

# Decision of the FIBAA Accreditation and Certification Committee



**4<sup>th</sup> Meeting on November 26, 2021**

## **PROGRAMME ACCREDITATION**

**Project Number:** 20/067  
**Higher Education Institution:** Universitas Pembangunan Nasional “Veteran” Jawa Timur  
**Location:** Surabaya, Indonesia  
**Study Programme:** Law  
Degree: Bachelor of Law  
**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 April 2020, the study programme is accredited with one condition.

Period of Accreditation: November 26, 2021, until November 25, 2026

### **Condition:**

The University

- a) integrates the MBKM internship with up to 20 sks credits into the curriculum;
- b) substantiates how the learning outcomes of courses that may be substituted for this internship will be reached (see chapter 3.2).

Proof of meeting this condition is to be supplied by August 25, 2022.

**The condition is fulfilled.  
FIBAA Accreditation and Certification Committee on June 29th, 2022.**

The FIBAA Quality Seal is awarded.



## Assessment Report

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**Higher Education Institution (HEI):**

Universitas Pembangunan Nasional “Veteran” – Jawa,  
Timur, Surabaya, Indonesia (UPNVJT)

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**Bachelor study programme:**

Law

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**Qualification awarded on completion:**

Bachelor of Law

# General Information on the study programme

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## **Brief description of the study programme:**

The Bachelor programme Law (BLP) offers within four years (8 semesters) a training for a wide range of professions. With a law degree, each graduate can work in various areas, both in private and in government agencies. They can also establish firms and companies, such as law firms or notary offices. Specifically, the programme is addressed to professional profiles such as legal consultants; notaries or land deed officials (staff), advocates or lawyers, pro-bono legal advocates or bankers. They can be working in non-government organisations (legal basis) or become human resources staff or work as governmental staff (civil servant). Some courses of the law programme are bi-lingual (English and Indonesian), the knowledge of English is required. Graduates reach the degree "Bachelor of Law".

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## **Type of study programme:**

Bachelor programme

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

4 years (230 to 256 ECTS credits / 144 to 160 sks credits)

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## **Mode of study:**

full-time

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## **Didactic approach:**

Study programme with obligatory class attendance

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## **Double/Joint Degree programme:**

no

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

240 study places

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## **Programme cycle starts in:**

August

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## **Initial start of the programme:**

2006

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## **Type of accreditation:**

Initial accreditation

# Procedure

A contract for the Universitas Pembangunan Nasional “Veteran” – Jawa, Timur, Surabaya, Indonesia (UPNVJT) initial accreditation of the Bachelor study programme Law was made between FIBAA and UPNVJT on November 26, 2020. On June 25, 2021, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents to prove that the criteria for programme accreditation were met.

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

**Prof. Dr. Dennis Hilgers**

Johannes Kepler University Linz, Austria  
Professor for Public and Non-profit Management

**Lina Irscheid**

University of Potsdam, Germany  
PhD-Student of Law (LL.B.)

**Tobias Kaulfuß**

Citadelle Systems AG, Essen, Germany  
Founder and CEO (Logistics, eCommerce, Information Technology)

**Prof. Dr. Tibor Kliment**

Rheinische Fachhochschule Köln, University of Applied Sciences, Cologne, Germany  
Professor for Media and Cultural Management,  
Director of Institute for Empirical Media and Cultural Marketing

**Prof. Dr. Andreas Knorr**

Deutsche Universität für Verwaltungswissenschaften Speyer, Germany  
Professor of Economics (Transport Policy, Regulatory Policy, Competition Policy, International Relations)

**Prof. Dr. Yang Liu**

University of Applied Sciences Europe, Berlin, Germany,  
Professor of Communication and Design

**Prof. Dr. Marian Paschke**

University of Hamburg, Germany  
Chair of Civil Law, Commercial Law, Maritime Law and Economic Law

**Dr. Edy Santoso**

University of Langlang Buana, Bandung, Indonesia  
Senior Lecturer for Postgraduate Business Law Programme

**Prof. Dr. Mouna Thiele**

Hochschule Düsseldorf, University of Applied Sciences, Düsseldorf, Germany  
Professor of Economics, esp. International Business Relations

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

FIBAA project manager:  
Dr. Birger Hendriks

The assessment is based on the self-evaluation report, amended by further documents, requested by the panel, and an online conference (because of the Covid-19 pandemic). The online conference took place on August 25, 26 and 27, 2021 with representatives of the UPNVJT via the video conferencing tool Zoom. The same cluster included an appraisal of the following Bachelor programmes: Communication Science, Visual Communication Design, Development Economics, International Relations, Public Administration. At the end of the online conference the panel gave short feedback on its first impressions to representatives of the UPNVJT.

The assessment report based on this was delivered to the HEI for comment on October 23, 2021. The statement on the report was given up on November 2, 2021, it has been taken into account in the report at hand.

# Summary

The Communication Science programme offered by the Universitas Pembangunan Nasional “Veteran” – Jawa, Timur, Surabaya, Indonesia (UPNVJT) fulfils with one exception 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, 2021, and finishing on November 25, 2026, under condition. The programme is in accordance with the national Qualification Framework and analogous to the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid at the time of opening of the procedure, and with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects: the MBKM type of possible internships must be adequately integrated into the curriculum (see Chapter 3.2).<sup>2</sup> They recommend the accreditation on condition of meeting the following requirement.

## **Condition:**

The University

- a) integrates the MBKM internship with up to 20 sks credits into the curriculum;
- b) substantiates how the learning outcomes of courses that may be substituted for this internship will be reached (see chapter 3.2).

Proof of meeting this condition is to be supplied by August 25, 2022.

Furthermore, the quality requirements that have not been fulfilled

- Internationality of faculty (see chapter 3.4)
- Evaluation by faculty (see chapter 5.2)

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 areas where the programme could be further developed:

- Intensifying the preparation of English language skills by additional courses (see chapter 2.5),
- Checking how to reduce the extent of courses (see chapter 3.1),
- Intensifying the link to courses dealing with economy aspects (see chapter 3.1),
- Substantiating the relevant exams and test formats in the syllabi (see chapter 3.2),
- Including lecturers from abroad into permanent staff (see chapter 3.4),
- Including more training of the English language (see chapter 3.4),
- More intensively involving students in processes of assessing quality assurance and development outcomes (see chapter 5.1).

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

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<sup>2</sup> This aspect is an asterisk criterion which means that it is essential for the study programme.

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

- Positioning of the study programme on the job market for graduates (see chapter 1.3),
- Student support by the faculty (see chapter 4.1),
- Process organisation and administrative support for students (see chapter 4.2).

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

Universitas Pembangunan Nasional “Veteran” Jawa Timur (UPNVJT) started in 1959 as the Academy of Administration “Veteran” Surabaya and, until 2014, was a private university under the Ministry of Defence of the Republic of Indonesia. UPNVJT changed its status legally as a state/public university from October 6<sup>th</sup>, 2014. UPNVJT has more than 13,000 students and offers 28 study programmes under seven faculties (Faculty of Business and Economics; Faculty of Engineering; Faculty of Architecture and Design; Faculty of Law; Faculty of Computer Science; Faculty of Agriculture; Faculty of Social and Political Sciences). UPNVJT’s vision is to become the leading university with *Bela Negara* or State Defence characters<sup>3</sup>. The state defence characters are defined as nationalism, aware of being a citizen of the nation and the state, willing to sacrifice, believing that Pancasila (five principles of the national Constitution of the Republic of Indonesia)<sup>4</sup> is the basis of the state and has the initial ability to defend the state all of which must be embraced by the entire academic community and instilled in students in the learning process. The *Bela Negara* characters and values are embedded in UPNVJT’s teaching, research, and community service.

Specifically, the UPNVJT missions are:

- Developing the education with focus on producing “Bela Negara” values and characters in its graduates and academics.
- Improving the culture of research and innovation in the development of science and technology to advance the community.
- Conducting community service based on local wisdom illuminated by research and innovation.
- Performing good and clean governance with accountability and transparency in regard of finance and budgeting.
- Developing excellent human resource quality in attitude and value, performance, knowledge, and managerial skills.
- Improving the management system of integrated facilities and infrastructure.
- Advancing institutional cooperation with stakeholders both domestically and internationally.

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<sup>3</sup> Bela Negara became Indonesian policy in October 2015 through the [2015 Defence White Paper](#). A three-step Action Plan was developed. The first step of implementation is the “dissemination, harmonisation, synchronisation, coordination, and evaluation” of Bela Negara, which is broken down into twelve actions and bulleted standards of evaluation. These actions include the creation of instructional modules for Bela Negara programmes, organising national consultation meetings and conferences, **designing curricula**, forming coordination and evaluation bodies, and planning multi-tiered cadre training programmes.

<sup>4</sup> Pancasila is the official, foundational philosophical theory of Indonesia. It is composed of five principles and contends that they are inseparable and interrelated: Belief in God, Humanity, Unity of Indonesia, Democracy and Social Justice.

UPNVJT strives to deliver its mission, both nationally and internationally. It strategically boosts its international outreach by offering various programmes such as joint-research, joint-teaching and hosting international students. UPNVJT has permanent cooperation with universities and education institutions abroad, for example, with Murdoch University (Australia) and universities in Asia and South-East Asia regions. UPNVJT recently established a mutual cooperation with University Teknologi Mara (UiTM), Malaysia, by which several study programmes have already conducted virtual joint-teaching collaborations. UPNVJT is an associate member of ASEAN Universities Network for Quality Assurance (AUN-QA) as well as a member of WAEJUC (Western Australia- East Java Universities Consortium). This is in line with UPNVJT strategic plan for 2020-2024 to increase its competitiveness in the Southeast Asia (ASEAN) area. UPNVJT is an “A” status institution (superior) declared by the National Accreditation Board (BAN-PT). For the best practice of quality assurance system, UPNVJT has been applying ISO 9001:2015 and the internal quality assurance system with PDCA principles.

## **Further development of the programme, statistical data, and evaluation results**

The Bachelor of Law programme (BLP) was established in September 2006 along with the founding of the Faculty of Law. The Bachelor of Law programme accepts about 200 to 300 new students per year. It gained “B” status, accredited by the BAN-PT / National Accreditation Board. A previous recommendation from the last cycle of national accreditation suggested to recruit more lecturers (qualified with masters and doctorates from reputable universities) to meet the students – lecturers ratio. Moreover, BLP is required to develop the faculty staffs’ competencies by providing and encouraging them to join regular training.

As a result of that, the Faculty of Law included various scientific practice courses and an internship in the BLP as well as asked for a certification by a professional Certification Institute. The BLP has redesigned its courses and introduced concentration studies which focus more on a multidisciplinary approach, student-centred learning, and competence-based courses. This change was mandated by the Ministry of Education, Culture, Research and Technology (Mendikbud-Ristek) which recommended higher education institutions in Indonesia refreshing their curriculum to meet the national and global demands by offering more elective, multi-disciplinary courses as well as increasing its strategic partnership with other institutions. Such an approach is entitled as “Independent Campus, Freedom to Learn” curriculum. The Faculty prioritizes its human resources, and - according to UPNVJT - this is proven by the fact that some lecturers are doing their doctoral degrees in Indonesian state universities<sup>5</sup>. To widen their academic experiences and horizons, the lecturers also actively participate in conferences both national and international as main speakers.

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<sup>5</sup> See self-evaluation report (SER) p. 4.

**Table 1: Statistical data Bachelor of Law**

**Bachelor / Master Study Programmes: Bachelor of Law Program**

		2019	2018	2017	2016
# Study Places		240	180	208	210
# Applicants	∑	2124	2698	2096	1703
	f	1016	1453	1201	1089
	m	1108	1245	895	614
Application rate		885.00%	1498.89%	1007.69%	810.95%
# First-Year Student	∑	247	196	180	159
	f	137	108	88	62
	m	110	88	92	97
Rate of female students		0.5546558704	0.5510204082	0.4888888889	0.3899371069
# Foreign Students	∑	0	0	0	0
	f				
	m				
Rate of foreign students		0	0	0	0
Percentage of occupied study places		102.92%	108.89%	86.54%	75.71%
# Graduates	∑	154	112	59	63
	f	64	57	19	26
	m	90	55	40	37
Average duration of study		49.1	52,3	58.2	50.84
Average grade of final degree		3.4	3.42	3.28	3.42

According to UPNVJT, the average drop-out rate comes to 18,83 % per year, based on the calculation that Bachelor students are allowed to study up to 14 semesters. Therefore, dropout rates are determined after the end of 7 years.

**Appraisal:**

The panel notices that the study places of the BLP programme are sought by many applicants. The high application rates guarantee that all study places can be occupied. The average duration of study with 4 to 5 years (49 to 51 months) seems satisfactory although some students use the possibility to extend their study up to seven years. The overall average drop-out rate of almost 20% (after seven years) is relatively high and corresponds to drop-out rates of Law study programmes in other countries.

# Programme Description and Appraisal in Detail

## 1. Objectives

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

The BLP is developed based on the Qualification Framework of Indonesia (KKNI), corresponding to level 6 (out of 9 qualification levels) that is similar to level 6 of the European Qualifications Framework (EQF). Students must obtain a minimum of 144 sks credits or a maximum of 160 sks<sup>6</sup> before graduating with a Bachelor of Law. Programme learning outcomes are designed in compliance with professional associations, the National Qualification Framework (KKNI), and national accreditation bodies while also accommodating stakeholders' inputs.

According to UPNVJT<sup>7</sup> the BLP is established to produce graduates with graduate competency standards based on the provisions of the National Education Standards in Indonesia which includes the qualifications of graduates' abilities for attitudes, knowledge, and skills (OBE), with a strong national character. To support these general goals, the following objectives are specific for the UPNVJT's BLP:

1. Law graduates who have mastered legal theories with a humanitarian and Indonesian perspective,
2. Law graduates understand the basic concepts of legal theories as a whole and are highly competitive,
3. Graduates have abilities and skills for innovative research and service in Law,
4. Realisation of accountable and credible governance of the Bachelor of Law Programme.

The BLP programme is addressed to the following professional profiles: graduates can become legal consultants; notary and land deed officials (staff); can be working in Non-Government Organisations (legal basis); become human resources staff; advocates and lawyers; pro-bono legal advocates; bankers or work as governmental staff (civil servant).

These BLP graduates' profiles are in accordance with the expectation of BKS Dekan FH PTN (Indonesia State University's Law Schools' Dean Collaboration Board).

### Appraisal:

During the online conference, the panel learned from students and alumni that graduates have good chances on the labour market. This confirms that the objectives of the programme at hand meet the expectations of employers. The qualification objectives are explained and convincingly presented in relation to target group, targeted professional fields, 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

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<sup>6</sup> This Indonesian credit system will be explained in Chapter 3.2

<sup>7</sup> See SER, p. 5.

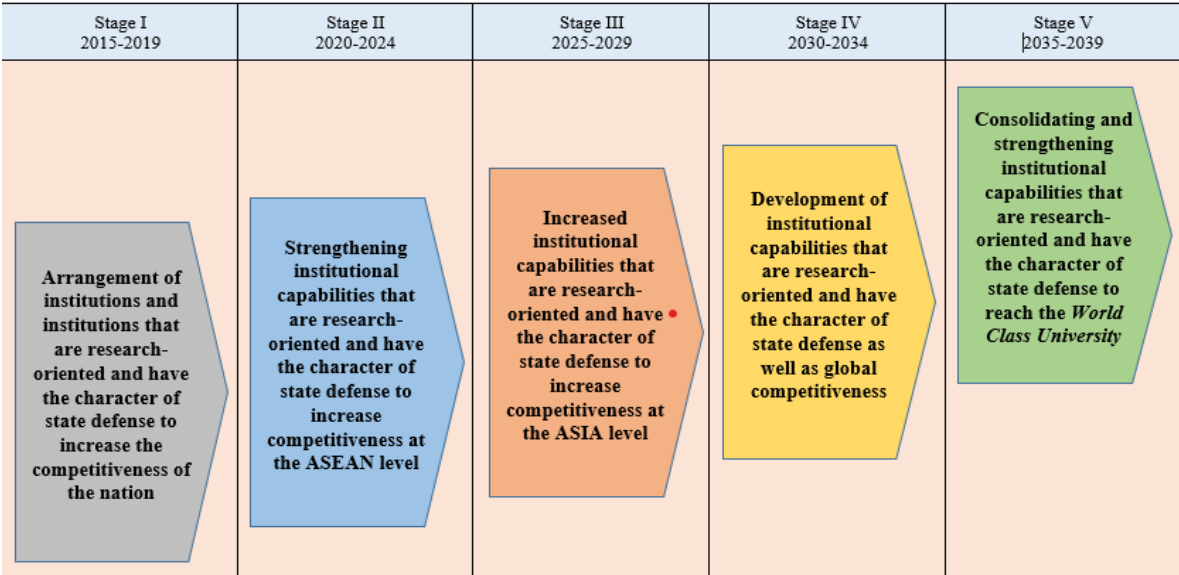
level at graduation. They take into account the requirements of the national qualifications framework of Indonesia.

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

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

Indonesia is a multicultural country with 274 million inhabitants on more than 17,500 islands and with different religious orientations. As shown in the strategic diagram below, UPNVJT strives to increase its competitiveness at the ASEAN level (South-East Asia regions) by 2024. Therefore, the University actively engages in the international academic community in various aspects: teaching, research, and community service. This engagement is coordinated under the International Office and Executive Secretary ([io.upnjatim.ac.id](http://io.upnjatim.ac.id)). In the teaching aspect, the University in general supports joint-teaching with partner universities, welcoming international students, and other international programmes (student exchange, cultural exchanges, and students’ international competitions). In the research aspects, UPNVJT supports international joint-research, organising international academic conferences, and other research-based activities.

**Table 2: UPNVJT strategic orientation**



At the faculty and programme level, the international orientation is implemented specifically in teaching and research activities. UPNVJT is part of the WAEJUC (Western Australia East Java University Consortium); therefore, each year, UPNVJT hosts an intercultural exhibition with students from Western Australian universities. Some BLP students aimed to take part in an exchange programme in Perth, Australia with Australian Universities, based on financial support. Two students of BLP joined an exchange with the Sultan-Zainal-Abidin-University (UNiSZA) in 2020 in Malaysia. Lecturers received support for pursuing their education

abroad, including funded international conferences and funded publication cost for international journals (institutions). Moreover, the programme invited guest lectures and international speakers from the Sultan – Zainal – Abidin University (UNiSZA), Malaysia, and the Maastricht University, The Netherlands.

Following the needs of law school graduates' competencies, the BLP has started to discuss the internationally potential design of the Law School curriculum. To achieve global competitiveness, the BLP also established internationally oriented courses, one of which is International Law. For that purpose, the Faculty recruited graduates for lecturers with international qualifications from reputable universities such as Maastricht University, The Netherlands and the University of New South Wales, Australia. Soon, this programme will offer three specialised courses related to International Law: International Politics (ongoing already), International Criminal Law, and Diplomatic and Consular Law.

### Appraisal:

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

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

### 1.3 Positioning of the study programme

As the statistics above show, during the last years BLP has had an average rate of applicants of more than 2,000 per year. This is about ten times as much as the number of available study places. The Faculty was able to increase the number of study places up to 240. With a university vision that emphasizes state defense character<sup>8</sup>, the BLP of UPNVJT has a specific profile of training law graduates. This specialty is seen as a strength of competitiveness of the BLP graduates in the local and national area. Also, in terms of international orientation of the programme, UPNVJT estimates this profile an added value to law graduates, combining rooted nationalism with global vision.

As for the job market, BLP aims at a wide range of professions. With a law degree, graduates can work in various fields, both in private and in government agencies. They can also establish firms and companies, such as law firms or notary offices. With a wide range of jobs that can be targeted or developed, the graduates of the BLP of UPNVJT are ready to be recruited, employed in any agency, even if asked to create new jobs. The graduates also have competences in legal proficiency, legal skills, and language skills. They can use information technology which is prepared to support graduate competences.

Moreover, the BLP programme includes an obligatory short internship in the sixth semester. This aims to promote a shift from the studying process to a working environment. The main

<sup>8</sup> See Bela Negara.

goal of such internships is to develop the students' abilities to apply their theoretical background in practice. During the online conference students and alumni pointed out that this helps students in their career advancement and development of skills, and it also provides an opportunity for employers to find and develop young professionals according to their companies' needs.

UPNVJT installed a "Data tracer study" that has been conducted in 2019-2020. It turned out that especially during the waiting period for graduates to get a job, students continue their master's degree, or become an entrepreneur in less than six months. Only 24 % of graduates have a waiting period of more than six months, that is, within a period of 6-18 months.

One of UPNVJT's missions based on the vision of "Becoming a Superior University with State Defense Character" is to be able to produce quality graduates who have state defense character, high competences, and competitiveness in the job market. The BLP, which in its learning curriculum also emphasizes national and state knowledge in the Pancasila<sup>9</sup> State of Law, has a synergistic role to support the overall vision and mission of UPNVJT. The competitiveness in the job market is also realized by providing competency provisions for prospective graduates who are ready to work from the UPNVJT BLP. Although the faculty is heading to the international market, the values of state defense and nationalism are still strongly embedded in its principles through the programmes and subjects of state defense. In the end, the graduates of BLP are expected to have strong characters with the values of state defense and Pancasila that can differentiate them with other graduates in international levels.

## Appraisal:

The reasons given for the positioning of this study programme in the educational market are plausible. The panel acknowledges the fact that the application figures exceed by far the study places that the UPNVJT can offer for this programme.

As far as the positioning of the programme in the job market is concerned, 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. Also, the University thoroughly analyses the job market for graduates on a continuous basis and comprehensively incorporates the results in the study programme. The Faculty regularly tracks the chances of graduates on the job market in contact with the alumni network.

The study programme is convincingly integrated into the HEI's overall strategic concept of a Bela Negara campus. The study programme's qualification goals are in line with the HEI's mission and strategic planning.

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<sup>9</sup> See above: „Information“.

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



## 2. Admission

The admission to State Universities in Indonesia is regulated by the Government (Ministry Decree 60/2018). Based on this, the University follows a Rector's Decree with "Guidelines for admission of new students" that complies with the Government regulation. Also, the Rector's Regulation for Undergraduate Education includes directions for admission. The admission test of state universities in Indonesia has three paths: SNMPTN, SBMPTN, and independent pathway.

The SNMPTN is a National Selection University Entrance Test. SNMPTN is the selection for the best students in high schools. This selection is implemented before the high school graduation. The selection committee is appointed by the Ministry. The prevailing high school accreditation status is also taken into the consideration.

The SBMPTN (Joint Selection University Entrance Test) is a computer-based national test organised by the Ministry for all prospective students on the same day.

The University also has the option for an independent pathway, called Mandiri Selection. Each state university is given authority to decide the quotas for prospective students (under SNMPTN and SBMPTN). Each state university can also within its rights organise its own selection. This selection is conducted by paper-based writing, by computer-based test or by other selection methods determined by the university. All public universities in Indonesia must report their admission process and results afterwards.

UPNVJT has set the quotas for students acceptance in the percentage of minimum 20 % for SNMPTN, 40 % minimum for SBMPTN and 30 % maximum for Mandiri Selection. The procedure for the Mandiri Selection is regulated under the above-mentioned Rector's Decrees.

UPNVJT has a website (Unduhan – PPMB ([upnjatim.ac.id](http://upnjatim.ac.id)) to provide information to prospective students, with a special dedicated email ([maba@upnjatim.ac.id](mailto:maba@upnjatim.ac.id)) and online helpdesk to address any issue during the admission process. These websites provide information, including the quotas for each study programme. Furthermore, UPNVJT organised "Edufair 2021" which is being streamed on YouTube, Instagram, and Campus Television in order to directly connect to prospective students. To ensure equal opportunity for disadvantaged students, scholarships are awarded on all admission pathways (SNMPTN, SBMPTN and independent pathway). Scholarships can be awarded on national-level (organised directly under the Ministry), and on the university levels (UPNVJT). During the online conference students and alumni welcomed this support and underlined the importance of scholarships for many students.

The selection procedures for SNMPTN and SBMPTN are regulated nationally by the Ministry (Mendikbud-Ristek). Therefore, UPNVJT follows the decided procedures. The selection procedures for the independent pathway (Mandiri) are regulated through the Rector's Decree of Prospective Students Admission and in the Rector's Academic Regulation for Undergraduate education<sup>10</sup>. These decrees especially prescribe accreditation status,

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10 See „Selection Art. 8“.

capacity, registration time, admission requirements, selection process, tuition fees, payment procedures, data verification, and re-registration procedures (registration).

The requirements for English skills are regulated in the Rector's Decree of Academic Regulations<sup>11</sup> based on legal stipulations from the Government which stated that "undergraduate students are required to have good English proficiency in accordance with the minimum international or institutional standards." An English proficiency test is integrated as part of SNMPTN, SBMPTN and the independent pathway (Mandiri). Therefore, new students have to have basic English skills and are required to conduct initial English proficiency tests at the UPN "Veteran" Language Centre in Jawa Timur.

As part of the curriculum, there are two courses, "English 1" and "English 2" that are mandatory for every student. They need to be completed within the first year of study. Furthermore, before they submit the final project (thesis) students must proof their English proficiency as a condition with a minimum score: International Certificate JETSET Level 4; Pearson-LCC1 - UK (equivalent to IBT-TOEFL 57-86) or Institutional Certificate English Proficiency Test / EPT 450 - LC-UPN "Veteran" Jawa Timur (equivalent to ITP-TOEFL 450).

The result and decision of the various admission tests (SNMPTN, SBMPTN and independent pathway) can be directly accessed through the national website (<http://snmptn.ac.id> and <http://www.sbmptn.ac.id/>). The result from the independent pathway entrance test is transparently communicated through a dedicated one-gateway portal (PPMB – Pusat Penerimaan Mahasiswa Baru UPNV Jatim ([upnjatim.ac.id](http://upnjatim.ac.id))). This one-gateway portal also contains additional information about the study programmes (quotas, tuition fees, registration procedures).

## Appraisal:

The panel has the view that the admission requirements are clearly defined and comprehensible. The national requirements are presented and taken into account. Applicants can directly turn also for a personal dialogue, to a student counselling service per special dedicated email, or to an online helpdesk at the university, for clarification of specific questions, of personal aptitude or of career perspectives.

The selection procedure which is applied to all study programmes is transparent and ensures that qualified students are admitted.

The admission requirements for new students on language proficiency in English are evaluated but can be low. Only before submitting the final thesis students have to proof a level of sufficient English knowledge. The University offers preparatory language courses (English 1 and 2) that may help ensure that students are able to successfully complete the study programme. As these regulations are based on Government rules the panel got the impression that the students can cope with these requirements, also when it comes to English literature that they have to read during their studies. Nevertheless, the panel recommends the UPNVJT intensifying the preparation of English language skills by additional courses, especially for Business English.

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11 See Art 15.

The panel welcomes that 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 programme

#### 3.1 Contents

The above-mentioned objectives of the BLP programme<sup>12</sup> are to produce Bachelor graduates being able to master, to improve and to implement principles of Law in his/her profession, with comprehensive analytical, critical, and multidisciplinary perspectives. Students shall be able to work independently and in teamwork, with creative and innovative thinking and with entrepreneurial spirit.

All HEIs in Indonesia implement outcome-based education (as regulated under the legal requirements of the Mendikbud-Ristek). Outcome-based education is developed with four core aspects (attitudes, knowledge, general skills, and specialised skills). Attitude aspects have been set by the National Qualification Framework (KKNI), while general skills have been formulated by the Ministry of Education, Culture, Research and Technology (Mendikbud-Ristek). Knowledge and specialised skills are determined by the HEI / study programme. This curriculum is entitled by the Ministry as “Independent Campus: Free to Learn (MBKM)” since it promotes higher student mobility and off-campus learning.

The curriculum of BLP is categorised as follows: National Compulsory Courses, Institution Compulsory Courses, Faculty Compulsory Courses and Competence Compulsory and Elective Courses. While the most of offered courses can be taken from the first semester, students must pass a minimum of 85 CP (Indonesian sks CP calculation) before starting the Competence courses. Students can enroll for elective modules both inter-faculty and inter-universities following the Independent Campus curriculum. The sixth semester includes an internship. Moreover, students can specialise in criminal law, civil law, constitutional law, administrative law, or international law, as the following course overview shows:

**Table 3: Bachelor of Law: Course Overview**

I. NATIONAL COMPULSORY COURSES				
Sem ester	Code	Subject	Seme ster	ECTS Credits
1		Religion	3	4.83
1	UV141101	-Islam		
1	UV141102	-Catholic		
1	UV141103	-Kristen		
1	UV141104	-Budha		
1	UV141105	-Hindu		

<sup>12</sup> See above chapter 1.1.

1	UV141106	-Konghucu		
1	UV 141107	Pancasila	3	4.83
3	UV 141108	Civics	3	4.83
4	UV 141109	Bahasa Indonesia	3	4.83
Total			12	19.32

II. UNIVERSITY COMPULSORY COURSES				
Sem ester	Code	Subject	Credits	ECTS
3	UV 141110	Education of State Defence	3	4.83
5	UV 141114	Entrepreneurship	3	4.83
4	UV 141131	Leadership	3	4.83
1	UV 141111	English 1	2	3.22
2	UV 191112	English 2	2	3.22
Total Credits			13	20.93

III. FACULTY COMPULSORY COURSES				
No	Code	Subject	Credits	ECTS
1	FH 141116	Political Theory	2	3.22
1	FH 141117	An Introduction to Jurisprudence	4	6.44
1	FH 141118	An Introduction to Indonesian Law	4	6.44
2	FH 141119	Islamic Law	2	3.22
	FH 141120	Customary/Adat Law	2	3.22
2	FH 141121	Constitutional Law	4	6.44
2	FH 141122	Civil Law	4	6.44
3	FH 141123	Criminal Law	4	6.44
3	FH 191101	Administrative Law	3	4.83
3	FH 141136	Law and Human Rights	2	3.22
3	FH 141102	Civil Procedural Law	3	4.83
4	FH 141125	Agrarian Law	2	3.22
3	FH 191103	International Law	3	4.83

3	FH 191108	Law and Politics	2	3.22
4	FH 141116	The Law of Obligations	2	3.22
4	FH 191104	Trade Law	3	4.83
4	FH 191105	Military Law	2	3.22
4	FH 141106	Criminal Procedural Law	3	4.83
4	FH 191107	Environmental Law	2	3.22
4	FH 141133	Tax Law	2	3.22
5	FH 141141	Extraordinary Criminal Law	2	3.22
5	FH 141149	Employment Law	2	3.22
5	FH 141140	Procedural Law of Administrative Court	3	4.83
5	FH 141148	Procedural Law of Religious Court	3	4.83
7	FH 141151	Syariah Economic Law	2	3.22
5	FH 141135	Legal Research Methods	3	4.83
5	FH 141137	Contract Drafting	2	3.22
5	FH 141138	Sociology of Law	2	3.22
5	FH 191109	Telematics Law	2	3.22
6	FH 191110	Law and Legal Drafting	2	3.22
6	FH 191111	State Resilience Law	3	4.83
6	FH 141134	Law of the Sea	2	3.22
6	FH 141144	Alternative Dispute Resolution	2	3.22
6	FH 141146	Procedural Law of Constitutional Court	2	3.22
6	FH 191112	Practice on Legal Proficiency	4	6.44
6	FH 141145	Legal Philosophy	2	3.22
6	UV 141115	KKN (Community services)	2	3.22
6	FH 141142	Internship	2	3.22
7	FH 141152	Legal Profession Ethics	2	3.22
7	FH 141150	Inheritance Law	2	3.22
8	FH 191113	Thesis	6	9.66
Total Credits			107	172.27

IV. CRIMINAL LAW COMPETENCE – COMPULSORY COURSES				
Semester	Code	Subject	Credits	ECTS
	IH 141254	Judicial Medical Science	2	3.22
	IH 141255	Victimology and Criminology	2	3.22
	IH 141201	Juvenile Criminal Law	2	3.22
	IH 141261	Comparative Criminal Law	2	3.22

CIVIL LAW COMPETENCE – COMPULSORY COURSES				
Semester	Code	Subject	Credits	ECTS
	IH 141282	Bankruptcy Law	2	3.22
	IH 141277	Banking Law	2	3.22
	IH 141270	Intellectual Property Rights	2	3.22
	IH 141261	Guarantee Law	2	3.22

CONSTITUTIONAL LAW COMPETENCE – COMPULSORY COURSES				
Semester	Code	Subject	Credits	ECTS
	IH 141289	Regional Government Law	2	3.22
	IH 141299	Village Government Law	2	3.22
	IH 141298	State Institutional Law	2	3.22
	IH 141290	Press Law	2	3.22

ADMINISTRATIVE LAW COMPETENCE – COMPULSORY COURSES				
Semester	Code	Subject	Credits	ECTS
	IH 191202	Public Service Law	2	3.22
	IH 141286	Immigration and Customs Law	2	3.22

	IH 141285	Licensing Law	2	3.22
	IH 141297	Employment Law	2	3.22

INTERNATIONAL LAW COMPETENCE – COMPULSORY COURSES				
Sem ester	Code	Subject	Credits	ECTS
	IH 141279	International Trade Law	2	3.22
	IH 141263	International Criminal Law	2	3.22
	IH 141280	International Civil Law	2	3.22
	IH 1412877	Diplomatic and Consular Law	2	3.22

V. CRIMINAL LAW COMPETENCE – ELECTIVE COURSES				
Sem ester	Code	Subject	Credits	ECTS
7 / 8	IH 141268	Economic Crimes	2	3.22
7 / 8	IH 141265	Political Criminal Law	2	3.22
7 / 8	IH 141256	Health Law	2	3.22
7 / 8	IH 141266	Press Criminal Law	2	3.22
7 / 8	IH 141262	Environmental Criminal Law	2	3.22
7 / 8	IH 191203	Criminal Justice System	2	3.22
7 / 8	IH 191204	Cyber Crime	2	3.22
7 / 8	IH 191205	Corruption	2	3.22
7 / 8	IH 191206	Money Laundering	2	3.22

CIVIL LAW COMPETENCE – ELECTIVE COURSES				
Sem ester	Code	Subject	Credits	ECTS
7 / 8	IH 141271	Corporate Law	2	3.22
7 / 8	IH 141273	Investment and Capital Law	2	3.22
7 / 8	IH 141274	Consumer Protection Law	2	3.22
7 / 8	IH 141275	Insurance Law	2	3.22



7 / 8	IH 141283	Transportation Law	2	3.22
7 / 8	IH 141278	Comparative Civil Law	2	3.22
7 / 8	IH 191207	Finance Institution Law	2	3.22
7 / 8	IH 191208	Securities Law --- Surat BErharga	2	3.22
7 / 8	IH 191209	Family Law	2	3.22
7 / 8	IH 191210	Acts Against the Law	2	3.22

#### CONSTITUTIONAL LAW COMPETENCE – ELECTIVE COURSES

Sem ester	Code	Subject	Credits	ECTS
7 / 8	IH 191211	General Election Law	2	3.22
7 / 8	IH 191213	Comparative Constitutional Law	2	3.22
7 / 8	IH 191214	State of Law and Democracy	2	3.22
7 / 8	IH 191215	Constitutional Law and Judicial Power	2	3.22
7 / 8	IH 191216	Decentralisation and Autonomy Laws	2	3.22
7 / 8	IH 191217	Law of the Citizenship	2	3.22
7 / 8	IH 191218	Sovereignty and Food Security Sector	2	3.22
7 / 8	IH 191219	The Law Regulating Balance of Power	2	3.22
7 / 8	IH 191220	Capita Selecta of Constitutional Law	2	3.22

#### ADMINISTRATIVE LAW COMPETENCE – ELECTIVE COURSES

Sem ester	Code	Subject	Credits	ECTS
7 / 8	IH 191221	Population Law	2	3.22
7 / 8	IH 191222	Fiscal Law	2	3.22
7 / 8	IH 191223	Marine Resources and Fisheries Law	2	3.22
7 / 8	IH 191224	Comparative Study of Administrative Law	2	3.22
7 / 8	IH 191225	Acts against Governmental Law	2	3.22
7 / 8	IH 191226	Supervisory Law on The State Apparatus	2	3.22
7 / 8	IH 191227	Intergovernmental Authority Law	2	3.22
7 / 8	IH 191228	Legal Enforcement of Administrative Law	2	3.22

7 / 8	IH 191229	Management and registration of land rights	2	3.22
7 / 8	IH 191230	Housing and Property Law	2	3.22

INTERNATIONAL LAW COMPETENCE – ELECTIVE COURSES				
Sem ester	Code	Subject	Credits	ECTS
7 / 8	IH 191231	International Humanitarian Law	2	3.22
7 / 8	IH 141269	International Arbitration Law	2	3.22
7 / 8	IH 141281	International Treaty Law	2	3.22
7 / 8	IH 11932	Air and Space Law	2	3.22
7 / 8	IH 141296	International Politics	2	3.22
7 / 8	IH 191233	Capita Selecta of International Law	2	3.22
7 / 8	IH141291	International Organization	2	3.22
7 / 8	IH141295	Law of Extradition	2	3.22

In the final year, students must conduct scientific publications and author a thesis to complete their studies. This aims to assess students' conceptual and theoretical understanding regarding the courses and modules. Also, it will assess the skills and knowledge of problem-solving in the legal context. All the course designs are pursuant to Badan Kerja Sama Dekan FH PTN (Indonesia State University's Law School Dean Collaboration Board) Decree, and the stakeholders needs.

The name of a study programme in Indonesia is under the regulation of the Ministry of Education, Culture, Research and Technology (Mendikbud-Ristek).<sup>13</sup> The names BLP and Bachelor of Law has been permanently used since the inception of the faculty on January 30, 2007. BLP entails the concept and fundamental understanding of legal theory and its practical works aiming to solve the problem in society. Also, the name of Bachelor of Law for the degree is recognised at international level.

According to UPNVJT, the integration of theory and practice is an important guideline for the BLP<sup>14</sup>. It is represented in compulsory courses such as the Legal Skills Practicum. For some modules and credits, such as Criminal and Civil Procedural Law, field orientation is added in the lectures. To support more practical skills, students are thus guided by professional tutors and lecturers. Collaborating with the Competency Certification Institution of the University, students are also encouraged to join courses in terms of practical legal skills such as Contract Drafting, and Corporate Contract. Moreover, as mentioned above, students are required to enroll for practical experiences through an internship programme. This practical internship is a compulsory part of the curriculum.

<sup>13</sup> Regulation Number 59 Year 2018

<sup>14</sup> See SER p. 12.

During the online conference lecturers and students underlined that in the courses case studies and practical examples are essential parts of teaching and learning although the case studies are not mentioned in the course descriptions.

In terms of interdisciplinary thinking, BLP offers courses such as International Politics, Religion, and Pancasila. Furthermore, in order to promote the students' competencies, students are encouraged to join inter-faculties (*Permadi*) and inter-universities (*Permata*) courses based on their interests started from the fourth semester. Students are able to register to courses outside their discipline. The programme coordinator curates and selects several courses which can also be taken, such as Brand Management and Creative Economies from the Faculty of Business and Management; Algorithm from the Faculty of Computers. Those courses are recognised as elective courses under the BLP curriculum.

UPNVJT starts ethics learning from the first semester onwards with compulsory courses such as Civics, Leadership and Education of State Defence Courses. Other courses focus on ethical obligations and standards of conduct on ethical citizenship. Furthermore, in BLP ethical aspects are taught in two parts: 1. Legal ethic profession study and 2. Students' ethics obligations. To support students' understanding and practical legal skills, a Professional Ethics course is offered to students. This specific course aims to prepare students to become professional legal practitioners.

In regard of the final thesis, students must submit their work in Turnitin software to ensure the originality of their reports. The student Code of Conduct is published in the student handbooks which will be given once the students are officially registered in UPNVJT.

Aiming to support scientific practices, students are required to pass scientific writing assignments such as Thesis and Publication. Students also must publish at least one publication either in journals or proceedings. Prior to it, as a preparation, some courses are offered for students to enroll such as Legal Research Methodology. Outside formal lectures, students' associations and faculty usually initiate a support programme for Academic Writing. They are also encouraged to submit academic proposals for both competition and compulsory requirements. Recently, the UPNVJT BLP has established its PKM Centre (students' creativity programme) to support the application of methods and scientific practices.

Students' examinations in BLP follow the Rector's Academic Regulation for Undergraduate Education<sup>15</sup>. The examinations consist of a combination of mid-term exam, final-term exam, assignments, practice (labs work), quizzes and other formats that are deemed suitable to measure the four aspects of learning outcomes (attitudes, knowledge, general skills, and specialised skills). They are characterised by a wide variety of test formats (observation, projects, written exam and / or oral exam).

The final thesis must be elaborated as research reports (regular thesis) with a minimum-volume of 60 pages. Additional prerequisites are that the students have passed the Research Method Course and have shown an English language equivalent to TOEFL 450.

A regular thesis will be examined in the viva exams. Furthermore, the regular thesis is examined based on two criteria: thesis content and presentation. The thesis content is evaluated following several criteria: the accuracy of theories, research methods, result and

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15 As of 9/2020, see Art. 28 to 30.

analysis, whereas a presentation is measured under the solidity of argument during the viva exam and self-composure during the examination.

## Appraisal:

The panel welcomes that the curriculum adequately reflects the programme qualification objectives. The contents of the courses are well-balanced, logically connected, and oriented towards the intended learning outcomes. The areas of specialisation with optional electives enable students to acquire additional competences and skills. However, the panel has the view that the Faculty of Law is offering too many compulsory and elective courses in the BLP. Therefore, the panel recommends checking how to reduce the extent of courses and to allow more concentration on essentials.

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

Theoretical questions are, where possible, explained by means of practical examples. Theory and practice are systematically interrelated throughout the curriculum. Theoretical discourses and practical applications complement each other in developing the students' qualification profile.

There is evidence that the programme qualifies students for interdisciplinary thinking. The panel welcomes that students can opt for choosing courses from other faculties or even from other universities. However, the panel recommends intensifying the link to courses dealing with economy aspects.

The panel welcomes that several courses imply ethical training. General aspects of studies are communicated with the Code of Conduct (especially on academic integrity).

Students acquire methodological competences and are enabled to do scientific work on the required level. The panel welcomes those methodological competences and scientific practice are thoroughly trained. Students are equipped with the necessary skills for research-oriented work and for applying those skills in practical work. This further improves the methodological level of the programme.

The panel notices that the midterm exams, as far as they are defined for the courses, are suited in format and content to ascertain the intended learning outcomes. The requirements, laid down in detail in the legally binding Rector's "Academic Regulation for Undergraduate Education," are in accordance with the desired qualification level. It gives detailed information on different forms of assessments of learning outcomes, about the score structure and the assessment components.

The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives. The final theses are evaluated based on previously published and coherently applied rules, and procedures.

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

## 3.2 Structure

Projected study time	4 years
Number of Credit Points (CP)	144 sks = 230 ECTS credits (min.) 160 sks = 256 ECTS credits (max.)
Workload per CP	1 sks = 39,7 h ; 1 ECTS credit= 25 h
Number of courses	59 obligatory; 9 to 10 special elective courses
Time required for processing the final thesis and awarded CP	Six to twelve months 10 ECTS credits
Number of contact hours	3696 h

The BLP programme comprises four study years with eight semesters. BLP students must take a minimum of 144 sks credits and a maximum of 160 credits to be able to graduate from Law. The minimum 144 sks credits is taken within a period of 3.5-4 years. 144 sks credits correspond to about 230 ECTS credits.

SKS is an Indonesian credit points system that could be converted into the European Credit Transfer System (ECTS). One sks credit consists of 50 minutes of direct face-to-face lectures, 60 minutes of structured academic activities and 60 minutes of independent studies, with a total of 170 minutes per week (1 semester has 14 weeks). Whereas ECTS credits refer to the whole semester, sks are counted per week. Therefore: 1 sks = 170 mins X 14 weeks = 2380 minutes (39.7 hours). 1 ECTS equals between 25 and 30 hours, which means the credit equivalence is 1 ECTS corresponds to about 1.6.

**Table 4: SKS credits to ECTS credits conversion**

SKS minimum to graduate BLP	ECTS conversion	workload
144 sks credits	230	144 X 39.7 = 5.717 hours of study

The curriculum consists of 59 mandatory courses and nine to ten optional (elective) courses, competence/concentration courses, fieldwork practices, KKN (Community Service), research proposal seminars, and thesis. The courses are divided into the following groups:

Compulsory courses (compulsory university, faculty, study programmes) and competency courses are scheduled to be taken from the first to the fifth semesters. Elective courses can be taken from BLP and other faculties and universities which support programme learning outcomes. Furthermore, towards the end of their study (starting on the sixth semester, students must complete non-lecture courses such as community service (2 sks credits), internship (2 sks credits) and thesis (6 sks credits). Since 2020, the new “Independent campus: free to learn” curriculum offers more programme compulsory courses and competence-based courses compared to the 2019 curriculum. UPNVJT also offers the possibility to students to absolve a longer internship up to six months with a workload up to 20 sks credits<sup>16</sup> that are taken into consideration as workload (although the longer one is not included in the curriculum). This means students can choose between a regular internship (one month) and an up to six months internship in various institutions and companies (MBKM). The MBKM internship is usually more selective since partner organisations actively select interns themselves.

When commenting on the report at hand the Study Programme Coordinator of BLP gave the following additional information: The Independent Campus: Free to Learn (MBKM) is a newly established system. All Indonesian universities must adjust their curricula accordingly. It comprises eight different components that aim at different aspects: Student Exchange, Internship, Teaching Assistance, Research, Humanity Project, Entrepreneurship, Independent Project/ Study, and Village Development/ Thematic Student Community Service. Out of these eight possible components the BLP has included three so far: Kampus Mengajar (Teaching Campus), the MBKM certified internship model, and Student Exchange. These components take up to six months with a workload of max. 20 sks credits / 32.2 ECTS credits. The BLP presented a modified curriculum that shows all courses of the semesters 5, 6 and 7 (core courses and elective courses) as marked for a possible conversion (internship instead of certain courses). Students opting for one of these components must choose up to ten of those courses to be replaced by the internship.

Students choose as many courses as they need for the minimum of 144 sks (230 ECTS) credits up to the maximum of 160 sks (256 ECTS) credits. There is room for several elective courses in the whole programme that students can choose.

The programme courses are explained in descriptions in terms of syllabi. These descriptions provide detailed information and contain elements, such as course content, name of the lecturer(s), teaching and learning methods, expected learning outcomes, mode of teaching, workload / the number of credit points (in sks and ECTS), and a list of obligatory and additional literature in terms of recommended reading. Moreover, the language of instruction (Indonesian or bi-lingual Indonesian-English) is mentioned. In addition, the Academic Guidelines contain short content descriptions of each course at a generic level.<sup>17</sup> Not included are relevant exams and test formats in the syllabi of each course. However, the

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<sup>16</sup> See UPNVJT’s “Internship Program Guide Based on Freedom Curriculum “, chapter 2: “The duration of the internship for each student within 6 months is recognized as equivalent to 20 credits.”

<sup>17</sup> See p. 83 ff.

assessments of learning outcomes including the thesis are regulated in the Rector\*s Academic Regulation for Undergraduate Education.<sup>18</sup>

Students can study a period abroad<sup>19</sup>, with approval from the faculty, although the curricula do not foresee mobility windows. In practice almost no student leaves the University for studying abroad for a period. Credits that students are awarded abroad will be recognised if the foreign course is equivalent to the course contained in the BLP curriculum<sup>20</sup>.

The Marking policy follows the table with grades between A and E:

**Table 5: Grading Table**

Score in Number	Score in Letters	Grade Point
≥80 - 100	A	4.00
≥76 - < 80	A-	3.75
≥72 - < 76	B+	3.50
≥68 - < 72	B	3.00
≥64 - < 68	B-	2.75
≥58 - < 64	C+	2.50
≥56 - < 58	C	2.00
≥46 - < 56	D+	1.50
≥42 - < 46	D	1.00
0.0 - <42	E	0.00

Students pass the course if they get a minimum grade of C. Students who get D+, D and E must repeat the courses and exams in the following semester. During the time of study, students will be evaluated several times.

The above-mentioned study and exam regulations are legally binding and contain all necessary rules and procedures and take into account, where applicable, national requirements.

The feasibility of students' workload is continuously assessed by the programme director, in discussions with student representatives and in the context of student evaluations. During the online conference students and alumni made clear that the UPNVJT and faculty take care not to overburden the students and to ensure that suitable support and counselling services are at students' disposition. The University also takes into account the drop-out rates. The student feedback sheets do not include questions on course workload.

Gender equality is embedded in UPNVJT's institutional culture and principles, and at present, about 50 % of students are female. Also, about several lecturers are female.

Disabled students are given access (special pathway) in the buildings as well as any forms of affirmative action, for example, in the examination process and standards of markings and evaluation. UPNVJT has guaranteed that its entrance test is non-discriminatory. UPNVJT also provides scholarships for disadvantaged students. They can use the possibility of an

<sup>18</sup> See Art. 28, 29 and 30.

<sup>19</sup> See Academic Regulation for Undergraduate Education Art 42 ff.

<sup>20</sup> See Academic Regulation Art 31, 32.

academic leave (childbirth, illness, other obstacles that cannot be avoided). The respective period of academic leave does not count as a period of study.

## Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. It consists of courses and assigns credits per course based on the necessary student workload. Practical components are designed and integrated in such a way that credits can be acquired. The course descriptions provide detailed information on intended learning outcomes and other information. However, the panel has the view that by now the MBKM type of possible internships has not been integrated into the curriculum in a convincing way.

The panel members have taken into account the modified curriculum that the BLP presented as part of its comments on the report at hand. Although the panel appreciates the programme management's reaction to also imply the MBKM internship into the curriculum and the Academic Guidelines several aspects are still not clarified such as: Will for each student opting for an internship the learning outcomes of the replaced courses be ensured? Who will decide upon the selection of courses that appropriately could be omitted? Those questions must be clarified by the BLP before accepting a modified curriculum. Therefore, the panel recommends the following **condition**:

### The University

- a) integrates the MBKM internship with up to 20 sks credits into the curriculum;
- b) substantiates how the learning outcomes of courses that may be substituted for this internship will be reached.

Rector's and Faculty regulations give descriptions on programme elements. Although the Rector's Regulation provide detailed instructions on how assess thesis and the learning outcomes of the courses the panel recommends substantiating the relevant exams and test formats in the syllabi of each course.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. The study programme is designed so that students can study for a certain time at other HEIs without any extension of their overall study time. The recognition of degrees and periods of study at other HEIs is regulated in analogy to the Lisbon Recognition Convention; the recognition of periods of practical work is also clearly defined. The final grade is supplied with either a relative grade or an ECTS grading table.

The HEI ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal requirements throughout the programme and examinations. Students get individual assistance under exceptional circumstances.



	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2	Structure				
3.2.1*			Condition		
3.2.2*			X		
3.2.3*			X		
3.2.4			X		

### 3.3 Didactical concept

The UPNVJT prescribes the learning and teaching methods especially in Art. 25 of the Rector's Academic Regulation for Undergraduate Education. Learning methods have to be interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centred. The student-centred learning (SCL) method shall include problem-based learning, project-based learning and interactive learning skills with group discussions, role playing and simulation. This applies to all study programmes.

As for the BLP, this programme mostly focuses upon student-centred learning<sup>21</sup> which is manifested towards various teaching methods, such as with case-study (problem-based learning) and task-based (project-based learning). Other learning methods such as interactive skills (discussion, simulation, role playing, team works and presentation) are also widely used. Problem-based learning and project-based learning are especially pertinent in the teaching of competency courses.

Course materials in BLP could be in the form of conventional text-books and monographs, power points presentations, e-book, scientific journals, tutorial videos, audio recordings, video recordings. All materials are oriented towards the achievements and completion of programme learning outcomes. Lecturers must provide the syllabus beforehand and hand it to the students in the beginning of the courses. Lecturers will provide compulsory and recommended readings and upload the materials on e-learning platforms. The UPNVJT e-learning portal ([www.ilmu.upnjatim.ac.id](http://www.ilmu.upnjatim.ac.id)) has been used more intensively during the pandemic, where students accessed all materials from their lecturers. Students stored assignments and delivered exams in this portal while lecturers could deliver feedback. There is a video conference technology where online lectures could be organised in real time. The panel took the opportunity during the online conference to get access to the internal digital ILMU platform.

Guest lecturers are an integral part of the programme. International as well as Indonesian guest lecturers were invited because of their research excellence and/ or their professional credentials.

<sup>21</sup> See SER p. 15

## Appraisal:

The panel welcomes that the didactical concept of the study programme is based on University regulations and described. It is 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.

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. The panel became convinced that the digital platform ILMU is user-friendly and encourages students to engage in further independent studies.

Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work, but also, for example, from culture and politics.

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

## 3.4 Internationality

Some courses in BLP have been designed to observe legal and political phenomena not only in local and Indonesian context, but also at the international level, such as International Law, International Trade Law, Banking Law, Intellectual Property Rights. Students are expected to have a multi-perspective on legal and political phenomena inside and outside Indonesia. Focused on case-based learning, lecturers are encouraged to balance the course materials across local, national, and global contexts. Several compulsory courses are designed to enhance students' intercultural skills towards multiple environments. Some courses are offered bi-lingual (English and Indonesian). Students also have to read English literature for their subject.

The Community Service course (KKN) is part of a compulsory course where students are expected to work in remote villages outside Surabaya for two weeks to a month. This experience will enhance students' skills to deal with diversity of culture outside the campus. BLP also has introduced a student exchange programme where students can register and join in inter-universities courses; therefore, students are accustomed to diversity of culture, customs, and values. This was underlined by the interview with students during the online conference.

Currently, BLP does not have any students from abroad. However, Indonesia consists of many ethnicities, religions, and values. Students come from various parts of Indonesia, and the student body reflects those values. BLP believes that multiculturalism is Indonesia's strength and, therefore, discrimination in any form in UPNVJT will be punished accordingly.

While currently BLP does not have any lecturers from foreign countries some faculty members graduated from universities abroad (the Netherlands, Australia, and New Zealand).

At University-level, the International Office (KISe) regularly organises international events such as learning English with natives, cultural exchange (students and lecturers) with Western Australian Universities and joint-programmes with partner Universities. Various international events and partnerships are available on KISe website ([io.upnjatim.ac.id](http://io.upnjatim.ac.id)).

**Appraisal:**

International contents are an integral part of the curriculum. Students are thus prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment.

Although the composition of the student body is not international but multi-cultural it corresponds to the programme concept. The measures taken to promote internationality are goal-oriented. However, the panel has the view that in particular those students who want to specialise on International Law should have more opportunities to contact foreign students.

Faculty has no international composition (teachers from different countries, teachers with international academic and professional experience). Although the University tries to intensify the internationalisation the panel recommends including lecturers from abroad into permanent staff which can further promote the acquisition of international competence and skills.

The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programme. Nevertheless, as the programme as such also has an international content the panel recommends including more training of the English language.

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

**3.5 Multidisciplinary competences and skills (Asterisk Criterion)**

Multidisciplinary skills and competences in UPNVJT are reflected in the university and faculty compulsory courses, such as Education of Bela Negara, Civics, Leadership,

Entrepreneurship courses. At the programme-level, the characteristics of multidisciplinary thinking and skills are provided in several courses:

- Some BLP courses are designed to include multidisciplinary skills, such as Economic Crime. With the implementation of the “Independent Campus” curriculum (*Merdeka Belajar*);
- Inter-faculties and inter-universities courses: Starting from the fifth semester, students are encouraged to pick inter-faculties courses and inter-universities courses. The Ministry of Education has regulated that students are allowed to pick any courses (up to 40 sks) from Indonesian universities (the list of courses offered is published nationally);
- Community service – fieldwork courses: This is obligatory in the sixth semester where students work in remote villages consisting of teams from other study programmes in UPNVJT;
- Internship programmes: regular internship (1 to 2 months) and up to 6 months internship in various institutions and companies (MBKM). Students can choose between both types. The MBKM internship is usually more selective since partner organisations actively select interns themselves.

Many courses require students to deliver presentations and in teams; therefore, students are getting used to working under different environments and situations.

### Appraisal:

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

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

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

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

BLP includes five focal subjects that can be chosen as electives: Civil, Criminal, Administrative, International and Constitutional Law. Courses in these modules are all designed to meet the emerging competitiveness of the job market and meet the demands of law school graduates. Skills required before study completion are: Civil Procedure Law, Criminal Procedure Law, Legal and Contract Drafting and additional external training (in collaboration with the Jimly School of Law and Government, Djakarta).

Students also have the opportunity to be placed for practical experiences (internship) in some legal institutions (government and private legal services, even corporations) as part of the curriculum. As mentioned above, the regular internship practice requires that every student absolves a compulsory curricular internship. The obligatory internships help students

improve their communications, teamwork, problem-solving, and self-management skills. Some students' reports about their internship were presented to the panel.

During the online conference lecturers of UPNVJT and students informed the panel that the waiting period between graduating and starting a first job does not exceed three to six months, depending on the subject area.

### Appraisal:

The panel welcomes UPNVJT's activities of promoting employability. In particular, the possibilities to absolve internships with a subject close to their study can improve the integration of theory and practice as do adequate and suitable courses and extra-curricular initiatives. The students' reports on the internships verify that the students get a useful insight into a company or organisation.

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

## 4 Academic environment and framework conditions

### 4.1 Faculty

BLP currently employs 28 full time lecturers and five part-time lecturers with minimum academic qualifications of Master's degree in Law or relevant subject fields.

**Table 6: Overview of the faculty structure**

	Faculty members
<b>Full Time Lecturers</b>	28
Professor	-
Doctoral degree	2 (another 4 in doctoral studies)
Master's degree	22
<b>Part-Time Lecturers</b>	5
<b>Total full time and part time lecturers</b>	<b>33</b>

Lecturers are appointed by the government or the management body of the University.<sup>22</sup> The minimum qualification for lecturers in BLP is a Master degree. Two faculty members hold Doctoral qualifications and currently four faculty members are in the process of obtaining their Doctoral degree. Three faculty members graduated from universities abroad: The Netherlands, Australia, and New Zealand. The remaining faculty members obtained their Master and Doctoral degrees from universities in Indonesia. Part-time lecturers are being recruited not only because of their Master degree qualifications, but also their professional background in the industries.

The lecturers' duties are stipulated in the Rector's Academic Regulation for Undergraduate Education<sup>23</sup>. Beside conducting lectures they have to plan the learning process, to conduct assessments of learning outcomes, report on activities of students in higher education at the end of each semester, develop and evaluate test materials in accordance with the objectives of the learning achievements, and to carry out certain management functions.

A list with faculty members teaching at the BLP shows that all courses of the BLP curriculum are covered.

Under the regulation of the Ministry (Mendikbud-Ristek), all HEI lecturers must hold national certification for lecturers (called Serdos). With the exception of junior lecturers, all BLP faculty members hold this national certification for lecturers. Besides Serdos, there are other teaching certifications, Pekerti (foundational teaching certification), AA (applied approach/advanced teaching certification), that can be taken each year as further education and are funded by the UPNVJT. This helps lecturers design, manage, execute, organise, and

<sup>22</sup> See Art. 69, 70 of the Law number 12, 2012 on Higher Education

<sup>23</sup> See Art 34

evaluate their courses and teaching methods. UPNVJT also regularly sends faculty members on teaching certification: such as designing outcome-based education (OBE) methods and curriculum. Six BLP faculty members have been certified as national competency assessors for Junior PR.

As to practical business experience of faculty, some lecturers engage in business enterprises. Others have become pro bono legal consultants for colleague's business.

Faculty members are expected to cooperate with each other. All courses are delivered in team teaching (minimum of two lecturers). This team needs to meet regularly for coordinating, maintaining, organising course materials, examination, and course evaluation. Apart from teaching, the Ministry of Education has set the mission 'Tri Dharma' or three main obligations of lecturers that includes teaching, research, and community service.

Based on University regulations, each research and community service project must include students; therefore, students are not only involved in the learning-teaching process, but also as a collaborator in research and community service teams. BLP holds meetings at least twice per semester to discuss the learning, teaching and research and community services activities. The meetings can be organized more frequently when programme needs require it.

Each student has an academic supervisor assigned by the Faculty<sup>24</sup>. The academic advisor must hold a permanent position with a minimum qualification of Master degree. If the academic advisors are unable to perform their duties, the Faculty will assign a new academic advisor. The duties of supervisors include:

1. To guide students in planning his/her study and give consideration to the courses to be taken;
2. To approve study plan cards through the online system SIDOS;
3. To give insights and guidance about the number of credits to be taken;
4. To follow the development of students;
5. To help find solutions for students if the academic problems persist.
6. To motivate students to participate in the student body (Himakom) and other extracurricular activities (student communities).

A psychology counselling centre is available for students who struggle with their mental well-being. UPNVJT has a dedicated psychology centre with two psychologists to help students with difficulties. Usually, academic advisors will register the students and notify the centre.

The support of students by teaching staff also takes place beyond the classroom. Lecturers have regular office hours that are held at fixed times and by appointment. Students are also encouraged to contact them via email if they have urgent questions around a subject.

During the online conference students appreciated the intensive and effective support that they received from academic staff.

## Appraisal:

The panel is convinced that even when their teaching assignments in other study programmes are taken into account, the structure and number of the faculty correspond to

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<sup>24</sup> See Academic Regulation for Undergraduate Education Art 35 I

the programme requirements and ensure that the students reach the intended qualification objectives. All courses are supplied with lecturers. This is testified by a list of lecturers with their course assignments. The faculty's composition, consisting of full-time and part-time (visiting) lecturers, guarantees that both academic standards and requirements of professional practice are fully satisfied.

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

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programme. As faculty members should hold the Sardos certificate the University verifies their qualifications. The HEI ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. In particular with the training for AA and Pekerti specific measures for the further qualification of the faculty members are implemented.

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

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

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully. The panel welcomes in particular that by law every student has an academic supervisor whom he can ask for advice and who will help her / him in case of difficulties. Also, it became clear during the online conference that 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					
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

BLP is managed and organised by the Programme Director, who is supported by administrative staff and reports to the Dean. The Dean is supported by Vice-Deans for academics, human resources, and finance and for student affairs. Specifically, the Programme Director tasks include:

- Planning schedules and evaluation of learning outcomes,
- Implementation of the lectures on the field of study,
- Coordinating the process of *tri dharma* (teaching, research, and community service) in the programme,
- Coordinating the planning, provision, and proposal of the need for lecture, facilities, and educational infrastructure,
- Coordinating and monitoring the preparation of teaching and learning process on the programme level, faculty level and university levels,
- Monitoring and evaluating the finance and budgeting on programme and faculty levels,
- Planning and suggesting the training of administrative staff to maintain the programme development,
- Evaluating and reporting the running programme management system,
- Fostering student activities both within the formal structure of student affairs and outside student organisations,
- Collaborating with corporate partners to support the learning process at the Faculty.

At Faculty level, administrative affairs are managed and coordinated under the head of administrative staff (Kabag TU) who is supported by the head of general affairs (Kasubag Umum), head of education and teaching affairs (Kasubag Dikjar), and head of finance (BPP). In addition to that, each study programme is supported by its own administrative staff. Two additional administrative staff members have been assigned to BLP. They help the

Programme Director in maintaining the teaching and learning on a day-to-day basis, such as: schedules and timetables, examination, and final thesis exams. UPNVJT has an integrated online e-system (Siamik and Sidos) to help the management of the academic process. Administrative staff are routinely being mentored and trained to enhance their skills.

Furthermore, UPNVJT provides integrated services for students. To improve the quality of its services, UPNVJT periodically conducts surveys to measure the public satisfaction. Complaints from students or public can also be delivered on the UPNVJT website and the REPORT application on the Ministry website.

## Appraisal:

The panel noticed that the study programme and the activities of everyone involved are well managed and coordinated by the programme coordinator. It is ensured that the programme runs smoothly.

Faculty members and students are supported by the administration in the organisation of the study programme. Sufficient administrative staff is available. Decision-making processes, authority, and responsibilities are clearly defined. Teachers and students are included in the decision-making processes where their areas of work are involved.

The opportunities of electronic service-support are used and supplement personal one-to-one counselling. During the online conference, the panel was informed that the HEI offers the administrative staff opportunities for continuous professional development.

Moreover, the panel welcomes that the administrative staff acts as a service provider for students and faculty. The interview during the online conference underlined that the administrative staff is highly motivated.

		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

The Faculty has the view that strong alliances and strategic partnerships are needed for further developing the study programme. It is fully supported by its Faculty members to seek collaboration in teaching, research, and community service. There is cooperation with other HEIs or networks that are currently running.

From 2015 to date, the Law Faculty of UPNVJT has established a cooperation with Universitas Trunojoyo, Madura, in education, research, and community service. In September 2020, the Law Faculty of UPNVJT and UTM held a national seminar and called for a paper, "Transformasi Hukum dan Teknologi dalam Penguatan Ketahanan Negara di Era New Normal". The Faculty has also been working with Universitas Sebelas Maret,

Surakarta, in exchanging human resources. Also, Al-Falah Darussalam Tropodo Islamic Boarding School, Ponorogo, has been collaborating with the Faculty, focusing on law education in high school.

Moreover, the Faculty is expanding relations with international universities, one of them is University Sultan Zainal Abidin, Malaysia, in research and education. In addition to that, from 2015 to date, the Faculty has been cooperating with the National Cheng-Kung University to develop education in Asian universities. The curriculum has also been one of the main focuses in the faculty's international relations with Keio University, Japan. In addition to that, Pukyong National University, South Korea, and the Faculty have been working together in information technology since 2016 to present. The Faculty has also been collaborating with Jimly Law School and Government focusing on contract and legal drafting training, which aims to increase students' contract and legal drafting skill.

The Law Faculty has established a cooperation with DPP Ferrari (Indonesian advocates Association) until now. The cooperation has given a chance for students to do their professions internship in the association. The participating students will also join a moot court which is designed by the association.

As for the state institutions, from 2017 to date, the Faculty has been working with the Judicial Commission of Indonesia which focuses on research, education, community service, and human resources. Other than that, the Ministry of Law and Human Rights of the Republic of Indonesia (Kemenkumham) has been collaborating with the Faculty in competency certification of drafting laws and regulations from 2017 to 2020. From 2017, Construction Services Development Board of Indonesia (LPJK) has also become the next partner in developing education and training for human resources development in legal planning.

As far as cooperation with business enterprises and companies is concerned the UPNVJT has concluded agreements in terms of Memoranda of Understanding (MoU) which have been presented to the panel.

## Appraisal:

The scope and nature of cooperation with other universities from Indonesia and abroad relevant for the programme are plausibly presented. The agreements in terms of MoUs 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 programmes. Several activities contribute to the development of the students' qualification and skills.

The scope and nature of cooperation with business enterprises and other institutions relevant to the programme are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students' qualification and skills.

	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

As the on-sight visit had to be replaced by an online conference because of the Covid-19 pandemic UPNVJT made available to the panel photos of its building, rooms, and the library as well as descriptions in the self-evaluation report thereof<sup>25</sup>.

UPNVJT has classrooms that comprise on average 56 square metres for 40 students, a 64 square metres reading room, an administration room, and a discussion open space for students equipped with Wi-Fi free of charge. There is also the language centre and health clinic.

To strengthen the connectivity for both students and lecturers, the BLP provides free and adequate internet/Wi-Fi connection both within and outside of the faculty rooms. Moreover, it also provides Hot Spot facilities collaborating with PT Telkom (State-owned Telecommunication Enterprise).

Furthermore, the BLP has two law laboratories (litigation and non-litigation laboratories) which are also equipped with integrated IT systems and Networks. Those facilities (laboratories, specifically) help students to prepare for competitions such as the National Moot Court Competition in Universitas Ahmad Dahlan, Yogyakarta in 2020 (Second Place).

Space for study and extra-curricular activities is provided. Facilities and infrastructure to support the talents and interests of students include three tennis courts, a football field, four basketball courts, four volleyball courts, a swimming pool, rock climbing, futsal courts, a set of marching band instruments, a set of musical instruments (kulintang and campursari). There are 33 student clubs and societies in UPNVJT, managed under the Student Centre. The disabled students are provided a special room on the first floor so that they are not obliged to attend lectures in the classroom. Disabled people can use special pathways around campus.

As far as the access to literature is concerned the National Library of Indonesia (<https://www.perpusnas.go.id>) has a substantial collection of e-books, scientific publications, periodicals, newspapers, historical archives, etc., which can be accessed by Indonesian citizens free of charge. The registration is simple, with only a national ID card. Perpusnas can be accessed completely online.

<sup>25</sup> See self-evaluation report pp. 19 f.

UPNVJT has a central library which is open during weekdays from 7 am to 6 pm and subscribes to several scientific publishers (Springer, Elsevier, ProQuest, and Cambridge University Press). The central library also holds substantial textbooks and is regularly updated.

The BLP library has an own reading room for subject-specific books. The Faculty's Library offers a broad selection of textbooks and monographs. There is a dedicated reading room for students.

During the online conference, the interviewed students confirmed that they had effective and efficient access to literature and journals. The access is supported by the internal digital platform ILMU that has also been presented to the panel during the online conference.

## Appraisal:

Since the online conference was conducted replacing an on-site visit, the panel did not have the opportunity to visit the UPNVJT's building. Instead, UPNVJT provided photos and descriptions of its premises and facilities. Based on the materials provided, the panel formed the view that a smooth running of programmes is ensured regarding the capacities for teaching, research, studies, and administration.

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 opening hours of the library take students' needs sufficiently into account. The panel is convinced that access to literature and journals as well as to digital media (e.g. electronic media, databases) is ensured. The literature expressly required for the study programme is available in the library and also kept up-to-date. Moreover, the panel welcomes that UPNVJT assures full access for students and staff to electronic library platforms.

		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

Apart from the psychological counselling service, UPNVJT has its own career centre (namely Career Development and Entrepreneurship Centre). It regularly organises several activities:

1. Career bursaries: This centre regularly organises career days and invites companies to have a direct interview with potential graduates.

2. Support for campus-based enterprise: students' business, campus mini-market, cafeteria.
3. Career-related conferences: inviting professional speakers to inform about future job markets, how to write a good CV, how to use social networking (LinkedIn) for employability.
4. Collaboration with student bodies (university level, faculty level, and programme level) to organise career days where students can meet with prominent alumni for coaching and self-improvement sessions.

Aside from dissemination of vacancies, UPNVJT also distributes information on student competitions and internships.

As mentioned above<sup>26</sup> the administration of UPNVJT with more than 300 as well as faculty staff members encompass a sufficient administrative capacity.

### Appraisal:

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

An alumni organisation with an alumni network has been set up.

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

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

UPNVJT is a public university. The financing of all public universities in Indonesia is regulated under Government regulations. There are three sources of income for UPNVJT:

1. Government: in the form of grants, subsidies, collaboration, and partnerships.
2. Public funds: come from the public, especially from tuition fees.
3. Other sources of income: come from the university's business enterprises.

As of 2021, BLP has secured a prestigious grant (200,000 EUR) from the Ministry of Education (Menristek-Dikti) to support various academic activities and inventories in the communication labs to initiate and support the Independent Campus. As outlined in the proposal, the fund will be used for lab equipment (50 %) and the remaining is for funding various programmes in relation to the academic activities such as internships, student conferences, international exchange programme for students and to sustain collaboration and partnership with reputable companies.

<sup>26</sup> See Chapter 4.2.

## Appraisal:

The study programme is funded for the entire accreditation period so that students will definitely be able to complete their studies.

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

## 5 Quality assurance and documentation

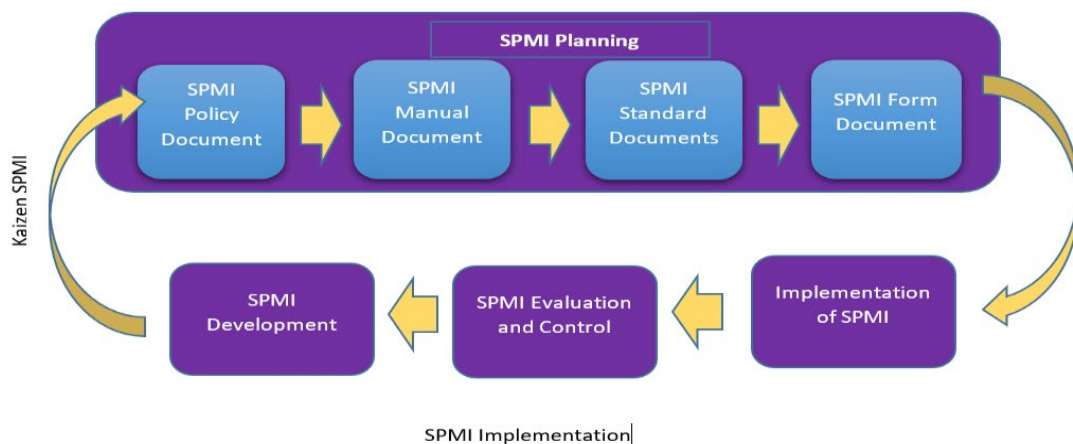
As mandated in Article 53 of the “Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education”, the Higher Education Quality Assurance System (SPM Dikti) consists of the Internal Quality Assurance System (SPMI), developed by the university and the External Quality Assurance System (SPME) conducted through accreditation. To make this a reality UPNVJT has adopted “Guidelines for Internal Quality Audit” that are the basis for the University’s internal Quality Audit (AMI). By doing this UPNVJT wants to improve the quality of its higher education in a planned and sustainable manner.

UPNVJT has installed a quality assurance agency, the Institute for Learning Development and Quality Assurance (LP3M) that has the main task to conduct, coordinate, monitor and evaluate learning development and quality assurance. The quality assurance for non-academic aspects is held through internal control and supervision by the Internal Supervisory Unit (SPI).

SPMI is implemented periodically, using standards that meet the requirements of National Higher Education namely in the scope of University, Faculty, Departments and Study Programmes based on PDCA principles: Planning, implementation, evaluation, control, and development.

The quality standard of Higher Education in the Academic Field of UPNVJT consists of 36 quality standards, which include 24 mandatory quality standards in accordance with the National Standard of Higher Education and twelve additional quality standards developed by UPNVJT. UPNVJT also implemented ISO 9001: 2015, which is being reviewed yearly. The following graph shows the Internal Quality Assurance (SPMI) process in UPNVJT:

**Table 7: Internal Quality Assurance (SPMI) process**



At the end of each semester, students are required to fill out the student satisfaction survey. Criteria are measured in order to evaluate the performance of lecturers, administrative staff, and facilities during the academic year. Those criteria are as follows: reliability, lecturers’ performance, administrative staff performance, responsiveness, assurance and empathy, accessibility, the quality of facilities and learning infrastructures. The study-workload is continuously being checked by faculty<sup>27</sup>. This survey is posted in the UPNVJT online

<sup>27</sup> See above chapter 3.1



academic system (Siamik) and is mandatory since the students cannot register for final exams before they have completed the survey. Moreover, at the end of the semester an audience is held by students and Deans related to the learning process for one semester concerning the quality of teaching, the quality of teaching materials, delivery methods and others that can be improved in the following semester.

The board of the Deans is authorized to evaluate each lecturer through integrated application "kinerja dosen" ([https://home.upnjatim.ac.id/kinerja\\_dosen/login](https://home.upnjatim.ac.id/kinerja_dosen/login)). The Faculty Dean is evaluated by the Programme Senate annually, or whenever needed. An evaluation by faculty members does not take place.

BLP conducts stakeholder surveys through forms disseminated in alumni networks. This survey elaborates on the perception of stakeholders towards graduates of BLP based on seven indicators, as follows: work ethics, competency, English language skills, technological competence, communication skills, teamwork, and self-development. Several alumni as well as stakeholders are also regularly invited to review the curriculum and give their suggestions and recommendations for the progress of BLP in the future.

Each student will be given the university's handbook (general academic manual) as well as the Faculty's handbook by the time they have registered in UPNVJT. The Faculty regularly updates its students handbook in which curriculum, courses contents, regulations in regard of teaching, examination, internship, and thesis defence exam are contained. In addition to that, information in regards of the academic activities through the years are distributed and can be accessed in the programme website ([www.fhukum.upnjatim.ac.id](http://www.fhukum.upnjatim.ac.id)).

Information on the academic calendar and all activities during the academic year can be accessed online ([Sistem Informasi Akademik \(SIAMIK\) \(upnjatim.ac.id\)](http://Sistem%20Informasi%20Akademik%20(SIAMIK)%20(upnjatim.ac.id))).

## Appraisal:

The panel welcomes that UPNVJT has based on the binding legal provisions set up 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. It takes into account the evaluation results and the analysis on success rate, and graduate employment as well as the profile of the student population. The panel notes that students have the possibility per semester to comment on the quality of teaching, the quality of teaching materials, delivery methods and others to improve in the following semester. Also, students have been involved in providing evaluation. However, students do not participate in the respective committees to assess the quality assurance and development procedures. Therefore, the panel recommends the UPNVJT more intensively involving students in processes of assessing quality assurance and development outcomes.

Evaluation by students is conducted 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.

The Dean is evaluated by the Programme senate once a year or whenever needed. But there is no systematic quality control by faculty on a regular basis and in accordance with a prescribed procedure.

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

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

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

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

# Quality profile

HEI: Universitas Pembangunan Nasional "Veteran" Jawa Timur

Bachelor programme: Law

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

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3.1.7* Examination and final thesis (Asterisk Criterion)			X		
3.2 Structure					
3.2.1* Modular structure of the study programme (Asterisk Criterion)				Condition	
3.2.2* Study and exam regulations (Asterisk Criterion)			X		
3.2.3* Feasibility of study workload (Asterisk Criterion)			X		
3.2.4 Equality of opportunity			X		
3.3 Didactical concept					
3.3.1* Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2* Course materials (Asterisk Criterion)			X		
3.3.3 Guest lecturers			X		
3.3.4 Lecturing tutors					X
3.4 Internationality					
3.4.1* International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2 Internationality of the student body			X		
3.4.3 Internationality of faculty				X	
3.4.4 Foreign language contents			X		
3.5* Multidisciplinary competences and skills (Asterisk Criterion)			X		
3.6* Skills for employment / Employability (Asterisk Criterion)			X		
<b>4. Academic environment and framework conditions</b>					
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		X			

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administrative support for students and faculty					
4.3 Cooperation and partnerships					
4.3.1( *) Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X		
4.3.2( *) Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			X		
4.4 Facilities and equipment					
4.4.1* Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			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		
<b>5 Quality assurance and documentation</b>					
5.1* Quality assurance and quality development with respect to contents, processes, and outcomes (Asterisk Criterion)			X		
5.2 Instruments of quality assurance					
5.2.1 Evaluation by students			X		
5.2.2 Evaluation by faculty				X	
5.2.3 External evaluation by alumni, employers and third parties			X		
5.3 Programme documentation					
5.3.1* Programme description (Asterisk Criterion)			X		
5.3.2 Information on activities during the academic year			X		