Decision of the FIBAA Accreditation and Certification Committee

20th Meeting on November 26, 2025

PROGRAMME ACCREDITATION

Project Number:	22-045
Higher Education Institution:	Udayana University
Location:	Bali, Indonesia
Study programme:	Doctor of Law Programme / Doctor of Law (*Doktor Ilmu Hukum*)
Type of accreditation:	initial accreditation

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

According to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from January 1, 2021 the study programme is accredited without conditions.

Period of Accreditation: 26 November 2025 - 25 November 2030

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution (HEI):
Udayana University, Bali, Indonesia

Doctoral programme:
Doctor of Law Programme

Qualification awarded on completion:
Doctor of Law (*Doktor Ilmu Hukum*)

General Information on the Study Programme

Brief description of the study programme: The Doctor of Law Programme (DLP) at the Faculty of Law, Udayana University, is designed to develop scholars and legal practitioners capable of conducting independent, innovative, and ethically grounded research in the field of law. The programme aims to contribute to the advancement of legal science and to address complex legal and societal issues at both national and international levels. The DLP integrates advanced theoretical knowledge, methodological training, and practical research experience. Aligned with the *Tri Dharma Perguruan Tinggi* (Education, Research, and Community Service), the DLP fosters academic excellence, professional integrity, and societal contribution. Graduates are prepared to assume leadership roles in academia, legal practice and research institutions.

Type of study programme:
Doctor of Law Programme

Projected study time and number of ECTS credits / national credits assigned to the study programme:
102 ECTS credits / 60 SKS credits

Mode of study:
full-time

Didactic approach:
study programme with obligatory class attendance

Double/Joint Degree programme:
No

Scope (planned number of parallel classes) and enrolment capacity:
25

Programme cycle starts in:
other start date: September

Initial start of the programme:
2001

Type of accreditation:
initial accreditation

Accreditation in one cluster (Cluster 4) with: Bachelor of Law and Master of Law

Procedure:

A contract for the initial accreditation of the Doctor of Law Programme Doctor of Law (*Doktor Ilmu Hukum*) was concluded between FIBAA and Udayana University, Bali, Indonesia on 7 June 2022. On 29 November 2024, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel[1]. The HEI has agreed with the chosen experts. The panel consisted of:

Assoc. Prof.Dr. Dovile Gailiute-Janusone
Mykolas Romeris University Lithuania
Associate Professor

Dr. Mathias Hanten
Deloitte Legal Germany
Attorney-at-Law, Partner Lead Banking & Finance Law

Assoc. Prof. Dr. Eugenia Macchiavello
University of Genoa, Italy
Associate Professor in Economic Law, Attorney

Assoc. Prof. Dr. Edy Santoso
Indonesian Computer University (UNIKOM)
Associate Professor in Cyber Law

Maria Skrzypczyńska-Zagajewska
Kujawy and Pomorze University in Bydgoszcz, Poland
Master's Studies-Law

FIBAA project manager:
Yuliia Bleshmudt

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an on-site visit. The on-site visit took place on 25-26 June 2025 at the HEI's premises in Bali, Indonesia. The same cluster included an appraisal of Bachelor of Law and Master of Law. At the end of the on-site visit, the panel has given short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI to comment on November 6, 2025. The statement on the report was given up on November 16, 2025. It has been taken into account in the report at hand.

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[1] The panel is presented in alphabetical order.

Summary

The Doctor of Law offered by Udayana University (Bali, Indonesia) with few exceptions fulfils the FIBAA quality requirements for doctoral programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on 26 November 2025 and finishing on 25 November 2030. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The quality requirement that has not been fulfilled – Networking the Scientists – is not an asterisk criterion and therefore does not lead to a condition. The measures the HEI takes to solve the identified problem are to be considered during the re-accreditation.

The panel members identified several areas where the programme could be further developed and **recommend**:
- providing additional support for women who wish to pursue doctoral studies, particularly those who have children or are single mothers and promoting equal opportunities within the programme (see chapter 1.5);
- encouraging and supporting female students to pursue advanced doctor studies by introducing special awards, scholarships, or recognition schemes aimed at promoting gender equality and academic empowerment (see chapter 1.5);
- expanding the range of elective courses to include topics addressing innovation, global developments, and internationally relevant issues (see chapter 3.1.4);
- broadening the scope of research fields beyond predominantly philosophical topics to include more innovative, global, and internationally relevant themes, particularly those pertinent to the Asian region (see chapter 3.2.1);
- placing less emphasis on purely theoretical topics and incorporating more current, innovative, and practice-oriented subjects (as mentioned in Chapter 3.1.1 above) to reflect contemporary developments and global trends in the field of law in the region (see chapter 3.2.5);
- strengthening cooperation with employers and expanding academic collaborations to provide more opportunities for international research engagement, for example, through joint research projects and international research opportunities (see chapter 3.5);
- further maintaining and strengthening international opportunities for lecturers, including participation in exchange programmes, international conferences, joint research projects, and staff mobility schemes (see chapter 4.1.4);
- strengthening structured and thematic scientific networking activities to enhance academic exchange, research visibility, and global collaboration opportunities for example, by encouraging students and faculty to present their work at international conferences, participate in joint research projects, and engage in collaborative publications (see chapter 4.2.2);
- strengthening the development and training of administrative staff to ensure they are ready and equipped to operate in an international context, *inter alia* through English language training (see chapter 4.3.2);
- including a student representative in the Quality Assurance (QA) team to ensure that the student perspective is reflected in quality development processes (see chapter 5.1).

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

Information

Information on the Institution

Udayana University (**UNUD**) is the oldest state university in Bali, founded in 1958. Its establishment began with the opening of the Faculty of Letters on 29 September 1958 as a branch of Airlangga University. Currently, the University comprises 13 faculties and one graduate school. As of the date of the site visit, there were 30,578 students, 2,183 lecturers, 1,755 administrative staff, and 670 international students. The UNUD's goal is to become a World Class University by 2042.

UNUD's *vision* is to be excellent, self-reliant, and cultured. Excellent signifies being competitive, innovative, and capable of contributing meaningfully to science, technology, arts, and community development at the local, national, and international levels. Self-reliant reflects strong leadership and entrepreneurial capacity to manage resources efficiently and generate innovations that benefit science and human welfare. Cultured emphasizes adherence to academic values rooted in the State Philosophy (*Pancasila*) and local wisdom, fostering honesty and harmony between thoughts, words, and actions (*Trikaya Parisudha*).

In order to reach the vision UNUD pursues the following *missions*:
1. Carrying out quality higher education and producing graduates who have high moral/ethics/morals and integrity by the demands of the local, national, and international community;
2. Develop research and community service by the interests of the community and nation;
3. Empowering Udayana University as an institution that produces and develops knowledge, technology, and culture that utilized for the welfare of society;
4. Producing innovative and prospective works for the advancement of Udayana University and the national economy.

The **Faculty of Law** (FL) is headed by a Dean, supported by three Vice Deans. Additionally, the Faculty Senate comprising the Dean, Vice Deans, Professors, and elected lecturer representatives. The Senate holds the authority to interpret and implement university policies and regulations within the faculty's scope and maintains a functional relationship with the Dean and Vice Deans.

The Doctoral Law Programme (DLP) initially collaborated with the Faculty of Law, University of Brawijaya in Malang, East Java, from 2006 to 2012 during its formative stage. In 2012, the DLP became an independent doctoral programme under the Faculty of Law, following the issuance of the Minister of Education and Culture's Decree No. 264/E/O/2012 dated 3 August 2012, which granted its operational permit. Initially administered by the Postgraduate Programme of Udayana University, the DLP has been fully managed by the Faculty of Law since 2017.

Further development of the programme, statistical data and evaluation results

	2020	2021	2022	2023	2024	2025

# Study Places offered by HEI		20	26	25	25	25	25
# Applicants	∑	25	33	28	31	28	25
	f	6	10	10	12	6	7
	m	19	23	18	19	22	18
Application rate		125%	127%	112%	124%	112%	0%
# First-Year Students *(accepted applicants)*	∑	21	26	24	25	25	0
	f	5	9	8	9	6	0
	m	16	17	16	16	19	0
Rate of female students		0.24	0.35	0.33	0.36	0.24	0.00
# Foreign Students	∑	0	0	2	0	2	0
	f			0	0	0	0
	m			2	2	2	0
Rate of foreign students		0	0	8%	0%	8%	0.00
Percentage of occupied study places		105%	100%	96%	100%	100%	0%
# Graduates	∑	15	6	29	19	26	11
	f	6	2	8	6	12	6
	m	9	4	21	13	14	5
Success rate (students who finished their studies)		71%	23%	113%	113%	113%	113%
Dropout rate (students who dropped their studies)		0.00	0.00	0.02	0.02	0.02	0.02
Average duration of study		4.5 years, (9 semesters)	4 years, (8 semesters)	4.5 years (9 semesters)	3,7 years (7 semesters)	4,6 years (9 semesters)	3,6 years (7 semesters)
Average grade of final degree		3,92	3,91	3,91	3,94	3,96	3,96

Appraisal:

The DLP demonstrates stable enrolment and consistent demand over the period 2020–2025. The number of study places offered has remained constant at around 25 since 2021, with the application rate ranging between 112% and 127%, indicating a continuous interest in the programme and sufficient applicant demand.

The female participation rate fluctuates between 24% and 36%, showing moderate but relatively stable gender representation. The proportion of foreign students is limited.

Regarding student outcomes, the success rate has been high since 2022 (above 100%), which reflects that some students completed their studies from previous cohorts. The dropout rate remains very low (around 2%), demonstrating effective student retention.

The average duration of study varies between 3.6 and 4.6 years (7–9 semesters), which aligns well with national expectations for doctoral programmes. The average final grade remains stable across all years (around 3.9–3.96), indicating consistent academic performance and assessment standards.

Description and Appraisals in Detail

1. Goals and Strategy

1.1 Objectives of the Doctoral Programme

The establishment and management of the Doctoral Law Programme (**DLP**) are based on several national legal instruments, including, but not limited to Law No. 12 of 2012 on Higher Education; Government Regulation No. 4 of 2014 on the Implementation of Higher Education; Presidential Regulation No. 30 of 2016 on the Indonesian National Qualifications Framework (IQF); Minister of Education and Culture Regulation No. 3 of 2020 on National Higher Education Standards; Minister of Education and Culture Regulation No. 5 of 2020 on the Accreditation of Study Programmes and Higher Education Institutions; etc.

The DLP aims to:

- Ensure good governance in implementing the *Tridharma*[2] (threefold mission of higher education);
- Produce highly qualified law graduates who are responsive to societal and legal developments, based on the IQF framework;
- Foster a conducive academic atmosphere through student-centred, problem-based, project-based, and case-based learning;
- Strengthen research quality and quantity within the academic community, focusing on innovation, science, technology, and local wisdom;
- Promote legal research and publications at national and international levels;
- Increase the number of SINTA-indexed and internationally indexed (Scopus, Web of Science) publications; and
- Enhance community service activities that address real societal needs.

The DLP aims to produce graduates with a balanced profile of attitude, knowledge, and skills. Graduates are expected to demonstrate integrity, professionalism, and social responsibility; possess deep theoretical and practical legal knowledge; and contribute to the advancement of legal scholarship through multidisciplinary, interdisciplinary, and transdisciplinary research. They are also expected to engage in reputable scientific publications and to provide expert legal analysis at local, national, and international levels. Most DLP graduates are employed as legal professionals including academics, government officials, attorneys, and public notaries. Many continue in their existing positions and often receive promotions after graduation.

Appraisal:

The DLP corresponds to the goals of the European and national qualification framework. The DLP and the pursued qualification and competency goals are matched with each other.

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[2] In the context of Indonesian higher education, Tridharma refers to the "Three Principles of Higher Education." These principles are fundamental to the mission and activities of universities and higher education institutions in Indonesia. The Tridharma encompasses education, research, and community service.

Quality Ratings	Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1. STRATEGY AND OBJECTIVES					
1.1 Objectives of the Doctoral Programme			X		

1.2 Positioning of the Doctoral Programme in the education market

A distinctive feature of the DLP is its focus on Law and Tourism, which can be explored from multiple legal perspectives, including civil, administrative, criminal, and business law. This thematic orientation attracts students seeking to advance their academic or professional expertise in this emerging interdisciplinary field. The programme was established to meet the growing demand for research addressing legal aspects of tourism and to provide graduates of Master of Law programmes with an opportunity to pursue doctoral-level studies. The DLP's main competitor is the University of Warmadewa, a private institution offering a similar programme. However, the DLP holds two major advantages. First, several of its lecturers conduct research and publish extensively in the areas of law and tourism, ensuring strong integration between teaching and research. Second, its location in Bali which provides students with a unique environment to engage directly with the legal and social dynamics of tourism-related issues.

Appraisal:

The DLP is positioned convincingly in the postgraduate education market due to the described profile and the pursued qualification and competency goals. The focus on Tourism Law makes the programme unique and distinguishes it from other doctoral programmes in Indonesia, providing students with opportunities to engage in interdisciplinary research that links legal studies with the tourism industry, which is quite relevant for the region.

Quality Ratings	Excellent	Exceeds quality requirements	Meets qualitiy requirements	Does not meet quality requirements	not relevant
1. STRATEGY AND OBJECTIVES					
1.2 Positioning of the Doctoral Programme in the educational market			X		

1.3 Positioning of the Doctoral Programmes in the Job Market for Graduates

Most DLP students are professionals such as lecturers, lawyers, or government officials who pursue doctoral studies to strengthen their expertise and advance their careers. Many graduates have subsequently achieved higher professional positions following completion of the programme. Based on the responses from 45 alumni, 82.2% stated that their current employment

field is highly relevant to the DPL. Meanwhile, 17.8% of respondents considered their employment field to be relevant.[3]

1.3.1   in the research fields

The programme's strategic location in Bali provides an additional advantage, as the region hosts numerous international business transactions that offer practical insights into contemporary legal practice. According to tracer study results, DLP graduates pursue careers as legal professionals, including judges, advocates, prosecutors, lecturers, police officers, civil servants, and arbiters. They demonstrate the competencies required to address complex legal issues and advance within their respective professions. Furthermore, the lecturers' extensive academic and professional experience across various legal sectors greatly enriches the students' learning experience.

1.3.2   outside the research fields

The Implementation of Alumni Tracer Study Activities for the DPL as of 2024 provides the following diagram:
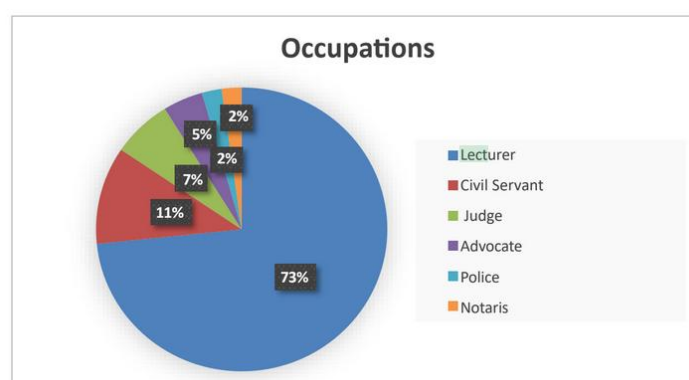
Based on the diagram above, it can be seen that the majority of alumni from the Doctoral Program in Law work as lecturers (73%). Meanwhile, others work as civil servants in government institutions (11%), judges (7%), advocates (5%), police officers (2%), and notaries (2%).

Appraisal:

The DLP with special focus on professional qualification for science and research is positioned convincingly due to the described profile and the pursued focus on research.

The DLP is also strongly positioned outside the science and research field by taking into account the professional qualification for employment due to the described profile and the pursued focus on research. Some graduates remain in their current positions but receive promotions as a result of completing the programme. In addition, the systematic tracer study helps to analyse graduates' career paths, assess the relevance of the curriculum to labour market.

Quality Ratings	Excellent	Exceeds quality requirements	Meets qualitiy requirements	Does not meet quality requirements	not relevant

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[3] Implementation of Alumni Tracer Study Activities for the DPL as of 2024.

1.3	Positioning of the Doctoral Programme in the Job Market for Graduates					
1.3.1	in the research fields			X		
1.3.2	outside the research fields			X		

1.4 Positioning of the Doctoral Programmes in the Strategic Concept of the Higher Education Institution

All policies implemented within the programmes are guided by UNUD's strategic framework and reflected in the Expected Learning Outcomes (ELOs), curriculum, Semester Learning Plans (RPS), teaching and learning materials, and activities related to the *Tridharma*.

The DLP demonstrates a strong commitment to the University's vision and policies, as evidenced in the formulation of its learning outcomes, curriculum design, study plans, and course descriptions. By equipping graduates with advanced skills in analysing legal norms both theoretically and practically, and by promoting research literacy through reputable scientific publications, the DLP contributes to the realisation of UNUD's vision of producing excellent, independent, and culturally grounded graduates.

The vision of the DLP is: "*To become a Study Program at Udayana University that generates excellent, self-reliant, and cultured doctors of law in local, national and international communities.*"

The DLP pursues the following mission:

1. To provide high-quality legal education that produces graduates with strong ethics, integrity, and moral values, responsive to local, national, and global needs.
2. To advance research and community service that address societal and national interests.
3. To strengthen the Program as a center for knowledge, technology, and cultural development contributing to public welfare.
4. To promote innovation and excellence for the continuous improvement of the Doctoral Programme and Udayana University as a whole.

Appraisal:

The goal-oriented integration of the DLP in the strategic concept of the higher education institution is described and presented in a comprehensive manner. The DLP contributes to institutional objectives in research excellence, academic reputation and societal impact supporting the mission and vision of the HEI.

Quality Ratings	Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant

		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.4	The Positioning of the Doctoral Programme in the Strategic Concept of the Higher Education Institution			X		

1.5   Gender Equality and Equal Opportunities

The DLP promotes gender equality and equal opportunities through a range of strategies and initiatives. Inclusive policies have been developed and implemented to ensure fairness and transparency in recruitment, admission, promotion, and career advancement, thereby minimising or eliminating gender bias and discrimination.

The curriculum aims to integrate gender-sensitive perspectives into legal education. Courses such as "The Law of Society and Development" and "The Reconceptualization of Customary Law" incorporate gender-related topics, enabling students to gain a deeper understanding of gender issues in the legal context and to contribute to their resolution.

In addition, the DLP seminars and awareness-raising activities contributed into sensitising students, Faculty, and staff to gender equality and equal opportunities, further embedding inclusivity within the academic and institutional culture. In 2022 the DLP organised National Conference on Women's Equality.

Appraisal:

The HEI fulfils its tasks in this doctoral programme by promoting gender equality and the enforcement of general prohibitions on discrimination. A claim for disadvantage compensation for disabled students in terms of temporal and formal requirements in the programme as well as for all concluding or accompanied certificates of achievement and within the framework of aptitude testing procedures is ensured.

The panel noted that the number of female students is relatively low. Therefore, the panel **recommends** providing additional support for women who wish to pursue doctoral studies, particularly those who have children or are single mothers and promoting equal opportunities within the programme.

Moreover, the panel encourages the HEI to further support female students in pursuing advanced studies, as this contributes to a more inclusive, diverse, and balanced academic and professional environment. Therefore, the panel **recommends** encouraging and supporting female students to pursue advanced doctor studies by introducing special awards, scholarships, or recognition schemes aimed at promoting gender equality and academic empowerment.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.5	Gender Equality and Equal Opportunities			X		

2.   Admission

2.1   Admission conditions and procedures (Asterisk Criterion)

The admission process for new doctoral students is conducted in accordance with the Decree of the Rector of Udayana University No. 204/UN41/HK/2019. Applicants must hold both a Bachelor's and a Master's degree, which are mandatory admission requirements, while professional experience is not obligatory.

During the application process, candidates are required to submit supporting documents such as their diploma or graduation certificate, identification card (KTP), and family card (KK). In addition to the administrative requirements mentioned above, the Standard Operating Procedures (SOP) (2021) set forth the following academic admission criteria:

- Possession of a Master's degree or an equivalent qualification relevant to the field of study; the Master's diploma should preferably be aligned with the intended area of research.
- A minimum Grade Point Average (GPA) of 3.0 from previous education;
- Submission of two letters of recommendation from former academic supervisors or experts in the relevant field, confirming the applicant's capability to pursue doctoral studies;
- A research topic proposal within the relevant field of study, presented in the form of a structured research proposal outline;
- Evidence of published scientific work (if available) in national or international journals or conference proceedings with ISSN/ISBN within the last five years.
- Research reports from the past five years in a related field (if applicable).
- For Doctoral by Research applicants, submission of at least one publication as the first or corresponding author in a reputable international journal is required.

The results of the doctoral student selection are publicly announced through the official Udayana University communication channels.

2.2   Selection procedure

The admission of new students at UNUD follows the SOP for student admission through three main pathways: SNMPTN, SBMPTN, and Mandiri. The SOPs for the SNMPTN and SBMPTN routes are issued by the Ministry of Education, Culture, Research, and Technology, while the SOP for the Mandiri route is issued by the University. All selection processes are conducted in accordance with national and institutional regulations. The selection process includes the following stages:

- State universities (Perguruan Tinggi Negeri / PTN) conduct the SNMPTN selection based on their allocated quota;
- The Higher Education Entrance Test Institute (Lembaga Tes Masuk Perguruan Tinggi / LTMPT) determines and announces accepted participants via https://portal.ltmpt.ac.id/

Accepted SNMPTN candidates complete registration according to the schedule. If the number of registrants is below the planned quota, PTN transfers the remaining capacity from SNMPTN to SBMPTN. The Rector determines the revised quota for SBMPTN through an official decree.

PTN reports the final realisation of the SNMPTN and SBMPTN quotas to the Ministry through LTMPT. PTN conducts the SBMPTN selection in line with the revised quota. LTMPT announces the list of accepted SBMPTN participants.[4] If the SBMPTN quota is not fully used, the remaining capacity is transferred to the Mandiri route.

For the DLP, applicants undergo an additional programme-specific selection process, which includes an interview. During the interview, candidates must present their dissertation proposal draft and demonstrate their readiness to complete the research within the designated timeframe.

To be admitted, DLP students must also achieve a minimum TOEFL score of 500 before taking the comprehensive examination. Furthermore, as a graduation requirement, all DLP students must publish at least one article in an internationally indexed journal.

2.3   Transparency of the Decision on Admission

The DLP implements its admissions through the Postgraduate Admission Path, and detailed technical guidelines for registration, entrance testing, and re-registration of accepted candidates are accessible via the UTBK-UNUD platform (https://utbk.unud.ac.id/login).

Appraisal:

Admission conditions and procedures are properly defined and transparent. The selection procedure satisfies the legal and national requirements. The decision on admission is based on transparent criteria, and it is clearly communicated; rejections are reasoned. The responsibilities are clearly regulated.

Quality Ratings		Excellent	Exceeds quality requirements	Meets qualitiy requirements	Does not meet quality requirements	not relevant
2.	**ADMISSION**					
2.1	Admission conditions and procedures			X		
2.2	Selection Procedure			X		
2.3	Transparency of the Decision on Admission			X		

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[4] http://ltmpt.ac.id.

3. Implementation

3.1 Structure

3.1.1 Structural Setup of the Doctoral Programme (Asterisk Criterion)

Projected study time	A minimum of six semesters and a maximum of ten semesters.
Number of Credit Points (CP)	Total: 102 ECTS credits (60 SKS credits)
Workload per CP	1 SKS = 1.7 ECTS = 45,33 hours
Number of courses	Qualification (3 SKS credits) = 5.1 ECTS credits (97.9 hours of study) Research Proposal Seminar (6 SKS credits) = 10.2 ECTS credits (257.44 hours of study) Research Results/Feasibility Seminar (8 SKS credits) = 13.3 ECTS credits (721.1 hours of study) Examination I (Closed) = (10 SKS credits) = 33.2 ECTS credits (429.2 hours of study) Examination II (Open) (4 SKS credits) = 6.6 ECTS credits (178.4 hours of study)
Number of contact hours	1st Semester = 108.8 hours in class; 261.1 hours self-study 2nd Semester = 95.2 hours in class; 228.5 hours self-study 3rd Semester = 60.8 hours in class; 355.36 hours of self-study 4th Semester = 54.4 hours in class; 130.56 hours of self-study 5th Semester = 13.3 hours in class; 721.1 hours of self-study 6th Semester = 39.8 hours in class; 607.6 hours of self-study

3.1.2 Doctoral Degree Regulations (Asterisk Criterion)

The structural requirements of DLP take into account the following national and higher education requirements, such as Law Number 20 of 2003 concerning the National Education System, Law Number 14 of 2005 concerning Teachers and Lecturers, Law Number 12 of 2012 concerning Higher Education, Government Regulation of the Republic of Indonesia Number 4 of 2014 concerning the Implementation of Higher Education and the Management of Higher Education, Presidential Regulation Number 8 of 2012 on the Indonesian National Qualifications Framework, etc.

For obtaining the Doctoral Degree in Law (*Doktor Ilmu Hukum*), candidates (*promovendus*) must successfully pass the Open Dissertation Examination (Phase II Examination). The criteria for graduation distinctions are as follows:
- Graduated with Honours (*Cum Laude*): GPA between 3.75–4.00, no grades of C, a maximum study period of seven semesters, and a dissertation grade of A.

- Very Satisfactory: GPA between 3.60–3.74.
- Satisfactory: GPA between 3.00–3.50.

The standard study duration for regular students in the DLP is six semesters (three years), with a maximum duration of twelve semesters (six years).

3.1.3 Status of the Doctoral Students

The legal status of DLP students is governed by regulations and policies established by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia. DLP students are considered enrolled students pursuing a higher level of education in the field of law.

3.1.4 Module/Course Description (Asterisk Criterion)

The DLP curriculum comprises compulsory courses that develop core competencies and elective courses that allow students to gain specialised expertise. It includes 31–35 SKS credits of main competencies, 6–10 SKS credits of supporting competencies, and 2–5 SKS credits of other competencies. Both compulsory and elective courses are designed to build the programme's intended learning outcomes, which encompass the four key components of Attitude, Knowledge, General Skills, and Specific Skills. From eight elective courses, students can choose two courses.

Below is the curriculum overview:

Curriculum Overview
Doctor of Law Programme 6 Semesters

Modul No.	Title of Module / Course Unit + Compulsory or elecitive?	Credit Points per Semester 1.	2.	3.	4.	5.	6.	Workload Hours in Class	Hours Self-Study	Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	weight of exam related to final grade
	1st Semester											
WDP131	Philosophy of Science (Compulsory)	3.4						27.2	65.3	L/S/T	Mid and Final Exam papers (200 mins)	3.4/102
WDI132	The Construction of Legal Theory (Compulsory)	5.1						40.8	97.9	L/S/T	Mid and Final Exam papers (300 mins)	5.1/102
WDI132	Research Method for Writing the Dissertation (Compulsory)	5.1						40.8	97.9	L/S/T	Mid and Final Exam papers (300 mins)	5.1/102
	2nd Semester											
PDI228	Law and Tourism (Compulsory)		5.1					40.8	97.9	L/S/T	Mid and Final Exam papers (200 mins)	5.1/102
PDI224	The Law of Administration of State Power (Elective)		3.4					27.2	65.3	L/S/T	Mid and Final Exam papers (200 mins)	3.4/102
PDI225	The Policy of Government and Rule of Law (Elective)		3.4					27.2	65.3	L/S/T	Mid and Final Exam papers (200 mins)	3.4/102
PDI229	International and National Business Law of Tourism (Elective)		3.4					27.2	65.3	L/S/T	Mid and Final Exam papers (200 mins)	3.4/102
PDK231	Cross-Border Crime (Elective)		3.4					27.2	65.3	L/S/T	Mid and Final Exam papers (200 mins)	3.4/102
PDM226	The Law of Society and Development (Elective)		3.4					27.2	65.3	L/S/T	Project (200 mins)	3.4/102
PDS227	The Reconceptualization of Customary Law (Elective)		3.4					27.2	65.3	L/S/T	Mid and Final Exam papers (200 mins)	3.4/102
PDS230	The Development of Criminal Law and Criminology (Elective)		3.4					27.2	65.3	L/S/T	Mid and Final Exam papers (200 mins)	3.4/102
	3rd Semester											
WDK300	Qualification (Compulsory)			5.1				40.80	97.92	S	Exam (90 mins)	5.1/102
WDK301	Research Proposal (Compulsory)			10				20.00	257.44	S	Exam (120 mins)	5/51
	4th Semester											
WDI231	Legal Subject for Supporting the Dissertation (Compulsory)				3.4			27.20	65.28	L/S/T	Mid and Final Exam Papers (200 mins)	3.4/102
WPI322	Legal Subject for Supporting the Dissertation (Compulsory)				3.4			27.20	65.28	L/S/T	Mid and Final Exam papers (200 mins)	3.4/102
	5th Semester											
WDK303	Research Outcome of the Dissertation (Compulsory)					14		13.3	721.1	T/S	Seminar (120 mins)	14/102
	6th Semester											
WDK304	Examination I (Closed) (Compulsory)						17	33.2	429.2	T/S	Examination (120 mins)	17/102
WPI323	Examination II (Opened) (Compulsory)						6.8	6.6	178.4	T/S	Examination (120 mins)	6.8/102
total		14	29	15	7	14	24	508	2631			

| L: | Lecture |
| S: | Seminar |
T:	Tutorial

ECTS total	102
SKS	60
WL total	3138.88

Appraisal:

The structure corresponds with the objectives of the doctoral programme, and it properly connects the range of courses with the research tasks of the doctoral students. The panel **suggests** that courses aimed at developing research skills should place greater emphasis on academic writing for publishing in the international journals.

The structural requirements of the doctoral programme are accounted for by taking into account the national and higher education specific requirements in a doctoral degree regulation. In terms of law and of fact the status is regulated properly.

The range of courses/modules are described according to content, scope and duration, requirements, required reading, degree and the qualifications/competencies (outcome oriented) to be achieved. However, the panel noted that the programme places a strong emphasis on philosophy topic, which is more generic and students may choose only two out of eight elective courses. Therefore, the panel **recommends** expanding the range of elective courses to include topics addressing innovation, global developments, and internationally relevant issues. The panel considers that such an expansion would broaden students' perspectives and research opportunities.

Quality Ratings		Excellent	Exceeds quality require-ments	Meets qualitiy requirements	Does not meet quality requirements	not rele-vant
3.	**PROGRAMME DESIGN**					
3.1	Structure					
3.1.1	Structural Setup of the Doctoral Programme			X		
3.1.2	Doctoral Degree Regulations			X		
3.1.3	Status of the Doctoral Students			X		
3.1.4	Module Description			X		

3.2   Content

3.2.1   Logic and Conceptual Consistency (Asterisk Criterion)

The student workload consists of lectures, seminars, and dissertation preparation, all limited to a specific number of credits per semester. One SKS corresponds to weekly learning activities comprising 50 minutes of lectures (face-to-face or online)**,** 50 minutes of structured assignments**,** and 60 minutes of independent study.

Throughout the semester, students complete individual and group assignments, such as course summaries and critical analyses of research findings, which are presented and discussed in class. In addition to theoretical learning, students gain practical research experience through applied exercises designed to strengthen their ability to conduct both independent and collaborative research.

After completing coursework in the second semester, students must take a qualifying examination. Upon passing, they may begin dissertation research, which is subsequently evaluated for eligibility before the formation of a Promoter Team. The Promoter Team consists of one main supervisor (Doctor or Professor) and two co-supervisors, selected based on their academic qualifications and relevance to the student's research topic.

3.2.2 Science and Research Based Teaching (Asterisk Criterion)

The doctoral study process consists of five main stages: the Qualification Examination, Research Proposal Seminar, Research Results/Feasibility Seminar, Closed Examination, and Open Examination. In the DLP, students are encouraged to define their dissertation topics at an early stage of study. With the exception of the "Philosophy of Science" and "Construction of Legal Theory" courses, all other courses include academic projects related to the students' dissertation themes. For example, a student pursuing a dissertation in criminal law may select elective courses such as "Cross-Border Crime" and "The Development of Criminal Law and Criminology", and complete academic projects aligned with their research focus. Additionally, the "Research Method for Writing the Dissertation" course requires each student to develop a project specifically addressing the research methodology for their proposed dissertation topic.

The DLP applies a mechanism to ensure the academic quality of dissertations. Each dissertation is supervised by a team of three supervisors, namely one principal supervisor and two co-supervisors. The dissertation is evaluated by nine examiners, including the supervisory team. The inclusion of at least one external examiner from outside UNUD (e.g., representative from courts) ensures an impartial and objective assessment process.

To uphold academic integrity and prevent plagiarism, students are required to sign a formal declaration of originality on stamped paper. In addition, DLP employs the Turnitin similarity detection software to verify the authenticity and originality of all submitted academic work.

Furthermore, the Faculty encourages students to ensure that at least 20% of the sources used in their theses are international references.

3.2.3 Focus of the Curriculum on Qualification and Competency Development (Asterisk Criterion)

The DLP aims to produce researchers with advanced academic, analytical, and ethical competencies, equipped to contribute meaningfully to the development of legal scholarship and practice. The programme seeks to:
- Develop and strengthen students' intellectual and philosophical foundations, fostering independence, critical thinking, and wisdom. Graduates are expected to become cultured scholars capable of producing or advancing legal theories through comprehensive and rigorous research that contributes to human civilization.
- Equip students with the ability to address complex legal problems through interdisciplinary, multidisciplinary, and transdisciplinary approaches, in accordance with the Indonesian Qualifications Framework (IQF).
- Graduates are expected to discover, create, and contribute to the development and application of legal reasoning, argumentation, and scientific research, in line with the 2012 Higher Education Law.

The DLP adopts an integrated approach to qualification and competency development. Each course is structured to address specific learning outcomes that align with the national qualification framework and the competencies expected of a doctoral graduate in law. The curriculum is designed so that earlier courses, such as "Construction of Legal Theory", lay the foundation for more advanced courses, such as "Reconceptualization of Customary Law" and "Law of Society and Development". The curriculum structure aims to ensure that students develop a deep, interconnected understanding of legal scholarship and its application to their research.

To further support doctoral research, DLP offers a specialised component titled "Legal Subjects for Supporting the Dissertation", which provides additional theoretical and methodological guidance tailored to students' research topics. These courses are designed to help students strengthen their analytical and methodological skills; address challenges encountered during dissertation writing and enhance the academic quality and practical relevance of their research outcomes.

The Study of Dissertation course provides students with the opportunity to deepen their understanding of the Philosophy of Doctoral Research (Ph.D.) by critically analysing exemplary dissertations relevant to their scientific fields and research plans. Through detailed examination, students conduct critical reviews of related scholarly works, assess the strengths and weaknesses of the dissertations studied, and propose potential improvements or future research directions.

Furthermore, the "Research Methods and Ethics" course focuses on the ethical principles guiding the planning, implementation, and reporting of research, ensuring that students conduct their academic work with integrity, transparency, and adherence to established ethical standards.

3.2.4 Technical Offers

The technical provisions in the DLP include a range of opportunities and resources designed to support students in their research, academic development, and professional growth. With regard to research facilities, DLP students have access to extensive resources such as libraries, online databases, legal journals, and academic publications. The programme also organises workshops and seminars where students can present their research findings and receive feedback from Faculty members, peers, and legal experts.

In terms of research methodology, DLP offers dedicated courses that equip students with the necessary skills to design and conduct legal research projects, collect and analyse data, and apply appropriate qualitative and quantitative research methods. Regarding academic writing, students receive guidance and support through workshops focused on legal writing, dissertation preparation, citation standards, and academic integrity, helping them develop strong scholarly communication and publication skills.

3.2.5 Multidisciplinary Qualifications (Asterisk Criterion)

The DLP adopts several approaches to communicate and strengthen its multidisciplinary character. This is primarily reflected in the curriculum structure, which incorporates courses that link law with other fields such as philosophy, sociology, politics, tourism, criminology, and economics.

Through this design, students are encouraged to analyse legal issues from multiple perspectives and develop interdisciplinary approaches to research and problem-solving.

Courses such as "Philosophy of Science", "Law and Tourism", "International and National Business Law of Tourism", "Cross-Border Crime", "The Development of Criminal Law and Criminology", "The Policy of Government and Rule of Law", and "The Law of Society and Development" demonstrate this multidisciplinary orientation. Ethical aspects are also embedded across the curriculum for example, "Research Method for Writing the Dissertation" includes research ethics, "Law and Tourism" addresses tourism ethics and global frameworks, and "International and National Business Law of Tourism" integrates business ethics.

Furthermore, DLP organises national and international seminars focusing on multidisciplinary themes, providing doctoral students with opportunities to present their research, engage in academic discussions, and learn from scholars and professionals across various disciplines.

Appraisal:

The concept of the doctoral programme (profile elements, unique selling points etc.) and the concrete implementation of the learning objective are matched with each other. The panel **recommends** broadening the scope of research fields beyond predominantly philosophical topics to include more innovative, global, and internationally relevant themes, particularly those pertinent to the Asian region. The panel is of the view that it would further strengthen the programme's international orientation and enhance its relevance in a global academic context.

Teaching presents the current status of scientific knowledge in accordance with objectives, and it considers the associated relevant research. The panel also **suggests** that courses aimed at developing research skills should place greater emphasis on academic writing for publishing in the international journals. The panel is of the view that this approach would enhance students' ability to publish at the international level and to disseminate their research in global academic forums.

The modules/events are aimed at qualification and competency development and are sensibly linked to one another. The goals of a doctoral degree according to the national qualification framework are fulfilled.

The offer covers the relevant requirements of discipline to achieve the pursued research competency of the doctoral students. It corresponds with the focus of research by the scientists and doctoral students involved in the programme. The courses on different research methods and approaches to science are part of the curriculum. In addition to the above suggestion on developing research skills and academic writing, the panel also **suggests** encouraging students to prepare their research papers in English language.

Multidisciplinary qualifications in the doctoral programme are communicated in a target appropriate manner. It especially enables the doctoral students to discuss the knowledge gained in the specialised fields with their colleagues, to present it in front of an academic audience and to communicate it to laymen. It promotes the ability to manage a team and to carry forward the social, scientific or cultural progress in their respective professional environment. Nonetheless, the panel

sees further opportunities for improvement and development. The panel **recommends** placing less emphasis on purely theoretical topics and incorporating more current, innovative, and practice-oriented subjects (as mentioned in Chapter 3.1.1 above) to reflect contemporary developments and global trends in the field of law.

Quality Ratings		Excellent	Exceeds quality requirements	Meets qualitiy requirements	Does not meet quality requirements	not relevant
3.	**PROGRAMME DESIGN**					
3.2	Content					
3.2.1	Logic and Conceptual Consistency			X		
3.2.2	Science and Research Based Teaching			X		
3.2.3	Focus of the Curriculum on Qualification and Competency Development			X		
3.2.4	Technical Offers			X		
3.2.5	Multidisciplinary Qualifications			X		

3.3 Examination Procedures

3.3.1 Examinations (Asterisk Criterion)

Examinations within the DLP serve as a key instrument to measure the achievement of expected learning outcomes. They are designed to objectively evaluate students' academic progress throughout each course and form an integral component of the overall grading system, contributing 40% to the final mark.

The doctoral dissertation constitutes the core element of the programme and serves multiple academic and developmental purposes. In line with the *Tri Dharma*, it aims to:
   a. foster research as a central element of higher education;
   b. train students in the preparation of scholarly and methodologically sound scientific writing;
   c. contribute to the advancement of legal knowledge;
   d. support the development of students' professional and personal competencies for societal engagement; and
   e. fulfil the academic requirements for the conferment of the doctoral degree (*Doktor Ilmu Hukum*).

The DLP applies a structured and sequential examination system designed to assess student achievement throughout all stages of study. Examinations are conducted in accordance with university regulations and ensure continuous monitoring of academic progress and research development.

The examination structure includes the following components:

Midterm Examinations	conducted midway through each semester to evaluate students' understanding of the course content and their progress in ongoing modules
Final Semester Examinations	held during the last week of the semester to assess overall achievement in each course
Qualification (Comprehensive) Examination	conducted at the beginning of Semester III to evaluate students' mastery of fundamental theories, research methods, and readiness to proceed to the dissertation phase. d) Dissertation Proposal Examination – organised after the successful completion of the qualification examination, where students present and defend their research proposal before an academic committee
Dissertation Research Results Seminar	held upon completion of the research process, allowing students to present preliminary findings and receive academic feedback prior to the final examination stage
Closed and Open Dissertation Examinations	conducted at the end of the study programme. The closed examination focuses on an in-depth academic assessment of the dissertation, while the open examination involves a public defence before the faculty community and invited guests.

Students who are allowed to take the final exam for the course in the semester concerned are those with an attendance rate of ≥ 75% in the course for one semester.

Doctoral students are not required to publish their dissertations in full for public access; however, each dissertation is archived in the official Udayana University Repository, ensuring accessibility to authorised users and compliance with institutional documentation standards. Increasingly, doctoral candidates often in collaboration with their supervisors choose to publish parts of their research as journal articles, following the editorial policies of the respective academic journals. This practice contributes to the dissemination of research outcomes and enhances the scholarly visibility of both the student and the programme.

3.3.2 Organisation of the Examination Procedure

The conditions and requirements of each study programme are officially regulated in the Academic Guidelines as of 2023, which provide detailed information on programme structure, course requirements, and examination procedures.

Student assessments are carried out through examinations, and the grading process including the formula for calculating final grades is presented transparently in tabular form and published online through SIMAK IMISSU.

At the end of each semester, students receive their final course grades, which lecturers input individually via the SIMAK online platform. Lecturers also upload a completed grading form that outlines all components contributing to the final grade. All programmes use a relative grading system, allowing students to understand their performance compared to peers and ensuring transparency in assessment.

If a student believes their grade does not accurately reflect their academic performance, they may request a review. In such cases, lecturers are required to provide full disclosure of all grading components and justify the assigned grade. Should the lecturer fail to respond within a reasonable timeframe, the student may appeal the grade to the Coordinator of the Study Programme, ensuring a fair and transparent evaluation process.

The DLP implements a structured evaluation system to monitor students' academic progress at different stages of study. The evaluation focuses on ensuring satisfactory performance in coursework before students proceed to the subsequent phases of the programme.

Stage I Evaluation	At the end of the first semester, doctoral students are required to complete all basic courses with a Grade Point Average (GPA) of at least 3.0 or a minimum grade of B in each course. Students whose GPA falls below 3.0 are given the opportunity to undertake remedial examinations in courses where they received a grade of C within the same semester.
Stage II Evaluation	At the end of the second semester, students must have successfully passed all compulsory and elective courses with a GPA of at least 3.0 or a minimum grade of B for each subject. Similar to Stage I, students with a GPA of 3.0 or below may retake remedial examinations in courses graded C to improve their academic standing.
Stage III – Qualification and Research Proposal Evaluation	The qualification examination takes place at the beginning of the third semester and may be repeated only once. Any remedial examination must be completed no later than the end of the same semester (within three months after the first attempt). Following successful qualification, the dissertation proposal examination is conducted at the end of the third semester or, at the latest, at the beginning of the fourth semester. Proposals that are approved with revisions must be reviewed and finalised in consultation with the entire supervisory team. The revision process must be completed within two months after the examination. If the revision exceeds this period, the proposal is subject to re-examination.
Stage IV – Coursework Evaluation	At the end of the fourth semester, doctoral students must successfully complete the Dissertation Supporting Courses (MKPD) with a GPA of at least 3.0 or a minimum grade of B in each subject. Students whose GPA is 3.0 or below are given the opportunity to take remedial examinations in courses graded C during the same semester.
Stage V – Research Results Seminar	In the fifth semester, students are required to conduct a Dissertation Research Results Seminar, supported by at least one paper that has been published or accepted for publication in an international journal. The minimum passing grade for the seminar is B. If a student receives a lower grade, the research must be revised and improved under the guidance of the full supervisory team (promoter and co-promoter). The eligibility seminar for the dissertation manuscript must take place no earlier than six months and no later than one year after the proposal examination
Stage VI – Dissertation Defence	The final stage consists of a closed and open dissertation examination, typically conducted in the sixth semester. The open examination must take place no sooner than two weeks and no later than three months

after passing the closed examination. If the open examination is not conducted within this timeframe, the closed examination results become invalid, and the candidate must repeat the closed examination, which represents the final examination opportunity.						

Appraisal:

The examinations are composed in such a manner that the achieved qualifications and competencies can be determined and assessed. This includes, above all, that the certificates of achievement aim for a systematic understanding of the research discipline and the control of the research methods which are applied in this field of research. In addition, the certificates of achievement are aimed at a contribution of research which expands the frontiers of knowledge and withstands a national/international assessment carried out by scientists. The multi-stage examination framework ensures that doctoral candidates are systematically evaluated at each critical milestone of their academic journey and that the final award of the degree reflects comprehensive achievement in both research and scholarly competence.

The examinations are properly organised in terms of number, distribution, process, form registration etc. The disadvantage compensation is regulated.

Quality Ratings		Excellent	Exceeds quality requirements	Meets qualitiy requirements	Does not meet quality requirements	not relevant
3.	**PROGRAMME DESIGN**					
3.3	Examination Procedures					
3.3.1	Examinations			X		
3.3.2	Organisation of the Examination Procedure			X		

3.4 Didactic Concept

3.4.1 Logic and Comprehensibility of the Didactic Concept (Asterisk Criterion)

The didactic concept of the DLP is designed to promote independent, research-oriented learning and the development of advanced academic competencies. A key feature of the programme is its strong emphasis on original research. Doctoral candidates are expected to conduct in-depth investigations and make substantial contributions to their field through a doctoral dissertation that demonstrates their ability to carry out independent and methodologically sound legal research.

Each doctoral candidate works under the supervision of an academic advisor, who provides continuous guidance and mentorship throughout the research process. Supervisors support candidates in defining research objectives, developing methodological approaches, and enhancing academic writing and analytical skills.

The programme combines coursework, seminars, and individual supervision to strengthen theoretical knowledge, research methodology, and academic competencies. Students are encouraged to take initiative and engage in self-directed learning, including conducting literature reviews, identifying research gaps, and managing their research projects effectively.

In addition, the DLP promotes academic engagement beyond the University. The programme also supports the dissemination of research results through publications in reputable academic journals.

3.4.2 Diversity of the Teaching Methods

Teaching materials deployed include textbooks, reference books, journal articles, court decisions, business contracts and case studies, many of which are accessible online, while some are provided directly by lecturers. In the first semester, the DLP offers general and theoretical courses delivered in group format and class discussions. In specialised modules, courses are oriented towards practice and problem-solving, employ case study methodology, and foster collaborative study. All doctoral students are encouraged to engage with alumni and peer students when working on course assignments, selecting dissertation topics and preparing journal articles for publication at international level.

Moreover, the DLP applies a student-centred learning (SCL) paradigm and emphasises project-based outcomes, recognising that every student prepares a project aligned with their dissertation topic. Blended learning (a mix of conventional on-site and online) and distance learning modes have been institutionalised particularly during and after the pandemic period.

3.4.3 Networking of the Doctoral Students

The DLP recognises that scientific networking among doctoral students is essential for fostering collaboration, knowledge exchange, and professional development within the academic community. To this end, the programme actively supports a range of initiatives that strengthen both internal and external academic engagement.

The DLP organises workshops and seminars aligned with the research areas of doctoral students, providing opportunities to present research findings, receive constructive feedback, and engage in academic discussions with peers, faculty members, and professionals. In addition, doctoral students are encouraged to participate in research groups focused on specific legal topics or interdisciplinary themes. These groups serve as platforms for exchanging research ideas, discussing methodologies, and developing joint research projects.

Furthermore, doctoral students are members of academic and professional associations relevant to their fields of research, such as the Indonesian Notary Association and the Indonesian Advocates Association. Membership in these organisations broadens their professional horizons and supports the integration of academic research with legal practice.

The DLP also facilitates benchmarking visits to other doctoral programmes in Indonesia, enabling students to gain comparative insights into different institutional practices and research environments. Finally, supervisors play an active role in expanding students' academic networks by con-

necting them with relevant scholars and research communities. Through their supervisors, doctoral students are introduced to potential collaboration partners, conference organisers, and international research opportunities, which further strengthens their academic visibility and integration into the wider scholarly community.

3.4.4 Scientific Supervision

The methods and procedures of scientific supervision in the DLP are clearly regulated in the programme's Academic Book Manual. Doctoral candidates may either select their supervisor based on research interests and expertise or be assigned one by the Faculty. Supervisors are experienced academics or scholars with strong qualifications in the candidate's research area or related fields.

Supervisors play a central role in guiding students through all stages of the research process. They support doctoral candidates in preparing their research proposals, defining objectives, choosing appropriate methodologies, and formulating expected outcomes. Supervisors provide feedback on research design, help refine research questions, and assist in identifying suitable theoretical and methodological frameworks.

Regular meetings between supervisors and doctoral candidates are an integral part of the supervision process. These meetings held weekly, bi-weekly, or as agreed serve to monitor progress, discuss challenges, and ensure continuous academic support. Supervisors provide intellectual guidance in reviewing literature, applying research methods, and developing coherent arguments, thereby fostering the candidate's ability to produce an original and substantial scholarly contribution.

In addition, supervisors evaluate the quality, depth, and consistency of research outputs by reviewing drafts and dissertation chapters. They offer constructive feedback to strengthen analysis, refine arguments, and ensure the overall coherence of the research work. Supervisors also advise students on ethical considerations, including compliance with research ethics standards, data protection, and respect for participant rights and confidentiality.

Supervisors help doctoral candidates to plan their research timelines, establish realistic milestones, and track progress toward timely completion.

Appraisal:

The didactic concept of the doctoral programme is developed in accordance with the objectives. It is particularly aimed at enabling doctoral students to be able to carry out critical analyses, evaluations and syntheses of new and complex ideas.

A mix of methods - irrespective of the teaching objectives and curricular requirements - the modules/courses are executed according to the didactic concept.

In accordance with the objectives, the programme promotes the exchange of experiences and research results among the doctoral students, and it contributes towards the broadening of the research based knowledge.

Being allocated to a supervisor both in fact and in law secures continual and intensive professional, methodological and scientific supervision of the doctoral students. A corresponding planning in the time budget is ensured.

Quality Ratings		Excellent	Exceeds quality requirements	Meets qualitiy requirements	Does not meet quality requirements	not relevant
3.	**PROGRAMME DESIGN**					
3.4	Didactic Concept					
3.4.1	Logic and Comprehensibility of the Didactic Concept			X		
3.4.2	Diversity of the Teaching Methods			X		
3.4.3	Networking of the Doctoral Students			X		
3.4.4	Scientific Supervision			X		

3.5   Professional Competencies/Employability

In the DLP, the assurance of professional legal qualification of graduates is achieved through a system of measures designed to ensure that students acquire the advanced skills, knowledge, and competencies required for legal scholarship and practice. The curriculum provides in-depth knowledge across various legal disciplines and includes advanced courses on specialised areas of law, legal theories, research methodologies, and interdisciplinary perspectives.

Each student receives individualised supervision and guidance from experienced faculty members who are experts in their respective legal fields. Supervisors support students in developing their research projects, provide continuous feedback, and ensure that the research adheres to professional legal standards and academic integrity.

A key component of the DLP is independent and original research, through which students analyse legal issues, evaluate existing legal frameworks, examine case studies, and contribute new insights to the development of legal science. The quality and relevance of students' research are further strengthened through peer review and evaluation, as students regularly present their findings at seminars, workshops, and conferences, receiving feedback from faculty, legal professionals, and peers.

Students are trained to follow research ethics, maintain confidentiality, protect data, and use legal information responsibly. To complement these academic elements, the DLP offers professional development activities, including workshops on legal writing, oral advocacy, research methods, legal ethics, and professional responsibility all of which prepare graduates to uphold high professional standards and contribute effectively to the legal profession.

Appraisal:

The doctoral programme is intended to convey the doctoral students with professional qualification in the scientific and research-oriented fields of activity. In doing so, the professional qualification is aimed both at a research-oriented activity (including teaching) as well as a practical

vocational activity. The panel **recommends** strengthening cooperation with employers and expanding academic collaborations to provide more opportunities for international research engagement, for example through joint research projects and international research opportunities.

Quality Ratings	Excellent	Exceeds quality require-ments	Meets qualitiy requirements	Does not meet quality requirements	not relevant
3. **PROGRAMME DESIGN**					
3.5 Professional Competencies / Employability			X		

4. Scientific Environment and Framework conditions

4.1 Teaching Staff

4.1.1 Structure and Number of Teaching Staff (Asterisk Criterion)

	Bachelor of Law	Master of Law	Doctor of Law
Full-time teaching staff	87	43	27
Part-time teaching staff incl. visiting/adjunct lecturers	4	19	3
Total number of teaching staff	91	63	30
Among them:			
Teaching staff with professional experience	20	29	10
Teaching staff with international experience	92	43	7
Number of professors	18	18	18
Number of associate professors (lektor kepala)	12	8	9
Number of assistant professors (Asisten Ahli)	39	21	0
Number of senior lecturers	0	0	0
Number of lecturers	12	0	0
PhD holders	43	43	27
Master degree holders	87	43	27
Guest lecturers	4	19	3

	Bachelor of Law	Master of Law	Doctor of Law
Total number of supporting administrative staff	69 supporting administrative staff for all study programs.		

The academic qualifications of full-time lecturers are determined through a recruitment process that complies with government regulations, while the appointment of part-time lecturers is formalised through a Rector's Decree issued by Udayana University. The recruitment process for both full-time and part-time lecturers includes multiple stages of evaluation, such as interviews, to ensure candidates possess the required pedagogical skills and academic qualifications.

The process is conducted in a transparent and merit-based manner, aiming to select the most qualified lecturers to support academic excellence. The final results of full-time lecturer recruitment at both the faculty and university levels are submitted to the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia for official approval and confirmation of lecturer status.

4.1.2 Scientific Qualification of the Teaching Staff (Asterisk Criterion)

According to Law No. 14 of 2005 on Teachers and Lecturers, lecturers in Indonesia must hold at least a master's degree. Their professional duties are defined within the framework of the *Tridharma Perguruan Tinggi* (education, research, and community service). One key requirement is the linearity of educational background, meaning the lecturer's academic qualifications must align with the subject they teach. In addition to the national standards, UNUD sets specific institutional criteria. Applicants must demonstrate strong communication skills, integrity, teamwork, and the ability to work 40 hours per week. At the FL candidates are typically graduates of the Master of Law Programme (MLP), under 35 years of age, with a minimum GPA of 3.0 for the bachelor's degree and 3.25 for the master's degree.

Lecturers are recruited through three pathways: as civil servants, university lecturers, or temporary/contractual lecturers.

Once appointed, lecturers must meet the requirements for achieving and advancing within a functional position (Jabatan Fungsional, or "Jafung"), in line with Minister of Administrative and Bureaucratic Reform Regulation No. 46 of 2013. The system defines four hierarchical positions: Lecturer, Assistant Professor, Associate Professor, and Professor. Advancement depends on a credit score system based on both primary elements (educational qualifications, teaching, research, and community service) and supporting elements (administrative and institutional contributions).

The required cumulative credit points are as follows:
- Lecturer: 150 points
- Assistant Professor: 200–300 points
- Associate Professor: 400–700 points
- Professor: 850–1,050 points

For the DLP, the minimum qualification required to teach is Associate Professor with a Doctor of Law degree, while Professors are required to serve as primary supervisors.

4.1.3 Pedagogical Qualification of the Teaching Staff (Asterisk Criterion)

Lecturers receive regular pedagogical and didactical training beginning from their appointment as civil servant candidates (Calon Pegawai Negeri Sipil – CPNS). Their initial training, known as Basic Training for Civil Servant Candidates (Latihan Dasar – Latsar), focuses on developing moral integrity, professionalism, and competence, while fostering a sense of national pride, responsibility, and ethical conduct. Upon successful completion, CPNS participants are granted full civil servant status.

To meet the requirements for Educator Certification (Sertifikasi Dosen – Serdos), lecturers must complete the Basic Instructional Technique Skills Training (PEKERTI) and Applied Approach (AA) programmes. These cover essential areas such as soft skills in teaching, lecturer self-development, defining learning outcomes, designing assignments, preparing semester learning plans, effective communication, and micro-teaching. Upon completion, participants receive certificates that qualify them for both educator certification and promotion to higher functional positions.

Between 2008 and 2012, the faculty cooperated with Maastricht University to introduce Problem-Based Learning (PBL), and from 2012 to 2016, collaborated with the USAID to promote Clinical Legal Education in Indonesia. These initiatives continue to shape current teaching practices, with courses such as Contract Drafting Clinic, Environmental Law Clinic, and Anti-Corruption Clinic offered each semester.

Part-time lecturers are typically practitioners with professional experience as lawyers, notaries, or legal consultants, while some permanent lecturers also serve as expert witnesses, legal advisors, or even constitutional judges.

4.1.4   Internationality of the Teaching Staff

The internationality of the teaching staff within the DLP is reflected in their diverse academic backgrounds and international experiences. The Faculty includes lecturers who obtained their degrees from internationally institutions, such as top-ranked law schools in Australia and the Netherlands. In addition, several lecturers have participated in international seminars and short courses in countries such as Japan, the USA and the Netherlands.

Moreover, the programme benefits from the contribution of a foreign guest lecturer from the Geneva Institute, who has delivered courses on International and National Perspectives of Tourism Business Law.

4.1.5   Internal Cooperation within the Faculty (Asterisk Criterion)

The Faculty applies a structured system for staff assignment and coordination across its programmes, including the DLP. Staff changes in the DLP are implemented only in specific cases, such as retirement or passing of a lecturer, in accordance with the Rector's Decision No. 191/UN14/HK/2022 dated 18 January 2022, which regulates lecturer qualifications for postgraduate programmes.

Lecturers of the FL may also teach at other faculties and study programmes, including the Faculty of Economics and Business and the Faculty of Cultural Sciences, particularly within international class programmes (e.g., BIPAS).

Prior to each semester, lecturers meet to evaluate the previous semester's performance and to form teaching teams for each course. These teams coordinate regularly to align course content, materials, and teaching methods, especially for parallel classes. This approach ensures content consistency and prevents overlap across courses.

All lecturers affiliated with the DLP are expected to fulfil the three core functions of higher education (Tri Dharma Perguruan Tinggi): teaching, research, and community service. To meet these

obligations, DLP lecturers collaborate in teaching teams assigned by the DLP Coordinator. Regular meetings are held at the beginning of each semester to discuss learning plans, update course content, and improve teaching methods. In addition, DLP lecturers engage in joint research projects and community service activities, fostering both internal collaboration and interdisciplinary exchange within the Faculty.

Appraisal:

The structure and number of teaching staff corresponds with the requirements of the doctoral programme. The necessary professional breadth and depth in scientific education and the research sponsorship of the doctoral students is ensured. The contractual situation of the teaching staff guarantees a continuous execution of the doctoral programme. A balanced gender ratio is pursued among the teaching staff.

The scientific qualification of the teaching staff corresponds to the national requirements. The scientific qualifications are consistent with the focal points of this programme and the strategic planning of higher education institutions. The research activities correspond with the orientation of the doctoral programme, and they support the scientific education of the doctoral students.

The pedagogical qualification of the teaching staff corresponds to the task, and it has been proven. A considerable number of teachers have relevant experience in international research or teaching abroad. The panel **recommends** further maintaining and strengthening international opportunities for lecturers, including participation in exchange programmes, international conferences, joint research projects, and staff mobility schemes.

There are regular meetings concerning programme coordination in the faculty which take place.

Quality Ratings		Excellent	Exceeds quality requirements	Meets qualitiy requirements	Does not meet quality requirements	not relevant
4.	**ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS**					
4.1	Teaching Staff					
4.1.1	Structure and Number of Teaching Staff			X		
4.1.2	Scientific Qualification of the Teaching Staff			X		
4.1.3	Pedagogical Qualification of the Teaching Staff			X		
4.1.4	Internationality of the Teaching Staff			X		
4.1.5	Internal Cooperation within the Faculty			X		

4.2 Cooperation and Partnership

4.2.1 Scientific Integration of the Doctoral Students (Asterisk Criterion)

All programmes at the FL maintain academic and non-academic collaborations with national and international universities, as well as with agencies, organisations, and businesses. These partnerships include activities such as guest lectures, seminars, focus group discussions (FGDs), and joint research projects.

Cooperation at the University level is formalised through a Memorandum of Understanding (**MoU**) between Udayana University and partner institutions, which can subsequently be implemented at the faculty level through a Cooperation Agreement and at the programme level through an Implementation Agreement. The objectives of these collaborations include improving infrastructure and facilities (e.g., internet connectivity), enhancing the knowledge and skills of students and lecturers particularly in language and legal studies and fostering joint research initiatives.

The Faculty collaborates with a wide range of partners, including higher education institutions, government agencies, law firms, banks, and academic networks, and classifies these partnerships into local, national, and international levels.

There are following International Collaborations:

- Doshisha University (Japan) – through the Research Center for International Transactions and Law (RECITAL) for academic and research cooperation;
- Charles Darwin University (Australia) – partnership in academic, research, and student exchange;
- Universidade Da Paz (UNPAZ), Timor Leste – collaboration in research and teaching exchange;
- International Committee of the Red Cross (ICRC) – cooperation in academic and non-academic programmes, including humanitarian law education and seminars.

There are following National Collaborations:

- Bank Indonesia – cooperation in academic quality improvement, education, training, and research.
- Legal and Human Rights Research and Development Agency – collaboration in scientific journal management and research.
- Mahkamah Konstitusi (Constitutional Court) – joint activities for community service and enhancement of constitutional awareness.
- State Universities (e.g., Universitas Jenderal Sudirman, Universitas Sumatera Utara, Universitas Jember, Universitas Terbuka, Universitas Mataram, Universitas Trisakti, Universitas Surakarta, and Universitas Hasanuddin) – partnerships in academic exchange and performance improvement (KPI).

There are following Local Collaborations:

- PT. Bank Mandiri (Persero) Tbk, PT. Bank Negara Indonesia (BNI), Bank Pembangunan Daerah Bali, and PT. Bank Tabungan Negara Indonesia – partnerships covering banking services, financial education, scholarships, and internship opportunities.
- Regional Office of the Ministry of Law and Human Rights, Bali, and Ministry of Agrarian Affairs and Spatial Planning/National Land Agency of Bali Province – cooperation in legal education and community service.
- Indonesian Notary Association – Bali Chapter (Ikatan Notaris Indonesia, PW Bali) – collaboration on professional training and legal practice development.

4.2.2 Networking of the Scientists

The DLP faculty facilitates networking opportunities for students and faculty members to promote collaboration and knowledge exchange. It organises national and international seminars that bring together scholars, researchers, and practitioners from diverse legal disciplines and jurisdictions. In addition, the programme invites legal scholars, practitioners, and experts as guest lecturers to share their professional insights and experiences with students. Furthermore, both students and faculty members are encouraged to participate in professional associations and legal organisations, enhancing their academic visibility, professional growth, and contribution to the broader legal community.

Appraisal:

Cooperations with higher education institutions and other scientific establishments are an integral part of the programme. The doctoral students are encouraged to participate in relevant conferences or to take part in other scientific events and establishments.

The panel noted that scientific networking, which offers significant benefits for doctoral students, has not yet been sufficiently developed and remains rather too generic. Thus, the panel **recommends** strengthening structured and thematic scientific networking activities to enhance academic exchange, research visibility, and global collaboration opportunities for example, by encouraging students and faculty to present their work at international conferences, participate in joint research projects, and engage in collaborative publications.

Quality Ratings		Excellent	Exceeds quality requirements	Meets qualitiy requirements	Does not meet quality requirements	not relevant
4.	**ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS**					
4.2	Cooperation and Partnership					
4.2.1	Scientific Integration of the Doctoral Students			X		
4.2.2	Networking the Scientists				X	

4.3 Programme Management

4.3.1 Structural Organisation (Asterisk Criterion)

The Faculty of Law states that, in general, the Programme Coordinators are responsible for planning, coordinating, controlling, and evaluating the implementation of activities under the *Tri Dharma Perguruan Tinggi (*Three Pillars of Higher Education). They also oversee the management of academic activities, financial administration, and human resources within their respective study programmes.

The management of the DLP is structured to ensure effective coordination and accountability. The Dean leads education, research, and community service, maintains quality standards, and oversees academic and administrative staff, reporting directly to the Rector. The Deputy Dean for Academic and Planning Affairs assists in managing academic and planning activities, while the Deputy Dean for General Affairs and Finance oversees administration and financial management. The Deputy Dean for Student Affairs and Information is responsible for student services and information systems. The Study Programme Coordinator manages and monitors the learning process and reports to the Dean. The Head of Administration supports academic and student services, financial and human resource management, and general administrative operations within the Faculty.

The administrative staff handle day-to-day technical and operational tasks, including preparing teaching activities, providing administrative services to students, and managing financial and academic documentation. Their duties include processing requests for research permits, internship placements, academic leave, and graduation registration, as well as issuing graduation certificates, academic transcripts, and diploma supplements.

Administrative processes are supported by Udayana University's Single Sign-On (SSO) System, the Integrated Management Information System (IMISSU). Through IMISSU, academic and administrative services can be accessed, such as course enrolment, graduation registration, research applications, lecturer management, and other support functions. Students are also invited to complete service quality questionnaires, the results of which are used to evaluate and improve administrative performance.

Lecturers benefit from similar administrative support through IMISSU, including access to teaching schedules, student lists, examination and grading systems, and workload documentation. Academic and non-academic correspondence is delivered via the university website, email, and IMISSU.

All administrative staff are given opportunities to enhance their professional competencies through regular training and workshops in financial management, academic administration, and digital tools.

The DLP's personnel include a Programme Coordinator and qualified educational staff, as well as professors and lecturers holding doctoral degrees from leading national and international universities. The diversity of their educational and professional backgrounds contributes to a collaborative and complementary academic environment.

The management of the DLP is led by the Programme Coordinator, appointed through a Rector's Decree. To ensure continuous quality improvement, the Faculty conducts periodic training and development programmes and monitors staff performance in accordance with Rector's regulations, which outline systems for staff classification, service years, and additional remuneration mechanisms.

4.3.2 Management Support

The functional and operational management of the DLP operates under the coordination of the Faculty and is led by the Study Programme Coordinator, supported by the Quality Assurance Implementation Team (TPPM), lecturers, and educational staff. Management activities include overseeing the teaching teams, monitoring lecturer workloads, appointing dissertation supervisors (Promoter Teams), and selecting examiners in line with applicable regulations. The educational staff handle administrative, financial, and general affairs, ensuring that all processes are conducted in a credible, transparent, accountable, and fair manner in accordance with established Standard Operating Procedures (SOPs).

From the beginning of their studies, students in the DLP are assigned an Academic Supervisor who provides continuous guidance in preparing study plans and supporting academic progression. Additionally, FL has appointed six trained academic counsellors (*Dosen Konselor*) who offer confidential support to students facing personal or academic challenges that may affect their studies. These counsellors are trained through the Student Counselling, Guidance, and Advocacy Unit at the university level and may act as intermediaries between students and university authorities. To enhance accessibility, UNUD has also established an E-Counselling system available through the IMISSU platform.

The organisation of classrooms and technical resources is coordinated jointly by the Vice Dean for Academic and Cooperation Affairs, Vice Dean for General and Financial Affairs, Programme Coordinators (BLP, MLP, DLP), and the Sub-Coordinators for Academic and Financial Affairs.

Academic staff are encouraged to enhance their professional competencies by participating in training courses related to curriculum development, academic services, financial management, and the organisation of co-curricular and extracurricular activities.

4.3.3 Documentation of the Doctoral Programme (Asterisk Criterion)

External parties interested in pursuing studies at the Faculty of Law can access information through the official University website[5] and Faculty.[6] These platforms provide details about the faculty, admission procedures, and online registration (e-registration) for prospective students.

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[5] UNUD | Universitas Udayana.
[6] https://fl.unud.ac.id/.

In addition, brochures and digital materials offer further information about the University and faculty. In addition, updates are also shared through social media platforms such as:

YouTube	Info Faculty of Law - Udayana FH - YouTube
Instagram	Fakultas Hukum UNUD (@flunud) • Foto dan video Instagram
Facebook	Fakultas Hukum Universitas Udayana	Facebook

Appraisal:

The structural organisation, the decision-making processes, competencies and responsibilities are established and implemented accordingly. Those involved are included in the decision-making process.

Management support concerning the allocation of tasks and people is transparent and efficiently guaranteed both qualitatively and quantitatively. The panel **recommends** strengthening the development and training of administrative staff to ensure they are ready and equipped to operate in an international context, *inter alia* through English language training.

The requirements in terms of content, structure, design, duration, study process and examinations are recognised through suitable documentation and publication. The interested parties also have access to the documentation in electronic form in Bahas Indonesia. Information on admissions and documents related to course plans, course descriptions, curriculum, and examination regulations are provided in the Academic Guidelines of Doctor of Law Programme can be accessed through the following link: https://fl.unud.ac.id/pages/doctor-of-law. Information is available in English language.

Quality Ratings		Excellent	Exceeds quality require-ments	Meets qualitiy requirements	Does not meet quality requirements	not relevant
4.	**ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS**					
4.3	Programm Management					
4.3.1	Structural Organisation			X		
4.3.2	Management Support			X		
4.3.3	Documentation of the Doctoral Programme			X		

4.4 Material Resources

4.4.1 Quality of the Classrooms and Working Places (Asterisk Criterion)

The Faculty operates across two campuses, both of which are well-equipped to support teaching, research, and academic activities. The following table summarises the available facilities, their quantity, quality, and associated media or IT equipment:

No.	Facilities	Quantity	Quality	Media & IT Equipment
1.	Buildings	9	Very Good	Adequate
2.	Teaching rooms (Campus Denpasar)	20	Good	1 computer, 1 projector, and 1 *white board*
3.	Teaching Rooms (Campus Jimbaran)	22	Good	1 computer, 1 projector, and 1 *white board*
4.	Functional Hall	1	Very Good	1 computer, 2 projectors, Sound System
5.	Video Conference & *moot court* rooms (Campus Bali)	1	Very Good	1 computer, 2 projectors, Sound System
6.	Video Conference & *Moot Court* Rooms (Campus Jimbaran)	1	Very Good	1 computer, 1 projector, wide screen, dan *white board*
7.	Computer Laboratories	2	Very Good	25 computers
8.	Final Exam Room	3	Very Good	1 computer, 1 projector,
9.	Journal Management Room	1	Very Good	1 computer
10.	Courtesy Room	1	Very Good	
11.	Student Council Room	1	Very Good	
12.	Free Wifi Access	5	Very Good	

The availability of video conference rooms, Moot Court Room, computer laboratories, and free Wi-Fi aims to ensure that students and faculty have access to the necessary infrastructure. There is also a well-equipped room designated for dissertation defences.

4.4.2 Equipment (Literature, Magazines, Databases) for the Library (Asterisk Criterion)

The UPT Library of Udayana University provides a range of services to support academic and research activities, including on-site reading, circulation, reference services, information searches via the Online Public Access Catalog (OPAC) and manual catalogues, information literacy sessions, cross-library services, and Document Provision Services.[7]

Since 2020, the UPT Library has subscribed to several ProQuest e-journal and e-database packages, including:

- ProQuest Research Library (≈ 7,100 publication titles)
- ABI/INFORM ProQuest (≈ 8,525 journals)
- ProQuest Medical Database (≈ 2,141 journals)
- ProQuest Ebook Central

These databases cover a range of disciplines, including Business & Economics, Computer Science & IT, Education, Engineering & Technology, Agriculture, Languages, Law, and Medicine, providing students and faculty with comprehensive access to global academic resources and up-to-date research materials.

Appraisal:

The quantity, quality and IT equipment of the classrooms correspond to the necessities described for the programme. The requirements for disabled students are adequately taken into account. A sufficient number of workplaces are available for the doctoral students. The technical equipment corresponds to the requirements. Separate rooms which ensure an undisturbed working environment are specifically available for use to those participating in the programme. The panel **suggests** providing appropriate equipment and/or learning tools for students with special needs.

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[7] https://e-perpus.unud.ac.id.

A reference library is available. Literature, magazines and databases are up-to-date and current in terms of the study contents and research activities of the doctoral students.

The online access for the literature is guaranteed. Outside of the University the doctoral students have digital access to a large section of the technical literature. The most important databases are accessible totally free of charge.

Quality Ratings		Excellent	Exceeds quality require-ments	Meets qualitiy requirements	Does not meet quality requirements	not relevant
4.	**ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS**					
4.4	Material Resources					
4.4.1	Quality of the Classrooms and Working Places			X		
4.4.2	Equipment (Literature, Magazines, Databases) for the Library			X		

4.5 Finance Planning and Financing

4.5.1 Planning and Financing of the Doctoral Programme (Asterisk Criterion)

The funding system for the DLP is derived from two primary sources: the State Revenue and Expenditure Budget (APBN) and non-APBN funds. The APBN funding is provided by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, while non-APBN funds are obtained through Single Tuition Fees paid by students.

In addition to these sources, the DLP may also receive non-binding financial contributions from third parties, typically based on mutual cooperation agreements. Such external funding is used to support co-curricular and extracurricular activities, enhancing students' academic experience and professional development.

4.5.2 Financial Support and Scholarship Programmes

The Domestic Postgraduate Education Scholarship (BPP-DN), offered by the Directorate General of Higher Education under the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, is intended for permanent lecturers from both public and private higher education institutions who wish to pursue their studies in Doctoral programmes. In addition to the BPP-DN, there are several other scholarship opportunities provided by various government bodies and private institutions, further supporting postgraduate students in continuing their academic and research pursuits.

UNUD provides financial support for lecturers who pursue doctoral studies, offering merit-based and competitive funding that takes into account academic excellence, research potential, and contributions to the legal field. In addition, the DLP assists its doctoral students in identifying and

applying for external grants and funding opportunities from government agencies, research foundations, and other organisations that support academic research, thereby encouraging broader access to financial resources and strengthening research capacity.

Appraisal:

In accordance with the objectives, the finance planning takes into account the staff planning for scientific employees/doctoral positions. The necessary financial basic equipment and financing security are guaranteed for the period of accreditation.

In accordance with the objectives the higher education institution guarantees the financial protection of the doctoral students.

Quality Ratings		Excellent	Exceeds quality require-ments	Meets qualitiy requirements	Does not meet quality requirements	not relevant
4.	**ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS**					
4.5	Finance Planning and Financing					
4.5.1	Finance Planning and Financing of the Doctoral Programme			X		
4.5.2	Financial Support and Scholarship Programmes			X		

5. Quality Assurance

5.1 Quality Assurance in terms of Contents, Processes and Results (Asterisk Criterion)

The FL implements a systematic and comprehensive quality assurance system across all study programmes, including the DLP. The system follows the institutional framework of Establishment, Implementation, Evaluation, Control, and Improvement of Higher Education Standards (Penetapan, Pelaksanaan, Evaluasi, Pengendalian, dan Peningkatan Standar Pendidikan Tinggi – PPEPP), as defined by the Faculty's internal regulations.

Each programme undergoes regular monitoring and evaluation to ensure that learning activities meet institutional and national quality standards. The Internal Quality Audit (Audit Mutu Internal – AMI) is conducted periodically by the Institute for Educational Development and Quality Assurance of Udayana University (Lembaga Pengembangan Pembelajaran dan Penjaminan Mutu – LP3M UNUD). The audit results are reported to the Coordinator of the DLP, the Faculty Unit for Learning Development and Quality Assurance (UP3M FH UNUD), and the Programme-Level Quality Assurance Team (TPPPM of DLP) for follow-up actions.

Quality assurance covers all dimensions of programme implementation, including the punctual start of academic activities, the number of face-to-face sessions, the alignment between the Semester Learning Plan and the actual implementation, student workload, graduate profiles, and

active student participation. Attendance is monitored closely; students with attendance below 75% are not permitted to take examinations.

In addition, the quality assurance process evaluates lecture content, lecturer performance and competence, administrative support, and infrastructure. Feedback is gathered through tracer studies and satisfaction surveys, conducted both online and offline. The findings are analysed by the TPPPM of DLP and reported to the UP3M for review in regular programme meetings.

The UP3M is responsible for monitoring the implementation of follow-up measures and ensuring that actions are:
- properly carried out,
- reviewed and evaluated for quality stability and alignment with the programme's vision, mission, and objectives,
- adjusted where necessary, and
- fully documented.

The Quality Assurance Team of the DLP (TPPPM DLP) plays a key role in planning, implementing, and monitoring the internal quality assurance system at programme level. The team operates in alignment with the university's overall quality assurance framework and the national higher education standards.

The TPPPM DLP has the following main duties and responsibilities:
1. Planning, implementing, and developing an integrated academic quality assurance system within the Doctoral Law Programme.
2. Monitoring and evaluating the implementation of academic quality assurance to ensure compliance with internal and external standards.
3. Providing consultation and support to lecturers and staff in the implementation of quality assurance activities.
4. Reporting periodically to the Dean on the outcomes of quality assurance processes and follow-up actions.
5. Preparing institutional documentation and forms required for the accreditation of the Doctoral Law Programme.
6. Coordinating the programme-level quality assurance task force, which consists of representatives from study programmes, administrative units, faculty leaders, lecturers, and education staff.
7. Supporting curriculum improvement activities through the implementation of tracer studies involving alumni, graduates, lecturers, and students to collect feedback on the teaching and learning process and on graduate employability.

5.2   Inclusion of Quality Assurance in a Superordinate Quality Concept (Asterisk Criterion)

The DLP's quality assurance system is closely aligned with the University's strategic goals and mission, ensuring coherence between institutional priorities and programme objectives. The curriculum is developed in consultation with subject-matter experts, industry professionals, and external stakeholders, guaranteeing relevance, currency, and responsiveness to developments in legal scholarship and practice. The programme integrates a well-structured combination of

coursework, research activities, and professional development opportunities to achieve its intended learning outcomes.

Udayana University maintains an internal quality assurance structure through LP3M UNUD, which oversees the monitoring and evaluation of the DLP's quality standards. These mechanisms include regular programme reviews, internal academic audits, quality assurance committees, and structured reporting systems, all of which promote accountability, transparency, and continuous improvement at both Faculty and programme levels.

5.3   Evaluation by Doctoral Students

Students of the DLP are systematically involved in the internal quality assurance process through regular evaluations of their courses. At the end of each semester, doctoral students are required to complete online questionnaires via the IMISSU–SIMAK platform. The questionnaire covers various aspects of teaching and learning, including students workload, punctuality of course delivery, number of face-to-face meetings, and the alignment between the Semester Learning Plan (RPS) and the actual implementation of learning activities.

The data collected are compiled by the academic administration staff and submitted to the Programme Quality Assurance Team (TPPPM) for analysis. The results of these evaluations, together with findings from tracer studies on doctoral students' learning experiences, are reported to the Coordinator of the DLP and the Faculty Unit for Learning Development and Quality Assurance (UP3M). These results are discussed during regular programme meetings to identify strengths and areas for improvement.

UP3M subsequently supervises the implementation of follow-up measures, ensuring that the actions taken are reviewed, evaluated, and if needed adjusted to maintain consistency with the programme's vision, mission, objectives, and quality standards. All follow-up actions and their outcomes are documented in a structured manner for inclusion in the Internal Quality Audit (AMI) conducted at university level.

5.4   Evaluation by Supervisors

Supervisors are also actively involved in the internal quality assurance process by providing structured feedback on the management and academic support of the university, faculty, and study programmes. This evaluation is conducted through online questionnaires administered via the IMISSU–SIMDOS platform. The collected responses are compiled and submitted to the respective management units for review and consideration.

5.5   Evaluation by Third Parties (Graduates, external Peers, Stakeholders etc.)

The DLP actively involves various external stakeholders such as alumni, employers, government representatives, partner institutions, and professional associations in the field of law in its quality assurance and development processes. These stakeholders play a significant role in enhancing the relevance and quality of education.
Their feedback is collected through alumni and stakeholder tracer studies as well as direct participation in curriculum review workshops, which are organised regularly, typically every four

years. During these workshops, external parties contribute valuable input on curriculum design, content updates, and alignment with current professional and societal needs.

The feedback provided by external stakeholders is used as evaluation material for curriculum enhancement and continuous improvement. It ensures that the programme remains aligned with the expectations of employers and the labour market while supporting graduates' employability and professional integration.

Appraisal:

There is a quality assurance procedure in place which is systematically used for continuous monitoring and the further development of quality in terms of content, processes and results. The responsibilities are clearly defined. The panel **recommends** including a student representative in the Quality Assurance (QA) team to ensure that the student perspective is reflected in quality development processes.

The quality assurance of the doctoral programme is systematically embedded in the quality concept for the research of the faculty and the higher education institution.

There is a regular evaluation concerning the implementation of the programme carried out by the doctoral students according to a predefined procedure; the results are discussed internally and find their way into the process of quality development.

There is a regular evaluation of the implementation of the programme carried out by supervisors according to a predefined procedure; the results are discussed internally and find their way into the process of quality development.

There is a regular external evaluation according to a predefined procedure; the results are discussed internally and find their way into the process of quality development.

Quality Ratings		Excellent	Exceeds quality requirements	Meets qualitiy requirements	Does not meet quality requirements	not relevant
5.	**QUALITY ASSURANCE**					
5.1	Quality Assurance in terms of Contents, Processes and Results			X		
5.2	Inclusion of Quality Assurance in a Superordinate Quality Concept			X		
5.3	Evaluation by Doctoral Students			X		
5.4	Evaluation by Supervisors			X		
5.5	Evaluation by Third Parties (Graduates, external Peers, Stakeholders)			X		

Quality Profile

Institution: Udayana University, Bali, Indonesia

Programme: Doctor of Law Programme

FIBAA

Quality Ratings		Excellent	Exceeds quality requirements	Meets qualitiy requirements	Does not meet quality re-quirements	not relevant
1.	**STRATEGY AND OBJECTIVES**					
1.1	Objectives of the Doctoral Programme			X		
1.2	Positioning of the Doctoral Programme in the education market			X		
1.3	Positioning of the Doctoral Programme in the Job Market for Graduates					
1.3.1	In the research fields			X		
1.3.2	Outside the research fields			X		
1.4	The positioning of the Doctoral Programme in the Strategic Concept of the Higher Education Institution			X		
1.5	Gender Equality and Equal Opportunities			X		
2.	**ADMISSION**					
2.1	Admission conditions and procedures			X		
2.2	Selection procedure			X		
2.3	Transparency of the Decision on Admission			X		
3.	**IMPLEMENTATION**					
3.1	Structure					
3.1.1	Structural Setup of the Doctoral Programme			X		
3.1.2	Doctoral Degree Regulation			X		
3.1.3	Status of the Doctoral Students			X		
3.1.4	Module Description			X		
3.2	Contents					

3.2.1	Logic and Conceptual Consistency			X		
3.2.2	Science and Research Based Teaching			X		
3.2.3	Focus of the Curriculum on Qualification and Competency Development			X		
3.2.4	Technical Offers			X		
3.2.5	Multidisciplinary Qualifications			X		
3.3	Examination Procedures					
3.3.1	Examination			X		
3.3.2	Organisation of the Examination Procedure			X		
3.4	Didactic Concept					
3.4.1	Logic and Comprehensibility of the Didactic Concept			X		
3.4.2	Diversity of the Teaching Methods			X		
3.4.3	Networking of the Doctoral Students			X		
3.4.4	Scientific Supervision			X		
3.5	Professional Competencies/Employability					
4.	**SCIENTIFIC ENVIRONMENT AND FRAMEWORK CONDITIONS**					
4.1	Teaching Staff					
4.1.1	Structure and Number of Teaching Staff			X		
4.1.2	Scientific Qualification of the Teaching Staff			X		
4.1.3	Pedagogical Qualification of the Teaching Staff			X		
4.1.4	Internationality of the Teaching Staff			X		
4.1.5	Internal Cooperation within the Faculty			X		
4.2	Cooperation and Partnership					
4.2.1	Scientific Integration of the Doctoral Students			X		
4.2.2	Networking the Scientists				X	
4.3	Programme Management					
4.3.1	Structural Organisation			X		

4.3.2	Management Support			X		
4.3.3	Documentation of the Doctoral Pro-gramme			X		
4.4	Material Resources					
4.4.1	Quality of the Classrooms and Working Places			X		
4.4.2	Equipment (Literature, Magazines, Data-bases) for the Library			X		
4.5	Finance Planning and Financing					
4.5.1	Finance Planning and Financing of the Doctoral Programme			X		
4.5.2	Financial Support and Scholarship Pro-grammes			X		
5.	QUALITY ASSURANCE					
5.1	Quality Assurance in terms of Contents, Processes and Results			X		
5.2	Inclusion of Quality Assurance in a Super-ordinate Quality Concept			X		
5.3	Evaluation by Doctoral Students			X		
5.4	Evaluation by Supervisors			X		
5.5	Evaluation by Third Parties (Graduates, external Peers, Stakeholders)			X		