Decision of the FIBAA Accreditation and Certification Committee

15th Meeting on September 13, 2024

PROGRAMME ACCREDITATION

Project Number:	23/052 Cluster 4
Higher Education Institution:	Hasanuddin University
Location:	Makassar, Indonesia
Study Programme:	Bachelor of Law, S.H.
	Bachelor of State Administrative Law, S.H.
Type of Accreditation:	initial accreditation

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

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

Period of Accreditation: September 13, 2024 until September 12, 2029.

- **Condition 1:** The faculty designs an international concept for the study programmes.

- **Condition 2:** The University revises the given types of exams to ensure a variety of test formats and ensures the necessary depth of the exams to ascertain the intended learning outcomes.

- **Condition 3**: The University implements a student workload evaluation system for each course which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures.

Proof of meeting these conditions is to be supplied by June 12, 2025.

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution:

Hasanuddin University, Indonesia

Bachelor programme:
1. Bachelor of Law
2. Bachelor of State Administrative Law

Qualification awarded on completion:
1. Bachelor of Law, Sarjana Hukum (S.H.)
2. Bachelor of State Administrative Law, Sarjana Hukum (S.H.)

General information on the study programme

Brief description of the study programme:
The **Bachelor of Law** (LSP) is a four-year study programme that aims to educate graduates who are able to demonstrate mastery in different fields of law, including procedural law, substantive laws and legal history. Students are educated to conduct legal research as well as legal drafting and contracts.

The **Bachelor of State Administrative Law** (SAL) is a four-year study programme that aims to educate graduates who are have broad and in-depth theoretical-practical knowledge regarding state administrative law from various aspects, both legal, state administration, social, political, philosophical, environmental, development, and other aspects; and the ability to identify problems in SAL in line with all these developments and to propose scientific concepts, both in the form of alternative solutions to problems and those concerning the development of SAL.

Type of study programme:
For both programmes: Bachelor Programme

Projected study time and number of ECTS credits / national credits assigned to the study programme:
Bachelor of Law: 4 years / 8 semesters; 236,11 ECTS credits
Bachelor of State Administrative Law: 4 years / 8 semesters; 234,78 ECTS credits

Mode of study:
For both programmes: full-time

Didactic approach:
For both programmes: study programme with obligatory class attendance

Double/Joint Degree programme:
For both programmes: no

Scope (planned number of parallel classes) and enrolment capacity:
Bachelor of Law: 460 students per year
Bachelor of State Administrative Law: 110 students per year

Programme cycle starts in:
For both programmes: summer semester (August)

Initial start of the programme:
Bachelor of Law: 1953
Bachelor of State Administrative Law: 2011

Type of accreditation:
For both programmes: initial accreditation

Procedure

A contract for the initial accreditation of the Bachelor of Law (S.H.) and Bachelor of State Administrative Law (S.H.) was made between FIBAA and Hasanuddin University on June 26, 2023. On February 27, 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:

Prof. Dr. jur. Jan Friedrich Bruckermann
FOM International University of Applied Sciences of Economy and Management, Germany
Professor of Social Law and Health Law
(Labor law, tax law, criminal law, commercial and corporate law, social law)

Prof. Dr. Daniela Heid
Federal University of Applied Administrative Sciences, Brühl, Germany
Professor of Public Law
(European Law, Administrative Law, Public Service Law, Police Law, Eastern European Law, Municipal Law, Civil Service Law)

Kira Kock
University of Münster, Germany
Student of Law (State examination)

Julian Rossig
Capgemini Invent, Germany
Director
(Business administration with a focus on marketing, management, strategy development, supply chain / logistics, real estate, European law, data protection law, copyright law, sustainability, circular economy)

Prof. Dr. Tolkah
Universitas Islam Negeri - UIN Walisongo, Indonesia
Associate professor, Vice dean on general administration, planning, and financial affairs
(Islamic studies, especially Islamic Law)

FIBAA project manager:
Friderike Uphoff

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference. The online conference took place on May 6, 7 and 8, 2024 via the video conferencing tool *Zoom*. At the end of the online conference, the panel has given a short feedback on its first impressions to representatives of the HEI.

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[1] The panel is presented in alphabetical order.

The assessment report based on this was delivered to the HEI for comment on August 27, 2024. The statement on the report was given up on August 30, 2024. It has been taken into account in the report at hand.

Summary

The Bachelor of Law (S.H.) and Bachelor of State Administrative Law (S.H.) offered by Hasanuddin University fulfil with few exceptions the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on September 13, 2024 and finishing on September 12, 2029, under conditions. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects[2]: international orientation of the study programme design, examination and final thesis, as well as quality assurance and quality development. They recommend the accreditation on condition of meeting the following requirements:

- **Condition 1** (see chapter 1.2): The faculty designs an international concept for the study programmes.

- **Condition 2** (see chapter 3.1): The University revises the given types of exams to ensure a variety of test formats and ensures the necessary depth of the exams to ascertain the intended learning outcomes.

- **Condition 3** (see chapter 5): The University implements a student workload evaluation system for each course which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures.

Proof of meeting these conditions is to be submitted by June 12, 2025.

Furthermore, the quality requirement that has not been fulfilled – Foreign language contents (see chapter 3.4) – 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 also identified several areas where the programme could be further developed:
- increasing the English language requirements for the study programmes in the process of further internationalisation (see chapter 2.),
- including more interdisciplinary aspects into the study programmes (see chapter 3.1),
- unifying the conversion rate for both study programmes (see chapter 3.2),
- creating a didactical concept which includes online teaching and new teaching methods (see chapter 3.3),
- revising the course materials with regard to the support of the students' learning process (see chapter 3.3),
- setting up a system to attract international students in order to achieve the University's goal of internationalisation (see chapter 3.4),

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

- improving the use of foreign languages (see chapter 3.4),
- setting up a didactical unit to offer more courses on didactical qualifications (see chapter (see chapter 4.1),
- enhancing the international cooperations with other universities (see chapter 4.3),
- striving for more international business cooperations (see chapter 4.3),
- having more international journal subscriptions and more English books (see chapter 4.4),
- improving the follow-up on the feedback results (see chapter 5.).

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

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

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Information on the Institution

Hasanuddin University (Universitas Hasanuddin, called Unhas) is a Higher Education Institution in the northeast of Makassar City in Indonesia. Before the official establishment of Unhas in 1956, the University was part of the Faculty of Economics in 1947, a branch of the Faculty of Economics of the Universitas Indonesia, Jakarta. The University was given a mandate to be an autonomous University in 2015 (fully implemented since 2016) through Indonesian Government Regulation No. 53.

Throughout its history, Unhas engaged on academic activities that relate to teaching and learning, research and community service. The following strategic goals determine the activities of the University:

Vision:

> "A center of excellence in the development of human resources, science, technology, arts, and culture, grounded in the Indonesian Maritime Continent."[3]

Mission:

1. To provide qualified learning environment to develop the capacity of innovative and proactive learners.
2. To preserve, develop, find, and create sciences, technology, arts, and cultures.
3. To implement and disseminate sciences, technology, arts, and cultures for the prosperity of Indonesian maritime society.

Values

1. Integrity: honesty, courage, responsibility, determination
2. Innovation: the combination of creativity, quality-orientation, independence, pioneering
3. Catalytic: bravery, determination, dedication, and competitiveness'
4. Wisdom: appropriateness, fairness and civilised, holism and adaptability

Strategic Goals:

1. To produce scholars of morality and integrity qualities
2. To develop science and technology based on the concept of Indonesia Maritime Continent
3. To apply and disseminate science and technology for the benefits of humankind.
4. To improve international reputation of Unhas
5. To develop a good University governance and build a modern environmentally friendly campus.

Universitas Hasanuddin comprises 17 faculties currently offering 225 study programmes consisting of 12 vocational study (diploma) programmes, 70 Bachelor programmes, 70 Master programmes, 30 Doctoral programmes, nine Professional programmes as well as 34 specialist programmes with a total student body of around 35,000 students. All study programmes currently have been nationally accredited by the National Accreditation Board of Higher Education (BAN-PT).

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[3] https://www.unhas.ac.id/about/ (last call May 15, 2024)

Unhas is rated "Excellent" by BAN-PT. The University's "A" (excellent/superior) accreditation by the BAN-PT since 2018 ensures that the study programmes meet stringent academic standards and are recognised nationally for their excellence.

In 2023, Unhas ranked 1st nationally for international accreditation or certification based on the key performance indicator of accredited study programme number. In line with Unhas strategic goals, 63 study programmes have been internationally accredited or certified by international accreditation agencies such as ABET, ASIIN, ABEST-21, AUN-QA and IABEE, and FIBAA[4]. For the last years, Unhas has been facilitating and empowering all study programmes to be internationally recognised through several priority development programmes such as international classes, student and staff exchange, joint research and publication, credit earning, joint degree, as well as international accreditation.

Furthermore, Unhas reputation is based on:
- Global Recognition: Universitas Hasanuddin's inclusion in the QS World University Ranking in the range of 1001-1200 in 2021 demonstrates its global recognition. This rank places the University among the top institutions worldwide, enhancing the credibility and attractiveness of its study programmes to both local and international students.
- Impact and Innovation: The University's 79th position in the Times Higher Education impact rankings in 2021[5], and being the second in Indonesia, showcases its commitment to making a positive impact on society through research and innovation.
- Specialisation in Disaster Management: Universitas Hasanuddin's recognition as the Disaster Management Campus by the Indonesian National Agency for Disaster Management (BNPB) in 2021 is significant in addressing the specific needs and challenges of the region. The recognition highlights the University's expertise and dedication in preparing professionals to manage and mitigate natural disasters effectively, making it an attractive choice for students interested in this field.
- Expertise in Geographic Information System (GIS): The acknowledgement as the Geographic Information System Advisor by the Environmental System Research Institute Indonesia in 2021 further establishes the University's competency in this area. As GIS continues to gain importance in various sectors, students seeking expertise in this field will find the study programmes at Universitas Hasanuddin appealing.

Unhas strategic direction consists of long-term planning (Unhas Development Plan 2030) which is further derived to a series of medium-term plans (currently Unhas Strategic Planning 2020-2024) as the basis of preparing the Annual Planning. The Unhas Development Plan 2030 consists of five themes that can be summarised in the following figure.

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[4] ABET: Accreditation Board for Engineering and Technology, ASIIN: Accreditation Agency for Study Programmes in Engineering, Informatics, Natural Sciences and Mathematic, ABEST-21: The Alliance on Business Education and Scholarship for Tomorrow, AUN-QA: ASEAN University Network Quality Assurance; IABEE: Indonesian Accreditation Board for Engineering Education
[5] https://www.timeshighereducation.com/rankings/impact/2021/overall, last call May 15, 2024

Figure 1: The Strategic Themes of Unhas Development Plan 2030

Currently, Unhas is implementing the third milestone (University Strategic Plan 2020-2024) of Unhas Development Plan 2030 in which the main strategic goal is to become an excellent and innovative University based on Indonesia Maritime Continent (IMC). The term IMC was firstly introduced by the late President Habibie and refers to the uniqueness of the region consisting of land, sea and air with rich diversities in terms of natural resources, societies, economics, arts and cultures, as well as health. Consequently, all programmes within Unhas must develop their scientific uniqueness as a comparative advantage to similar programmes at other institutions.

The main strategic goals of the University Strategic Goals 2020-2024 are:
(1) improving graduate quality, relevancy, and competitiveness,
(2) improving quality, relevancy, and innovation of research and community services,
(3) down-streaming research results into markets,
(4) strengthening good university governance, campus infrastructure and facilities.

The Faculty of Law UNHAS was officially established on March 3,1952[6] under the name of the Faculty of Law and Public Knowledge. Initially, the Faculty of Law, Faculty of Economics, and Faculty of Medicine were branches of the Faculty of Law and Public Knowledge, the Faculty of Economics and the Faculty of Medicine, University of Indonesia. These three faculties later became the forerunner of UNHAS on September 9th, 1956. The vision, missions, objectives, values, goals and achievement strategies are described as follows:

Vision:
Centre for human development and legal study that is reliable, innovative, and cultured quality based on the Indonesia Maritime Continent.

Missions:
1. Develop innovative law study and skills based on the Indonesian Maritime Continent;

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[6] based on the Decree of the Minister of Education and Culture Number 3399/Kab, dated January 30th, 1952

2. Develop a model of learning in the form of a reliable law student character;
3. Provide a conducive and qualified learning environment;
4. Disseminate the study for the benefit and solving of law in society.

The Faculty of Law UNHAS has several goals to be achieved, namely:
1. To produce graduates with the noble character who master the concepts, principles, and basic rules of law as the basis for mastering scientific competencies.
2. To produce graduates who have the ability to apply legal concepts, principles and rules to solve legal problems.
3. To produce graduates who have the ability to apply and develop reliable and innovative legal knowledge.
4. To realise other applications and dissemination of legal knowledge for the benefit of society based on Indonesian maritime values.

The Faculty of Law has five study programmes, namely the Bachelor of Law, the Bachelor of State Administrative Law, the Master of Law, the Master of Notary and the Doctoral Law Programme. All of these study programmes have been nationally accredited by the NABHE. For international recognition, the Bachelor of Law and State Administrative Law Study Programmes have been internationally certified by AUN-QA respectively 2018 and 2022, while the Master of Law study programme has been internationally accredited by FIBAA in 2022.

The **Bachelor of Law** (LSP) was the first study programme at the Faculty of Law, which was officially established at the same time as the faculty, namely on March 3, 1952. The formulation of the LSP's vision, when linked to the university's vision, is expected to produce graduates who uphold and enforce the rule of law with human resources based on the maritime continent both in terms of values and in the scope of scientific studies. The LSP is one of the favourite study programmes at UNHAS. At University level, LSP has been included in the top five favourite study programmes in the last three years.[7]

The background to the formation of the **Bachelor of State Administrative Law** (SAL) was the enactment of Law Number 30 of 2014 concerning Government Administration. The formation plan and curriculum preparation of the SAL was carried out from 2009 to 2011 and was initiated by the Collaboration of the Ministry of State Apparatus Utilisation and Bureaucratic Reform (MSAUBR) with the *Gesellschaft für Technische Zusammenarbeit* (GTZ, now German Development Cooperation (GIZ)) and involved universities in Indonesia, one of them is UNHAS. After the design report on the SAL formation was completed in 2011, MSAUBR proposed to the Ministry of Education and Culture to give the mandate to UNHAS as a pilot project in Indonesia. This is what initiated the SAL for the first time, which until now has made it the first and only study programme in Indonesia. For the approval and mandate[8], SAL was established in 2011 with the first admission of new students in 2012. Every year, this study programme accepts approximately 100 new students.

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[7] see: self-evaluation report p.6
[8] as stated in the Letter of the Director General of Higher Education Number 519/E/T/2011 dated 15 April 2011, and the Letter of the Deputy of Management of MSAUBR Number: B1196/D.IV.PAN-RB/05/2011, dated 6 May 2011

Further development of the programme and statistical data

The development of the LSP and SAL is carried out through curriculum reviews which are conducted periodically (once in four years) or at a certain time if necessary, such as when University policy or a consortium agreement impacts the curriculum of study programme. This curriculum review is organised through workshop activities involving stakeholders such as academic staff, supporting staff, students, alumni, alumni users, and even the industrial business. The curriculum update is conducted in accordance with scientific developments and feedback from internal and external stakeholders. From the academic and supporting staff aspects, the Faculty of Law has experienced development based on the policy of the faculty leaders. Academic and supporting staff are encouraged to attend various training, workshops and seminars to improve their qualifications and competencies. The faculty leaders also provide opportunities for academic and supporting staff to continue their education to a higher strata level. Academic interaction develops primarily through research, community services, as well as discussion activities, workshops, training and seminars held by the faculty every year. Academic staff and student interactions occur in the teaching and learning process in the classroom, research collaborations, final project guidance, community service programmes, academic guidance, and student organisation activities.

The Faculty of Law also supports the learning process with technological developments. For the learning process, the faculty has provided e-learning management through the Learning Management System, platform. The faculty also has a Law Information System (LIS) platform that manages student final projects and monitors student academic and learning activities in each study programme, including LSP and SAL.

In the **Bachelor of Law**, in the period of 2020 to 2022, there were an average of 4.000 students interested in the LSP. The LSP provides a quota or capacity of between 400 and 460 students per year, which is adjusted to the number of students who successfully complete their studies in one year. The amount of student capacity each year is determined by the faculty based on the study programme consideration and university policies.

Table 1: Statistical data Bachelor of Law

		2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
# Study Places offered by HEI		460	460	460	460	460	460
# Applicants	Σ	5.769	6.656	3.391	3.781	4.133	4.062
Application rate		1254,13%	1446,96%	737,17%	821,96%	898,48%	883,04%
# First-Year Students *(accepted applicants)*	Σ	420	406	402	411	395	401
	f	218	210	221	232	236	228
	m	202	196	181	179	159	157
Rate of female students		0,52	0,52	0,55	0,56	0,60	0,57
# Foreign Students	Σ	0	0	0	0	1	2
	f	0	0	0	0	1	2
	m	0	0	0	0	0	0
Rate of foreign students		0	0	0	0	0,002531646	0,004987531
Percentage of occupied study places		91,30%	88,26%	87,39%	89,35%	85,87%	87,17%
# Graduates	Σ	309	240	89	0	0	0
	f	174	146	62	0	0	0
	m	135	94	27	0	0	0
Success rate *(students who finished their studies)*		73,57%	59,11%	22,14%	0,00%	0,00%	0,00%
Dropout rate *(students who dropped their studies)*		0,48%	1,23%	1,00%	0,00%	0,00%	0,00%
Average duration of study		4,5	4,3	4	0	0	0
Average grade of final degree		3,63	3,87	3,93	0	0	0

In the **Bachelor of State Administrative Law**, the average number of students interested in the SAL within the period of 2020 to 2022 are 900 to 1.000 students per year. The SAL provides a quota or capacity of between 100 to 110 students per year which is adjusted to the number of students who successfully complete their studies in one year. The amount of student capacity each year is also determined by the faculty based on the study programme consideration and university policies.

Table 2: Statistical data Bachelor of State Administrative Law

		2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
# Study Places offered by HEI		110	110	110	110	110	110
# Applicants	Σ	896	1.672	1.019	840	953	857
Application rate		814,55%	1520,00%	926,36%	763,64%	866,36%	779,09%
# First-Year Students (accepted applicants)	Σ	85	88	89	93	95	89
	f	52	68	48	56	62	54
	m	33	24	41	37	33	35
Rate of female students		0,61	0,77	0,54	0,60	0,65	0,61
# Foreign Students	Σ	0	0	0	0	1	2
	f	0	0	0	0	1	2
	m	0	0	0	0	0	0
Rate of foreign students		0,00	0,00	0,00	0,00	0,01	0,02
Percentage of occupied study places		77,27%	80,00%	80,91%	84,55%	86,36%	80,91%
# Graduates	Σ	55	49	5	0	0	0
	f	35	36	4	0	0	0
	m	20	13	1	0	0	0
Success rate (students who finished their studies)		64,71%	55,68%	5,62%	0,00%	0,00%	0,00%
Dropout rate (students who dropped their studies)		1,18%	0,00%	0,00%	2,15%	0,00%	0,00%
Average duration of study		4,5	4,2	4	0	0	0
Average grade of final degree		3,73	3,82	3,78	0	0	0

Appraisal:

Both study programmes show high application rates in each year, however, not all study places are taken in each year, showing the high admission requirements of the study programmes. There is a balanced ratio of male and female students in the **Bachelor of Law**, in the **Bachelor of State Administrative Law**, the rate of female students is around 60 %.

The average duration of study was slightly above the four years planned period in 2017-2019 for **both study programmes**, in 2020 in was 4 years on average, but with very few students who have already successfully graduated from the study programmes.

There are very few foreign students in both programmes, less than 1 % starting in 2021. The drop-out rate is between 0 % and 2 % in both programmes.

Programme Description and Appraisal in Detail

1.   Objectives

1.1   Objectives of the study programmes (Asterisk Criterion)

<u>Bachelor of Law (LSP)</u>
The current vision of the LSP is "Centre for Excellence in Human Development and Legal Studies Based on the Indonesian Maritime Continent". As for the missions are:
1. To develop graduates with noble characters and morals.
2. To organise innovative learning.
3. To develop innovative legal science based on the Indonesian Maritime Continent.
4. To disseminate legal science for the benefit of society.

The objectives of the LSP are:
1. To produce graduates with noble characters and morals.
2. To produce qualified, innovative, professional, nationally and internationally competitive graduates.
3. To produce innovative legal studies based on the Indonesian Maritime Continent.
4. To utilise legal studies for the benefit of society.
5. To implement effective and efficient governance based on information technology.
6. To create a conducive and quality learning environment.

The Graduate Profiles of the LSP are described as follows:

Table 3: Graduate profile of LSP

No	Graduate Profile	Description
1.	Advocate	Graduates are able to provide legal services to the community, both before and outside the court.
2.	Judge	Graduates are able to lead the trials in court and decide a legal case fairly and wisely in accordance with the provisions of the applicable law.
3.	Prosecutor	Graduates are able to perform functions as a public prosecutor and implement court decisions that have obtained legally binding status based on applicable law.
4.	Legal Consultant	Graduates are able to provide legal advice and opinions regarding any action that will be and has been carried out by the community. The intended legal actions and actions are outside the court (*non-litigation*).
5.	Legal Drafter	Graduates are able to understand, comprehend, and carry out legal drafting and contract drafting

Furthermore, to support the achievement of Graduate Profiles, the study programme designs the Intended Learning Outcomes (ILOs). The reference for preparing the ILOs are:
- the Ministry of Education and Culture Regulation No. 3 of 2020 concerning National Higher Education Standards (NHES), and
- the Presidential Regulation No. 8 of 2012 concerning the Indonesian Qualification Framework (IQF).

According to IQF, the ILOs consist of Attitude/Behaviour, Ability, Knowledge, and Responsibilities/Rights/ Authorities. Meanwhile, according to NHES, it includes the domains of Attitude, Knowledge, Skills, and Competencies. The formulation of Learning Outcomes and curriculum involve internal and external stakeholders.

Table 4: Intended Learning Outcomes of LSP

Domains	Code	Intended Learning Outcomes
Attitude	A1	Students have integrity and legal professional ethics based on values of Pancasila.
Knowledge	K1	Students are able to demonstrate understanding of General Knowledge (General Basic Courses).
	K2	Students are able to demonstrate mastery of legal history, legal theory, and legal philosophy regarding the developments of the scientific basics of the law, namely legal sources, legal principles, legal subjects, legal research, legal writing, both legal science in general and the positive legal system of Indonesia.
	K3	Students are able to demonstrate mastery of substantive laws (criminal law, civil law, international law, state administrative law, and constitutional law).
	K4	Students are able to demonstrate mastery of procedural law (criminal procedural law, civil procedural law, and state administrative procedural law).
Skill	S1	Students are able to think critically, logically and systematically.
	S2	Students are able to perform oral and written communication.
	S3	Students are able to work individually and collectively.
Competency	C1	Students are able to conduct legal research and to build legal arguments.
	C2	Students are able to resolve legal disputes through mediation and negotiation.
	C3	Students are able to provide legal advice and solutions.
	C4	Students are able to conduct legal drafting and contracts.

Bachelor of State Administrative Law (SAL)

The vision of the SAL of UNHAS is that "The State Administrative Law Study Programme has a culture of quality with graduates who are highly committed to the implementation of good governance based on the Maritime Continent".

To achieve the vision, several missions will be pursued, as follows:
1. Developing professionalism and intellectuality in the field of State Administrative Law through a student-based learning process;
2. Developing a State Administrative Law study programme as the spearhead and incubator for the development of science and technology, as well as the arts in the context of implementing good governance; and
3. Developing a State Administrative Law study programme as a superior study programme to increase the credibility of the government apparatus.

The Objectives of SAL are as follows:
(i)   General Objectives:
To produce State Administrative Law Graduates who are able:
1. to acquire critical academic thinking and to conduct research that supports theory development;
2. to improve professional services through research and development;

3. to develop professional skills in a wider spectrum, both in science and between professions; and
4. to identify legal problems that arise in society and scientific reasoning skills that can provide alternative solutions to problems.

(ii)   Specific Objectives:

To produce State Administrative Law Graduates who have:
1. broad and in-depth theoretical-practical knowledge regarding SAL from various aspects, both legal, state administration, social, political, philosophical, environmental, development, and other aspects; and
2. the ability to identify problems in SAL in line with all these developments and to propose scientific concepts, both in the form of alternative solutions to problems and those concerning the development of SAL.

The Graduate Profiles of the SAL are described as follows:

Table 5: Graduate profile of SAL

No	Graduate Profile	Description
1.	State Administrative Apparatus	Graduates are able to apply concepts and theories in the field of State Administrative Law in order to implement good governance.
2.	State Administrative Legal Enforcer	Graduates are able to become law enforcers by upholding professional ethics and integrity for the sake of justice, benefit, and legal certainty.
3.	Legal Analyst	Graduates are able to identify the legal problems in the field of State Administrative that arise in society and to conduct scientific reasoning that can provide alternative solutions to problems.
4.	Legal Drafter	Graduates are able to conduct the drafting of regulations and State Administration Decrees by applying techniques and theories of the formation of laws and decisions.

The SAL designed the ILOs to support the accomplishment of the Graduate Profiles and covering the four domains: attitudes, knowledge, skills and competencies.

Table 6: Intended Learning Outcomes of SAL

Domains	Code	Intended Learning Outcomes
Attitude	A1	Students are able to internalise the noble characters and morals of Pancasila and Indonesian Maritime Continent
Skill	S1	Students are able to work both independent and group
	S2	Students are able to communicate verbally and in written form
	S3	Students are able to build legal argumentation both logically, critically, and systematically
Knowledge	K1	Students are able to analyse the theoretical concepts of basic in the field of State Administrative Law
	K2	Students are able to analyse the material law in various subfields/scopes in the State Administrative Law
	K3	Students are able to analyse the formal law in the field of State Administrative Law
	K4	Students are able to elaborate legal practices in the field of State Administrative Law
Competency	C1	Students are able to design a solution of legal cases in the field of State Administrative through the application of juridical thinking methods, theoretical knowledge and statutory regulations
	C2	Students are able to draft documents required in the Court process, particularly in the field of State Administrative Law
	C3	Students are able to formulate various formatted legal documents required for State Administrative Law decision making

Based on the vision and missions of the University, the formation, design and action of government from the legal aspect must reflect the maritime character as a government activity towards good governance. Each ILO component is subject to yearly review by the Head of the Study Programme and the Quality Assurance and Reputation Improvement Unit (QA-RIU), considering its progress and achievement to fulfil the Graduate Profiles. Furthermore, the ILOs are subject to revision on a quarterly period (four years) by all the associated stakeholders to ensure that they can follow the relevance of the job market and the graduate profile as a legal professional.

Appraisal:

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

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

1.2 International orientation of the study programmes' designs (Asterisk Criterion)

Regarding human resources, **both study programmes** have in total eleven academic staff with international academic experiences (see also chapter 3.4). Several of them have graduated from notable universities in the Netherlands, United Kingdom, Australia, Norway and the United States of America. Furthermore, several academic staff have also attended international diploma education, such as the Diploma in Forensic Medicine (DFM) in Human Rights. The academic staff in the LSP and SAL are encouraged by the University to conduct activities abroad and to produce scientific papers that can be published in reputable international journals for at least one scientific paper each year. The University also provides support, for example, by providing publishing assistance offered by Publication Management Centre for each article of academic staff to be published in reputable international journals. The Faculty of Law also has their own international standard journal, namely Hasanuddin Law Review (HALREV). This journal has met the requirements for the Scopus Index since 2021.

In the **Bachelor of Law**, the courses are formulated by taking into account the developing global discourse. The aim is to educate and provide knowledge to students to understand the existing international insights and knowledge from various kinds of legal systems that are developing globally. This has implications for the use of several materials and references from foreign publishers to support their respective learning processes.

The LSP currently has an International Class Programme, which has been officially running since 2019, where 10 to 15 students are accepted per year. In this programme, all students

and academic staff use English in the interaction process. The curriculum used in this International Class Programme is the same curriculum as in the general LSP, including the specialisation courses. Each academic staff is encouraged to use foreign references and articles, especially from reputable international journals. The faculty also continues to improve the quality of English for Academic staff by providing English courses. This programme currently has three foreign students enrolled since 2021, one student from Nigeria and two students from Gambia.

The LSP encourages students to participate in international events, such as Karate championships, English debate competitions and English essay competitions. The study programme supports students to participate in the selection of the Indonesian International Student Mobility Awards (IISMA), a scholarship provided by the Ministry of Education, Culture, Research and Technology of Indonesia to fund Indonesian students to conduct a one-semester mobility programme at top universities overseas. So far, there were six LSP students participated in IISMA of 2021 and 2022 who went to the University of Glasgow (UK), University of California Davis (US), Michigan State University (US), Boston University (US), University Padova (Italy) and National Taiwan University Science and Technology (Taiwan). Besides participation in IISMA, the LSP student have actively participated in various international events.

Furthermore, the LSP is also already certified by the AUN-QA standards since 2018 to ensure the quality of the study programme as a first step to gaining international recognition.

With regard to the **Bachelor of State Administrative Law**, the United Nations Development Programme (UNDP) requires the implementation of responsible development management. Therefore, UNDP is developing a standard of managing and developing the public sector by the government through Good Governance. To support that goal, the MSAUBR gave the mandate to UNHAS to initiate a specific study programme to produce a state apparatus with a good understanding of principles of good governance that are recognised globally.

Based on that target, UNHAS, through the SAL, provided the course structure based on the global principles of Good Governance. Therefore, the study programme aims to produce graduates with a deep understanding and ready to implement the principles of good governance in their line of activity and duties. With the global principles of Good Governance, students are expected to be able to work nationally and internationally.

The study programme encourages and assists students to participate in various events and competitions at local, national and international levels. Several students are involved in English debate competitions, scientific writing competitions, art competitions, and others, including the competition for outstanding students held by the Indonesian Ministry of Education and Culture. In addition, the study programme also supports students to participate in the selection of the IISMA. One of the SAL students participated in a student exchange programme for one semester at Pompeu Fabra University (Spain) in 2021. Furthermore, the SAL is also certified by the AUN-QA standards since 2022 to ensure the quality of the study programme as a first step to gaining international recognition.

Appraisal:

The University includes some international contents, as well as offers some international mobility programmes (particularly the IISMA programme of the Indonesian government). In case of the LSP, there is an International Programme track which takes a limited number of students. However, it seems to the panel that an overall international concept has not yet been implemented in either of the two study programmes. The University has a vision of an international University and orients themselves at other universities and started to take on international best practices. However, the panel considers that the focus of both study programmes is mainly on national law and there is a lack of access to English literature. Therefore, the accessibility of English literature must be enhanced in order to have an international design of the study programme.

Moreover, there is no concept yet how to establish international cooperations. As of today, the University initiates new cooperations, which are afterwards also applied by the Faculty of Law. However, the study programmes would have to offer an own concept to achieve the aim of internationality and strive for own suitable cooperations.

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

- The faculty designs an international concept for the study programmes.

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

1.3 Positioning of the study programmes

For LSP and SAL, the faculty currently has 38 Professors. In addition, several alumni of the Faculty of Law have also served as national figures, some of whom have served as Ministers, Deputies, and other high ranking state officials in various ministries. These have become the attraction of the LSP and SAL and make the Faculty of Law known in eastern part of Indonesia shown from the number of applicants each year.

Table 7: Data of Student Applicants in LSP and SAL

Academic Year	Capacity		Applicants		Accepted		Registered	
	LSP	SAL-SP	LSP	SAL-SP	LSP	SAL-SP	LSP	SAL-SP
2020/2021	460	110	3.781	840	454	102	411 (90,53%)	93 (91,18%)
2021/2022	460	110	4.133	953	432	109	395 (91,44%)	95 (87,16%)
2022/2023	460	110	4.062	857	457	102	401 (87,75%)	89 (87,25%)

The average number of applicants in the LSP is approximately 4.000 applicants, while in the SAL the number of applicants is approximately 800 applicants. These profiles reveal that public have interest in both programmes due to the teaching quality of academic staff. In the LSP, the offered courses are based on the National Law Curriculum of Higher Education (NLCHE). Therefore, almost all LSP in Indonesia uses the same curriculum. However, the LSP has specific courses that are not offered by other LSP in Indonesia, i.e., the Basic Scientific Pattern: Law of the Sea which is a core subject derived from the vision of UNHAS. Another feature of

the LSP is the embodiment of the vision of UNHAS and the Faculty of Law into the study programme's ILO in the Attitude domain, which emphasis the establishment of the integrity and ethics of the legal profession based on the values of Pancasila and the IMC. In addition, the curriculum structure of the LSP has 12 specialisation clusters where students are allowed to choose their specialisation starting from semester 5.

The SAL is the only one study programme offered in Indonesia in the field of State Administrative Law. Its curriculum is designed to combine the NLCHE and state administrative education. Therefore, there are 14 courses provided that are different from the LSP, namely the Anti-Corruption Theory course, State Administrative Science, Comparison of State Administrative Law, Authority and Discretion, General Principles of Good Governance, Bureaucratic Culture, Supervision Law, Rule of Law and Democracy, Public Contract Theory and Design, Decision Theory and Design, State Administrative Law Practice, Capita Selecta of State Administrative Law, Tax Court Procedure Law and Internship. All of these courses are compulsory courses. The SAL also embodies the vision of UNHAS and the Faculty of Law into the ILO of the Study Programme in the Attitude element, which emphasises the internalisation and morals of Pancasila and the IMC.

<u>Positioning of the study programmes on the job market for graduates</u>
From the results of the alumni tracer study that has been carried out, information is obtained that the average waiting period for graduates before getting their first job is less than six months, even less than three months.

Table 8: Average Waiting Period for Graduates of LSP and SAL for employment

No	Graduation Year	Number of Graduates		Number of Tracked Graduates		Number of Tracked Graduates with the Waiting Period					
						< 6 months		6-18 months		> 18 months	
		LSP	SAL-SP	LSP	SAL-SP	LSP	SAL-SP	LSP	SAL-SP	LSP	SAL-SP
1.	2019	349	70	319	69	133 (41,69%)	50 (72,46%)	62 (19,44%)	9 (13,05%)	124 (38,87%)	10 (14,49%)
2.	2020	235	45	225	45	58 (25,78%)	29 (64,44%)	109 (48,44%)	6 (13,33%)	58 (25,78)	10 (22,23%)
3.	2021	306	80	303	78	245 (80,86%)	71 (91,03%)	30 (9,90)	7 (8,97%)	28 (9,24%)	0 (0,00%)

The data shows that the LSP and SAL graduates are well-absorbed in the work field. More than 60 % of graduates got employed for less than six months. On the tracer study results of 2021, the University provided the additional option for alumni who got employed in less than three months. The results recorded that there were 203 LSP and 51 SAL graduates who got employed in less than three months. Many of the graduates have obtained sources of information on job vacancies through social media and job fairs, both those held regularly by UNHAS and those held by the Faculty of Law.

The Graduate Profiles of LSP are reviewed periodically at least once every four years by the QA-RIU by considering their progress and achievements to meet the graduate profiles. The evaluation of graduate profiles is conducted by taking into account input from all relevant stakeholders to ensure that graduate profiles can keep up with job market relevance and as a legal professional. Based on the tracer study results conducted in 2022 on graduates of 2020 and 2021, 74,82 % of the alumni of LSP work fit with the graduate profiles. In details, 34,47 % of LSP graduates work as advocates, 28,79 % work as legal consultants in government agencies, state owned enterprises and private owned enterprises. There are also 7,77 %

working as legal drafters and 2,46 % working as prosecutors and 1,33 % working as judges. Besides, there are 25,18 % working as entrepreneur, continue study or are unemployed.

Figure 2: Tracer Study Results on LSP Graduates of 2020 and 2021 (n=528)
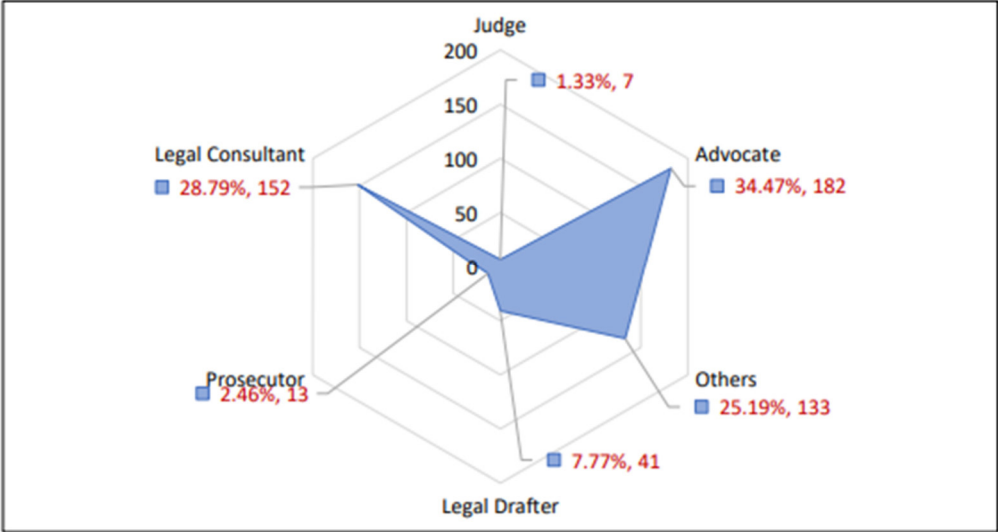
Based on the tracer study results conducted in 2022 on graduates of 2020 and 2021, 64,7 % of the SAL alumni work fit to the graduate profile. There are 22,8 % of SAL graduates work as state administrative apparatus (both at central and regional government agencies), 13,8 % of the graduates who work as law enforcers in the state administrative field, such as advocates at the state administrative court, prosecutors at the civil and state administrative field and judges at the state administrative court. 17,9 % work as legal analysts and 10,6 % work as legal drafters. Since the post for a state administrative apparatus is not offered annually, the number of alumni working in that position is relatively low. Furthermore, the number of graduates working as entrepreneur and private company employees or take postgraduate degree are relatively high.

Figure 3: Tracer Study results on SAL Graduates of 2020 and 2021 (n=123)
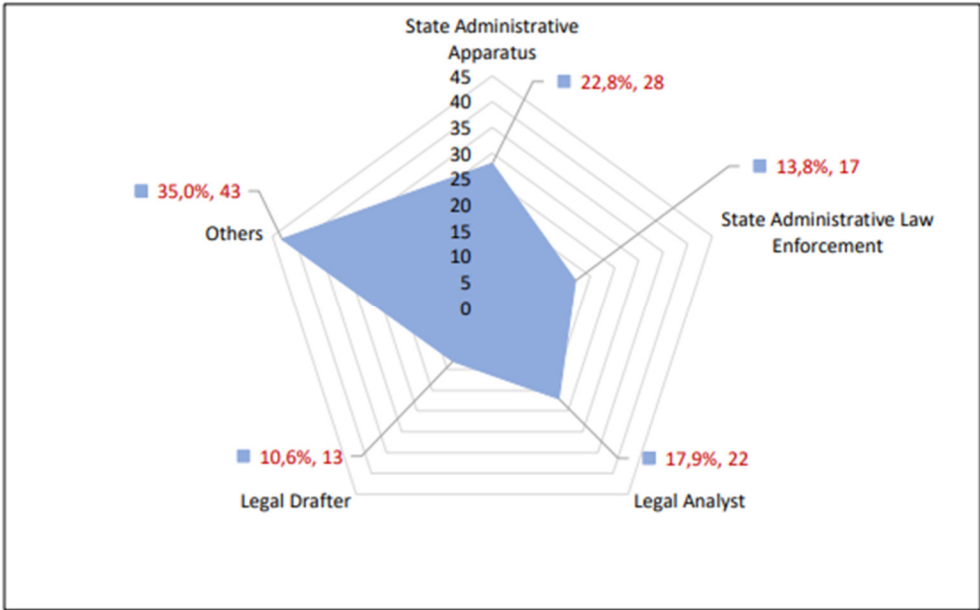
<u>Positioning of the study programmes within the HEI's overall strategic concept</u>
According to the UNHAS Strategic Plan, as stated in the Rector's Regulation of Hasanuddin University, one of the University's strategic goals is to produce graduates as whole human beings who are not only have disciplinary competence, but also integrity and morality. The LSP and SAL are committed to putting more emphasis on the integrity and morality of law students, which is reflected in the curriculum that achieves Attitude is fully integrated throughout the year in the curriculum. Therefore, the LSP and SAL are fully committed to providing a conducive and healthy learning environment so that students can develop their intellectual, emotional and spiritual intelligence.

The commitment of the LSP and SAL in developing the learning process is also a commitment of the Faculty of Law as stated in the Decree of the Dean of the Faculty of Law[9].

1. The Graduate Profiles of LSP and SAL are reviewed periodically at least once every four years by the QA-RIU by considering their progress and achievements to meet the graduate profiles.
2. The evaluation of graduate profiles of LSP and SAL are conducted by taking into account input from all relevant stakeholders to ensure that graduate profiles can keep up with job market relevance and as a legal professional.
3. Regarding human resources, the LSP and SAL have academic staff with international academic backgrounds or graduated from notable universities in the Netherlands, United Kingdom, Australia, Norway, and the United States of America.
4. The academic staff in the LSP and SAL are also encouraged by the University to conduct activities abroad and to produce scientific papers that can be published in reputable international journals for at least one scientific paper each year.
5. The LSP and SAL is an internationally oriented study programme. This can be seen from the study programmes' curriculum, where the courses provided are globally oriented.
6. The SAL provided the course structure based on the global principles of Good Governance.
7. The LSP and SAL always encourage students to participate in international events.
8. The LSP and SAL are also already certified by the AUN-QA standards respectively since 2018 and 2022 to ensure the quality of the study programme as a first step to gaining international recognition.
9. The LSP and SAL have good quality since the faculty is currently supported by 38 professors.
10. SAL is the only one study programme in Indonesia in the field of State Administrative Law. The curriculum is designed to combine the NLCHE and state administrative education.
11. Graduates of LSP and SAL can be considered to have a good position in the work field.
12. At present, the LSP and SAL have produced high-quality human resources with reliable competencies and capabilities.

Area for Improvement:
1. Establish the International Class Programme at the SAL;
2. Expand the international partnerships in education, research, and community services to increase number of foreign academic staff and students studying at both study programmes;
3. Prepare graduate with updated knowledge and skills towards the society and market demand.

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[9] Number 3880/UN4.5/HK.04/2021 concerning the Strategic Plan for the Faculty of Law for 2020-2024

Appraisal:

The reasons given for the positioning in the educational market of **both study programmes** are plausible. The SAL is the only administration programme of its kind in the country, they are clearly positioned.

The arguments in support of graduate employability based on the stated qualification objectives are convincingly presented. The future fields of employment for graduates in the legal field are plausibly set forth. The panel suggests broadening the field of employment also for other jobs, as well as for the international job market. Not many graduates work at international level yet, the focus is on national level. Therefore, the panel suggest promoting graduates for the international market, which would also contribute to an international concept of the study programmes (see chapter 1.2).

The study programmes are convincingly integrated into the HEI's overall strategic concept. The Faculty of Law has a strong position within Hasanuddin University. The study programmes' qualification goals are in line with the HEI's mission and strategic planning.

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

2. Admission

Admission of new students is carried out once a year. Prospective new students must also pass one of the student admission schemes. Based on the Regulation of the Minister of Education and Culture[10][11], there are three main admission schemes, namely:
1. The National Selection of State Universities (NSSU). This scheme is based on academic grades and achievements determined by the University;
2. The Joint-Entrance Selection for State Universities (JSSU). This scheme is based on the computer-based Written Examination (CBWE) results and other criteria jointly determined by the University;
3. Other selections set by respective University.

The University also manages several independent admission schemes, which are described as follows:
1. Leadership Talent Development Programme for Student Council President. This scheme is a Leadership Talent Development Programme that provides opportunities for prospective students who are experienced as Student Council Presidents and have superior achievements to study at UNHAS.
2. Sports, Arts and Sciences Achievement (SASA). This scheme is provided to attract prospective students who have academic/sports/arts/scientific achievements.
3. Non-Subsidized Scheme. This scheme is designed for prospective students with sufficient academic and financial ability.
4. International Class. This programme is specifically designed so that graduates have knowledge and skills, foreign language skills to compete in the free-market era and study abroad experience (international exposure). This scheme is provided for local and international students with foreign language knowledge, skills and abilities (specifically English).

According to Hasanuddin University Rector Regulation concerning Hasanuddin University New Student Admission[12], prospective new students must have a Certificate of Study Completion and Certificate of Graduation from Senior High School or equivalent. Prospective new students who have declared to have passed the selection are determined by the Rector's Decree. Prospective new students must also register according to the specified schedule, if not, the students will be suggested to declare to withdraw. After registration, the prospective new students must carry out administrative and academic registration.

The selection process and method used by the LSP and the SAL follow the University, the Ministry of Education, Culture, Research, and Technology and the Rector's Consortium of Higher Education throughout Indonesia. Admissions through NSSU and JSSU are reviewed by the Ministry Education, Culture, Research, and Technology, while the Independent Schemes are reviewed by the University in coordination with the faculty (Dean and Vice Dean

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[10] Number 6 of 2020 concerning the Admission of New Bachelor Students at State Universities

[11] The Ministry of Education, Culture, Research, and Technology (*Indonesian: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, abbreviated Kemendikbudristek*) is a government ministry of the Indonesian government responsible for education, cultural, research, and technology affairs. Its formation resulted from the merger of the Ministry of Education and Culture and the Ministry of Research and Technology in April 2021

[12] Number 36621/UN4.1/PP.37/2017

for Academic and Student). The results of this admission process will also be considered for the University and faculty-level evaluation. All information are available on the website.[13]

Counselling for prospective students

The University website[14] and the faculty website[15] provide up-to-date information about curriculum and programme specifications that prospective students can access. The curriculum and programme specification of LSP and SAL can be accessed on the website. In addition, prospective students can get information via telephone or email the University or the Faculty of Law's communication and public relations section. They can also visit the University and get specific information from the public relations division. Every year, the University updates information about how many students can be admitted to each study programme within the University's scope, including the LSP and SAL.

Furthermore, prospective students can also get information through the UNHAS Open Day. This event aims to introduce all faculties and study programmes available at the University, including LSP and SAL. The event also provides other University-related information, such as extracurricular and student organisations, enrolment, scholarship information and career opportunities. The University provides another source of information, namely the Red Corner programme, through the Instagram from 2020 to 2022. Through this programme, each study programme can socialise its study programme and open a question-and-answer session so that participants can interact directly with the study programme.

Selection procedure

Before the announcement of the new student admission for the Bachelor programme, the faculty determines a capacity plan of new students by considering the quality and ability of available facilities, infrastructure and human resources. As stipulated in the Rector's Regulation concerning Hasanuddin University New Student Admissions[16], the Rector determines each study programme's capacity by considering the capacity plan proposed by the Dean.

The admission process for prospective students in the LSP and the SAL starts in January for NSSU, March for JSSU and May for the Independent Schemes every year, along with the admissions of new students from UNHAS. The LSP provides approximately 460 new student quotas each year, while the SAL provides 110 new student quotas according to capacity. This capacity is influenced by study programme graduates in the previous year to keep the percentage of academic staffs and students rational.

The National Student Admission Policy in the form of NSSU and JSSU was fully managed by the Higher Education Entrance Test Institute, which is officially established by the Ministry of Research, Technology and Higher Education of the Republic of Indonesia to facilitate the implementation of University entrance tests for prospective new students in a structured and measurable manner. The NSSU scheme is conducted without a test where prospective students apply to universities with the required documents, namely, complete report cards and academic achievements. The academic achievement search is based on report card scores and non-academic achievements in secondary education and entering the ranking quota in the

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[13] see: https://dikmawa.unhas.ac.id/admission-en/ (last access on July 26, 2024)

[14] see: https://www.unhas.ac.id (last access on July 26, 2024)

[15] see: https://lawfaculty.unhas.ac.id/lang-en.html (last access on July 26, 2024)

[16] No. 36621/UN.4.1/PP.37/2017

school, which is determined based on school accreditation. Furthermore, JSSU takes place after the NSSU process is complete. NSSU is carried out in the CBWE method. The CBWE consists of a Scholastic Potential Test to measure the cognitive abilities of prospective students and an Academic Competency Test to assess other competencies.

The Independent Admission Scheme is fully managed by the University. The assessment of the Leadership Talent Development Programme for Student Council President is based on Semester 1 to 5 Report Card scores with a study period of three years, supported by a track record of academic and organisational achievement as Student Council President. The SASA scheme is assessed based on JSSU Score Scores, personality tests and skill tests and evidence of relevant achievements marked with certificates/charters/medals/trophies at national and/or international levels. The Independent admission scheme is assessed based on the JSSU exam results, which are then sorted and allocated to the study programme of their choice. Provided that participants with better grades are prioritised first. As for the International Class, in addition to students, they are required to have academic capacity and capability and are required to have good English skills. This test is fully facilitated by the University.

Ensuring foreign language proficiency

The LSP and SAL generally require students to have foreign language skills, especially English. The LSP and SAL provide English course as a compulsory general University course to obtain or improve students' English skills. For the LSP, the International Class Programme has been running since 2019, where all learning processes in this international class use English as the main language. Currently, the SAL has not established the International Class programme yet.

For the International Class programme of the LSP, the language standard requires a higher score than the regular class programme, which is a score of 550 on TOEFL ITP. All forms of International Class Programme Entrance Test have been conducted in English. Besides serving as the standard of proficiency required, English language skills are also a requirement for International Class Programme students to participate in international exposure activities.

Transparency of admission procedure and decision

Based on Article 18 of the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 6 of 2020 concerning Admission of New Students for Bachelor Programmes at State Universities, the requirements to be accepted as new students consist of:
1. Follow and be declared to have passed the selection for new student admissions;
2. Have an original diploma/certificate in Secondary Education; and
3. Meet the requirements set by the University.

Prospective students who have passed the selection and have registered will then be designated as new students by Rector's Decree. In accordance with Article 2 Letter of the Regulation of the Minister of Education, Culture, Research, and Technology Number 48 of 2022 concerning New Student Admissions for Diploma Programs and State University Bachelor Programmes, new student admissions are held with transparent principles. Prospective students can directly access information such as admission requirements and procedures, study programme brochures, guidebooks, rector and degree regulations, programme structures and specific curricula on faculty and University websites. Prospective

students who have passed the selection and registered will then be designated as new students by the Rector's Decree. The announcement of the entrance test results is also published on the website through their respective accounts[17].

Appraisal:

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

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

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

The admission requirements (required language proficiency level for the international programme) or preparatory language courses (for standard programmes) ensure that students are able to successfully complete the study programmes as they are designed. However, if the study programmes aim to become more international in the future and might be taught in English, it is essential to improve on the language proficiency of students at time of admission. Graduates need the English language skills, even in state institutions and ministries and particularly, if they want to proceed to international level. Therefore, the panel **strongly recommends** increasing the English language requirements for the study programmes in the process of further internationalisation.

The admission procedure is described, documented, and accessible for interested parties. There are two national schemes for admission by the Ministry Education, Culture, Research, and Technology and one scheme that is independently carried out by the University. The admission decision is based on transparent criteria and is communicated in writing.

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

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[17] see: https://regpmb.unhas.ac.id (last access July 29, 2024)

3. Contents, structure and didactical concept of the programme

3.1 Contents

The curriculum of the **Bachelor of Law** has been prepared and established since 2018. The curriculum for the LSP was then designed with an emphasis on the vision and mission of the LSP and the Faculty of Law. For this reason, there are core courses in the curriculum structure that support the vision and mission of the LSP, mainly basic scientific pattern: Law of the Sea and Maritime Law courses and Maritime Law Specialisation. The elective courses are advanced courses that are also in the form of mastery law but is specific to one course chosen by students according to the field of law they are interested in. All courses provided in the elective courses have a weight of 2 sks credits each, so the total credits for elective courses are 6 sks credits. The elective courses offered are 12 specialisations, namely:

1. Criminal Law,
2. Civil Law,
3. Constitutional Law,
4. State Administrative Law,
5. Islamic Law, Agrarian / Customary Law,
6. Economic and Business Law,
7. Environment Law,
8. International Law,
9. Maritime Law,
10. Community and Development Law, and
11. Legal Practitioners.

The curriculum of the LSP is prepared to meet the needs of the legal profession in the future nationally (in Indonesia) and internationally. In the curriculum of the LSP, students are required to programme 52 courses with a weight of at least 145 sks credits. Based on the evaluation result, the current curriculum has supported the achievement of graduate profiles.

The curriculum of the **Bachelor of State Administrative Law** is designed to meet the needs of graduates, graduate users and the work field. In the SAL's curriculum, students are required to programme 47 courses with a weight of at least 145 credits. All courses in the curriculum are aimed to fulfil the study programme graduate profiles. The study programme designs the ILOs to support the achievement of the Graduate Profile.

Furthermore, the SAL's curriculum was last modified in 2019 to comply with the Regulation of the Directorate of Higher Education of the Ministry of National Education No. 50 of 2018 concerning the National standards of Higher Education, which contains improvements/input from stakeholders, especially regarding the competencies required by graduates as outlined in the form of ILOs. The curriculum alignment draft is prepared by an evaluation team formed based on the Dean's Decree. In addition to drafting, the evaluation team is also tasked with finalising the curriculum alignment draft in accordance with the agreement approved by the workshop forum. The body of knowledge that construct in the curriculum of SAL, consist of Basic Law, Basic in State Administrative Law, Material/Substantive Law, Formal Law, and State Administrative Law Practices.

Table 9: Curriculum Bachelor of Law

SMSTR	COURSES	TOTAL CREDITS	CREDITS DISTRIBUTION		ESTIMATED HOURS					ESTIMATED ECTS				
			Theory	Practice	Theory			Practice	TOTAL TIME	Teori			Practice	TOTAL TIME
					Face-to-Face	Structured Tasks	Independent Learning			Face-to-Face	Structured Tasks	Independent Learning		
I	Introduction to Legal Science	2	2	0	26.67	32.00	32.00	0.00	90.67	0.89	1.07	1.07	0.00	3.02
	Introduction to Indonesian Law	2	2	0	26.67	32.00	32.00	0.00	90.67	0.89	1.07	1.07	0.00	3.02
	State Doctrine	2	2	0	26.67	32.00	32.00	0.00	90.67	0.89	1.07	1.07	0.00	3.02
	Customary Law	4	4	0	53.33	64.00	64.00	0.00	181.33	1.78	2.13	2.13	0.00	6.04
	Co-Curricular	3	3	0	40.00	48.00	48.00	0.00	136.00	1.33	1.60	1.60	0.00	4.53
	Civic Education	3	3	0	40.00	48.00	48.00	0.00	136.00	1.33	1.60	1.60	0.00	4.53
	Maritime Socio-Cultural Insights	3	3	0	40.00	48.00	48.00	0.00	136.00	1.33	1.60	1.60	0.00	4.53
	Science and Technology Insights	1	0	1	0.00	0.00	0.00	45.33	45.33	0.00	0.00	0.00	1.51	1.51
II	Religious Education	2	2	0	26.67	32.00	32.00	0.00	90.67	0.89	1.07	1.07	0.00	3.02
	Pancasila	2	2	0	26.67	32.00	32.00	0.00	90.67	0.89	1.07	1.07	0.00	3.02
	Bahasa Indonesia	2	2	0	26.67	32.00	32.00	0.00	90.67	0.89	1.07	1.07	0.00	3.02
	English	2	2	0	26.67	32.00	32.00	0.00	90.67	0.89	1.07	1.07	0.00	3.02
	Criminal Law	4	4	0	53.33	64.00	64.00	0.00	181.33	1.78	2.13	2.13	0.00	6.04
	Civil Law	4	4	0	53.33	64.00	64.00	0.00	181.33	1.78	2.13	2.13	0.00	6.04
	Constitutional Law	4	4	0	53.33	64.00	64.00	0.00	181.33	1.78	2.13	2.13	0.00	6.04
III	Agrarian Law	3	3	0	40.00	48.00	48.00	0.00	136.00	1.33	1.60	1.60	0.00	4.53
	Islamic Law	3	3	0	40.00	48.00	48.00	0.00	136.00	1.33	1.60	1.60	0.00	4.53
	State Administrative Law	4	3	1	40.00	48.00	48.00	45.33	181.33	1.33	1.60	1.60	1.51	6.04
	International Law	4	4	0	53.33	64.00	64.00	0.00	181.33	1.78	2.13	2.13	0.00	6.04
	Obligation Law	3	3	0	40.00	48.00	48.00	0.00	136.00	1.33	1.60	1.60	0.00	4.53
	Criminal Offenses in Codification	3	3	0	40.00	48.00	48.00	0.00	136.00	1.33	1.60	1.60	0.00	4.53
IV	Research Methods anda Legal Writing	3	2	1	26.67	32.00	32.00	45.33	136.00	0.89	1.07	1.07	1.51	4.53
	Commercial Law	3	3	0	40.00	48.00	48.00	0.00	136.00	1.33	1.60	1.60	0.00	4.53
	Environmental Law	3	3	0	40.00	48.00	48.00	0.00	136.00	1.33	1.60	1.60	0.00	4.53
	Basic Scientific Pattern : Law of the Sea	3	3	0	40.00	48.00	48.00	0.00	136.00	1.33	1.60	1.60	0.00	4.53
	Tax Law	3	3	0	40.00	48.00	48.00	0.00	136.00	1.33	1.60	1.60	0.00	4.53

	Course	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
	Law of Constitution	2	2	0	26.67	32.00	32.00	0.00	90.67	0.89	1.07	1.07	0.00	3.02
	Introduction to the Sociology of Law	2	2	0	26.67	32.00	32.00	0.00	90.67	0.89	1.07	1.07	0.00	3.02
V	Contract Drafting	3	1	2	13.33	16.00	16.00	90.67	136.00	0.44	0.53	0.53	3.02	4.53
	Civil Procedural Law and Judicial Practice	4	2	2	26.67	32.00	32.00	90.67	181.33	0.89	1.07	1.07	3.02	6.04
	Criminology	2	2	0	26.67	32.00	32.00	0.00	90.67	0.89	1.07	1.07	0.00	3.02
	Intellectual Property Rights	3	3	0	40.00	48.00	48.00	0.00	136.00	1.33	1.60	1.60	0.00	4.53
	State Financial Law	3	3	0	40.00	48.00	48.00	0.00	136.00	1.33	1.60	1.60	0.00	4.53
	International Treaty Law	3	2	1	26.67	32.00	32.00	45.33	136.00	0.89	1.07	1.07	1.51	4.53
	Constitutional Law Court Practice	2	1	1	13.33	16.00	16.00	45.33	90.67	0.44	0.53	0.53	1.51	3.02
VI	Criminal Procedural Law and Yudicial Practice	4	2	2	26.67	32.00	32.00	90.67	181.33	0.89	1.07	1.07	3.02	6.04
	Legal Drafting	3	1	2	13.33	16.00	16.00	90.67	136.00	0.44	0.53	0.53	3.02	4.53
	Contemporary Islamic Law	3	2	1	26.67	32.00	32.00	45.33	136.00	0.89	1.07	1.07	1.51	4.53
	Religious Judicial Procedural Law	3	1	2	13.33	16.00	16.00	90.67	136.00	0.44	0.53	0.53	3.02	4.53
	Labor Law	2	2	0	26.67	32.00	32.00	0.00	90.67	0.89	1.07	1.07	0.00	3.02
	Diplomatic Law and International Relation	2	2	0	26.67	32.00	32.00	0.00	90.67	0.89	1.07	1.07	0.00	3.02
	Compulsory Specialization Courses 1	2	1	1	13.33	16.00	16.00	45.33	90.67	0.44	0.53	0.53	1.51	3.02
	Compulsory Specialization Courses 2	2	1	1	13.33	16.00	16.00	45.33	90.67	0.44	0.53	0.53	1.51	3.02
VII	Legal Philosophy and Professional Ethics	3	3	0	40.00	48.00	48.00	0.00	136.00	1.33	1.60	1.60	0.00	4.53
	State Administration Procedural Law and State Admin	4	2	2	26.67	32.00	32.00	90.67	181.33	0.89	1.07	1.07	3.02	6.04
	Law and Human Rights	2	2	0	26.67	32.00	32.00	0.00	90.67	0.89	1.07	1.07	0.00	3.02
	Psychology of Law	2	2	0	26.67	32.00	32.00	0.00	90.67	0.89	1.07	1.07	0.00	3.02
	Compulsory Specialization Courses 3	2	1	1	13.33	16.00	16.00	45.33	90.67	0.44	0.53	0.53	1.51	3.02
	Elective Specialization Courses 1	2	1	1	13.33	16.00	16.00	45.33	90.67	0.44	0.53	0.53	1.51	3.02
	Elective Specialization Courses 2	2	1	1	13.33	16.00	16.00	45.33	90.67	0.44	0.53	0.53	1.51	3.02
VIII	Community Service	4	0	4	0.00	0.00	0.00	182.00	182.00	0.00	0.00	0.00	6.07	6.07
	Final Project	4	2	2	26.67	32.00	32.00	600.00	690.67	0.89	1.07	1.07	20.00	23.02
	TOTAL	145	116	29	1,546.67	1,856.00	1,856.00	1,824.67	7,083.33	51.56	61.87	61.87	60.82	236.11

Table 10: Curriculum Bachelor of State Administrative Law

SMSTR	COURSES	CREDITS DISTRIBUTION			ESTIMATED HOURS					ESTIMATED ECTS				
		TOTAL CREDITS	Theory	Practice	Theory Face-to-Face	Theory Structured Tasks	Theory Independent Learning	Practice	TOTAL TIME	Teori Face-to-Face	Teori Structured Tasks	Teori Independent Learning	Practice	TOTAL TIME
I	Maritime Socio-Cultural Insights	2	2	0	26.67	32.00	32.00	0.00	90.67	0.89	1.07	1.07	0.00	3.02
	Civic Education	2	2	0	26.67	32.00	32.00	0.00	90.67	0.89	1.07	1.07	0.00	3.02
	Science and Technology Insights	2	2	0	26.67	32.00	32.00	0.00	90.67	0.89	1.07	1.07	0.00	3.02
	Religious Education	2	2	0	26.67	32.00	32.00	0.00	90.67	0.89	1.07	1.07	0.00	3.02
	English	2	2	0	26.67	32.00	32.00	0.00	90.67	0.89	1.07	1.07	0.00	3.02
	Introduction to Legal Science	4	4	0	53.33	64.00	64.00	0.00	181.33	1.78	2.13	2.13	0.00	6.04
	Introduction to Indonesian Law	4	4	0	53.33	64.00	64.00	0.00	181.33	1.78	2.13	2.13	0.00	6.04
II	Pancasila	2	2	0	26.67	32.00	32.00	0.00	90.67	0.89	1.07	1.07	0.00	3.02
	Bahasa Indonesia	2	2	0	26.67	32.00	32.00	0.00	90.67	0.89	1.07	1.07	0.00	3.02
	State Doctrine	4	4	0	53.33	64.00	64.00	0.00	181.33	1.78	2.13	2.13	0.00	6.04
	Constitutional Law	4	4	0	53.33	64.00	64.00	0.00	181.33	1.78	2.13	2.13	0.00	6.04
	Law of Constitution	3	3	0	40.00	48.00	48.00	0.00	136.00	1.33	1.60	1.60	0.00	4.53
	Anti-Corruption Theory	3	3	0	40.00	48.00	48.00	0.00	136.00	1.33	1.60	1.60	0.00	4.53
	Regional Government Administrative Law	3	3	0	40.00	48.00	48.00	0.00	136.00	1.33	1.60	1.60	0.00	4.53
III	State Administrative Science	4	4	0	53.33	64.00	64.00	0.00	181.33	1.78	2.13	2.13	0.00	6.04
	State Administrative Law	4	4	0	53.33	64.00	64.00	0.00	181.33	1.78	2.13	2.13	0.00	6.04
	State Institutional Law	3	3	0	40.00	48.00	48.00	0.00	136.00	1.33	1.60	1.60	0.00	4.53
	Environmental Law	3	3	0	40.00	48.00	48.00	0.00	136.00	1.33	1.60	1.60	0.00	4.53
	Spatial Law	3	3	0	40.00	48.00	48.00	0.00	136.00	1.33	1.60	1.60	0.00	4.53
	Law and Human Rights	3	3	0	40.00	48.00	48.00	0.00	136.00	1.33	1.60	1.60	0.00	4.53
IV	Law and Public Policy	3	3	0	40.00	48.00	48.00	0.00	136.00	1.33	1.60	1.60	0.00	4.53
	Comparatife of State Administrative Law	3	2	1	26.67	32.00	32.00	45.33	136.00	0.89	1.07	1.07	1.51	4.53
	Judicial Review	3	1	2	13.33	16.00	16.00	90.67	136.00	0.44	0.53	0.53	3.02	4.53
	Employment Law	3	3	0	40.00	48.00	48.00	0.00	136.00	1.33	1.60	1.60	0.00	4.53
	Law of Authority and Discretion	3	3	0	40.00	48.00	48.00	0.00	136.00	1.33	1.60	1.60	0.00	4.53

Course	Sem													
Tax Law		3	3	0	40.00	48.00	48.00	0.00	136.00	1.33	1.60	1.60	0.00	4.53
General Principles of Good Governance		3	3	0	40.00	48.00	48.00	0.00	136.00	1.33	1.60	1.60	0.00	4.53
Bureaucratic Culture		3	3	0	40.00	48.00	48.00	0.00	136.00	1.33	1.60	1.60	0.00	4.53
Survaillance Law		3	3	0	40.00	48.00	48.00	0.00	136.00	1.33	1.60	1.60	0.00	4.53
State Administrative Procedural Law		3	2	1	26.67	32.00	32.00	45.33	136.00	0.89	1.07	1.07	1.51	4.53
State Administrative Court Practice		3	1	2	13.33	16.00	16.00	90.67	136.00	0.44	0.53	0.53	3.02	4.53
Licensing Law	V	3	3	0	40.00	48.00	48.00	0.00	136.00	1.33	1.60	1.60	0.00	4.53
Regulation Theory and Sesign		3	2	1	26.67	32.00	32.00	45.33	136.00	0.89	1.07	1.07	1.51	4.53
State Financial Law		3	3	0	40.00	48.00	48.00	0.00	136.00	1.33	1.60	1.60	0.00	4.53
State of Law and Democracy		3	3	0	40.00	48.00	48.00	0.00	136.00	1.33	1.60	1.60	0.00	4.53
Public Service Law		3	2	1	26.67	32.00	32.00	45.33	136.00	0.89	1.07	1.07	1.51	4.53
Public Contract Theory and Design		3	1	2	13.33	16.00	16.00	90.67	136.00	0.44	0.53	0.53	3.02	4.53
Decision Theory and Design		3	1	2	13.33	16.00	16.00	90.67	136.00	0.44	0.53	0.53	3.02	4.53
State Administrative Law Research Methods		3	2	1	26.67	32.00	32.00	45.33	136.00	0.89	1.07	1.07	1.51	4.53
Law and Criminal Act of Corruption		3	1	2	13.33	16.00	16.00	90.67	136.00	0.44	0.53	0.53	3.02	4.53
State Administrative Law Practice	VI	3	1	2	13.33	16.00	16.00	90.67	136.00	0.44	0.53	0.53	3.02	4.53
Capita Selecta of Science and State Administrative Law		3	3	0	40.00	48.00	48.00	0.00	136.00	1.33	1.60	1.60	0.00	4.53
Tax Court Procedural Law		3	2	1	26.67	32.00	32.00	45.33	136.00	0.89	1.07	1.07	1.51	4.53
Professional Ethics and Responsibilities		3	3	0	40.00	48.00	48.00	0.00	136.00	1.33	1.60	1.60	0.00	4.53
Internship/Benchmarking		6	0	6	0.00	0.00	0.00	352.00	352.00	0.00	0.00	0.00	11.73	11.73
Community Service Programme (KKN)	VIII	4	0	4	0.00	0.00	0.00	182.00	182.00	0.00	0.00	0.00	6.07	6.07
Final Project		4	2	2	26.67	32.00	32.00	480.00	570.67	0.89	1.07	1.07	16.00	19.02
TOTAL		145	115	30	1,533.33	1,840.00	1,840.00	1,830.00	7,043.33	51.11	61.33	61.33	61.00	234.78

<u>Rationale for degree and programme name</u>
The Bachelor of Laws (Sarjana Hukum: S.H.) degree, is an official degree awarded by the Government of Indonesia in accordance with the Decree of the Minister of Research, Technology and Higher Education of the Republic of Indonesia No. 257/M/KPT/2017 concerning Study Programme Degrees in Higher Education. In addition to formal references, the use of Bachelor of Laws is also substantially aligned with aspects of the curriculum and knowledge gained from the Study Programme. Thus, the designation in question applies uniformly to all Bachelor of Law study programmes offered by universities in Indonesia.

For the SAL, the title given is also the Bachelor of Laws Degree (Sarjana Hukum: S.H.) by the Government of Indonesia in accordance with the Decree of the Minister of Research, Technology and Higher Education of the Republic of Indonesia No. 257/M/KPT/2017 concerning Study Programme Degrees in Higher Education. Although the SAL specifies its courses on the scientific development of State Administration Law, the scientific substance is also still based on legal science in general. For this reason, the awarding of the Bachelor of Laws degree is relevant and in line with the curriculum and knowledge obtained from the SAL. Of the 47 courses in the SAL, there are 35 courses based on legal science.

<u>Integration of theory and practice</u>
The curriculum of LSP and SAL are designed to integrate the theoretical and practical aspects of legal study. The study programmes seek to provide more practical insights about the law in practice by including practising academic staff who are professionally involved in the field of law and actively inviting guest academic staff from legal practitioner backgrounds to add practical insights and integrate research results in in the learning process. All courses have used the learning system of case methods and problem-based learning.

Out of the 52 courses in the **Bachelor of Law**, there are 16 courses that are not only presented in the form of theory but also presented in the form of practice, namely co-curricular, Research Methods and Legal Writing, Contract Drafting, Civil Procedural Law and Judicial Practice, Criminal Procedural Law and Judicial Practice, Procedural Law of the Constitutional Court, Legislative Drafting, Administrative Procedural Law and Administrative Judicial Practice, Contemporary Islamic Law, Community Service, Final Project and five elective courses.

In the **Bachelor of State Administrative Law**, out of 47 courses, there are 14 courses that are also presented in the form of practice, namely Comparative State Administrative Law, Regulations Theory and Design, Decisions Theory and Design, Public Contracts Theory and Design, State Administrative Judicial Procedural Law, State Administrative Judicial Practice, Judicial Review, Tax Court Procedural Law, State Administrative Law Research Methods, State Administrative Law Practicum, Capita Selecta and State Administrative Law, Internship/Benchmarking, Community Service Programme and Final Project.

Especially for the SAL, there is an internship course which is one of the practical courses where students undertake internships in government offices, both central government agencies and regional government agencies. This Internship Course is implemented with reference to the Internship Handbook. The internship student assessment is carried out twice, namely the first month assessment and the second month assessment where students will be assessed based on their respective reports, both individually and in groups.

<u>Interdisciplinary thinking</u>
There are seven University courses that are classified as interdisciplinary because these courses come from various disciplines, namely Pancasila, Religious Education, Indonesian Language, English, Civic Education, Maritime Social and Cultural Insights, and Science and Technology Insights. There is also a Community Service course where students in carrying out this course need other skills besides skills in law. In addition, Independent Campus – Freedom to Learn (*Merdeka Belajar – Kampus Merdeka* (MBKM)) policy from the Ministry of Education, Culture, Research and Technology[18] allows students to gain interdisciplinary knowledge where students can programme courses outside of their original study programme curriculum.

Some courses in the curriculum of the **Bachelor of Law** provide an external look at law from various social disciplines, such as the courses of Legal Philosophy, Legal Sociology, Legal Anthropology, Legal Psychology, Criminology and Customary Law. In legal sociology courses, for example, this course requires the existence of sociology because legal science also studies and analyses community behaviour. Likewise, with Legal Anthropology and Customary Law Courses, Legal Science requires anthropology to study and analyse the lifestyle of multicultural Indonesian society.

The curriculum of the **Bachelor of State Administrative Law** includes courses from other disciplines, namely Government Science and State Administrative Science is needed to strengthen the State Administrative material which is the substance of the study programme. Some courses from other disciplines in the curriculum are the Public Administration Science course with a weight of 3 sks credits and the Bureaucratic Culture course with a weight of 3 sks credits. In addition, the 30 courses and course content in the SAL curriculum are focused on efforts to form graduates who are highly committed to implement good governance. In addition, there is an internship course that require more practical skills where students carry out this course in government agencies, both central government agencies and local government agencies.

<u>Ethical aspects</u>
Academic ethics at the Faculty of Law, both in the LSP and in the SAL are regulated by the Hasanuddin University Academic Senate Regulation concerning the Hasanuddin University Student Code of Ethics. This Student Code of Ethics is applied to all student activities, especially in teaching and learning activities. This is a reference in the assessment of the Attitude element in the study programme ILOs. For attitude assessment, the LSP and the SAL concretise it in the form of a rubric where the attitudes assessed are Religious Attitude, Honest Attitude, Responsibility Attitude, Discipline Attitude, Tolerance Attitude, Mutual Cooperation Attitude, Confident Attitude and Compassionate Attitude. All courses in the curriculum of the LSP and SAL have ILOs with an Attitude element, which is one aspect of assessment.

Student Code of Conduct is socialised to students every year on the student orientation event, where new students are given an understanding of the student code of conduct. It is also conveyed to students the existence of a disciplinary commission institution at the definitive

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

University level and a disciplinary commission institution at the permanent faculty level where this institution is formed based on the Rector's Decree Number: 17/UN4.1/2023 concerning Procedures for Sanctioning Violations of the Hasanuddin University Student Code of Conducts and has the authority to examine and recommend sanctions against students who violate the code of conducts.

Methods and scientific practice

Students gain academic expertise through courses offered in the study programme curriculum, both in the LSP and in the SAL. Moreover, the current learning methods have adopted case study and problem-based learning methods. In terms of developing students' methodological competence, the curriculum of the LSP and the SAL offers Research Methods and Legal Writing as compulsory courses in the learning curriculum. This is intended so that students can conduct legal research properly and correctly with certain methods to be outlined in scientific works, for example, scientific articles to be published in a journal and especially in the context of writing a final project. This Legal Research and Writing Methods course provides a basic understanding of the theoretical and practical aspects of legal research and writing.

In addition, with the case study and problem-based learning methods, students are trained to conduct a structured analysis of a problem and provide output in the form of an essay or summary as part of their learning assessment. This type of student evaluation is intended to measure students' overall competence in research. It also prepares students for their final project. The final project manuscript is tested for similarity before they carry out the final project examination by using the Turnitin application with a maximum similarity tolerance of 30 %. The LSP and SAL have conducted a survey to measure the average time for students to prepare the final project proposals.

Examination and final project

The student learning evaluation is regulated in the Hasanuddin University Rector Regulation concerning the Implementation of the Hasanuddin University Bachelor Programme[19]. Student learning evaluation can be carried out if the academic staff has held at least 85 % of the face-to-face meetings in the Course Module and students can follow it if they attend at least 80 % of the face-to-face.

The student assessment, both in the LSP and the SAL is carried out in the form of evaluations, at least twice per semester, namely mid-term examination and final semester examination. The midterm exam is held in the middle of the semester (after 8 weeks of teaching and learning activities). The type of midterm exam is left entirely to the academic staff to choose the best form. The final examination is a written exam held at the end of the semester according to a predetermined schedule. Students are only entitled to take the exam in the courses listed in the Student Study Plan (SSP). The assessment process and forms of evaluation, both mid-term and final exams, are outlined in each Course Module. The mid-term and final exams are held to evaluate the learning process and are also intended as a means to assist students in improving their learning.

For the results of semester examinations in each course, students are given the opportunity by academic staff to take a resit (retake), which can be conducted before the final grade

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[19] Number 2781/UN4.1/KEP/2018

submission deadline. The resit implementation is based on the Dean's Regulation concerning the Implementation of Resit (Retake) Exam During Semester Examination.[20]

To obtain a Bachelor of Laws degree, students are required to prepare a final project in accordance with their chosen subjects. Final project preparation is carried out based on the Final Project Preparation Guidelines issued by the LSP and the SAL which are intended to uniform the technical writing of student final project. Both study programmes have Final Project Writing Guidelines and Examination Implementation guidebooks.

The final project writing of students of the LSP and the SAL is currently not only in the form of a final thesis, but it is also possible in other forms, such as academic writing papers and manuscripts. The academic writing paper include the following forms:
1. The report of Student Creativity Programme activity that has obtained funding from the Ministry of Education, Culture, Research and Technology.
2. Scientific Articles published in national and international journals where the student concerned is the first author, at least published in SINTA 2 (Science and Technology Index) accredited national journals.

The assessment conversion is determined in the Final Project Writing Guidelines for the Bachelor Programme of the Faculty of Law, Hasanuddin University in 2023. For the final project assessment scores to be declared a pass is Grade A to C. The basis for examining the final project is academic ability, mastery of the final project material, writing techniques, and performance in defending the final project which is broadly divided into two parts, namely the script and the exam implementation. Each examiner gives a score in the form that has been prepared on the LIS page. The scores collected from the examiners are then converted by the Secretary of the Examination Committee to quality scores (letters) according to the category, namely one of the A, A-, B+, B, B-, C+, and C scores. The assessment of the student's final project includes:

Manuscript (50%)	1. Assessment of the final project material which includes:
	  a. Suitability of title, problem, purpose, and theoretical basis (5%)
	  b. The framework of thought (5%)
	  c. Research method (5%)
	  d. Discussion content (5%)
	  e. Conclusion and suggestions (5%)
	2. Assessment of the final project preparation method/ technique in the sense of conformity with the Guidebook (25%)

Ability to Answer (50%)	Assessment of students' ability to answer, provide reasons, and defend opinions by pointing to the evidence submitted, scientific manners/ethics in answering questions systematically and logically, as well as fluency and reflection of mastery of the final project/final project material.

To assist students in completing their final project, the Dean assigned two academic staff as supervisors. Academic Staff as supervisors are determined to direct the writing and research process of students so that the final project produced can meet the good and qualified writing and research standard.

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[20] Number 6567/UN4.5/DA.04.09/2018

The faculty provides LIS application to manage the student final project completion process. In this LIS application, the student mentoring process is monitored. All matters relating to the student's final project process, starting from mentoring to conducting examinations, and approval on the manuscript by academic staffs/supervisor are carried out through LIS. If all supervisors have approved the student's final project manuscript, the student can proceed to the next scheduling process through LIS. The assessment of the student's exam, both research proposal seminar and the final project exam, can also be done through this application. If all supervisors and examiners have inputted the assessment scores, LIS will automatically display a recapitulation of the assessment results along with the student's GPA and graduation status.

Some students' final projects have met the standards for international publications, especially students who choose International Law Specialisation. So far, there are no student final project script published in international journals. However, the student's final project supervisor still continuously encourages students to process their final project to be used as a scientific article that can be published in international journals.

The student's final project is assessed through a research proposal seminar and a final project examination. The research proposal seminar is held to assess the feasibility of the research proposal to be carried out by students, while the final project examination is held to assess students' ability to master the knowledge that become the subject. To direct student final project writing, the dean determines student final project supervisors who act as main supervisors and co-supervisors. The research proposal seminar and the final project examination are held after the student concerned has conducted mentoring process and received approval from the supervisors to take the research proposal seminar and the final project examination.

There are four assessors for the research proposal seminar and final project examination consisting of two supervisors and two examiners who are determined by the Dean's Decree. The assessment of the research proposal seminar is stated as Feasible or Not Feasible by the assessment team. Meanwhile, the assessment of the final project examination is based on the participants' mastery of the material by referring to the assessment rubric. The assessment is carried out by each member of the final project examination team who is present and expressed by numbers. The value of the final project exam is the average value of the examining team, which is then converted to letter grades, namely A, A-, B+, B, B-, C+, C, and E where grades A to C are passing grades, while grade E is a non-passing grade. The assessment scale for students' final project is as follows:

Table 11: Student Final Assignment Assessment Scale

GPA	Grade
2.00 – 2.75	Fair
2.76 – 3.00	Satisfactory
3.01 – 3.50	Very Satisfactory
3.51 – 4.00	With Honours or Cum Laude

The predicate of Cum Laude is awarded if the student's final project examination score is A, the grade of each course is at least B, never retake, and the study period up to the time of graduation is no more than eight semesters. If these conditions are not met, then the predicate of the graduation concerned is declared Very Satisfactory, Satisfactory, or Fair.

Students are declared to have dropped out of study if:
1. Not paying tuition fees for two consecutive semesters;
2. Inactive for two consecutive semesters;
3. Unable to complete his/her studies at the end of semester 14;
4. Withdraw at his/her own request;
5. After evaluation at the end of semester 4, students do not achieve a GPA of at least 2.00 calculated from at least 48 sks credits that have been completed; or
6. Expelled for committing a criminal offense and/or violating the provisions stipulated by the government and/or UNHAS.

Appraisal:

The curricula adequately reflect the qualification objectives of **both study programmes**. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The electives enable students to acquire additional competences and skills. With regard to the aim of further internationalisation, the panel sees room for improvement with regard to English contents.

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

Theoretical questions are, where possible, explained by means of practical examples. This includes an internship, criminal procedures classes, case studies and Moot court.

There is evidence that the programme qualifies for interdisciplinary thinking. However, this especially applies to the MBKM programme. The panel **strongly recommends** including more interdisciplinary aspects into the programmes (with regard to social law skills, bringing context together). This might include elective courses from other faculties.

Ethical implications are appropriately communicated.

Students acquire methodological competences and are enabled to do scientific work on the required level. Both study programmes include courses on research methods, legal methods and thesis writing.

The exam examples in both study programmes seemed quite low to the panel with regard to the complexity of the questions that were mainly reproducing knowledge, but without analysis and further depth of the topic. Moreover, there are mainly written exams among the courses.

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

- The University revises the given types of exams to ensure a variety of test formats and ensures the necessary depth of the exams to ascertain the intended learning outcomes.

The final theses are evaluated based on previously published and coherently applied criteria, rules and procedures that are available in a student handbook. The students prove in their

thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives.

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

3.2 Structure

In accordance with the existing curriculum structure, students can complete their studies no earlier than after seven semesters and not later than after 14 semesters. UNHAS has considered the student workloads and thus, students are allowed to obtain only maximum of 24 sks credits (36.24 ECTS credits) as mentioned in the Article 6 of the Rector's Regulation Number 2781/UN4.1/KEP/2018 concerning Bachelor Programme Implementation at Hasanuddin University. One sks credit is equivalent to 170 minutes x 16 weeks which equals 45 hours (2,720 minutes).

Bachelor of Legal Studies

Projected study time	4 years / 8 semesters
Number of credits (national credits and ECTS credits)	145 sks credits / 236.11 ECTS
Workload per credit	1 sks credit = 45 hours 1 sks = 1.63 ECTS credits
Number of courses	52 courses out of a total of 149 courses
Time required for processing the final thesis/project and awarded credits	One semester (starting in the sixth semester and having completed a minimum of 114 sks credits (172,14 ECTS))
Number of contact hours	2,175 hours

The curriculum structure of the Bachelor of Law (S.H.) consists of eight semesters with 135 sks credits (221,01 ECTS credits) of compulsory courses and ten sks credits (15.10 ECTS credits) of elective courses. The LSP's Graduate Profile has been elaborated into 12 ILOs, which form a total of 52 courses, all of which are divided into four clusters of courses in the body of knowledge of the LSP, namely:

1. Introductory Courses
   a. General courses are courses that must be taken by students in every study programme at UNHAS. These courses are mandatory by the University, which are offered in the

early semester (semesters 1 and 2). These courses consist of seven subjects, each with a weight of 2 credits: Religious Education, Civic Education, Pancasila, Maritime Socio-Cultural Insights, Science and Technology Insights, Bahasa Indonesia, English, and Co-Curriculars.

b. Basic Law courses provide an understanding of the general legal system across all fields in law. The basic law courses include Introduction to Legal Science, Introduction to Indonesian Law, State Doctrine, and Customary Law.

2. Legal Substance

a. Basic Substantive Law Courses contain the foundational understanding of material law within the field of law. These courses include Criminal Law, Civil Law, State Administrative Law, International Law and Constitutional Law.

b. Substantive Law Courses that contain material law in the field of law. This course is very important in supporting students' holistic understanding of various fields related to law in general. These courses are Agrarian Law, Contract Law, Criminal Offenses in Codification, Commercial Law, Criminology, Basic Scientific Pattern: Law of the Sea, Intellectual Property Rights, Islamic Law, Tax Law, Constitutional Law, Environmental Law, Law and Human Rights, Labor Law, State Finance Law, Introduction to Sociology of Law, International Treaty Law, Legal Psychology, Legal Philosophy and Professional Ethics, Contemporary Islamic Law, and Diplomatic Law and International Relations.

c. Procedural Law Courses that are offered to give students an understanding of how to enforce the material law. Studying material law must be accompanied by procedural law, namely regarding how the procedures are carried out in law enforcement through the courts. These courses are Criminal Procedural Law and Judicial Practice, Civil Procedural Law and Judicial Practice, State Administrative Procedural Law and Judicial Practice, Religious Judicial Procedural Law, and Constitutional Court Procedural Law.

3. Mastery Law

a. Legal Practice Courses are advanced courses in the form of mastery law. These courses are practical in nature and requires specific skills. The subjects for these courses are Contract Drafting and Legislation Drafting.

b. Elective Courses are advanced courses that are also in the form of mastery law but is specific to one particular course chosen by students according to the field of law they are interested in. All courses provided in the elective courses have a weight of two sks credits each, so the total credits for elective courses are six sks credits.

4. Final Courses to complete studies. These courses require specific skills, especially in terms of legal analysis and legal writing, including community service programmes. These courses are Legal Research and Writing Methods, Community Service Programme and Final Project.

In the curriculum of the LSP, students in the first and second semester are given compulsory course package with a weight of 40 sks credits or the equivalent of 60,44 ECTS credits.

Bachelor of State Administrative Law

Projected study time	4 years / 8 semesters
Number of credits (national credits and ECTS credits)	145 sks credits / 234.78 ECTS credits

Workload per credit	1 sks credit = 45 hours
	1 sks credit = 1.62 ECTS hours
Number of courses	47 courses
Time required for processing the final thesis/project and awarded credits	One semester (starting in the sixth semester and having completed a minimum of 114 sks credits (172,14 ECTS))
Number of contact hours	2,175 hours

The curriculum structure of the Bachelor of State Administrative Law consists of seven semesters with 136 sks credits (221.19 ECTS credits) of compulsory courses and nine sks credits (13.59 ECTS credits) of elective courses. The design of the study programme curriculum structure refers to the Law Number 30 of 2014 concerning the Government Administration. Based on this law, there was a demand in establishing a study programme with a curriculum that portrayed the needs of mention in the regulation. Therefore, in scientific substance, the design of this curriculum is based on the Government Administration Law as the most important fundamental rule in the study programme to produce state apparatus capable of implementing good governance. In the SAL curriculum, students in semesters 1 and 2 are given a compulsory course package with a weight of 39 sks credits or equivalent to 58.93 ECTS credits.

The structure consists of:
1. Introductory Courses
a. General courses: seven courses, 14 sks credits, which are compulsory courses that must be taken by all students in each of UNHAS's study programmes. These courses are an obligation of the University which are offered in the initial semester (semester 1 and 2) so that all students have the same level of understanding of several general and important subjects. These general subjects are Maritime Socio-Cultural Insight, Science and Technology Insight, Civic Education, Religious Education, English, Bahasa Indonesia and Pancasila.
b. Basic Law: 3 courses, 12 credits, which are basic courses to understand the most common legal science for all fields of law, both in the field of state administrative law and other fields of law such as civil, criminal, and other law. The basic law courses are Introduction to Law, Introduction to Indonesian Law and State Doctrine.
c. Basic in State administrative law: 5 courses, 18 credits, which are courses that form the basis for a more conceptual understanding of state administrative law. Therefore, these courses become the basis that supports students to study state administrative law specifically. The basic courses in state administrative law are Constitutional Law, Law of the Constitution, State Administrative Science, State Administrative Law, and Law and Human Rights.

2. Intermediate Courses
a. Material Law, 20 courses, 60 credits, which contain material law in the field of state administrative law. These courses are very important to support students' holistic understanding of various fields related to state administrative law. These courses are Regional Government Administrative Law, Anti-Corruption theory, Environmental Law, Spatial Law, State Institutional Law, Law and Public Policy, Comparative State Administrative Law, Employment Law, Law of Authority and Discretion, Tax Law, General Principle of Good Governance, Bureaucratic Culture, Supervisory Law,

Licensing Law, State Financial Law, State Law and Democracy, Public Service Law, Law and Criminal Act of Corruption, Capita Selecta of Science & State Administrative Law, and Professional Ethics and Responsibilities.

b. Formal law, 3 courses, 9 credits, which are offered to give students knowledge on how to enforce material law. Studying material law is certainly necessary to learn about the formal law especially regarding how the procedures are carried out in law enforcement both through the courts and through the constitutional court. These courses are State Administrative Court Procedural Law, Tax Procedural Law and Judicial Review.

3. Mastery Courses that consist of state administrative law practices, 9 courses, 32 credits These courses should be programmed if the students have passed certain material and formal courses. Most of these courses are practical that require quite specific skills. These courses also include subjects in the form of research (final project) and community service programme. These courses are State Administrative Court Practice, Regulation Theory and Design, Public Contract Theory and Design, Decision Theory and Design, Research Methods of State Administrative Law, State Administrative Law Practice, Internship/Benchmarking, Community Service Programme, and Final Project.

<u>Study and exam regulation</u>
Arrangements regarding the implementation of study programmes, both the LSP and the SAL refer to the Rector of Hasanuddin University Regulation concerning the Implementation of Hasanuddin University Bachelor Study Programmes. This instrument includes policies regarding the implementation of academic activities, study load and period, curriculum, academic leave, implementation of lectures, mentoring, research, student final project, academic advisors, evaluation of learning outcomes, submission of objections to the value of learning outcomes and student drop out.

The implementation of Study Programme academic activities is divided into two semesters each year according to the Academic Calendar. The academic activities include lectures, seminars, research and final project examinations. In semester 1, the lecture process is carried out for 16 weeks, including the implementation of student learning evaluations. Student learning evaluation is carried out in accordance with the Course Module and the success of student studies is stated by the Achievement Index, which is calculated from the conversion value and credit weight of each course listed in the SSP. Cumulative GPA is calculated from all grades of courses that have been completed by students and listed on the Student Study Result (SSR).

Furthermore, in the study programme implementation, UNHAS also applied the MBKM programme policies from the Ministry of Education, Culture, Research and Technology, where student can take part. The study results from this programme can be converted into the course grades. This is in accordance with the Rector's Regulation concerning the Implementation of Learning Outside Study Programme at Hasanuddin University[21]. In its implementation, both LSP and SAL have created Grade Conversion Guidelines.

The assigned academic staff of each course submits the student's final grade of learning outcomes online through the Academic Information System called as NEOSIA according to the Academic Calendar. If student grades are not submitted according to the set schedule, the

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[21] Number 5/UN4.1/2020

system will give grades A- (A minus) to all students participating in the course. Besides, students may file an objection to the assigned academic staff or through the Head of study programme. The assessment scale for student learning outcomes is as follows:

Table 12: Student Learning Outcome Assessment Scale

Range of Numeric Score	Grade	Conversion Value
85 – 100	A (Excellent)	4.00
80 - < 85	A- (Very Good)	3.75
75 - < 80	B+ (Good)	3.50
70 - < 75	B (Fair)	3.00
65 - < 70	B- (Satisfactory)	2.75
60 – < 65	C+ (Less Satisfactory)	2.50
50 – < 60	C (Sufficient)	2.00
40 – < 50	D (Less Sufficient)	1.00
< 40	E (Fail)	0.00

Assessment of student's academic ability, as follows:
1. Course assessment is determined through the components of structured assignments, mid-semester exams and final semester final exams.
2. Assessment of structured activities in assessing the academic ability of a course in the current semester is held at least two times, namely the midterm exam and the final exam.
3. Mid-semester exam assessment is carried out in the middle of the lecture process based on the academic calendar with a percentage of 50 % of the lecture material delivered.
4. Assessment of the final semester exam is carried out, with at least 80 % of the lecture process completed based on the academic calendar and at least 85 % of all programme material presented.
5. The final grade/value is expressed in letters and obtained after changing the numerical value.

Student evaluation results are shown in the GPA and are written in numbers. The GPA consists of the Grade Point Semester (GPS) and the Cumulative GPA. The GPS is calculated from the conversion of grades and the GPA weights listed in the SSP, while the Cumulative GPA is calculated from all grades of courses passed by students.

Regarding the student evaluation result, students are allowed to submit complaint to the results obtained in the ongoing semester. Article 26 of the Rector's Regulation Number 2781/UN4.1/KEP/2018 set the Standard Operating Procedure (SOP) for Submitting Complaint. In particular, the complaint mechanism for the student evaluation results is regulated[22]. A specific time limit is given in this process so students can proceed through the complaint mechanism to the assigned course academic staff. The reassessment form is announced before the deadline for submitting course scores/grades at University level. This is intended so students have sufficient time to submit complaints before announcing the final grade. This mechanism also guarantees the objectivity of assessing student learning outcomes by the assigned course academic staffs.

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[22] based on the Hasanuddin University Rector Decree Number: 47104/UN4.1/OT.01/2016 on Standard Operating Procedures for Submission of Course Grade Changes for Bachelor Programs at Hasanuddin University

In the LSP and the SAL, learning evaluations for students are carried out twice. The first evaluation is in semester 4 (2 years of student study). If the student does not complete 48 credits, then the student is declared dropped out. The second evaluation is carried out in semester 14 (7 years of student study). For students who have reached 14 semesters but have not completed their studies, they will also be declared dropped out.

<u>Feasibility of study workload</u>

All courses presented in the LSP and the SAL curriculum are ensured to be adequately implemented. The QA-RIU is an institution that controls and evaluates each course in the study programme curriculum to ensure that the system can be carried out correctly. Several supporting policies have been implemented to ensure that students can complete their studies quickly; for example, students can propose a title for writing a final project starting in semester five or after students take the Legal Research and Writing Methods Course. Even in the 2023 curriculum policy, students' final assignments are no longer assessed as a final project. Still, they can be converted from Student Creativity Programme activities or writing scientific articles published in national and international journals. Another policy that allows students to complete their studies quickly is the conversion policy based on the MBKM policy. For example, for the Community Service Programme, this can be converted through other community service activities carried out by students, such as conducting internships so that students do not need to wait for the Community Service Programme organised by the University.

To improve education quality, student feedback is carried out periodically at the end of each semester, allowing management to make developments related to the implementation of education at the Faculty of Law for all study programmes. In terms of student study completion, both the LSP and the SAL, under the coordination of the Vice Dean for Academic and Student Affairs, continually monitor student studies' progress, especially for fourth-year students. For students who have entered the fifth year, the study programme seeks to encourage students concerned to accelerate their studies. These initiatives are intended to help students complete the study programmes optimally. Although several policies have been issued to encourage students to complete their studies quickly, many students are still late in completing their studies.

Table 13: Duration of Study in the last three years

| Year	Duration of Study					
	< 4 Years		4 Years		> 4 Years	
	LSP	SAL-SP	LSP	SAL-SP	LSP	SAL-SP
2020	90	13	31	3	145	29
2021	88	16	33	8	160	64
2022	81	5	33	3	220	50

The table shows that more students complete their study over four years. This is because more students submit titles for final project writing after semester 6. Most students submit their final project title in the 6th semester and 7th semester.

Figure 4: Survey Results regarding the Timing of submitting the Final Project Title of LSP and SAL Students
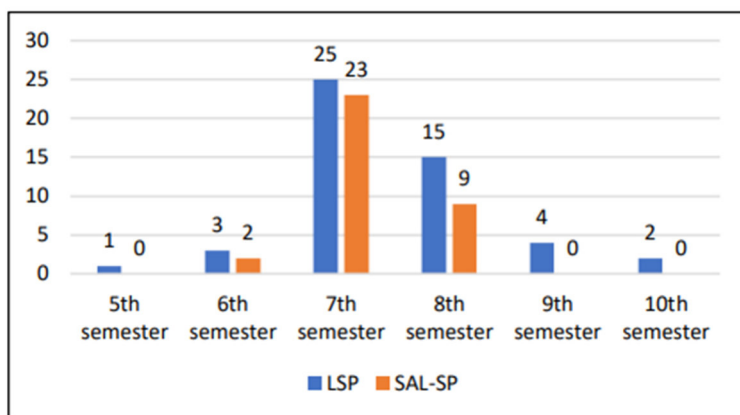
The figure shows that students submit their final project title in the 7th and 8th semesters, leading to students completing their studies in more than eight semesters for the LSP and seven semesters for the SAL. In addition, there are also several student obstacles in concluding their final project, which has implications for the number of students who complete their studies beyond the study programme curriculum design.

Figure 5: Survey Results regarding student delay time constraints in completing the Final Project in LSP and SAL
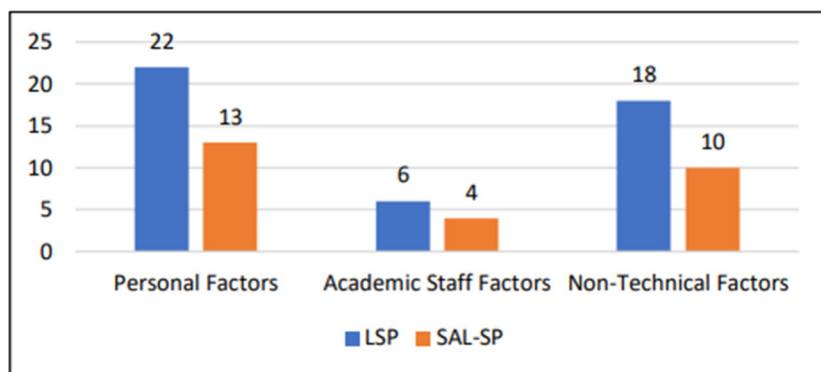
With the Curriculum 2023 policy that restructures the curriculum of Bachelor study programmes at UNHAS, it will overcome the delay in completing the student study period.

Equality of opportunity

Regarding student admission, all individuals are accepted based on their academic merit regardless of their disabilities, special needs and gender. This condition is regulated based on Article 43 of Government Regulation Number: 53 of 2015 on the Statute of Hasanuddin University. The data shows that, in general, there is gender equality among students in both Bachelor programmes.

Table 14: Gender Ratio of Bachelor Students at Faculty of Law

Characteristics	2020		2021		2022	
	Total	%	Total	%	Total	%
Legal Study Programme						
a. Male	179	43,55	159	40,25	157	38,67
b. Female	232	56,45	236	59,75	228	61,33
State Administrative Law Programme						
a. Male	37	39,78	31	32,63	33	37,93
b. Female	56	60,22	64	67,37	54	62,07

Individuals with disabilities and special needs also get a place to study at the Faculty of Law, both in the LSP and the SAL. Students with disabilities and special needs are given the same opportunity to move freely within the faculty area. UNHAS has established the Disability Centre[23] to assist students with disabilities and special needs. In the learning process, students with disabilities and special needs follow all learning processes together with other students. Especially for people with disabilities, the faculty provides a ramp for wheelchairs, special parking lot, special toilets for the disabled and an elevator. The University offers scholarships and tuition fee reductions for students from low-income families (BIDIK MISI Scholarship) and foreign students. Furthermore, the University also offers international cultural programmes for foreign students to help them adapt with Indonesian culture which is managed by the International Office.

Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of courses and assigns credits per course on the basis of the necessary student workload. Practical components are designed and integrated in such a way that credits can be acquired. The course descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide. With regard to the conversion from sks credits to ECTS credits, it would be more beneficial for students and with regard to further internationalisation, if the conversion rate would be the same for both study programmes. Therefore, the panel **recommends** unifying the conversion rate for both study programmes.

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

The feasibility of the study programme's workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling. The workload was not really assessed (see chapter 5.), however, there were no problems mentioned by the students or shown in the data with regard to student feedback and programme's success rate.

UNHAS takes measure to ensure gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. Students in special circumstances are particularly assisted.

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[23] established based on the Rector Regulation Number 05613/UN4.1/KEP/2023

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

3.3 Didactical concept

The Faculty of Law has implemented Outcome Based Education (OBE) including outcome-based teaching and learning through curriculum alignment. Each study programme has designed the curriculum by aligning the teaching and learning methods as well as assessment methods towards intended learning outcomes. The LSP has 12 intended learning outcomes: one Attitude, four Knowledge, three Skills and four Competencies. While in the SAL, 11 ILOs comprise one Attitude, four Knowledge, three Skills and three Competencies. To achieve these ILOs, the LSP has designed teaching and learning methods.

The learning methods used in the LSP and the SAL are lectures, discussions, problem-solving or case studies (case method) and problem-based learning. The characteristics of the course select forms and methods of learning to achieve specific abilities set out in the system in a series of fulfilment of ILOs. The arrangements and ways of learning in the LSP and the SAL are designed to be more flexible so that all existing structures and learning methods are adopted.

Table 15: Forms, Methods and Assignments of Learning in LSP and SAL

No.	Form of Learning	Learning Activities	Learning Strategy/Method	Student Activities	Academic Staff Activities
1.	Lecture, Response, Tutorial	Learning Process Activities (Face to Face)	Group Discussion	• Discussion • Presenting the discussion result	• Forming small groups • Establishing discussion rules • Drafting discussion topics (materials) • Creating a rubric for assessing discussion activities • Providing feedback on discussion results
			Simulation/Model	• Deriving equations or models;	• Creating a sample problem

				• Making engineering simulations of problems that arise; • Making suggestions for improvements or alternative solutions by simulating them; • Using tools in conducting simulations; • Making conclusions about the simulation that has been done; • Presenting the simulation results	• Providing clues to alternative solutions that will be simulated • Creating rules for modelling simulations that can be done • Creating feedback on the simulation and the resulting conclusions
		Structured Assignment Activities	Cooperative Learning	• Team working; • Discussing tasks/problems assigned	• Creating cases/problems that will be discussed in student group; • Supervising learning activities; • Providing feedback on problem solving
			Project-based Learning (Planning)	• Searching for data and information required; • Planning the task systematically; • Using certain software to support the resolution of the given case; • Present the results of their work to the academic staff	• Planning tasks (projects) that can be done systematically; • Monitoring the process of each stage; • Providing feedback on each stage; • Assessing the results
			Problem-based Learning	• Exploring information on the problem given; • Using information to solve problems assigned.	• Designing study materials for assignments; • Providing guidance for students; • Providing feedback/input
			Inquiry-based learning	• Identifying the problems given; • Collecting information based on the guidance; • Organizing the information collected.	• Preparing methods for students; • Checking and commenting on the learning outcomes.
		Independent Activities	Literature Review	Summarizing	Creating an independent activity portfolio
2.	Seminars or other similar forms	Learning process activities	Presentation	Making presentation materials.	Evaluating the results of the seminar.
		Independent Activities	Literature Review	Making working papers on research results or other issues.	Providing assessment of working papers.
3.	Practicum		Practicum (Test/Investigation)	• Studying the theories and methods used in the experiments/ investigations to be carried out • Conducting experiments/ investigations under the guidance of academic staffs • Analysing the data and interpreting the data.	• Briefing the project site appropriately; • Providing input on problems or information that occurs in the project; • Providing specific tasks that students can do when doing practical work/internships; • Assessing the work that students have done.

| 4. | Learning outside of study program | | Work Practice (Regular) | Conducting field visits Observing the project process that occurs in the field based on the scientific field of the study program. Collecting information and compile reports from the observations made Performing particular tasks assigned by the internal supervisor of the academic staff and the project. | Briefing the project site appropriately Providing input on problems or information that occurs in the project. Providing specific tasks that students can do when doing practical work/internships Assessing the work that students have done |
| | | | Work Practice (Internship) | Conducting field visits; Observing the project process that occurs in the field; Collecting information and compiling reports from the observations made; Performing special assignments given by the internal supervisor of the academic staff and the project. | Briefing the project site appropriately Providing input on problems or information that occurs in the project; Providing specific tasks that students can do when doing practical work/internships; Assessing the work that has been done by students. |

The main learning process is face-to-face in the classroom. However, learning using online learning media has also been developed. The Faculty of Law has also experience delivering lectures by a hybrid approach. During the COVID-19 pandemic, all lectures were conducted online, while currently, the Faculty of Law conducts classroom learning. To facilitate the teaching and learning process, UNHAS already implements a learning management system known as SIKOLA to upload teaching materials and references, give assignments and exams and allow students to discuss teaching materials in a forum.

Courses materials
The provision of course modules for each course is an obligation for implementing a course. Each lecturer in the LSP and SAL must provide course materials in form of textbooks, course descriptions and other course materials that students can access. The course descriptions are also compulsory attachments in the study programme curriculum document to get approval from the Faculty Senate and the University Academic Senate. This is a supporting document for learning materials in the form of modules, textbooks and other course materials. Providing learning materials in modules, textbooks and other course materials is carried out via the SIKOLA online learning platform at UNHAS. All learning materials for each course are uploaded in SIKOLA[24] to be accessed by all students who programme the course, either off or on campus.

The course module of the course is prepared based on the Graduate Learning Outcomes or ILOs of the study programme that are imposed on the course, which then creates Course Learning Outcomes (CLO). Subsequently, CLO creates Sub-Course Learning Outcomes (SubCLO), which becomes course content at each meeting. The preparation of ILOs, CLO,

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[24] see: https://sikola.unhas.ac.id (last access July 31, 2024)

and SubCLO is arranged by the level of qualification of the degree, namely at level 6 based on the Indonesian Qualification Framework[25]. The course module of each course is updated every semester to adjust to the development of science, especially the research conducted by academic staffs each year. Academic staffs' research results, especially those published in journals, are used as course references. Even in conducting research, academic staffs involve students to encourage students to be involved in research field activities. This is also expected to encourage students to engage in self-learning.

Guest lecturers
The Faculty of Law in general, and the LSP and the SAL in particular, regularly invites guest lectures from various professional background, both domestic and abroad, to deliver public lectures.

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[25] stipulated in The Minister of Education and Culture Regulation Number: 3 of 2020 National Higher Education Standards

Table 16: List of guest lecturers in LSP and SAL in 2023

Vice Ambassador of the Republic of Indonesia to Belgium	Ministry of Foreign Affairs of the Republic of Indonesia	Associate Professor	Faculty of Law, Vrije Universiteit Amsterdam
Professor of International Law	The University of Sydney Law School	Supreme Court Judge	Supreme Court of the Republic of Indonesia
Attorney General for Intelligence	Attorney General of the Republic of Indonesia	Major General	Commander of the Joint Regional Defense Command II
Professor of Islamic Law	The University of Monash Law School	Researcher	Indonesian Research and Innovation Agency
Deputy Head of the High	South Sulawesi High Prosecutor's Office	Commissioner	Prosecutor's Commission of the Republic of Indonesia
Director of Special Criminal Investigation	South Sulawesi Regional Police	Commissioner	Prosecutor's Commission of the Republic of Indonesia
Judge	South Sulawesi High Court	Deputy Head of the High Prosecutor's Office	South Sulawesi High Prosecutor's Office
Professor, Associate Dean of International Affairs	The University of Sydney Law School	Deputy Chief District Attorney	Makassar District Prosecutor's Office
Head of Human Resources, Advocacy, Legal Research and Development	Judicial Commission of the Republic of Indonesia	Kolonel Badan Keamanan Laut	Maritime Security Agency of the Republic of Indonesia
		First Lieutenant of the Maritime Security Agency	Maritime Security Agency of the Republic of Indonesia
Management Board of the Institute for the Study and Advocacy of Judicial Independence	The Institute for the Study and Advocacy of Judicial Independence	Chief Sgt of Maritime Security Agency	Maritime Security Agency of the Republic of Indonesia
		Associate Professor of Law	Brawijaya University
Professor of Law	Law School Tilburg University	Guest Researcher	Van Vollenhoven Institute, Universiteit Leiden
Minister of Agriculture	Ministry of Agriculture of the Republic of Indonesia	Coordinator of Standardization and Design Guidance	Ministry of Law and Human Rights of the Republic of Indonesia
Deputy Chairman of the Corruption Eradication Commission of the Republic of Indonesia	The Corruption Eradication Commission of the Republic of Indonesia	Collaboration Sub-Coordinator	Ministry of Law and Human Rights of the Republic of Indonesia
		Collaboration Section	Ministry of Law and Human Rights of the Republic of Indonesia
Curator	Association of Indonesian Curators and Administrators	Collaboration Section	Ministry of Law and Human Rights of the Republic of Indonesia
Curator	Association of Indonesian Curators and Administrators	Staff	Regional Office of the Ministry of Law and Human Rights of the Republic of Indonesia, South Sulawesi
Curator	Association of Indonesian Curators and Administrators		
Attorney General	Attorney General of the Republic of Indonesia	JICA	Japan International Cooperation Agency

During the COVID-19 pandemic, from mid-2020 to mid-2022 the Faculty of Law invited guest academic staffs online, even the learning process was carried out online. Inviting guest academic staffs is an activity that is carried out every semester. At the Faculty of Law anniversary, seminars or workshops become one of the routine agendas by inviting guest academic staffs from government agencies, political figures, professionals and other stakeholders. All academic activities such as public lectures are also broadcasted live via the Faculty of Law's YouTube channel.

The faculty also collaborates with foreign universities, such as inviting academic staff to teach in LSP. For instance, a professor from University of California, Berkeley, and a Doctor from University Kebangsaan Malaysia. There are also guest academic staffs invited from foreign universities such as:

1. Dr. from Vrije University Amsterdam as Adjunct Professor who gave a public lecture on Legal Research Method;
2. Ph. D from Stanford University gave a public lecture on Human Rights.
3. Prof. from National University of Kaohsiung gave public lecture on democracy and transitional justice;
4. Dr. who is empowered as a visiting researcher at the Van Vollenhoven Institute Leiden University.
5. Prof. from University of Nottingham, England, gave public lecture on Intellectual Property.
6. Prof. from Tillburg University in the Netherlands who gave a public lecture on the Importance of Public Trust and Confidence to the Court.

Public lecture from foreign academic staffs involved the students from LSP and SAL.

Lecturing tutors

Senior students can guide junior students to develop their skills and competencies channelled through the Student Activity Unit. In fact, the LSP has a co-curricular course is organised by students who are administrators in Student Activity Unit with direct supervision by academic staffs or supervisors. This co-curricular course is offered in the first semester where students may choose Student Activity Unit, they prefer to develop their interests and talents, as follows:
1. Football Student Activity Unit;
2. Basketball Student Activity Unit;
3. Asian Law Students Association Student Activity Unit (ALSA);
4. Student Activity Unit of the Institute for Scientific Writing (LP2KI);
5. Student Activity Unit of the Law Student Press Institute (LPMH);
6. Student Activity Unit of Adventure Activity (CAREFA);
7. Student Activity Unit of the Legal and Constitutional Debate Institute (LeDHak);
8. Dewi Keadilan Art Workshop Student Activity Unit (BSDK);
9. Karate-Do Student Activity Unit (GOJUKAI);
10. Student Activity Unit of Radical Movement Against Corruption (GARDA TIPIKOR);
11. Hasanuddin Law Study Centre (HLSC);
12. Student Activity Unit of Asy-Syari'ah Da'wah Institution.

The Student Activity Unit is at faculty level. At University level, there is also a Student Activity Unit where students can also participate in. However, specifically for the organisation of co-curricular courses, this is only carried out by the Student Activity Unit at faculty level. Apart from the Student Activity Unit, the role of senior students is also seen in mentoring students who will participate in competitions where senior students guide preparing students to participate in competitions.

Appraisal:

The didactical concept of the study programme is described, plausible and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects. Students are encouraged to take an active role in creating the learning process. With regard to the future development, the panel **strongly recommends** creating a didactical concept which includes online teaching and new teaching methods. The University has to provide guidelines on how to keep up with

didactical trends. This also includes the implementation and utilization of AI-tools in the lectures at the University in the future, since this will be state of the arts and should be shown in the didactical concepts. This development could be supported by setting up a didactical unit (see chapter 4.1).

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are digitally accessible for the students via the SIKOLA learning platform. However, the textbooks and materials provided did not contain tables, pictures, notes, exercises, summaries or target of the chapters, which would support students in their learning process. Therefore, the panel **strongly recommends** revising the course materials with regard to the support of the students' learning process.

Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work, this also includes international guest lecturers.

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

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

3.4   International outlook

In the learning process at the LSP and SAL, global issues and foreign literatures are used to provide theoretical enrichment to students, either in the form of books, journals, or other forms of references sources. For students who take the Specialisation in International Law and International Class Programme in the LSP, national literatures and foreign literatures are the main source in teaching and learning and final project. In the International Class Programme for the LSP, the implementation of Community Service is conducted in the form of International Exposure Programme. International Exposure Programme is programme which international student join an exchange programme or a summer course programme held by partner universities abroad. Through the MBKM policy, Dean and Vice Deans issued a policy that the International Exposure Programme is not only applicable for students of the International Class Programme of LSP, but also applicable for all students in faculty of law, including SAL students. This policy assists students to prepare themselves for challenges in an international work environment. Through the International Exposure Programme, students are expected to be able to work in an intercultural or cross-cultural environment.

Internationality of the students body
To raise the international reputation, UNHAS have opened several international classes at the University, including in the Bachelor of Law. International promotion was also carried out to

attract the international community's interest in studying at UNHAS, including in the LSP and SAL. In LSP, there are three international students, two from Gambia and one from Nigeria.

The promotions of International Class Programme are carried out by university leaders through international events, including:
1. Asia-Pacific Association for International Education Conference and Exhibition (APAIE) in Malaysia, Kuala Lumpur, 26-28 March 2019.
2. Bunsay Education Fair Balikpapan 2022 in Indonesia, Balikpapan, 7-8 October 2022.
3. Education Fair in Timor Leste, Dili, 16 -17 October 2022.
4. European Higher Education Fair (EHEF) in Indonesia, Makassar, 13 November 2022.
5. Indonesia International Education Training (IIET) Expo and Conference in Indonesia, Jakarta, 16 - 19 February 2023.
6. The 75 National Association of Foreign Student Adviser (NAFSA) in The United State, Washington DC, May 30th until June 2th 2023.

Apart from international events, the promotion of the international class programme is carried out nationally, such as the UNHAS Open Day. In addition, publication or promotion through social media also carried out to attract public interest.

Internationality of faculty
The full-time staff for the study programmes Bachelor Legal Study and Bachelor State Administrative Law includes staff members who graduated abroad.

Table 17: Academic staff with international experience

No.	International Academic Experience	Place/Country	Study Programme	
			LSP	SAL-SP
1.	Doctoral Degree Program	Washington College of Law, American University,	√	
2.	Master Degree Program	New South Wales University	√	√
3.	Master Degree Program	Oslo University	√	√
4.	Doctoral Degree Program	Sydney University	√	
5.	Master Degree Program	Washington College of Law, American University, D.C.	√	
6.	Master Degree Program	University of Washington, Seattle USA	√	
7.	Master Degree Program	Leeds Beckett University, UK.	√	
8.	Master Degree Program	Lancaster University, UK.	√	√
9.	Master Degree Program	University of Leeds, UK.	√	√
10.	Master Degree Program	University of Leeds, UK.	√	
11.	Master Degree Program	Queensland University, Australia	√	

Moreover, staff members participate in international activities, such as conferences, joint research programmes and staff exchanges.

Foreign language contents
The learning process including teaching, preparing teaching materials and references uses Bahasa Indonesia and English in the LSP and SAL. For the International Class Programme, the entire learning process and final project must be in English. In addition, in LSP for the Specialisation of International Law and Maritime Law, students are suggested to use English

in final project. The following are shown courses that use English or are mixed with Indonesian in the learning process, both in the LSP and SAL:

Table 18: List of Courses using Foreign Languages in LSP and SAL

No.	Courses	Status of Courses	Language	English Usage Percentage
LSP (Regular Class)				
1.	International Law	Compulsory	Bilingual	30%
2.	Environmental Law	Compulsory	Bilingual	20%
3.	International Treaty Law	Compulsory	Bilingual	30%
4.	Intellectual Property Law	Compulsory	Bilingual	20%
5.	International Environmental Law	Elective	Bilingual	20%
6.	Humanitarian Law and International Crimes	Elective	Bilingual	30%
7.	International Organisation Law	Elective	Bilingual	30%
8.	International Human Rights	Elective	Bilingual	30%
LSP (International Class)				
1.	All Courses	All Courses (Compulsory and Elective)	English	100%
SAL-SP				
1.	Law and Human Rights	Compulsory	Bilingual	20%

Appraisal:

International contents are an included into the curriculum (e.g., via the field of human rights and international law). Students are prepared for the challenges in an international working environment in the field of national law. Through practical examples, students are enabled to act in an intercultural environment.

The international composition of the student body corresponds to the programme concept, which is currently focused on national law. The panel **recommends** setting up a system to attract international students in order to achieve the University's goal of internationalisation.

The international composition of the faculty (teachers from different countries, teachers with international academic and professional experience) promotes the acquisition of international competences and skills. The measures taken are goal-oriented.

The English language is only used in some courses of the study programmes, particularly in the International Programme of the Bachelor of Law. The panel **recommends** improving the use of foreign languages (spoken language and materials) for both study programmes.

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

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

Skills such as leadership, communication and public speaking are practical and multidisciplinary skills that are integrated into the learning strategies of the study programme both for LSP and SAL. These skills are stated in the ILOs of study programme.

Table 19: Competencies and Skills of LSP and SAL

Study Programme	ILOs	Code	Description
LSP	Skills	S1	Students are able to think critically, logically and systematically
		S2	Students are able to perform oral and written communication
		S3	Students are able to work individually and collectively
	Competencies	C1	Students are able to conduct legal research and construct legal arguments.
		C2	Students are able to perform legal negotiation and mediation.
		C3	Students are able to provide legal advice and solutions.
		C4	Students are able to construct legislative drafting and contract.
SAL-SP	Skills	S1	Students are able to work both independent and group
		S2	Students are able to communicate verbally and in written form
		S3	Students are able to build legal argumentation both logically, critically, and systematically
	Competencies	C1	Students are able to design a solution of legal cases in the field of State Administrative through the application of juridical thinking methods, theoretical knowledge and statutory regulations
		C2	Students are able to draft documents required in the Court process, particularly in the field of State Administrative Law
		C3	Students are able to formulate various formatted legal documents required for State Administrative Law decision making

In the SLP and SAL, students acquire communication and public speaking skills, as well as cooperation and conflict handling skills through courses, such as from Civil Procedural Law and Criminal Procedural Law.

Appraisal:

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

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

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

Graduates of LSP and SAL are graduates with a high level of absorption in the work fields. It can be seen by the large number of study programme graduates who are absorbed in the work field in less than three months. From all study programme graduates, 74,82 % of graduates of the LSP and 64,8 % of graduates of SAL work meet to the graduate profile. It shows that the competencies and skills acquired by students are relevant to the demands of the world of work in the field of law. Based on the 2021 LSP tracer study results, it shows that 75,6 % of graduates state that the competencies and skills they have acquired are very relevant to graduate work. While in the SAL, there were 70,5 % of graduates stated that the competencies and skills they acquired were very relevant to graduate work.

Figure 6: Relations between Competency and Skills of Graduates with Graduates Employment 2021 (LSP and SAL)
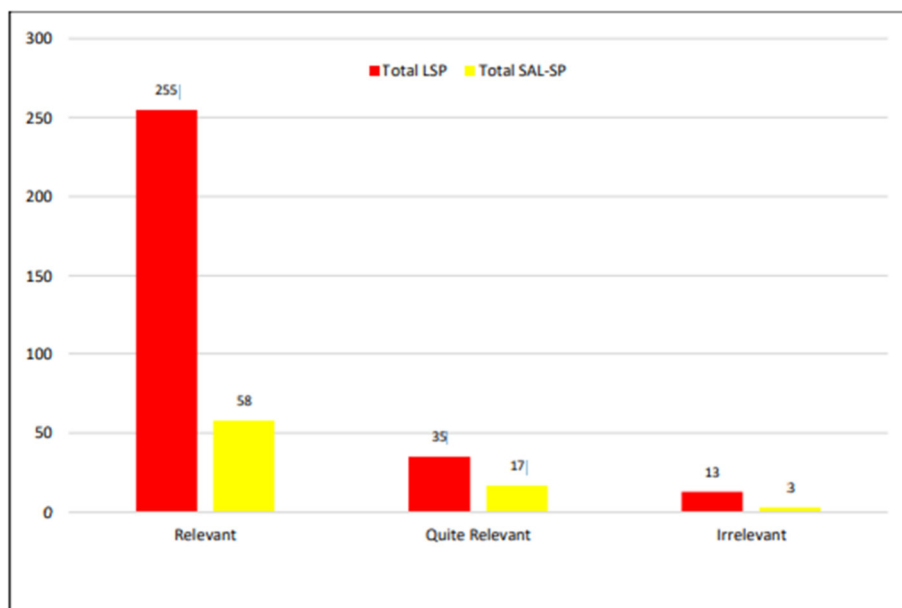

The following also present the competencies level mastered by graduates of LSP and SAL based on the results of tracer studies 2021:

Figure 7: Competencies Level mastered by Graduates of LSP and SAL in 2021
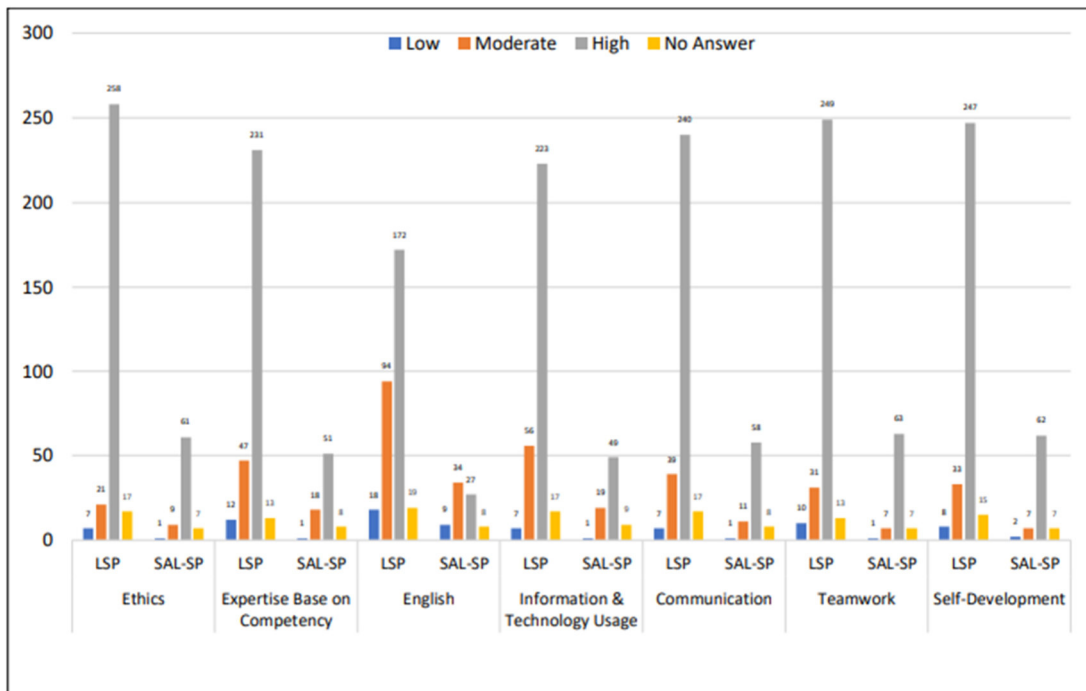
The level of competence required in the work field according to graduates of the LSP and SAL are presented based on the results of the 2021 tracer studies:

Figure 8: Competencies Level Required by Graduates of LSP and SAL in the Work Field in 2021
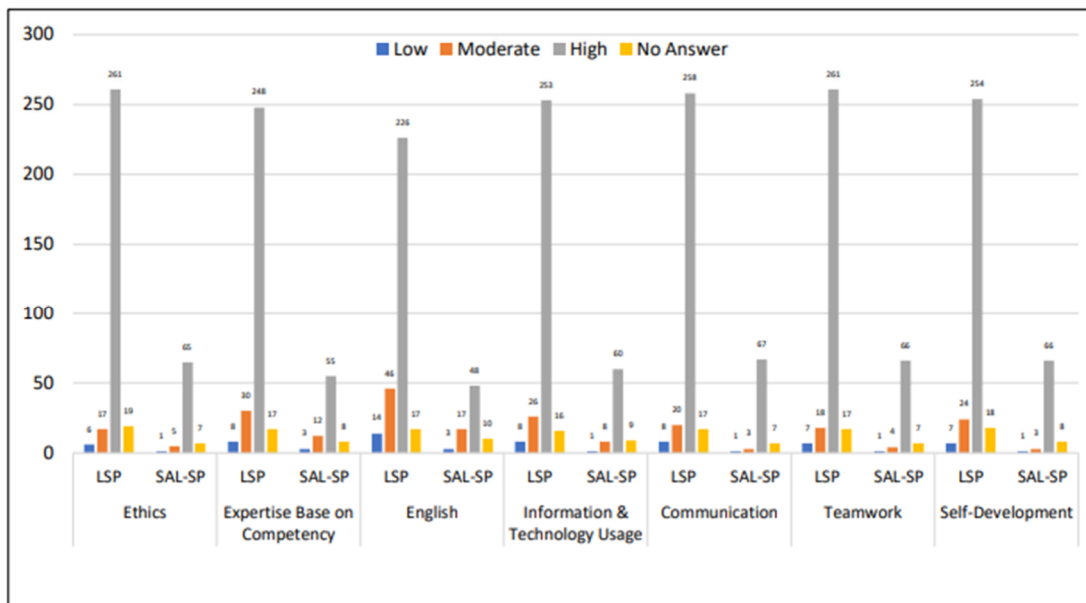
The chart shows that graduates of both the LSP and SAL, have the competencies needed in the work field, both in the legal profession and non-legal professions. The highest competence needed in the work is the competence of expertise in each graduate's field of study in the workplace of each graduate. In addition, it is also necessary to develop the skills and competencies of each graduate to be used in dealing with all the problems and demands. For this reason, the learning design in the LSP and the SAL also need to be developed so that graduates can be immediately absorbed in the work field. One of the policies pursued is to include practitioners and professionals collaborating with academic staff in every subject so

that students acquire practical knowledge and skills, especially by applying the methods of case-based learning and problem-based learning.

Appraisal:

The promotion of employability – for instance through the integration of theory and practice and through the promotion of multidisciplinary competences and skills – runs as a common thread of the study programme through all its courses. The alumni of both study programmes confirmed that they learned a lot of skills relevant for their careers in the respective fields of law.

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

4. Academic environment and framework conditions

4.1 Faculty

The Faculty of Law has 98 full-time and 30 part-time academic staff members. At present, Faculty has 42 Professors. The distribution of academic staff based on academic qualifications, employment status and functional positions is as follow:

Table 20: Academic Staff at Faculty of Law

Academic Qualifications	Status		Functional Positions			
	Full Time	Part Time	Professor	Associate Professor	Assistant Professor	Academic Staff
Doctoral	73	19	42	19	17	14
Master	25	11	0	1	19	16
TOTAL	**98**	**30**	**42**	**20**	**36**	**30**

All academic staff teach in the Bachelor of Law. While 71 out of 98 full time academic staffs teach specifically in the Bachelor of State Administrative Law. In addition, there are six academic staffs from the Faculty of Social and Political Sciences who also teach in the SAL. Academic staff in the LSP and the SAL teach in accordance with their respective competencies which can be found on the Law Faculty website and in The Competency Book of Academic Staff at the Faculty of Law. To meet the requirements of professional field, the LSP also has 29 part-time academic staff who have a professional background. While in the SAL, there are three part-time academic staff members who are professionals.

Academic qualification of faculty
The Faculty of Law through UNHAS carries out the recruitment for permanent academic staff (full-time) in two systems: the civil and non-civil servant selection[26]. To implement the regulations, the Rector of Hasanuddin University has issued a Rector Regulation on Procedures for Selection of Civil Servant Candidates for Educators and Education Personnel at Hasanuddin University and the Rector Regulation on Non-Civil Servant Personnel of Hasanuddin University[27].

Recruitment for civil servant academic staff is carried out by a national selection mechanism which is announced in an online portal provided by the Ministry. Meanwhile, the recruitment of non-civil servant academic staff is carried out internally by UNHAS. Recruitment of academic staff is announced on the Hasanuddin University recruitment website[28].

Recruitment for academic staff is carried out by several stages, that is (a) planning; (b) vacancy announcement; (c) registration; (d) selection; and (e) appointment. To be admitted as a permanent academic staff (full-time), a candidate must meet the professional qualifications set by the University's internal. In addition to full-time academic staffs, the Faculty of Law also recruits non-permanent academic staffs (part-time) to support each study programme. The non-permanent academic staffs (part-time) referred to are
(a) domestic adjunct academic staffs;

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[26] based on Law Number 5 of 2014 on State Civil Apparatus, Law Number 14 of 2005 on Teachers and academic staffs, and Law Number 12 of 2012 on Higher Education

[27] Number: 42926/UN4.1/OT.10/2016 and Number: 8691/UN4.1/UM.07/2017

[28] see: https://rekrutmen.unhas.ac.id/ (last access July 31, 2024)

(b) foreign adjunct academic staffs; and
(c) practitioner academic staffs.

The Rector of Hasanuddin University or the Faculty of Law's Dean will assign part-time academic staffs based on a decree every semester for each study programme. In which, the recruitment of practitioner lecturers is a mandate from the Ministry of Education, Culture, Research and Technology. The requirements for this practitioner academic staff are set in the Teaching Practitioner Programme Implementation Guidebook. Recruitment for foreign adjunct academic staffs is carried out based on a cooperation agreement between the Faculty of Law and partner universities abroad.

Applicants for permanent academic staff vacancies at the Faculty of Law come from alumni from universities both from domestic and abroad. The applicants then follow the selection process according to the specified schedule. The results of this selection then determine the admission of the applicants.

Pedagogical/didactical qualification of faculty
Academic staff at the Faculty of Law are required to enhance their pedagogical and didactical qualifications by attending several trainings and obtaining professional certifications. After being admitted as a permanent academic staff, academic staff at the Faculty of Law should attend Basic Skills and Instructional Techniques Improvement Training (BSTT) and Applied Approach (AA) Training conducted by IQAED or other designated institutions. Academic staff are encouraged to obtain academic staff Certification as set by the Ministry of Education and Culture. The following is data of training and certifications which has been obtained by the faculty members:

Table 21: Academic Staff Certification by the Ministry of Education and Culture

No.	Training And Certifications	Total
1.	Basic Skills and Instructional Techniques Improvement Training (BSTT)	97
2.	Applied Approach Training (AA)	89
3.	Teacher Certification	85

In addition, to improve didactic teaching capacity at the Faculty of Law, each academic staff will join a workshop on the University's in-house teaching management. The fulfilment of academic staff duties and obligations shall be evaluated through the Integrated Resource Information System (SISTER). Each academic staff should report on the fulfilment of Three Pillars of Higher Education (Education and Teaching, Research and Development, and Community Service) through the SISTER website at the end of each semester and will be assessed by the assessor team assigned by the faculty.

Practical business experience of faculty
In addition to teaching skills, the academic staff at the LSP and the SAL have practical experience including: 1) expert staff; 2) consultant; and 3) expert witness (before court). Some part-time academic staffs are also involved in activities other than teaching such as, legal aid consultation unit, book and journal editors and research and community service. The academic staff at the LSP and the SAL with practical experiences, as follows:

Table 22: Practical Experience of Academic Staff of LSP and SAL

No.	Position	Years
1.	Minister of Law & Human Rights Indonesian Ambassador for Russian Federation	2004 - 2007 2008 - 2011
2.	Constitutional Court Judge	2014 - 2022
3.	Constitutional Court Judge	2014 - Present
4.	Director of Constitutional Affairs at the Directorate General of General Legal Administration of the Ministry of Law and Human Rights	2007 - 2022
5.	Deputy for Youth Empowerment	2017 - 2022
6.	Chairman of the Central Indonesian Broadcasting Commission	2013 - 2016
7.	Deputy at the Corruption Eradication Commission	2015 -2019
8.	Ad Hoc Judge of the Corruption Court of Appeal	2016 - 2022
9.	Deputy for Area Management and Investment of the Batam Free Trade Zone and Free Port Entrepreneurship Agency	2019 - Present

With the practical experience of the academic staff, it can broaden students' insights into the courses presented by the academic staff concerned, as well as being a correlation between theory and practice in the field. The practical experience of academic staff is also used as material for updating the course module in certain courses. The practical experience of academic staff is expected to be able to develop a learning system in the study programme that is more interesting, creative, innovative and able to improve student skills.

Internal cooperation

In planning course management, an academic staff will be appointed as a course coordinator for each course and an academic staff as a class coordinator if such a course has parallel classes. The course coordinator and the class coordinator will coordinate and direct the sharing of tasks for each academic staff by making a teaching schedule, which refers to the course module. In the implementation, the course coordinator, class coordinator and other assigned academic staff in the teaching team will hold regular meetings to discuss, evaluate and develop course materials with reference to feedback in the previous semester for the purpose of reconstructing the course module and updating teaching materials. The meetings are held regularly at least before the start of the lecture period, before the midterm exam and before the final semester exam.

In the learning process, the course coordinator or class coordinator will monitor the implementation of the teaching schedule and course module so that the planning is in accordance with its implementation. Coordination continues during the lecture period in one semester. In addition to coordination between teaching teams in one course, coordination between teaching teams is also carried out through the department.

Evaluation is carried out through ASES by QA-RIU at the end of each semester. QA-RIU then reports the evaluation results to the Dean, the Head of the Department, and the Head of the Study Programme. Furthermore, the Head of the Study Programme will submit the report to the course coordinator in a faculty coordination meeting. The results of this evaluation become the basis for the course coordinator to follow up on improving the quality of teaching for each course the following semester.

<u>Student support by the faculty</u>

Support for students starts from the admission of new students. At first, new students will attend the programme of Admission and Character Development of New Students conducted by the University to introduce the governance, education system and environment of the University. The students of the Faculty of Law are also required to participate Basic Learning Skills, Character and Creativity (BALANCE) as one of the facilities for students in developing character and soft skills. The Faculty of Law students will also attend in Law Student Training to provide knowledge about the functions and roles of students, especially in the student institutional system.

To guide students personally, the study programme provides academic services such as counselling and consultation conducted by Academic Advisors assigned to academic staff based on the Dean's Decree. Each academic staff will become an Academic Advisor for several students, where students can consult their academic problems. In addition, students can also do counselling and consultation with the Head of study programme. The University provides a Counselling and Consultation Unit institution filled with professional psychologists for counselling and talk in general, especially those related to emotional and psychological problems.

Students at the LSP and the SAL will also get mentoring from academic advisors assigned by the faculty based on a decree issued by the Faculty of Law's Dean. Academic Advisors will provide input and consultation on students SSP, and monitor student study plans, which are recorded in student study plan monitoring cards. During the study period, the academic advisor establishes effective communication with the student advisee. This means that academic advisors will meet their student advisee by appointment.

Appraisal:

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

The academic qualification of the faculty corresponds to the requirements and objectives of the study programmes. They include a lot of Professors, PhDs, as well as academic qualification from abroad. UNHAS verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented.

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programmes. UNHAS verifies the qualifications of the faculty members by means of an established procedure and ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Measures for the further qualification of the faculty members are implemented, particularly the courses organised at national level. However, the panel **recommends** setting up a didactical unit to offer more courses on didactical qualifications.

The practical business experience of the faculty corresponds to the requirements of the study programmes to integrate theory and practice.

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

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully. There are several different units to support the students. Especially the academic advisor has an important role in guiding the students and they approach the advisory with all kinds of problems. The panel suggests making it more transparent which unit is responsible for which problem in order to support the student support units.

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

4.2 Programme management

The Faculty of Law has the duties to organising and managing academic education. In carrying out its duties, it has the function of implementing and developing academic and non-academic affairs within the faculty. The organisational structure of the faculty consists of:

1. Dean as the head of the faculty who is authorised and responsible for the implementation of education at the faculty;
2. Vice Dean, an element that carries out the duties of the Dean and is responsible for the achievement of performance in the Academic and Student; Planning, Resources and Alumni; and Partnerships, Research and Innovation;
3. Faculty Senate, consisting of the Chairman of the Senate, Secretary of the Senate, and Members of the Senate which is an element in carrying out the function of academic consideration and supervision at the faculty level;
4. QA-RIU, led by one Head of Quality Assurance Unit and assisted by one Secretary who has the task of planning, implementing, controlling and developing the academic quality assurance system of the Faculty and Study Programme in line with the internal quality assurance system of UNHAS, and is responsible for quality improvement in a planned and sustainable manner;

5. Department, led by one Head of Department and assisted by one Secretary, has the task of supporting the implementation of the academic activities of the faculty. There are eight Departments in the Law Study Programme, namely a) Basic Law Department; b) Criminal Law Department; c) Procedural Law Department; d) Civil Law Department; e) International Law Department; f) Constitutional Law Department; g) State Administrative Law Department; h) Community and Development Law Department;

6. Study Programme, led by one Head of Study Programme and has the task of organising education and learning activities that have a certain curriculum and learning methods in one type of academic education;

7. Laboratory, led by one Head of Laboratory and has the task of planning, implementing, and facilitating educational, research, and community service activities;

8. Administration division, as the executor of technical tasks and administrative functions within the faculty;

9. Sub-division, as the technical executor of the duties and functions of the administration division.

The LSP and SAL have functions to organise educational and learning activities based on the curriculum and learning methods developed in the programme. The LSP and SAL have duties to prepare lecture plans and/or schedules, propose recruiting academic staff and carry out tasks to assist the Dean. The LSP and SAL are led by one head of study programme, respectively. Each head of the study programme has duties and authority to foster student activities and encourage students to engage in academic, and/or sporting, and artistic activities to achieve better outcomes in terms of student achievement.

In education and learning activities, each head of the study programme
- compiles and updates self-evaluation results and forms,
- reports learning evaluation results to the Dean,
- conducts educational quality assurance,
- coordinates the completion of the Study Plan Card for students and provide consultation for students,
- carries out alumni tracer studies to determine the relevance of graduates to the curriculum to determining competency standards and the number of students admitted each year,
- is responsible for coordinating research and community service activities,
- coordinate all activities with the Dean.

Process organisation and administrative support for students and faculty
In supporting the implementation of education and learning activities, the LSP and the SAL are supported by 46 education staff. Supporting staff are assigned to the Administration Section, divided into three sub-sections: the Academic and Student Affairs Subdivision, the Resource Planning and Alumni Subdivision, and the Partnership, Research and Innovation Subdivision.

Table 23: Administrative Support for Faculty Members and Students

Technical Implementing Unit	Position		Sub Total
	Head	Staff	
Administration Division	1 person	3 Head of sub-division	4 persons
Subdivision of Academic and Student	1 person	16 persons	16 persons
Subdivision of Resource Planning and Alumni	1 person	25 persons	25 persons
Subdivision of Partnership, Research & Innovation	1 person	1 person	1 person
Total			46 persons

The educational background of the education staff at the Faculty of Law includes three Masters' degrees, 19 Bachelor's degrees. Employment status includes 25 civil servants and 21 non-civil servants. Education staff have attended several trainings to improve their capacity in administration conducted by the UNHAS, as follows:

Table 24: Academic Staff Trainings

No.	Trainings	Total
1.	Training on learning technology development	4 persons
2.	Education and training on state budget financial management	2 persons
3.	Training on occupational health and safety system inspections and audits	1 person
4.	Technical training for archives	1 person
5.	Treasury/expenditure assistant training	1 person

Supporting staff provide administrative services to both students and academic staff. Supporting staff are involved in various academic activities such as lecture, exam and correspondence that are administrative and operational. Supporting staff also organises logistics in lectures, from ensuring the availability of lecture rooms and academic staff rooms to the availability of technical equipment needed in lectures. Supporting staff will disseminate all information related to the learning process to students and academic staffs through the faculty website and social media (Instagram). The service helpdesk can also be contacted via telephone. In addition to improve the skill of supporting staff, UNHAS has prepared training for education personnel every year. The training includes information and technology training, financial training and occupational safety and health training.

Appraisal:

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

Faculty members and students are supported by the administration in the organisation of the study programme. Sufficient administrative staff is available. Decision-making processes, authority, and responsibilities are clearly defined. The opportunities of electronic service-support are used and supplement personal one-to-one counselling. UNHAS offers the administrative staff opportunities for continuous professional development.

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

4.3   Cooperation and partnerships

The Faculty of Law has conducted various collaborations in the academic field with other educational institutions, both nationally and internationally. This collaboration is intended to support and improve the quality of the LSP and the SAL. The form of cooperation between the

Faculty of Law and other educational institutions can be in the form of a Memorandum of Understanding (MoU) and/or Memorandum of Agreement (MoA) and/or Implementation Agreement (IA).

In terms of national partnership, the Faculty of Law has collaborated and further advanced cooperation with the Law Faculties of national universities including the University of Indonesia (2019), Faculty of Law, Tadulako University (2019-2022), Faculty of Sharia'ah and Islamic Law, State Islamic Institute (IAIN) Bone (2019-2024), Faculty of Social Sciences of Makassar State University (2020-2023), Faculty of Law of Universitas Brawijaya (2021-2022), Faculty of Law of Universitas Kristen Indonesia Paulus (2021-2026), IAIN Kendari (2021-2026), Faculty of Law of Universitas Balikpapan (2021-2024), College of Law (STIH) Manokwari (2021-2026), Faculty of Law Universitas Padjadjaran (2021-2023), Faculty of Law Universitas Cenderawasih (2021-2026), Faculty of Law Universitas Pembangunan Nasional "Veteran" East Java (2021-2026), Faculty of Law Universitas Padjadjaran (2022-2024), Faculty of Law Universitas Gadjah Mada (2022- 2025), Faculty of Law Khairun University (2022-2027), Faculty of Law Southeast Sulawesi University (2022-2027), Faculty of Law Sultan Agung Islamic University (2022-2027), Faculty of Law Trisakti University (2022-2027), Faculty of Social and Political Sciences West Sulawesi University (2022-2027); Faculty of Sharia and Islamic Law, Pare-Pare State Islamic Institute (2022-2027), Faculty of Law, Udayana University Bali (2023-2026), Faculty of Law, University of Bangka Belitung (2023-2026), Faculty of Law, Gorontalo State University (2023-2028), Faculty of Law, Musamus Merauke University (2023-2028).

The Faculty of Law also collaborates with foreign universities such as Joint Research and Visiting Professor with educational institutions in Malaysia, including Universiti Kebangsaan Malaysia (UKM) and Universitas Utara Malaysia (UUM). In cooperation activities with UKM, for example, Hasanuddin University and UKM produced research cooperation with two output themes, namely environmental law and migrant protection law. Both studies involved academic staffs and students. The Faculty of Law also collaborates with Universiti Utara Malaysia (UUM) in the form of joint research with the theme of anti-money laundering. This research collaboration provides a two-country approach in developing anti-corruption policies.

Moreover, the Faculty of Law also has cooperation with University of California (US), Berkeley (US) and Law Faculty at Vrije Universiteit Amsterdam (Netherlands) in the field of teaching and research. In 2022, the Faculty of Law also collaborated with Van Vollenhoven Institute at Leiden University (Netherlands) to foster and develop Socio Legal Approach-based learning and research as a follow-up to the Advanced Training of Trainers on Application of Socio Legal Approach (ATTRACT) Programme which was attended by our three academic staff.

Furthermore in 2023, the Faculty of Law and Monash University Law School established cooperation in the implementation of the Three Pillars of Higher Education through the signing of a Memorandum of Understanding. Through this collaboration, the Faculty of Law joined the Monash University Law Indonesian Alliance (MULIA Alliance) which consists of Monash University and seven faculties of law in Indonesia. Three forms of collaboration that are expected in the MULIA Alliance include the organisation of Collaborative Research Seminars, Increased capacity building for teaching staff in scientific writing in internationally reputable journals and Student involvement in academic activities organised by MULIA Alliance members.

<u>Cooperation with business enterprises and other organisations</u>

The Faculty of Law in carrying out its academic functions also collaborates with the business world and professional organisations, among others:

1. Azmi & Associate Malaysia (2019-present);
2. Legal and Human Rights Research and Development Agency of the Ministry of Law and Human Rights of the Republic of Indonesia (2022-2026);
3. Directorate General of Intellectual Property of the Ministry of Law and Human Rights of the Republic of Indonesia (2023-2026);
4. Secretariat General of the Judicial Commission of the Republic of Indonesia (2022-2025);
5. Directorate General of Religious Courts of the Supreme Court of the Republic of Indonesia (2022-2027);
6. Centre for Legal and Judicial Research and Development, Supreme Court of the Republic of Indonesia (2019-2024);
7. Education and Training Agency of the Attorney General's Office of the Republic of Indonesia (2019-2022);
8. Registrar and Secretariat General of the Constitutional Court (2019);
9. Directorate General of Immigration of the Ministry of Law and Human Rights (2021-2024);
10. Directorate General of Land Titling and Registration of the Ministry of Agrarian Affairs and Spatial Planning/National Land Agency (2022);
11. The Attorney General's Commission of the Republic of Indonesia (2023-2026);
12. Financial Services Sector Alternative Dispute Resolution Institution (LAPS-SJK) (2022-2027);
13. Makassar City Government (2020-2023);
14. Makassar City Regional House of Representatives (2021-2024);
15. Regional House of Representatives of South Sulawesi Province (2022-2027);
16. South Sulawesi High Prosecutor's Office (2023-2026);
17. Makassar District Attorney (2021-2024);
18. Makassar District Court (2021-2026);
19. Makassar State Administrative Court (2022-2023);
20. Makassar Correctional Centre Class 1 (2019-2023);
21. Regional Government of Maros Regency (2022-2027);
22. Special Development Institute for Children (LPKA) Class II Maros (2022-2024);
23. Local Government of Gowa Regency (2023-2027);
24. Local Government of North Luwu Regency (2022-2027); 57
25. Regional Government of East Luwu Regency (2022-2027). The Law Faculty and Regional Government of East Luwu Regency in collaboration with PT Vale Indonesia Tbk in 2022 have conducted international seminar on the topic of Business and Human Rights: Mining in Indonesia;
26. Ombudsman of Makassar City (2020-2025);
27. Makassar City Resort Police (2021-2026);
28. Office of Women's Empowerment, Child Protection, Population control and family planning (DP3ADALDUKKB) of South Sulawesi Province (2021-2026);
29. Makassar Legal Aid Institute (2021-2026);
30. Legal Aid Institute of the Indonesian Women's Association for Justice (LBH APIK) South Sulawesi (2021-2026);
31. Makassar City Office of Women's Empowerment and Child Protection (DP3A) (2021-2026);

32. Indonesian Advocates Association (PERADI) (2022-2025);
33. Indonesian Advocates Association (AAI) Makassar City (2020-2025);
34. Indonesian Advocates Association-Officium Nobile (AAI-ON) (2023-2026);
35. Branch Leadership Council of the Indonesian Advocates Association (DPC PERADI) Makassar (2021-2026);
36. Faizal Hafied & Partners Law School (FHP Law School) (2022-2027);
37. Indonesian Advocates Association-Suara Advokat Indonesia (PERADI-SAI);
38. Indonesian National Arbitration Board (BANI) (2023-2028);
39. Indonesian Curators & Administrators Association (AKPI) (2023-2028);
40. Education and Training Centre of the Central Bureau of Statistics (2021-2023);
41. Independent Monitoring Institute for Procurement of Goods/Services (LPI PJB) Makassar City (2020-2024);
42. Indonesian Youth National Committee (KNPI) South Sulawesi (2020-2025);
43. South Sulawesi Regional Board of the Indonesian Notary Association (INI) (2023-2028); 44. Indonesian Teachers Association (IGI) South Sulawesi Region (2020-2025);
44. PT HAKA Sarana Investama (2020-2025);
45. PT Inclusive Finance Group (DANACITA) (2021-present).

The form of cooperation between the Faculty of Law and private sectors is also in the form of a Memorandum of Understanding (MoU) and/or Memorandum of Agreement (MoA) and/or Implementation Agreement (IA). The cooperation with the business world and professional organisations includes legal consultations, research, trainings and practical units.

Appraisal:

The scope and nature of cooperation with HEI, other academic institutions and networks, as well as business enterprises and other institutions (such as ministries and other governmental institutions) relevant for the programme are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students' qualification and skills. The cooperations also include international cooperations (e.g., with universities in the Netherlands and Malaysia). In order to increase the internationalisation of the study programmes, the panel **recommends** enhancing these cooperations. For the cooperation with business enterprises, the panel **recommends** striving for more international cooperations to foster internationalisation of the study programmes.

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

4.4 Facilities and equipment

The Faculty of Law has seven permanent buildings located at Hasanuddin University in Makassar. The main building consists of Building A to Building E plus one Library building. Building A has two floors; the first floor serves as the Hasanuddin Law Review journal room, lounge and professor room and five classrooms. Meanwhile, the second floor of Building A serves as a room for eight Departments and Prof. Manggau Hall. Building B has three floors that serve as Classrooms totalling 15 rooms. Building C and D have two floors the first floor for the Computer Laboratory, the office of the Legal Counselling and Assistance Unit, the Moot Courtroom and the Academic Staff Room. Meanwhile, the second floor of Building C and Building D functions as Baharuddin Lopa Hall, Harifin Tumpa Moot Court Room and the Video Conference Room. Building E has three floors. The first-floor functions as the entrance hall, the office for the Administration Division, Quality Assurance, and Reputation Enhancement Unit, the head of SAL, the head of the master programme, the head of the doctoral programme, and the head of Notary Programme. Meanwhile, the second floor of Building E serves as the office of the Dean and the Vice Dean, two classrooms, two exam rooms, the Senate Conference Room.

The Faculty of Law also has a reading room which has three floors located on the east side of the faculty building, which has been used since 2016. All lecture buildings are connected, making it easy for access. People with disabilities can also access the classroom, where a ramp is available for wheelchairs. For people with disabilities, there are special toilets and elevators to reach the 2nd and 3rd floors of the building. The LSP and the SAL can use these facilities and infrastructure together. In the classrooms, an LCD Projector and Whiteboard are available, as well as air-conditioning.

Another infrastructure is the availability of seminar rooms for proposal seminars, research results and final exams. The Faculty of Law also provide sports infrastructure and facilities. Especially in the Faculty area, sports facilities are available in futsal, tennis, basketball, table tennis and wall climbing. The faculty also has a green open area.

In addition, Wi-Fi access is available throughout the faculty area with a speed of 100 Mbps that can be accessed by academic staff, education staff and students via laptops or other mobile devices. This Wi-Fi access can also be used outside office hours where each academic staff, education staff and students have their own username and password. For lecture needs, the SIKOLA application is available for online learning media and NEOSIA as an online academic portal to monitor classes and online SSP, manage grades and provide online educational guidance. The SIKOLA and NEOSIA applications have been integrated into the university e-learning application.

Each academic staff and student have an account, and education staff who act as admins have an account to access the LIS application. This application contains various information needed to support learning activities. For academic staff, LIS application includes information on teaching schedules, the number of courses, monitoring class, the number of students supervised, seminar schedules and student final exams, as well as an approval of seminar schedules carried out by checking the approval column in this LIS. This LIS also makes it easy for academic staff to access student proposal/final assignment manuscripts by uploading the proposal/final assignment manuscript through their respective LIS accounts.

LIS is used to facilitate academic staff and students in academic management. In addition, students' final assignments ranging from proposal seminars to final exams, are assessed by academic staff through their respective LIS accounts. The final results of the assessment are then entered into NEOSIA. LIS and NEOSIA differ because LIS is related to all learning administration processes and is internal to the Faculty of Law. Meanwhile, NEOSIA handles all administrative functions related to courses, such as student grades, academic guidance and filling out SSP. These IT facilities greatly support all academic staff, education staff and students in terms of academic management at the Faculty of Law, especially in the LSP and the SAL.

The Faculty of Law has a computer room located on the 1st floor where 20 desktop computers are available for students to access the internet or other lecture needs that can be used during office hours. The Faculty of Law provides consultation rooms to make it easier for students to meet and consult with academic staff outside lecture hours.

Table 25: Facilities at Faculty of Law

No.	Facility Name	Quantity	Capacity	Function
1.	Classroom	23	50 person per room	Study Room
2.	Hall	2	150 person per room	Study Room
3.	Meeting Room	2	75 persons	Room for meeting/training/workshop
4.	Laboratory	1	15 persons	Legal Practicum
5.	Video Conference Room	1	40-45 persons	Online Learning/Seminars/Lectures
6.	Lounge and Professor's Room	1	1 common room & 16 booths	Consultation Room
7.	Exam/Seminar Room	4	20 persons	Master & Doctoral Student Exams or Seminars
8.	Doctoral Promotion Room	1	150 persons	Doctoral Promotion
9.	Senate Conference Room	1	80 persons	Meeting Room
10.	Accreditation Room	1	15 persons	Preparation for accreditation of all study programs and storage of accreditation documents
11.	Quality Assurance Room	1	10 persons	Preparation of materials for quality assurance purposes
12.	Dean's Office	1	10-15 persons	Office of the Dean
13.	Vice Dean Office	3	10 persons	Vice Dean's Office
14.	Dean's Staff Room (1)	1	1-2 persons	Dean's staff office
15.	Dean's Staff Room (2)	1	1 person	Dean's staff office
16.	Administration Room	1	20 persons	Room for Education Staff
17.	1st Floor Moot Court Room	1	50 persons	Court Simulation
18.	2nd Floor Harifin Tumpa Moot Court Room	1	50 persons	Court Simulation
19.	Reading Room	1	20-30 personss	Place to read and conduct library research
20.	Dharma Wanita Room	1	5 persons	Social Gathering
21.	Archive Room	1	10 persons	Archive Storage
22.	1st Floor academic staff Room	1	40 persons	Consultation and discussion room
23.	Department Room	8	20 persons per room	Offices for each Department's resources and Exam Rooms
24.	Room of the Head of Master of Law Program	1	10 persons	Office of the Head of Study Program
25.	Room of the Head of the Doctor of Law Program	1	5 persons	Office of the Head of Study Program
26.	Room of the Head of the Master of Notary Program	1	15-20 persons	Office of the Head of Study Program
27.	Prosecutor's Study Centre Room	1	20 persons	Room for prosecutor's study and research
28.	Mosque	1	150 persons	Place of Worship
29.	Sport Centre	1	50-100 persons	A place for sports activities, especially tennis courts, basketball, and futsal.

Access to literature

Student literature can be accessed on-site at the Faculty Reading Room or at the University Central Library. These Reading Rooms house several physical and digital scholarly works that students can access. To facilitate students, the University Central Library provides a Central Library Portal, accessed via the website[29]. The Faculty of Law Reading Room and the University Central Library are open every Monday to Friday with service operating hours from 07:30 until 17:00. The following sources of legal literature are available at the University Central Library and the Faculty Reading Room:

Table 26: Literature in the University Central Library

Classification	Quantity	
	Title	Examplar
General	35.742	81.965
Philosophy & Psychology	8.236	13.064
Religion	8.501	16.330
Social Sciences *)	36.602	77.203
Language	5.832	13.883
Mathematics and Natural Sciences	45.852	15.050
Technology	52.976	126.774
Art & Architecture	4.703	10.716
Humanities	9.289	22.620
Geography and History	39.921	96.886
Electronic Book	265.327	265.327
Electronic Journal	15.804	15.804
Magazine	2.214	6.437
Journal	1.567	3.970
Newspaper	21	37.720
Unhasiana Collection	1.019	1.051
Fiction	30	30
Scholarly Work, final project, final project	122.290	122.290

*) Legal Literature totalling 4180 titles and 6.203 copies.

Table 27: Literature in the Faculty of Law's Reading Room

Types of Literature	Reading Room
Reference Books	17.540
Textbook	1.758
Journal	818
Magazine	297
Research Reports	140
Proceedings	35
Digital Collection	11
Scientific Paper	8
Fiction	4

Students can access ebooks and e-journals through various database providers, such as Proquest, JSTOR, Infotrac and Ebscohost.

Table 28: Journals and database subscriptions

	Database/ Journal
1.	Wiley Online Library
2.	Science direct
3.	JSTOR
4.	IEEE Xplore Digital Library
5.	EmeraldInsight
6.	e-Book Cambridge

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[29] see: https://library.unhas.ac.id/ (last access July 31, 2024)

7.	e-Book WSPC
8.	Science Direct
9.	Springer Link
10.	ProQuest
11.	Infotrac
12.	Ebscohost

Appraisal:

The procedure was conducted as an online conference. To show the facilities, the panel was provided with video and photo material of the facilities, as well as documentation. Therefore, the panel come to the conclusion that the quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programme, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet via wireless LAN is provided free of charge. A sufficient number of group rooms is available. Moreover, the panel learnt that UNHAS is planning a new building to extend the facilities available for the programmes and solve any technical issues.

Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured. The literature expressly required for the study programme is available in the library and kept up to date. With regard to further internationalisation of the programmes, however, the panel **strongly recommends** having more international journal subscriptions and more English books to also meet the requirements under an international aspect (see chapter 3.4). At the moment, the supporting books for further internationalisation are not available. Furthermore, the opening hours of the library could be extended.

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

4.5 Additional services

The University has a Directorate of Alumni and Career Preparation[30]. The LSP and the SAL encourage students to learn about career planning after graduation. At faculty level, career preparation activities are coordinated by the Vice Dean for Academic and Student Affairs and the Vice Dean for Planning, Resources, and Alumni. University also hold UNHAS Career Expo since 2018. The UNHAS Career Expo is a recruiting event in which employers and recruiters meet with students as potential employees and where job seekers find more about job openings at potential employers.

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[30] see: https://cdc.unhas.ac.id/en (last access July 26, 2024)

<u>Alumni activities</u>

At University level, alumni activities include UNHAS' Greetings, *Tudang Sipulung* (The Communication Group and Sharing) and activities organised by the University Alumni Family Association at University level such as social and sports activities to scientific meetings. At faculty level, alumni of the LSP and the SAL are affiliated with the Faculty of Law Alumni Association and the UNHAS Alumni Association. The Faculty of Law Alumni Association and the UNHAS Alumni Association is an integral part of the UNHAS Alumni Association. Information about Alumni can be found on the website[31]. Many activities have been carried out by the Faculty of Law Alumni Association, including being a speaker at the welcoming activities of new students and the Faculty Anniversary activities each year.

In addition, alumni have contributed to the construction and improvement of learning facilities and infrastructure, such as the renovation of Lecture Rooms, LCD assistance, literature book assistance, renovation of the Baitul Hakiem Mosque, Construction of the Faculty Reading Room Building, renovation of the Faculty Main Hall Room and establishing an Alumni Endowment Fund for future development purposes. Alumni are also constantly involved in curriculum development activities where alumni are invited to Curriculum Workshop activities carried out by each study programme, including the LSP and the SAL. In the workshop, each study programme and alumni discussed the matters that need to be integrated, especially the practical skills required in professional work.

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability (including counselling and career fairs). UNHAS provides sufficient resources and staff.

An alumni organisation has been set up with the aim of developing an alumni network. Alumni of both programmes are invited to class, provide input for the further development of the study programmes, as well as provide scholarships and additional support.

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

4.6 Financing of the study programme (Asterisk Criterion)

Sources of income for the LSP and the SAL come from student tuition, the state budget - for civil servant salary needs, funding assistance for legal entity state - non-salary operating costs, and funds sourced from cooperation with partners. Financial planning for the LSP and the SAL is carried out by the Deputy Dean for Planning, Resources and Alumni as outlined in the Annual Work Plans and Budget to be submitted to the Rector through the Deputy for Planning,

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[31] see: https://alumni.unhas.ac.id (last access July 31, 2024)

Development and Finance to be approved by the UNHAS Board of Trustees. Planning is based on proposals from each department and study programme within the Faculty of Law by work plans and activities by taking into account the vision and mission of the department and study programme.

The stakeholders involved in preparing the Annual Work Plans and Budget are the Dean, Vice Deans, Heads and secretaries of departments, the Heads of study programmes, the Head of administration division and the heads of respective sub-divisions and treasurers. Financial management by the Faculty of Law is integrated with the UNHAS Financial System known as SIMKEU. The budget implementation process is carried out in several stages: first is activity implementation, second is activity reporting and the last is payment. The budget implementation process is carried out through the expenditure treasurer at the Faculty of Law according to the mechanism set by the Rector. Meanwhile, revenue is carried out centrally in one account belonging to the Rector of UNHAS. The financial planning and budget implementation model ensures the continuity and quality of educational services organised by universities, faculties and each study programme.

Appraisal:

Hasanuddin University is a state University with state funding and tuition fees. Both study programmes are at the prestigious Faculty of Law and have high application rates. The income related to the programmes ensure that each cohort of students starting within the accreditation period can complete the study programme.

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

5.   Quality assurance and documentation

At University level, the quality assurance system refers to the Ministerial Regulation of Education and Culture Number 3 Year 2020 concerning National Higher Education Standards. At UNHAS, IQAED manages the academic quality assurance system based on Rector Regulation Number 12/UN4.1/2022 concerning the Organisation and Management of Work Procedures at Hasanuddin University. To fulfil its duties and functions, IQAED is under and directly responsible to the Rector and coordinates with the Vice Rector of Academic and Student Affairs and University Secretary. Structurally, the quality assurance of the study programme is carried out through the implementation of various regulations by the University and faculty. To ensure the quality of implementation and achievement of each programme, the University, faculty and study programmes regularly monitor and evaluate. The quality assurance mechanism for the LSP and SAL are as follows:

1. At University level, quality assurance is managed by the IQAED.
2. At faculty level, quality assurance is managed by the QA-RIU.
3. At study programme level, quality assurance is managed by the study programme Quality Assurance Unit (SP-QAU), both for the LSP and SAL.

At faculty level, QA-RIU controls quality assurance in each study programme, including the LSP and SAL. QA-RIU consists of a Head and Secretary who are directly responsible to the Dean. The duties and functions of the QA-RIU are
- drafting policies regarding academic quality and reputation,
- drafting and enhancing academic quality standards,
- planning and implementing strategic programmes to enhance the reputation and ranking of the faculty,
- strengthening the cooperation with national and international ranking institutions,
- implementing the academic quality standards,
- drafting academic quality and reputation manuals,
- developing system for monitoring and evaluation of academic quality and reputation,
- improving study programme reputation and ranking at national and international level,
- monitoring and evaluating academic quality assurance and reputation activities,
- submitting the written report results of monitoring and evaluation and recommendation to the Dean,
- analysing the follow-up of monitoring and evaluation,
- providing recommendations for improvements to achieve faculty and study programme targets, and implementing other duties given by the Dean.

Furthermore, to assist in implementing the QA-RIU function, the Quality Assurance Unit was formed in the LSP and SAL (SPQAU), which the Dean appointed. SP-QAU is a support unit formed by the faculty to assist the Head of the study programme in terms of standard control and quality assurance of the study programme. SP-QAU comprises one academic staff responsible to the Dean and coordinates with the Head of study programme and QA-RIU Faculty of Law.

Quality documents for each study programme within the scope of the Faculty of Law, including the LSP and SAL, refer to documents stipulated by UNHAS. QA-RIU uses the Initiation, Implementation, Evaluation, Control and Continuous Improvement Cycle to guide the

implementation of the internal quality assurance system. The IQAU System within the scope of the Faculty of Law is implemented based on the cycle of Stipulation, Implementation, Evaluation, Control and Continuous Improvement, which has been implemented according to the University standard.

The description of the cycle is described as follows:

1. Stipulation of learning quality standards refers to the 116 standards set by UNHAS, which have been adapted to NHES. Stipulation of quality standards set by the University is carried out by the study programmes based on the evaluation results and follow-up recommendations by QARIU in the previous semester.
2. Implementation of academic and non-academic standards is conducted by the Dean, and Vice Deans, including the Head of the LSP and Head of the SAL. Dean, Vice Deans and Head of study programmes are responsible for the implementation of academic and non-academic programmes based on Main Performance Indicators and Independent Performance Indicators in the Faculty Strategic Plan, which have been adjusted to the University Strategic Plan as a form of achieving the Key Performance Indicators target set by the Ministry of Education and Culture.
3. Evaluation of the achievement of each standard within the faculty's internal scope is conducted by the QA-RIU every semester. Evaluation for the weight of supervising lectures and the student study period is carried out based on the monitoring results, monitoring of attendance list of academic staff and students, monitoring the availability of course module and teaching materials for all courses. The result of monitoring and evaluation conducted by the QA-RIU the submitted to the Dean and Head of Study Programmes.
4. Control of academic and non-academic standards in the study programmes is carried out based on the monitoring and evaluation results conducted by QA-RIU. These recommendations were then followed up by the Study Programme Management Unit and the Head of the study programme to improve standards.
5. Continuous Quality Improvement for the academic and non-academic standards is carried out based on the results of the meeting led by the Dean and attended by all Vice Deans, Head of QA-RIU, Head of Departments, Head of study programmes and other elements within the scope of the Faculty of Law. Furthermore, the results of standard improvement are used as a basis for setting standard achievement targets in the following year based on the Determination, Implementation, Evaluation, Control, and Improvement cycle.

Internal Quality Audits by IQAED is conducted once a year by an Internal Auditor assigned by IQAED. Evaluation reports of the study programme's internal quality assurance system are submitted periodically. After the study programme submits a self-evaluation report, IQAED conducts a field assessment by assigning two auditors to check the with the documentary evidence of the 116 quality standards that have been set.

In addition to the Internal Quality Audit, an audit related to work procedure standards at the faculty is also conducted based on the ISO 9001: 2015 instrument. ISO internal audits are carried out periodically every semester by Internal Auditors assigned by the Rector in each faculty. IQAED and QA-RIU monitor and evaluate the study programme's internal quality assurance with reference to the NHES established by the Ministry of Education and Culture and other relevant regulations.

The assessment includes following eleven criteria:
1. Vision, Mission, Goals and Targets
2. Graduate Competency, Research Results and Community Service Results
3. Learning Content, Research and Community Service
4. Process of Learning, Research and Community Service
5. Assessment of Learning, Research and Community Service
6. Academic Staff, Supporting Staff, Researchers, and Community Service Implementers.
7. Standards for Learning Infrastructure, research and community service
8. Standards for the management of learning, research and community service and cooperation
9. Standards for financing learning, research, and community service
10. Student standards
11. Partnership standard

In general, reports and follow-up plans on the evaluation results of internal quality audit forms for the Bachelor Programmes of the Faculty of Law are reported in writing by the QA-RIU Faculty of Law to the Dean and uploaded on the information system. The results of the implementation of the Audit of the Internal Quality Assurance System in each study programme are reported by QARIU to the Dean to make recommendations for making improvements and follow-up in the form of policies.

Evaluation by students
The monitoring and evaluation of lectures in the LSP and SAL are carried out at the end of each semester. Students fill out the ASES online on the website.[32] This is intended to assess academic staff performance during the lecture process and monitoring the appropriateness of the course credit load in the learning process. Assessment of the suitability of the credit load with the learning process is carried out concerning the Regulation of Minister of Education and Culture concerning National Standards for Higher Education.

Furthermore, every year the faculty of law conducts survey of satisfaction regarding services filled out by the students. Thus, the results of ASES and Students Satisfaction Survey for LSP and SAL were analysed and evaluated by QA-RIU. The evaluation results become a report on the lecture process activities in the Semester, which are then reported to the Dean. The conclusions of the ASES results can be accessed by all students based on the study programme on LIS Website and Students Satisfaction Survey on the faculty website.

The ASES show the fulfilment of the learning assessment indicators from the availability of course modules, the punctuality of lectures, the fulfilment of the course credit load, learning methods and respectfulness to students.

Evaluation by faculty
The faculty generally evaluates the implementation of study programmes through the QA-RIU. The evaluation was conducted by the survey on satisfactory of staff of the study programme and a survey on the Academic Staff Survey on the Teaching and Learning Process on the NEOSIA application. At the end of each semester, before the academic staff inputs grades into the NEOSIA system, the academic staff is required to fill out a survey in advance related to the implementation of the teaching and learning process in that semester. The results of Staff

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[32] see: http://lis.unhas.ac.id/ (last access July 26, 2024)

Satisfaction Survey and results Academic Staff Survey on Teaching and Learning Process of completing the questionnaire were then analysed and reported to the Dean and Head of study programme as material for making improvements in order to improve the quality of learning in each study programme.

In addition, another part that is measured and evaluated by the faculty through QA-RIU is ILOs achievement in each course. Measurement of ILOs achievement for each subject is carried out through a Learning Portfolio Instrument which made by the course coordinator. Currently, there are only a few courses that provide learning portfolios. However, in the future the faculty has procured portfolio applications for all study programmes within the Faculty of Law to measure the ILOs for each course in each study programme. The Portfolio Application is filled in by the course coordinator for all courses in each study programmes within the Faculty of Law. Filling in the portfolio application will result in a portfolio of learning activities for all courses. Owning learning portfolio will make it easier for QA-RIU and study programmes to evaluate the implementation of learning for each subject.

Evaluation by the faculty is also carried out on the study programme curriculum under the coordination of the Vice Dean for Academic and Student and QA-RIU. Based on the Regulation of the Minister of Education and Culture concerning National Standards for Higher Education, the curriculum of study programmes within the scope of the Faculty of Law is evaluated periodically at least once in four years. However, the curriculum can be evaluated if some situations or circumstances cause the curriculum to be evaluated more quickly, for example, when there is a policy change. For example, the LSP and SAL conducted a curriculum evaluation in 2022 and approved in 2022 for implementation in the 2023/2024 Academic Year.

External evaluation
The level of measurement is carried out on all stakeholders consisting of the satisfaction of the academic community and external related parties. The external parties are alumni, employers and third parties. Measurement of external parties is carried out routinely every year under the coordination of the Vice Dean for Planning, Resources and Alumni and QA-RIU.

1. Alumni survey through the website[33] has been effectively carried out since 2017. Some of the things that were asked of alumni to fill out the questionnaire in the tracer study were related to the time required by alumni to get a job after graduation, companies or institutions where alumni work, the relations between fields of study and alumni work, alumni competencies, alumni competencies and jobs related, as well as information regarding the continuation of alumni studies.

2. Every year a survey of employers is also conducted to measure the satisfaction of employers to study programme alumni. The employers consist of governmental institutions, law enforcement agencies, universities or higher education institutions, legal aid institutions and state-owned enterprises. The results of employer's satisfaction survey were analysed by the QA-RIU then submitted to the Dean. Thus, the Dean will follow up in the form of policy for the development of the Faculty of Law. More input from employers were obtained when study programmes conducted curriculum evaluation workshops. Several things were asked to the employers, for example, regarding competencies and skills that alumni should have. Questions were also made

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[33] see: https://tracerstudy.unhas.ac.id/ (last access July 26, 2024)

regarding the integrity of alumni, expertise based on the fields of knowledge of alumni, breadth of alumni insights, leadership and teamwork, foreign language skills, communication, use of technology, and self-development. The inputs during the evaluation curriculum meeting were analysed by the study programme and report it to the QA-RIU and Faculty Leaders in the form of proceeding. Thus, the reports will be followed up by the Dean in the form of policy to improve the quality of the study programme.

3. Every year, the Faculty of Law conducts a survey of satisfactory for the third parties and partnerships with whom there are agreements The results of the third parties' satisfaction survey were analysed by the QA-RIU then submitted to the Dean. Thus, the Dean will follow up in the form of policy for the development of the Faculty of Law UNHAS. The results of the survey can be accessed on the faculty of law website[34].

Programme description
All information regarding the LSP and SAL can be accessed through the faculty website. Besides that, information about the LSP and SAL also can be accessed through social media. UNHAS Open Day is also one of the ways to disseminate information regarding the faculty of law. The information available on the website is open to the public. Furthermore, the websites are available both in Bahasa and English. The information available on the website includes graduate profiles, the intended learning outcomes and curriculum. The document page on the websites contains documents that can be published, including survey documents, studio reports, academic handbooks, examples of student evaluations, samples of academic staff and supporting staff assessment forms, examples of assessment guidelines; examples of internship rubrics and final project writing; sample exam questions; final project exam formulas and assessment rubrics; community service handbook and final project writing guidelines.

Information on activities during the academic year
Information regarding the activities of the LSP and SAL, apart from being accessible via the official faculty of law website and social media, the information also can be accessed through the UNHAS TV Channel, UNHAS Radio (EBS Radio) and advertisement video shown in the main lobby at the faculty of law. In addition, anything related to the study programme activities are also conveyed at every first lecture. Furthermore, at every end of the year, during the faculty coordination meeting, the head of study programme submits a report about the achievement of the study programme implementation to the Dean.

Appraisal:

The panel received insights into the quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programmes with respect to its contents, processes, and outcomes. It takes into account the evaluation results and the analysis on success rate and graduate employment as well as the profile of the student population.

However, the panel indicated that the assessment of students' actual workload is not systematically analysed and evaluated. There is no student survey in the course evaluation forms, which includes a question regarding the workload for each course. A question to

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[34] see: https://lawfaculty.unhas.ac.id/pages-en-75-informasi-berkala.html (last access July 26, 2024)

quantify the actual workload of students (actual hours students spend on each course for preparation/ self-study time, teaching time and examination) is missing in the course evaluations, which would enable the University to analyse the workload and take appropriate measures (e.g., redistribution of course contents, in case the workload is too high in one course and too low in another course). The evaluation of the actual student workload should determine the scope and distribution of the student workload and examine whether the empirically determined student workload corresponds to the credit points allocated for the course.

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

- The University implements a student workload evaluation system for each course which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures.

Faculty members and students participate in the planning and assessing the quality assurance and development procedures. Responsibilities are defined.

Evaluation by the students, quality control by faculty and external evaluation is carried out on a regular basis and in accordance with a prescribed procedure. The outcomes are communicated and provide input for the quality development process. However, the panel **recommends** improving the follow-up on the feedback results.

The study programmes' contents, curricula and examination schemes have been suitably documented and published (e.g. course plan and exam regulations).

Hasanuddin University regularly publishes current news and information about the study programme.

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

Quality profile

HEI: Hasanuddin University, Indonesia

Bachelor programme: Bachelor of Law (LSP),
Bachelor of State Administrative Law (SAL)

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

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

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