, and evaluation, promoting efficient governance and collaboration.

Process organisation and administrative support for students and faculty

The faculty provides administrative support to both lecturers and students through a team of staff organised into three sections: academic and student affairs, finance and personnel and general and state property management. Each section is overseen by a Head of Subsection, who reports to the Head of Administration (KTU) at faculty level.

Within each study programme, two administrative staff members assist the study programme coordinator in delivering academic services to students. These services include preparing thesis and dissertation submissions, managing thesis exams and handling graduation registration for students who have completed their studies. In general, student services are managed by the faculty's administrative staff.

The administrative team is available to help students with all academic and administrative matters, offering consultations and support for various student-related issues. Students can contact academic and student affairs staff directly or via the Integrated Information System (SISTER) or other communication platforms, such as Zoom, Telegram, WhatsApp and email, during working hours. SISTER also facilitates communication among leaders, lecturers, students and stakeholders. Lecturers receive administrative support including assistance with academic processes and facilities from general staff and personnel management support for promotions.

The UNEJ's Integrated Information System supports administrative staff in their roles, with access authorized according to their specific duties. The Academic and Student Affairs section uses SISTER (<https://sso.unej.ac.id>), while the finance and personnel section accesses SIMANGGA (budget management) (<https://simangga.unej.ac.id>) and SIMKEU (financial

management) (<https://simkeu.unej.ac.id>). The general and state property section uses SIBAJA (<https://sibaja.unej.ac.id>) and the Management Information System and State Property Accounting (SIMAK BMN). Quality assurance processes are documented in the UNEJ Quality Assurance System (SIJAMU).

UNEJ has developed and implemented a Quality Management System based on ISO 9001:2015 and ISO 37001:2016 standards. This system ensures that the operational units within the institution adhere to established standards to achieve quality objectives that ultimately lead to customer satisfaction. The management system is detailed in quality documents, including quality policies, quality guidelines, procedures, and other supporting documents.

To enhance service quality, the Quality Assurance Group (QAG) conducts regular surveys to assess user satisfaction and gather feedback on infrastructure. Complaints or dissatisfaction can be reported through the University Customer Care Centre (UC3). Decision-making processes regarding academic and student services improvements are participatory, involving input from lecturers, student representatives from the Department of Student Association (HMJ), and Student Activity Units (UKM). The HMJ/UKM leaders collaborate with Study Programme Coordinators and UKM advisors to address student concerns, gather suggestions, and improve the academic environment. These discussions occur regularly, at least once every academic year.

Appraisal:

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

Faculty members and students are supported by the administration in the organisation of the study programme. The administration is well-staffed. Decision-making processes, authority, and responsibilities are clearly defined. The opportunities of electronic service-support are used and supplement personal one-to-one counselling. UNEJ offers the administrative staff opportunities for continuous professional development. However, the panel was of the view that the University could further develop the strategy of administrative staffs' professional development. Therefore, the panel **recommends** strengthening and systematising the further qualification of administrative staff.

		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

UNEJ collaborates in Education with partner universities such as Visayas State University (Philippines), University of San Carlos (Philippines), Kyungpook National University (South

Korea), Hankyong National University (South Korea), Universiti Kebangsaan (Malaysia), National Cheng Kung University (Taiwan), National Taiwan Normal University (Taiwan), Hiroshima University (Japan), Prefectural University of Hiroshima (Japan), Khon Kaen University (Thailand), University of Mandalay (Myanmar), Guizhou Minzu University (China), Asian Institute of Technology (Thailand) and Burapha University (Thailand). Collaboration of international students' admission consists of student exchange and other education collaboration including student mobility, cultural exchange and international competition for students. UNEJ also participates in research collaboration with its partners, involved in international academic conferences and other activities related to research. For international prospective applicants, UNEJ offers three schemes: 1). Self-funded; 2) fully funded scholarship including living allowance; 3) education scholarship.

The **Bachelor Programme in Law** has established several partnerships with universities and academic networks abroad and within Indonesia to support the programme's vision, mission and goals. These collaborations contribute to institutional development, curriculum enhancement, human resource development and shaping the profile of graduates. This includes e.g. the following activities:

- a. International Conference on Law and Society (ICLS) one activity at the Faculty of Law on 20 November 2021 in collaboration with three overseas campuses which presented speakers, namely the National University of Singapore; Griffith University, Australia; and Max Planck Institute, Germany.
- b. International Conference on Law and Society (ICLS) two activities at the Faculty of Law on 30 Nov-1 Dec 2022 in collaboration with two overseas campuses which presented resource persons, namely Faculty of Law, Thammasat University; Central Queensland University, Australia.
- c. International Conference on Law and Society (ICLS) three activities at the Faculty of Law on 2 December 2023 in collaboration with two overseas campuses which presented speakers, namely Faculty of Law, Monash University; Faculty of Humanities, Arts, and Social Sciences, University of New England.
- d. International Public Lecturer (IPL) activities collaborate with several campuses and academic organisations from abroad who were invited to be resource persons, where the activities in question have been carried out nine times with the following information:
 1. IPL #1: Online Security Issues and Privacy in Indonesian Digital by PhD from UniSA Creative, University of South Australia.
 2. IPL #2: Navigating Ethical, Legal and Commercial Constraints in the Australian and Indonesian Media by Dr from the University of New England, Australia.
 3. IPL #3: (24 May 2021), Study law: An Experience of Australian Students by a Solicitor at Herbert Smith Freehills and QUT Law Alumni.
 4. IPL #4: (29 July 2021), Transformative vision of Islamic Jurisprudence by Ph. D from Qatar University.
 5. IPL #5: (14 July 2022), Compliance with The World Heritage Convention by Adjunct Senior Lecturer in Law, QUT.
 6. IPL #6: (9 December 2022), Community Development, Social Justice Activism and Advocacy by Founder and Director Global Community Development South Africa.
 7. IPL #7: (11 April 2023), Constitutional Court and Democracy by PhD from O.P Jindal Global University, Jindal Global Law School.
 8. IPL #8: (31 October 2023) An Introduction to Postcolonial Study by Researcher on Indonesian Social Study, Netherlands.
 9. IPL #9: Refugees and Just Memberships by Oxford University Alumnus.

The programme actively collaborates with various academic associations, including the Law Faculty Cooperation Agency (BKS-FH), the Association of Teachers of Constitutional Law and State Administrative Law (APHTN-HAN), the Indonesian Criminal Law and Criminology Society (MAHUPIKI), the Association of Civil Procedure Law Lecturers (ADHAPER), and the Association of Indigenous Law Teachers (APHA). These partnerships focus on sharing research results, developing and improving the curriculum, and engaging in joint activities such as publications, seminars and both national and international conferences.

The **Faculty of Economics and Business** collaborates with various institutions in accordance with the Rector's Decree Number 15089/UN25/PR/2016, which outlines the UNEJ Cooperation Guidebook. FEB partners with multiple universities, both domestically and internationally. Domestic partnerships include universities such as the University of Indonesia, Brawijaya University, Lambung Mangkurat University, Andalas University, Jenderal Soedirman University and Padjadjaran University in Indonesia. Moreover, there are established partnerships with foreign universities to support the career development of lecturers and academic staff. The most active collaborations are with the University of Malaya and Sultan Zainal Abidin University in Malaysia.

These partnerships involve activities such as visiting professors and lecturers, visiting researchers, outbound mobility, and international joint teaching. Professors and lecturers from the University of Malaya, Sultan Zainal Abidin University, San Carlos University, Australian National University, Universiti Malaysia Sarawak, Prince of Songkla University, and National Taipei University have participated in these exchanges. Visiting researcher and outbound mobility programmes are mainly conducted with the University of Malaya and Sultan Zainal Abidin University. International joint teaching initiatives, particularly with Nha Trang University in Vietnam, offer opportunities for lecturers to gain experience and integrate their expertise through guest and exchange lectures.

These collaborations aim to improve the quality of education for both lecturers and students while strengthening the field of economics. The outcomes include enhancing human resource capacity within the Faculties and Study Programmes and benefiting partner institutions. The results of these collaborations are continuously evaluated to ensure ongoing improvement and sustainability.

These collaborations offer several benefits for students in the Ma Accounting programme, including: 1) Student Exchange Programmes, 2) Internship opportunities with partners such as Bank Syariah Indonesia (BSI), the Probolinggo City Government's Financial and Asset Management Agency (BPKAD), PT Intidaya Dinamika Sejati, PT SIER, and the governments of Jember and Situbondo Regencies, 3) Research collaborations between lecturers and those from other institutions, and 4) Guest speakers from partner organisations for events hosted by the study programmes. Follow-up activities include visiting professors, visiting researchers, research collaboration, non-degree training, outbound mobility, international joint teaching and joint seminars.

Cooperation with business enterprises and other organisations

The **Bachelor Programme in Law (BLP)** has established collaborations with state administration institutions, professional organisations and businesses at national and international levels. The activities include the following:

1. Study programme collaboration with state institutions, which is carried out with several government institutions, legislative institutions, and judicial institutions at national to regional levels. Apart from that, the study programme also collaborates with independent researchers or activists such as foreign NGOs (Non-Governmental Organisations) and domestic. Partnership activities are realised by the involvement of state administrators and NGOs in several activities as follows:
 - a. Involvement of lecturers in the preparation of academic texts for Regional Laws and Regulations.
 - b. Practitioner lecturers in several courses such as teaching courses on constitutional court procedural law involving practitioner lecturers from the constitutional court, teaching humanitarian law courses involving practitioner lecturers, teaching criminal procedural law involving practitioner lecturers from district court judges.
 - c. International and national public lectures such as the International Public Lecturer programme and other international activities invite speakers from academics, practitioners, researchers or activists from abroad. At national level, public lectures are also held by inviting competent parties from state institutions or activists by the theme of the public lecture.
 - d. Student Internship Programme in government agencies, legislative institutions, or judicial institutions at national to regional levels, and several NGOs which will provide direct involvement experience for students mentored by competent people. So that students understand the technicalities of government administration and administration, the legislative process for the formation of laws and regulations, and even the systems in NGOs that will support the profile of graduates as legal activists.
2. Collaboration of study programmes with professional fields such as notaries and advocates with student internship programme partnership activities in practitioners' offices. This internship activity will provide direct legal practice experience for students while being mentored by practitioners as well, thereby supporting the profile of graduates as legal practitioners.
3. Collaboration of study programmes with business/preneur sectors which include state-owned companies (BUMN), private companies and entrepreneurs in several partnership activities as follows:
 - a. Organising interactive discussions through the PTS (Professional Talk Series) programme to motivate students to enter the world of work.
 - b. Internship programme for students, where students who have previously been equipped with legal knowledge related to the business world, will also gain direct experience in understanding the business world system and its management conventionally and technologically so that it will support the profile of graduates as law-preneurs.

The **Ma Accounting programme** collaborate with national and international professional organisations, including the Indonesian Institute of Public Accountants (IAPI), the Indonesian Institute of Accountants (IAI), the Institute of Internal Auditors (IIA), and the National Centre for Sustainability Reporting (NCSR). These partnerships are governed by the Rector's Decree No. 11957/UN25/OT/2013 on UNEJ cooperation policies and related SOPs for managing MoUs, MoAs, Cooperation Agreements (SPKs), and Specific Cooperation Agreements (PKS).

The cooperation with these organisations involves several activities: 1) Competency certification for lecturers and students, 2) Provision of expert speakers, and 3) Lecturer

membership in professional organisations. These collaborations enable students to gain practical experience, such as internships, and enhance their cognitive and pedagogical skills through student exchange programmes.

By engaging in these partnerships, the Ma Accounting regularly develop and evaluates cooperative activities with domestic and international partners to ensure they align with the intended learning outcomes and support the desired graduate profile. The programme's collaboration with business enterprises, such as joint projects and involving professionals in teaching, enhances students' qualifications, skills and the quality of their final theses.

Alongside its collaborations with foreign universities, the **Ma Economics** has partnered with several international institutions to enhance student competencies through internships, guest lectures and training programmes. Multinational organisations hosting student internships include PT. PERTAMINA (Persero), PT. Angkasa Pura II (Persero), PT. Nusantara X and XII Plantations, and the Ministry of Finance of the Republic of Indonesia. Partnerships for guest lectures and student training have been formed with the Regional Economic Development Institute (REDI), the Asian Foundation, the Institute for Development of Economic and Finance (INDEF), and PT. Pelindo III. FEB UNEJ also collaborates with Bank Indonesia to facilitate research on economics and central banking.

These partnerships contribute to the development of students' qualifications and skills by providing practical experience through internships, direct exposure to industry practices via guest lectures and specialised training sessions. Involving business professionals in teaching and cooperating on projects ensures that students gain practical knowledge and skills, which enhances the quality of their final theses and makes them more competitive in the job market.

Appraisal:

The scope and nature of cooperation with HEI, other academic institutions and networks relevant for the programme, as well as business enterprises and other institutions 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. With regard to cooperation with business enterprises, the panel is of the view that the study programmes could further develop their cooperations in the future. Therefore, the panel **recommends** further expanding cooperations with business enterprises and other institutions.

	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

All available infrastructure is inventoried in the SISTER system as well as laboratory services. The list is as follows:

Table 15: Software and IT system of UNEJ

Single Sign On (SSO) Portal	Employees and students can access specific information that is dynamically updated, according to their needs which can be integrated with SFS and MMP which will be explained below
Online Learning Management Media (MMP)	Learning Media Management Universitas Jember https://mmp.unej.ac.id
Application-Based SISTER	Providing several student academic information services more concisely through applications that can be operated easily via cellphone. There are Sister for Lecturer (SFL) application, Sister for Students (SFS), Sister for Tendik (SFT) application, and Sister for Parents (SFP) application
Computer Laboratory	There is an extensive network of computer laboratories in academia. There are 3 computer laboratories with a capacity of 40 students each.
Email	Each member of UNEJ community is entitled to 1 institutional email with the default format of NIP/NRP/NIM@mail.unej.ac.id or NIP/NRP/NIM@unej.ac.id domain.
Internet Access	An Internet network is available throughout the campus area. Sister is accessible on and off campus all day long
Other IT equipment to support learning	Hardware: All In One Computer, Smart TV, Speaker, Microphone, Projector, and Camera Conference Logitech

To support learning, research, and University management, the Academic Support Unit for Information and Communication Technology (UPA TIK) provides a range of applications and services. These include the Integrated Information System (SISTER), which offers various academic support modules, such as e-Vote, and e-Payment. Additional tools include CBT, E-Learning (Learning Management Media or MMP), cloud storage (Kawanda), University Customer Care Centre (UC3), journal management, intranet, web staff portals and UHost.

The IT infrastructure at UNEJ includes 160 physical and virtual servers with a combined capacity of 1,270 CPU cores, 5 terabytes of RAM and over 178 terabytes of storage. Internet services are supported by multiple connections totalling 6 Gbps, provided by Telkom Indonesia, Cyberindo Aditama (CBN), and IdREN, ensuring robust network performance across all University campuses. The IT facilities are continually maintained to meet modern multimedia and digital standards. Support services are available to students and staff both during and outside regular working hours, ensuring continuous technical assistance and information access.

Furthermore, the University supports a variety of digital tools and platforms to enhance academic and administrative activities, such as the SISTER system for academic services, SIMANGGA and SIMKEU for financial management, and UHost for website hosting, which available for both the University community and the public. This includes hosting for 40 Students' Organisation websites and 257 websites for various units, faculties and study

programmes. For email services, there are 72,287 active accounts under the domains @unej.ac.id and @mail.unej.ac.id. The Kawanda cloud storage service supports 67,568 users.

Moreover, University of Jember has implemented various measures to establish comprehensive learning assistance resources, with a particular focus on providing accommodations and facilities on campus for students with disabilities. For students with special needs, the facilities include a special wheelchair lane, classes for the disabled on the 1st floor and special bathrooms for people with disabilities. The introduction of these support facilities for students with disabilities represents a significant advancement in the creation of an inclusive and equitable educational environment.

The **Faculty of Law** offers a variety of comfortable study and discussion spaces, including formal areas such as the Conference Room, Assembly Hall, Science Hall and Auditorium, as well as informal co-working spaces like the Integrity Terrace, Journal Management Room, Reading Room, National Education Park and Integrity Cafeteria. A dedicated Class Service unit is available to resolve any technical issues during lectures.

Each lecture room is equipped with modern multimedia tools, including a computer, Smart TV, speakers, microphone, projector and conference camera. Free internet access is provided throughout the campus via 857 access points, which students can connect to using their Student Identity Number and password. Moreover, the facilities include special rooms for Moot Court simulations.

Additionally, the faculty offers a Complaints Hotline managed by the Quality Assurance Group (QAG) for services such as Final Assignment Guidance, Learning Process, Turnitin Services, and Learning Tools. All services are integrated into the Legal Integrated Service System (SILAT), accessible to students through their SISTER accounts.

The facilities and infrastructure within the **Faculty of Economics and Business** environment are documented on the faculty's platform. Learning infrastructure in the Faculty of Economics and Business is developed with a focus on sustainability, safety, comfort and accessibility, especially for students with special needs.

Facilities available to all master programmes include:

1. Lecture Halls and Rooms: 12 classrooms on the 2nd and 3rd floors of the faculty's postgraduate building, each accommodating up to 15 students and equipped with desks, Smart TVs, air conditioning, LCD projectors, whiteboards, and other teaching aids. Additionally, there are two Student Centre Learning (SCL) rooms for lectures, discussions, research collaborations, workshops, and training sessions, with a capacity of up to 20 people.
2. Laboratories: Three computer labs with a capacity of up to 40 people and specialised labs for econometrics, accounting, management, entrepreneurship, secretarial studies and banking.
3. Library Resources: A wide range of reference books and research journals available in both physical and digital formats.
4. Internet Access: Free wireless access throughout the faculty area and key student gathering points.
5. Additional Facilities: Seminar rooms, meeting rooms, student activity rooms and spaces, sports venues, art rooms, administrative offices, places of worship, gazebos, and landscapes or green spaces for relaxation.

To support master programmes blended learning, the University provides comprehensive virtual learning tools and systems, such as the Learning Management Media (MMP) and SISTER platforms, which ensure effective interaction between students and faculty. Students and campus entities can submit concerns regarding the learning process through the University Customer Care Centre (UC3), which offers solutions promptly.

Access to literature

The availability of library resources at UNEJ is extensive, providing students with access to a wide range of literature and journals both offline and online via the website.¹³ Students can access various e-books and reputable international articles through subscribed online journals specific to their scientific fields, including:

1. ScienceDirect: Accessible at <https://www.sciencedirect.com/>
2. Springer: Accessible at <https://link.springer.com/>, offering 2,097 e-journal titles and 10,458 e-books across various disciplines.
3. EBSCO: Accessible at <https://www.ebsco.com/products/research-databases/e-journals-database>
4. Cambridge: Accessible at <https://www.cambridge.org/core>, providing 398 journal titles across multiple disciplines.
5. Emerald: Accessible at <https://emerald.com/insight>, offering 310 journal titles in various disciplines.
6. Digital collections for all scientific works of the academic community are available online at the UNEJ Digital Repository with access to <http://repository.unej.ac.id>.
6. The UNEJ's Digital Library: Accessible at <https://library.unej.ac.id/index.php>, <https://library.unej.ac.id/>, <https://oailib.unej.ac.id/>, and <https://oer.unej.ac.id/>.

Additional journals published by UNEJ across various fields can be accessed at jurnal.unej.ac.id. Nationally, students can access the collections of the Indonesian National Library by registering at perpusnas.go.id. UNEJ Central Library, operates on Monday to Thursday from 8 AM to 8 PM, Friday from 8 to 11 AM and reopen from 1 to 8 PM, and Saturday from 8 AM to 3 PM. On its operation, UNEJ Central Library supported by 9 Librarians and 28 Education Personnel. Since 2015, the library has maintained an “A” accreditation at national level, signifying excellence in facilities and infrastructure, library services, staff and other components essential for providing high-quality library services.

Moreover, the **Faculty of Law** provides a reading room that serves as a library and is accessible during working hours, from Monday to Friday, 8 AM to 3 PM. A staff member manages the room, which offers a wide range of literature, including both legal and non-legal materials. The collection features classic works from renowned Indonesian legal scholar Ernst Utrecht, available through online drive-through scanning via barcode. Students have access to various literature databases and international journals, such as Taylor & Francis e-books, Springer e-books and Open Educational Resources (OER).

Furthermore, the **Faculty of Economics and Business** provides a reading room that serves as a mini library, which includes a discussion area for postgraduate students. The reading room is accessible during working hours, open on Monday to Thursday from 8 AM to 4 PM and Friday from 8 AM to 11 AM and reopen from 1 PM to 4.30 PM. A staff member manages

¹³ see: <https://library.unej.ac.id/> (last access September 23, 2025).

the room, which offers a wide range of literature. The reading room also equipped with PCs for searching various literature sources. Most materials can be borrowed for two weeks and renewed with a valid membership card. Borrowing is done with assistance from the reading room staff.

Alongside accessible e-books and reputable international articles through subscribed online journals, the Faculty of Economics and Business also provide full access to these faculty-managed journals:

1. Journal of Accounting, University of Jember,
2. Journal of Economics, Accounting, and Management,
3. e-Journal Business Economics and Accountants,
4. Journal of Business and Management,
5. Jurnal Ekuilibrium,
6. VALUE: Journal of Business Studies.

Appraisal:

The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programme, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms is available. The teaching rooms and labs are equipped with state-of-the-art technology. For special contents of the curriculum (e.g. business games, Moot Courts), the University possesses appropriate rooms (court rooms and laboratories) which possess the specific technical components needed.

The opening hours of the library take students' needs into account. However, due to recent changes in the University management of the facilities, the opening hours were reduced. The panel **recommends** conducting a survey to evaluate the needs of students regarding the library services on a regular basis to monitor whether the needs are still met. 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 programmes is available in the library and also kept up to date. However, with regard to literature for the **Ma Economics** that is available in English, the panel **recommends** updating the literature and databases to international standards. For the **Ma Accounting**, the panel **recommends** checking the market for current IT systems that are used in Accounting practice (e.g., SAP for simulations and case studies) and considering implementing these.

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

4.5 Additional services

Career counselling and placement services

Students receive career guidance through the LPMPP Career Service Centre, which connects them and recent graduates with employers, enhances entrepreneurship skills and tracks graduates' career paths. The centre, led by the Head of Career, Entrepreneurship and Alumni, organises a range of activities to support career development, including campus hiring events, job fairs, tracer studies and soft skills training in areas like entrepreneurship and career planning, as well as entrepreneurship guidance to foster young startups.

The University provides integrated job vacancy information, updated monthly, on the LPMPP website and hosts job fairs 2-3 times a year. During the pandemic, a virtual job fair was held in partnership with Jobstreet, UNEJ Alumni Organisation, other universities and corporate partners. The Tech Virtual Career Fair by Jobstreet, the largest in Asia for the IT and digital sector, offers job opportunities from leading tech companies, startups and multinationals.

The University also collaborates with industry to place outstanding students in companies through a certified student internship programme. Additionally, alumni are invited to share their experiences, discuss job requirements, and highlight the competencies needed to succeed in various institutions.

Alumni activities

The alumni of UNEJ have established an organisation called KAUJE, which stands for Keluarga Alumni University of Jember, to facilitate communication and networking among alumni. KAUJE's activities provide valuable networks and information for both students and alumni and engage in community services. KAUJE alumni have contributed to the University's development through donations for scholarships, textbooks, building projects and social service activities. They also participate in forums and discussions to further support the University. The organisation helps qualified alumni secure positions in institutions managed by other alumni who hold key roles in companies. Successful alumni regularly mentor new graduates by offering guidance through alumni debriefing sessions, public lectures and general events at both faculty and University levels. Additionally, they provide job vacancy information, internships and training opportunities at alumni-owned businesses or organisations. Furthermore, KAUJE organises career-sharing sessions through podcasts and webinars, enhancing students' networking skills and knowledge of the job market.

Appraisal:

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

An alumni organisation has been set up with the aim of developing an alumni network. However, the panel had the impression that the alumni activities could be coordinated in a more systematic way.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5 Additional services					

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

4.6 Financing of the study programme (Asterisk Criterion)

As a public University in Indonesia, UNEJ is primarily funded by government allocations, student tuition fees and grants. These funds support various aspects of the University, including the learning process, curriculum development, graduate competency enhancement, infrastructure and facilities. Each faculty receives a budget based on these sources, allocated according to the number of students. Study programmes can request additional funding from the Dean for specific activities, while student organisations may also apply for funding to support their initiatives. The faculty annually allocates budgets to facilitate academic activities, such as participation in national student meetings and conferences.

In addition to regular government funding, study programmes receive grants to enhance the quality of education. The number of students admitted to each programme is determined annually by a decree that considers the programme's capacity and the break-even point (BEP) or minimum student intake required.

To ensure financial transparency and efficiency, the University follows a comprehensive planning process, requiring each study programme to submit a budget plan six months before the fiscal year. The budget allocation is determined by student numbers and planned activities. The approved budget is entered into the SIMAGGA Portal for internal auditing, and budget management is monitored through the SIMKEU system. This system provides detailed financial reports, including budget realisation, balance sheets and cash flow statements, ensuring accountability and timely reporting.

The **Faculty of Law** is managing funds sourced from Non-Tax State Revenue (PNBP). Meanwhile, the research and service sector are carried out with funding both from UNEJ and from outside, such as collaboration with the Supreme Court, Constitutional Court, Ministry of Law and Human Rights, BUMN, Provincial Government, Regional Government, Regency/City and other partners.

As part of UNEJ, the **Faculty of Economics and Business** is also financed through various sources, including government funds from the Ministry of Education, Culture, Research, and Technology, State University Operational Assistance (BOPTN), and non-tax state revenue (PNBP) from student tuition fees. Additional funding comes from community donations, grants, scholarships and partnerships with private organisations and other ministries, both domestically and internationally. The financial resources ensure a balance between student growth, income, and operating costs, supporting the ongoing needs of the programme.

Appraisal:

All three study programmes are funded for the entire accreditation period so that students will 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

Implementation of the internal quality assurance at University refers to the following regulations:

1. Minister of Education, Culture, Research, and Technology Regulation Number 53 of 2023 about Quality Assurance for Higher Education;
2. Minister of Education and Culture Regulation Number 21 of 2020 on the Statute of University of Jember, updated by Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Regulation Number 22 of 2021 on the Amendment to Minister of Education and Culture Regulation Number 21 of 2020 on the Statute of University of Jember;
3. Minister of Education, Culture, Research, and Technology Regulation Number 7 of 2023 on the Organisation and Work Procedures of University of Jember; and
4. Rector of University of Jember Decree No. 25160/UN25/KP/2021 on the Guidelines for the Quality Assurance System of University of Jember.

Based on Article 93 in the Statute of University of Jember (UNEJ), it is stated that the UNEJ quality assurance system aims to: (a) ensure the fulfilment of higher education standards systemically and sustainably; and (b) realise the delivery of high-quality higher education. The quality assurance system within UNEJ consists of the Internal Quality Assurance System (SPMI) and the External Quality Assurance System (SPME), covering both academic under Quality Assurance and Learning Development Institution (LPMPP) and non-academic fields under the Internal Supervisory Unit (SPI). Additionally, the structure of the quality assurance system includes the provision of data and information to the Higher Education Database (PDDikti) regularly.

University of Jember has four Internal Quality Assurance System (SPMI) documents, namely policy documents, standards, manuals, and forms, consisting of 24 standards by SN Dikti and 32 additional standards. SPMI at University of Jember is implemented autonomously, standardised, accurately, planned, and sustainably, as well as documented. The SPMI mechanism at UNEJ follows the PPEPP activity cycle or PDCA (Plan, Do, Check, Act) which consists of

1. Establishment (P), the activity of setting standards that include the mandatory and minimum National Higher Education Standards (SN Dikti) and the Higher Education Standards set by the University (SPTPT) which are mandatory and exceed SN Dikti;
2. Implementation (P), the activity of fulfilling standards that include SN Dikti and SPTPT;
3. Evaluation (E), the activity of comparing the outputs of standard fulfilment activities with the standards that include SN Dikti and SPTPT through monitoring and evaluation and internal quality audit (AMI);
4. Control (P), the activity of analysing the causes of standards that include SN Dikti and SPTPT not being achieved to take corrective actions through Management Review Meeting (RTM);
5. Improvement (P), the activity of improving standards that include SN Dikti and SPTPT to be higher than SN Dikti and SPTPT.

In developing the curriculum, learning process, and Tridharma (Education, Research, Community Services) outputs, University of Jember follows the Plan, Do, Check, Act steps concerning the Regulation of the Minister of Education, Culture, Research, and Technology of

the Republic of Indonesia Number 53 Year 2023 concerning National Higher Education Standards (SN-DIKTI). It includes the preparation of a Learning Outcome (LO) based on the Indonesian National Qualifications Framework (KKNI) level 6 for bachelor's degree, level 8 for master's degree and level 9 for doctoral degree.

The following are the PDCA steps in the learning process and the outcomes of the Tridharma.

1. Plan

The planning stage starts with the determination of quality assurance, which refers to the rector's regulations related to quality assurance. The quality assurance system of University of Jember is based on the Regulation of the Chancellor of University of Jember Number 12134/UN25/OT/2013 concerning the Quality Assurance System of University of Jember. Quality assurance management at University level is carried out by LPMPP based on the University's Quality Guidelines. LPMPP University of Jember sets the standard operating procedures in the form of planning, implementation and assessment of learning.

2. Do

The implementation of quality assurance is carried out every semester by UPM, GPM, and LPMPP of University of Jember through an Internal Quality Audit (AMI) covering lecture preparation documents. The documents include lecture contracts, syllabus, Semester Learning Plans (RPS), teaching materials, and learning media which have been documented in the Integrated Information System (SISTER) through the Academic Information System (SIKAD) and Intended Learning Outcome Information System (SIPALU). The learning audit process is carried out in planning, process and assessment. The audit results in the form of the findings of the auditor team and suggestions for improvement or development are used as the basis for the study programme to take further steps to improve and develop learning. Assessment of the learning implementation process is carried out based on the SPMI reference and evaluated periodically in the form of Lecturer Performance Loads every semester. The parameter for the success of implementing quality assurance is the creation of a conducive academic atmosphere for the learning process and the improvement of student learning outcomes. Assessment of satisfaction through a satisfaction survey of lecturers and students are utilised to evaluate the implementation of learning in one semester. The implementation of activities in the study programme is done by monitoring and evaluation through monthly department and study programme meetings. At faculty and University levels, monitoring and evaluation of study programmes are executed every semester in coordination with UPM, GPM, and LPMPP. The quality assurance of student learning outcomes is also monitored and evaluated by the Academic Supervisor (DPA). The supervision covers discussion on students' academic achievement. The lecturer's performance is evaluated every semester through Lecturer Performance Load (BKD) accessed online through SISTER RISTEK DIKTI (SRD).

3. Check

Evaluation of the quality assurance of education in study programmes is executed periodically by study programmes, faculties, and universities along with stakeholders and associations in the fields of science related to study programmes. This is aimed at aligning the curriculum in responding to the dynamics of the needs of the job market (graduate users) and measuring the achievement of Intended Learning Outcomes (ILO) as well as the course plan.

Monitoring Evaluation for 1st week was carried out by the study programme coordinator with monitoring via the Integrated Information System (SISTER) with the DSS menu owned by the study programme coordinator. Monitoring in the form of completeness and suitability of learning tools that have been uploaded by lecturers on Learning Tool Media (MMP) before lectures at the beginning of the semester and evaluating the findings and the study programme coordinator following up by submitting the results of monitoring reports to all lecturers in charge of courses for continuous improvement and then carrying out become the basis for monitoring the 8th week learning process.

Monitoring ILO conformity with the graduates' profile, SN-DIKTI, and KKKNI is also performed. After the semester assessment was completed, GPM-UPM conducted monitoring and evaluation regarding the results of measuring ILO and CLO achievements. Likewise, for semester course plan (RPS), syllabus, teaching materials, and learning media, monitoring and evaluation and improvements are continuously evaluated and monitored by the Dean, GPM, UPM, and study programme coordinator including the implementation of learning such as the presence of lecturers, student attendance, and learning methods applied.

The quality assurance system at University has been systematically documented in the CLO information system (SIPALU) and Quality Assurance System (SIJAMU). SIJAMU completely records the entire process of education. It includes learning audits, evaluation of intended learning outcomes (ILO) and course learning outcomes (CLO), and the evaluation of national accreditation completeness documents, namely Study Programme Performance Documents and Self Evaluation Documents. A satisfaction survey has also been conducted to evaluate quality regularly through the Academic Information System (SIKAD), Quality Assurance Information System (SIJAMU) and publication.

Students can submit complaints related to the learning system and other campus life issues through an online system, namely the UC3 feature. The Vice Deans 1 and 3 can monitor these complaints. In the complaint menu in UC3, there are complaint topics to facilitate the handling of complaints.

4. Act

Curriculum development and implementation of learning are controlled by the subject lecturers, the study programme coordinator, Dean, LPMPP, and the rector. Lecturers have the authority to translate curriculum characteristics so that they can be applied to each subject optimally. The study programme coordinator has the authority to control the direction of curriculum development to accommodate possible changes in the structure of the study programme curriculum and the distribution of the study programme's core courses. The Dean is authorised to monitor the distinct characteristics of the course. Furthermore, the rector's authority to control the development of the UNEJ curriculum is applied to all study programmes referring to the University's vision. Control is also carried out using University of Jember SISTER through a course plan uploaded to e-learning. The course plan must be approved by the Coordinator of Study Programme and the Dean.

The results of the evaluation and monitoring of learning audits by GPM and LPMPP provide suggestions for improvement to be followed up by the Dean and Study Programme Coordinator in the form of a Follow-Up Plan (RTL) and Management Review Meeting (RTM). Those who do not comply with higher education and international standards will be assisted for improvement. The quality assurance process includes (1) Curriculum development

adapting to the needs and challenges of global dynamics (industrial revolution 4.0 and society 5.0), (2) Periodical Strengthening and enrichment of learning outcomes to create unique attributes of graduates which can be implemented in learning outcomes, study programmes, (3) periodic workshops to strengthen understanding of learning strategies, (4) optimization of the implementation of quality management will be strengthened through regular training activities, (5) strengthening resources related to the curriculum and foreign language skills of students and lecturers, (6) Developing international cooperation that emphasises increasing the number of foreign students, (7) External Benchmarking to other universities.

The external audit of the implementation of the Quality Management System (QMS) within UNEJ by an external audit institution has been carried out by PT Mutuagung Lestari (MALQA) since 2009, and three work units have been certified (certificate No. QMS/173 valid until November 6, 2015), namely: the Library Unit, the Research Institute. Surveillance audits are conducted annually to ensure that the quality management system of the work units complies with established standards. Other work units have also implemented an ISO 9001:2015-based QMS integrated with ISO 37001:2016.

Evaluation by students

Evaluation by students related to courses and learning is performed regularly in every semester in the 8th week (midterm exam week) and 16th week (end semester exam week). The questionnaire is embedded online on the Portal Page so that students can easily fill it out independently and anonymously. The scale used is a 7-point Likert scale with a validity and reliability test.

Each lecturer receives assessment reports from students each semester on their sister accounts. Each lecturer can assess and evaluate related aspects that are lacking or need improvement based on the results of the questionnaire. Furthermore, the questionnaire results are discussed at the faculty meeting at the beginning of the semester. The Quality Assurance Group (QAG) afterward reports a summary of the results of this questionnaire to the dean, study programme coordinator and all lecturers. The results of the evaluation are also delivered to students through an open talk held regularly every year. From this forum, lecturers and faculties can get feedback from students to improve the quality of learning. Continuous evaluation and improvement will be carried out if the results do not meet expectations.

Besides student surveys evaluating lecturers, students can also assess the quality of educational services and the resources provided by the University. Additionally, the University is concerned with students' workload and conducts workload surveys to ensure it remains manageable. For evaluation of educational service management surveys, UNEJ conducts 1-5 scale surveys, and for student workload surveys UNEJ conducts 1-3 scale surveys.

Evaluation by faculty

The Quality Assurance Group (QAG) routinely conducts evaluations related to the quality of learning and curriculum for each study programme. Evaluation is done by distributing questionnaires to the lecturers through periodical meetings every semester. GPM analyses the survey results and reports must be published through websites, social media and online forums for lecturers every year. The results of the survey become the agenda for discussing meetings every semester at faculty and study programme level as the basis for continuous improvement.

The survey results of evaluation surveys of the study programme curriculum by the lecturer show positive outcomes. Overall, the survey items indicate good or satisfactory results.

External evaluation by alumni, employers and third parties

The evaluations were carried out internally and externally. This is done by involving the stakeholders outside the study programme including alumni, alumni users and tri dharma partners. Evaluation by the stakeholders is performed by filling out a questionnaire designed by GPM and distributed through the alumni networks and the publication of questionnaire links are available on websites and social media. It is also distributed at regular meetings with stakeholders.

For alumni, the aspects assessed include the suitability and the advantage of studying in a study programme for their employment. The feedback from these surveys provides UNEJ with insights into the strengths and weaknesses of the programmes. After survey data is gathered, UNEJ holds focus group discussions with selected alumni to delve deeper into their experiences and gather qualitative data. The related parties sit and discuss the suggestions for improvements to the study programme. These discussions help the University understand specific areas where the curriculum might need adjustments to better meet industry standards and alumni expectations. For employers, the aspects assessed include the quality of alumni such as responsibility, work efficiency and effectiveness, attitudes, and mastery of hard skills and soft skills. For partners, the aspects assessed include accuracy, usefulness of research for their business and relevance of research implementation.

Programme description

Regarding the transparency of information about the study programmes to internal stakeholders (lecturers, students and educational staff) and external stakeholders (alumni, graduates' employers, partners and the general public), University of Jember has a website to explore all academic and non-academic activities at University and faculty levels. Each faculty has its website, such as the Faculty of Economics and Business¹⁴, and the Faculty of Law¹⁵. Meanwhile, the publication of survey results can be accessed.¹⁶

In addition to the website, for internal stakeholder information transparency, University of Jember has an integrated information system (SISTER), which includes:

1. Academic Information System (SIKAD) <https://siakad.unej.ac.id>
2. Quality Assurance Information System (SIJAMU) <https://sijamu.unej.ac.id>
3. Intended Learning Outcome Information System (SIPALU) <https://sipalu.unej.ac.id>
4. Financial Information System (SIMKEU) <https://simkeu.unej.ac.id>
5. Budget Management Information System (SIMANGGA) <https://simangga.unej.ac.id>
6. Goods and Services Information System (SIBAJA) <https://sibaja.unej.ac.id>

Besides the above information systems, there are also other supporting systems as follows:

1. Technology-based learning system or e-learning <https://elearning.unej.ac.id>
2. Complaint and Reporting System (UC3) <https://uc3.unej.ac.id>
3. Dynamic Archival System <https://sikd.unej.ac.id>

¹⁴ see: <https://feb.unej.ac.id> (last access September 23, 2025)

¹⁵ see: <https://law.unej.ac.id> (last access September 23, 2025)

¹⁶ <https://survei.unej.ac.id>.

In addition to digital and print media, the study programmes and the University also provide information centres for prospective students and the public by visiting the University and contacting the call centres.

The information for students and the public related to academic staff includes curriculum documents, Academic Calendars, SOPs, course plans and rules written in the Education Implementation Guidelines. In lectures, students are also informed about the course plan including the semester Learning Plan or RPS, Syllabus, Contracts, Management Review Meeting or RTM and Assessment Rubric. Non-academic information such as student or lecturer achievements, student or lecturer activities and other non-academic activities are available for the public and students on the Faculty of Study Programmes websites and social media.

The Academic Guidebook is available in print and accessible on the website of each study programme. The study programmes evaluate the curriculum every three years to adjust to scientific developments. The results of the evaluation are then delivered to students through offline and online socialisation activities. Documentation updates are done periodically and systematically and published through various media so that the public and students can easily access all the information they need. However, the University has reduced the use of printed media since UNEJ joined the green movement to be a green campus.

Information on activities during the academic year

In terms of providing information on activities that have been carried out in one period, universities, faculties and study programmes, not only use publication media owned by each, but also through media that are used together. These media are (1) Website; (2) Social media (Facebook and Instagram); (3) Videotron; (4) YouTube; and (5) billboards. People who are interested in more about the activities that have been carried out, can visit the UNEJ information centre. By following the information request procedure, UNEJ will process the request and provide information to the applicant.

Documented and published information is in the form of academic and non-academic information, such as regular meeting activities, academic calendars, curriculum, student or lecturer achievements, national and international activities, University profiles, academic calendars, and other important academic information. Some documents can even be downloaded from the University's website.

Every year, UNEJ publishes the goals and objectives that have been achieved over one year. All general activities carried out by the University are contained in the performance report document (LAKIN) which can be downloaded easily from the UNEJ Data and Information website. As for the activities that have been carried out by each faculty, they will be published on the performance reports of each faculty and study programme.

In terms of providing information about activities of the study programmes, publication is done through online media including (1) Website; (2) Social media (Facebook and Instagram); (3) Videotron; (4) YouTube; (5) TikTok and (6) Billboards. The public also can obtain the information by visiting the UNEJ information centre. Academic announcements, profiles, achievements in academic or non-academic and agendas are posted online, making it accessible to the students and public audience. The provided information is shaped in the form of "user friendly", adopting the recent online cultural trend. Publication of activities within the

University and Faculty is also carried out through reporting in local and national mass media through coordination with the Public Relations of University of Jember.

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. However, the panel is of the view that the statistics and measurements in the quality assurance system are not correctly measured. For the different feedback surveys, different scaling methods are used which makes it difficult to get comparable results (some surveys use a scale of 1-3, others 1-5 or 1-7). Moreover, the quality cycle is not yet closed. It is not clearly regulated how evaluation results (e.g. from employers or companies) are followed up and integrated into the quality enhancement process and who is responsible for implementing appropriate measures.

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

- The University
 - a) aligns the scale measures used in the quality assurance surveys.
 - b) closes the quality loop by clearly defining responsibilities and follow-up processes on evaluation results.

Moreover, the panel **recommends** giving students a stronger role in the process of programme development, especially in planning and adapting the curriculum.

Evaluation by the students, quality control by the faculty and external evaluation 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. With regard to evaluation by alumni, the panel **recommends** conducting external evaluation also at course level, not only at programme level. This would allow the alumni to give specific feedback on the courses that they consider most important for employment and their further development.

The study programmes' content, curriculum and examination scheme have been suitably documented and published.

UNEJ regularly publishes current news and information – both quantitative and qualitative – about the study programmes.

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

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

Quality profile

HEI: University of Jember, Indonesia

Bachelor / Master programme: Bachelor Programme in Law (BLP), Master Programme in Accounting (MA), Master Programme in Economics (ME)

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

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

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