

Accreditation Report

The University of Bengkulu, Republic of Indonesia

**Bachelor/Magister in Public Administration, Bachelor/Magister in Social Welfare,
Bachelor/Magister in Communication, Bachelor in Journalism, Bachelor in Sociology,
Bachelor in Library and Information Science**

I Procedure

Date of contract: 31 March 2022

Date of the submission of self-assessment report: 11 July 2022

Date of site visit: 21-23 November 2022

Attendance by ACQUIN office: Yuliya Balakshiy, Dr. Hanna Schösler

Accreditation decision: 09. February 2024

Peer review experts:

- **Prof. Dr. Susanne Fengler**, Technical University Dortmund
- **Prof. Dr. Stefan Handke**, University of Applied Sciences Dresden
- **Prof. Dr. Carola Richter**, Freie Universität Berlin
- **Prof. PhDr. Jaroslav Šušol, PhD.**, Comenius University Bratislava
- **Professor Ali Qadir**, Tampere University
- **Armin Maus**, Autostadt GmbH
- **Cleo Matthies**, IUBH

The **Assessment Report** of the peer-review experts is **based on** the self-assessment report of the Higher Education Institution (HEI) and extensive discussions with the HEI management, deans and/or heads of the departments, heads of study programme(s), lecturers, staff representatives, students, and alumni.

The basis of the **Assessment Criteria** is part 1 of the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG) in the current official version. For PhD study programmes the Salzburg Recommendations are considered additionally. At the same time the national context, particularly the national regulations regarding the establishment of study programmes, are taken into account.

Content

I	Procedure	1
II	Introduction	5
1	The Higher Education System in Indonesia.....	6
1.1	Historical development	6
1.2	Contemporary situation	7
1.3	Accreditation System in Indonesia	9
2	Short profile of HEI	11
2.1	The University of Bengkulu.....	11
2.2	Faculty of Social and Political Sciences	11
3	General information on the study programme(s).....	13
III	Implementation and assessment of the criteria.....	22
1	ESG Standard 1.1: Policy for quality assurance.....	22
1.1	Status	22
1.2	Assessment.....	24
1.3	Conclusion.....	26
2	ESG Standard 1.2: Design and approval of programmes	27
2.1	Status	27
2.2	Assessment.....	40
2.3	Conclusion.....	46
3	ESG Standard 1.3: Student-centred learning, teaching, and assessment	46
3.1	Status	46
3.2	Assessment.....	50
3.3	Conclusion.....	50
4	ESG Standard 1.4: Student admission, progression, recognition, and certification	51
4.1	Status	51
4.2	Assessment.....	53
4.3	Conclusion.....	54
5	ESG Standard 1.5: Teaching staff	55
5.1	Status	55
5.2	Assessment.....	57
5.3	Conclusion.....	59
6	ESG Standard 1.6: Learning resources and student support	60
6.1	Status	60
6.2	Assessment.....	64
6.3	Conclusion.....	66
7	ESG Standard 1.7: Information management.....	67
7.1	Status	67
7.2	Assessment.....	69
7.3	Conclusion.....	69
8	ESG Standard 1.8: Public information	71
8.1	Status	71

8.2	Assessment.....	71
8.3	Conclusion.....	72
9	ESG Standard 1.9: On-going monitoring and periodic review of programmes.....	73
9.1	Status	73
9.2	Assessment.....	74
9.3	Conclusion.....	75
10	ESG Standard 1.10: Cyclical external quality assurance	76
10.1	Status	76
10.2	Assessment.....	76
10.3	Conclusion.....	77
IV	Recommendation to the Accreditation Commission of ACQUIN	78
1	Assessment of compliance the Standards and Guidelines in the Higher European Area (ESG) in the actual official version	78
2	Accreditation Recommendation.....	78
V	Decisions of the Accreditation Commission of ACQUIN	81

II Introduction

The experts would like to thank the representatives of the HEI as well as students that they have taken part in the discussions and willingly shared information and their views during the site visit. The discussions are valuable not only for the assessment of the institution, but also for a better understanding of the legal and sociocultural context of the local higher education system.

Evaluation basis for the peer-review experts is the self-assessment report of the HEI as well as intensive discussions during the site visit with the HEI management, deans and/or heads of the departments, heads of the study programmes, study programme coordinators, teachers, lecturers, administrative staff, students, and graduates.

Main objective of the accreditation procedure is to assess the quality of the study programmes and compliance with the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG). The ESG standards are applied as main assessment criteria in the international accreditation procedure. In addition, the respective country-specific criteria and standards are considered.

A group of experts was set up, which ensured that all areas relevant to the accreditation procedure (e.g., legal, structural, social etc. aspects) as well as the ESG, the Salzburg Recommendations, and national criteria were considered. The peer-review experts include professors, representatives of the professional practice and the student representative. A certificate with the ACQUIN seal is awarded upon accreditation of the study programmes.

1 The Higher Education System in Indonesia

1.1 Historical development

The modern Indonesian Higher Education System evolved from the colonial education system of the Dutch East Indies. The need for professionally trained personnel who could be used in the administration led to the establishment of a number of higher education institutions (HEIs) in the late 19th century and the first decades of the 20th century, and to the establishment of a number of colleges mainly on the island Java with the largest population. The institutions primarily provided practical vocational education in the fields of Medicine (Medical College in Batavia, 1902), Engineering (Technical College in Bandung, 1920), Agriculture (Bogor Agricultural College) and Law (Jakarta Law College, 1924) and were less research oriented. These education institutions predominantly benefited a small number of European and, to a lesser extent, native indigenous elites – in 1930, only a little over 100 indigenous students were enrolled in the country's universities, where teaching was conducted in Dutch.

After Indonesia's declaration of independence in 1945, the education system underwent a massive expansion, reflecting the increased value of education for the young nation. Numerous foundations of universities like the Universitas Gadjah Mada in Yogyakarta (1949) and the Universitas Indonesia in Jakarta (1950, which emerged from earlier institutions) date from this period. A particularly important role with regard to the diversification of the higher education system was played by the higher education legislation of the early 1960s. The Higher Education Act No. 22 of 1961 stipulated that every province in Indonesia had to have at least one state university, which led to the establishment of 23 new higher education institutions.

In addition, the law established comparable structures at the universities, the “Tri Dharma” (three pillars) of higher education (teaching, research, and service to the community service), which are still valid today. Private universities were recognized as equal to public HEIs, which led to a significant expansion of the private sector.

While particularly the primary and secondary education sector experienced significant growth in the first decades after independence, the development of the tertiary education sector was much slower. Favoured by strong economic growth and – associated with it – an increasing demand for a well-educated labour force as well as an expanding middle class changed this situation from the mid-1970s onwards: While 260,000 students were enrolled at Indonesian universities in 1975, the numbers increased by more than one million each decade. In the mid to late 1970s, the structure of the study programmes was standardised along the lines of the Anglo-American system with bachelor's, master's and PhD degrees, a credit point system, and the division into fully academic and vocational study programmes were introduced.

Today, vocational training in Germany is regarded as a model for the development and expansion of vocational training structures in Indonesia's TVET sector (Technical and Vocational

Education). The new dual study programmes are attracting great interest in Indonesia. Germany enjoys an extremely positive reputation here as a country of engineers, not least due to the popularity of the former President of the Republic of Indonesia, Dr. Bacharuddin Jusuf Habib. Bacharuddin Jusuf Habibie studied aerospace engineering at RWTH Aachen.

1.2 Contemporary situation

With currently 4,593 private and public institutions in tertiary education, Indonesia has one of the largest and most divergent higher education systems in the world (Pendidikan Tinggi 2020 statistics, p. 8, as of December 2020). 633 of these higher education institutions are considered universities (universitas). Since the state-run HEIs cannot meet the demand for primary, secondary, and tertiary education, there is a very broad market for private providers. Of the 4,593 HEIs, 122 are public, state-funded institutions and 3,044 are private. In addition, there are 187 state-owned higher education institutions (e.g. military and administrative colleges) and 1,240 religious colleges. These are not only higher education institutions for the training of religious functionaries, but also – religiously based – institutions with a variety of faculties and a wide range of courses of study and training. Thus, less than 10 per cent of all tertiary education institutions are state-run, more than 90 per cent are private universities. The state universities are generally regarded as particularly qualified and also have most of the country's current 739 doctoral programmes.

Despite the large number of private colleges, “only” about 52 percent of students study there, while 35 percent are enrolled at state colleges. The remaining 17 per cent study at religious colleges or state-owned colleges that are under neither the Ministry of Education nor the Ministry of Religion.

The majority of the state-run higher education institutions are administered and financed by DIKTI (Directorate for Higher Education at the Ministry of Education and Culture). The Ministry of Religion, on the other hand, is responsible for the large number of denominationally oriented higher education institutions. However, there are also higher education institutions that are administered and financed by other ministries, for example the Ministry of Finance and the Ministry of Defence. The private university sector is anchored in DIKTI with regionally organised so-called KOPERTIS networks.

In terms of their legal status, state universities are divided into three categories: autonomous universities (PTN-BH: Perguruan Tinggi Negeri – Badan Hukum); universities with partial financial flexibility (PTN-BLU: Perguruan Tinggi Negeri – Badan Layanan Umum); and universities as full state educational institutions (PTN). Initial efforts to grant universities more autonomy date back to 1999 and were expanded in the following years, gradually first to seven state universities – including the country's top four universities – which were granted the status of autonomous universities (PTN-BH). Currently, twelve state universities out of the 122 belong

to this group. They are all characterised by a higher degree of self-governance and independent financial management, as well as a dual management structure: in all academic as well as development-related matters, decisions are made by a senate composed of members of the faculties. Financial supervision and the election of the rector, on the other hand, are subject to a university council, which includes representatives of the Ministry of Education. (For comparison: in the non-autonomous universities, the rectors are still appointed by the ministry). In financial terms, these universities are allowed to make shifts within their overall budget, generate their own income and build up capital.

Both private and state-supported universities charge tuition fees. The amount of tuition fees varies greatly, depending on the subject studied, the socio-economic situation of the student (there is a subsidy for socially disadvantaged students) and according to the type of university: At a state university, undergraduate studies (bachelor's degree) cost up to Rp. 10,000,000 (approx. 690 euros) per semester for Economic Studies, Social Sciences and Humanities, up to Rp. 15,000,000 (approx. 1,035 euros) for Engineering and up to Rp. 23,000,000 (approx. 1,590 euros) for medical studies. For the master's programme (in Indonesian "Sarjana 2"), the tuition fees per semester range from between 8,000,000 Rp. (approx. 550 euros) and 31,000,000 Rp. (approx. 2,140 euros); the highest tuition fees are charged in the field of management. Doctoral studies at state universities cost between 11,000,000 Rp. (approx. 760 euros) and 45,000,000 Rp. (approx. 3,100 euros).

At private universities, the tuition fees for a particular subject can vary greatly. For an undergraduate/bachelor programme, one has to pay on average between 12,000,000 Rp. (approx. 830,- Euro) and 20.000.000,- Rp. (approx. 1.380,- Euro), for a medical degree up to 54.000.000,- Rp. (approx. 3,725 euros), which does not include the sometimes very high very high enrolment fees for the first semester. In the master's programme, the tuition fees per semester at the private Atma Jaya University in Jakarta, to name just one example, range from 7,000,000 Rp. (approx. 480 euros) and 37,000,000 Rp. (circa 2,550 euros). Again, management is the most expensive field of study. For doctoral studies, which are seldom offered by private universities, one has to pay fees ranging from about 20,000,000 Rp. (approx. 1,380 euros) and 30,000,000 Rp. (approx. 2,070 euros) per semester.

The DIKTI distinguishes between the following types of HEI (in brackets the number of state and private institutions per type): Universitas (646), Institute (132), Sekolah Tinggi (1,361), Akademi (772), Akademi Komunitas (36), Politeknik (219). All these institutions can be state as well as private.

Fully academic education with the degrees S1, S2 and S3 (which are equivalent to a bachelor's, a master's and doctoral degrees respectively) are offered at universities. In addition to the 646 state and private universities, there is also a distance learning university ("Universitas Terbuka"), which was opened in 1984 and offers mainly undergraduate courses. More than

310,000 students are currently enrolled there, with the largest proportion (over 40 per cent) of them at the Faculty of Teacher Education and Pedagogy. The degrees S1, S2, and S3, are also offered at subject-oriented HEIs: at institutes (Institut) and at high schools (Sekolah Tinggi).

Unlike the universities, the so-called Instituts are usually focused in certain areas of specialisation. Courses of study can be completed with a diploma as well as with a bachelor's degree. Some institutes also offer postgraduate courses. Another form of subject-oriented higher education institutions are the Sekolah Tinggi ("High School"), which often consist of only one faculty and for the most part offer courses leading to professional courses of study. They account for almost half of all higher education institutions in Indonesia and are for the most part private. The usual degrees obtained here are D 1 to D 4. These "Diploma" degrees are awarded in application-oriented courses of study; they are not recognised as academic degrees in the European Higher Education Area. The highest D degree, the Diploma 4, concludes a four-year course of study and can be equated to a bachelor's degree (S1) in Indonesia, albeit with the addition of "Bachelor of Applied Science". In addition to the Sekolah Tinggi, the Diploma degree can also be obtained at the 909 so-called academies ("Akademi").

Like the institutes, the Akademi are usually specialised in one field of study such as e.g., accounting, foreign languages, or obstetrics, and are therefore rather small. They too are for the most part private institutions. The courses of study are concluded with a diploma degree. The 304 so-called polytechnics ("Politeknik") offer only three- and four-year programmes with diploma degrees that focus on practical vocational training. To meet the demand for qualified personnel in regions with high industrial or labour market potential, but which do not have HEIs, the establishment of 36 so-called Akademi Komunitas was started in 2012, which offer one-year and two-year courses of study leading to professional qualifications with the degrees D 1 and D 2 respectively.

Most universities still lack university teaching staff with doctoral degrees. Of the 308,600 lecturers statistically recorded, only around 47,625 have a doctorate. About 72 percent of university teachers have a master's degree as their highest qualification; all others teach with Bachelor's, Diploma, or other degrees. The most qualified university teachers, by a wide margin over the other islands, are on Java, where about 26,000 hold doctorates and a good 108,700 have master's degrees. More than 60 per cent of all lecturers with a doctorate are thus employed at higher education institutions on Java.

1.3 Accreditation System in Indonesia

The issue of quality assurance plays a major role in Indonesia with its enormously diverse system of tertiary education institutions. While, for example, in Java and Sumatra 88 and 90

percent of the HEIs are accredited, in the provinces of Papua and West Papua the number is only 40 percent.

The authoritative institution for the accreditation of HEIs and study programmes in Indonesia is the National Accreditation Authority BAN-PT (Badan Akreditasi Nasional Perguruan Tinggi), founded in 1994. In addition, there are also independent accreditation agencies for specific disciplines, e.g. medicine.

The accreditation system is three-tiered and is carried out in a five-year rotation. An “A” accreditation is the best rating. “B” means “very good”, “C” is the lowest classification level and is also used for newly established study programmes. The designations “unggul” (excellent), “baik sekali” (very good) and “baik” (good) were introduced in 2020 and have been used instead of A, B and C since then.

Out of approximately 4,600 higher education institutions in the country, about 62 per cent have been institutionally accredited so far. By the end of 2020, 99 institutions had been accredited with an “excellent” grade (the majority of which were state higher education institutions), 859 with a “very good” grade and 1,755 with a “good” grade. Among the study programmes that have already been accredited, 19.0 per cent received an “excellent” grade (by far the most of these in the subjects of management and accounting), 51.9 per cent a “very good” grade and 29.2 per cent a “good” grade. Clear differences can be seen between state and private higher education institutions: while more than 40 percent of bachelor’s and master’s programmes at state universities are accredited with an “excellent”, this applies to only 7.5 percent of bachelor’s and 12.9 percent of master’s programmes at private universities (Pendidikan Tinggi 2020 statistics, p. 24f).

According to the government’s plans, the accreditation system is to be fundamentally revised. For existing accreditation, the obligation to re-accredit is to be dropped. The previous classification will remain in place but can be reviewed by the accreditation authority in the event of a suspected “decline in performance” of the university, in which case a downgrading is also possible. The HEIs are free to apply for re-accreditation on a voluntary basis, e.g., to move up from the “very good” to the “excellent” level.

2 Short profile of HEI

2.1 The University of Bengkulu

The University of Bengkulu (UNIB) is a state university under the authority of Ministry of Education, Culture, Research, and Technology located in Bengkulu city of Bengkulu province. The University of Bengkulu was established based on the Regulation of the President of Republic Indonesia Number 17 of 1982 on the Establishment of the University of Bengkulu on March 31st, 1982, and it was officially opened on April 24th, 1982.

The strategic plans of the Ministry that are relevant to the university emphasising on

1. Quality and relevance focused on students' development;
2. Developing the students' character;
3. Qualified educational access expansion, especially through equitable and inclusive affirmation;
4. Preserving and advancing not only Indonesian culture, language, and literature but also its main impact on education.

At the end of 2021 the UNIB had 8 faculties with 81 study programmes in all levels of tertiary education. There are 5 study programmes on doctoral level, 21 study programmes with magister degree, 44 study programmes with bachelor's degree, 9 study programmes with vocational or diploma level.

UNIB employs 819 lecturers – consisting of teaching staff (18%), Assistant Professors (38%), Associate Professors (37%) and Professors (7%) – and 308 other staff (librarians, lab assistants, administrators).

The number of active students at the University of Bengkulu in the odd semester 2021/2022 is 21,932 students, consisting of 1,286 vocational students, 18,755 bachelor students, 1,563 magister students, 161 doctoral students, and 167 students in profession programmes.

2.2 Faculty of Social and Political Sciences

The faculty of Social and Political Sciences (FISIP) was established in 1982 along with the founding of University of Bengkulu. FISIP has contributed to the development of education, research, and community service. In early operation, FISIP only had one department, which was the Bachelor of Social Welfare (BSW). Afterwards, in 1999, there was an expansion of study programs. Lecturers of the BSW were divided into sociology, communication, public administration, and social welfare clusters, and in the following years each cluster developed its own study programs. FISIP UNIB currently offers six bachelor study programmes and three magister study programmes. The Faculty of Social and Political Sciences currently employs 67 teaching staff and it currently attends to 2922 students, maintaining a student lecturer ratio of 1:40.

In line with the University's vision and missions, FISIP intends to focus its work on the coastal and rural forest communities in Bengkulu Province.

3 General information on the study programme(s)

Bachelor in Library and Information Science

Provider of the study programme	Faculty of Social and Political Sciences
Title of the study programme	Bachelor in Library and Information Science
Degree	Bachelor in Information Science (B.Sc)
Date or planned date of introduction	21 October 2013
Subject field	Librarianship, archives, and document management
Regular study duration	Four years
Number of ECTS credits	217.44 credits
Matriculation period	Odd semester
Capacity per year	60
Number of students currently enrolled	314
The average number of graduates per year	16 students/year (in the last five year)
Tuition fees	Rp. 500,000-5,620,650
Type of studies	Full-time

Bachelor in Social Welfare

Provider of the study programme	Faculty of Social and Political Sciences
Title of the study programme	Bachelor in Social Welfare
Degree	Bachelor in Social Sciences (B.Soc.Sc)
Date or planned date of introduction	14 July 1982
Subject field	Social Welfare; social services delivery system; social work interventions
Regular study duration	Four years
Number of ECTS credits	217,44 credits
Matriculation period	Odd semester
Capacity per year	70
Number of students currently enrolled	372
The average number of graduates per year	53 students/year (in the last five year)
Tuition fees	Rp. 500,000–5,620,650
Type of studies	Full-time

Bachelor in Sociology

Provider of the study programme	Faculty of Social and Political Sciences
Title of the study programme	Bachelor in Sociology
Degree	Bachelor in Social Sciences (B.Soc.Sc)
Date or planned date of introduction	25 February 1999
Subject field	Sociology, sociology theory, social research methods
Regular study duration	Four years
Number of ECTS credits	217,44 credits
Matriculation period	Odd semester
Capacity per year	100
Number of students currently enrolled	321
The average number of graduates per year	44 students/year (in the last five year)
Tuition fees	Rp 500,000-5,620,650
Type of studies	Full-time

Bachelor in Communication

Provider of the study programme	Faculty of Social and Political Sciences
Title of the study programme	Bachelor in Communication
Degree	Bachelor in Communication (B.Com)
Date or planned date of introduction	25 July 1999
Subject field	Communication
Regular study duration	Four years
Number of ECTS credits	217.44 credits
Matriculation period	Odd semester
Capacity per year	100
Number of students currently enrolled	462
The average number of graduates per year	27
Tuition fees	Rp 500,000–5,620,650
Type of studies	Full-time

Bachelor in Journalism

Provider of the study programme	Faculty of Social and Political Sciences
Title of the study programme	Bachelor in Journalism
Degree	Bachelor of Communication (B.Com)
Date or planned date of introduction	5 March 2014
Subject field	Journalism
Regular study duration	Four years
Number of ECTS credits	217,44 credits
Matriculation period	Odd semester
Capacity per year	90
Number of students currently enrolled	410
The average number of graduates per year	40 students/year (in the last five year)
Tuition fees	Rp. 500,000-5,620,650
Type of studies	Full-time

Bachelor in Public Administration

Provider of the study programme	Faculty of Social and Political Sciences
Title of the study programme	Bachelor in Public Administration
Degree	Bachelor in Public Administration (B.P.A)
Date or planned date of introduction	8 December 1998
Subject field	Policy, public management
Regular study duration	Four years
Number of ECTS credits	217,44 credits
Matriculation period	Odd semester
Capacity per year	100
Number of students currently enrolled	512
The average number of graduates per year	83 students/year (in the last five year)
Tuition fees	Rp. 500,000-5,620,650
Type of studies	Full-time

Magister in Communication

Provider of the study programme	Faculty of Social and Political Sciences
Title of the study programme	Magister in Communication
Degree	Magister in Communication (M.Com)
Date or planned date of introduction	3 June 2014
Subject field	Communication science
Regular study duration	Two years
Number of ECTS credits	54,36 credits
Matriculation period	Odd semester
Capacity per year	30
Number of students currently enrolled	68
The average number of graduates per year	19
Tuition fees	Rp. 4,500,000
Type of studies	Full-time

Magister in Social Welfare

Provider of the study programme	Faculty of Social and Political Sciences
Title of the study programme	Magister in Social Welfare
Degree	Magister in Social Welfare
Date or planned date of introduction	2016
Subject field	Social welfare; social services delivery system; social work interventions, community
Regular study duration	Two years
Number of ECTS credits	61,91
Matriculation period	Odd semester
Capacity per year	25
Number of students currently enrolled	41
The average number of graduates per year	12
Tuition fees	Rp. 4,500,000
Type of studies	Full-time

Magister in Public Administration

Provider of the study programme	Faculty of Social and Political Sciences
Title of the study programme	Magister in Public Administration
Degree	Magister in Public Administration (M.P.A)
Date or planned date of introduction	5 October 2009
Subject field	Public policy, public administration
Regular study duration	Two years
Number of ECTS credits	66,44
Matriculation period	Odd semester
Capacity per year	30
Number of students currently enrolled	111
The average number of graduates per year	30 students/year (in the last five year)
Tuition fees	Rp. 4,500,000
Type of studies	Full-time

III Implementation and assessment of the criteria

The peer-review experts assess the quality of the study programmes and compliance with the ESG standards as well as with the national standards. The report must document the assessment of each study programme in the cluster, considering each criterion. Depending on the criterion, the assessment of criterion may be appropriate at the study programmes cluster level to avoid repetition and better describe general context.

1 ESG Standard 1.1: Policy for quality assurance

Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

1.1 Status

1.1.1 Overall Strategy: Vision, Mission, Values

The Quality Assurance Policy derives from the overall vision, mission, and values of the UNIB. The university's vision is "Becoming a world-class university in 2025". UNIB strives to be excellent, cultured, and globally competitive.

To fulfil this vision, UNIB has formulated the following targets in its mission statement:

1. To develop a world-class education and research.
2. To produce works with Intellectual Properties Rights (IPR).
3. To conduct service in accordance with the needs of local, national, and international society.
4. To develop a good and clean university governance system.
5. Performing the integration of Tri Dharma activities (see below) that have an impact on the development of science, society, and national resilience.

The UNIB aims to implement the equality and diversity of the community in carrying out the educational process at the bachelor, magister, and doctoral levels in science, technology, and arts. The implementation should be in accordance with the main values of UNIB. These are:

1. Culture
2. Innovation
3. Humanity
4. Leadership
5. Integrity
6. Transparency
7. Academic Freedom

8. Divinity

The UNIB formulated these values into several policies implemented at the study programme level. They are:

1. Outlining of UNIB's Long-Term Development Plan (henceforth RPJP – Rencana Pembangunan Jangka Panjang) in the form of strategic stages of medium-term development for 10 years and short-term development for 5 years in the 2020 – 2045 period.
2. The availability of a strategic programme steering target implementation based on priorities.
3. Providing guidance and guidelines in preparing the Strategic Business Plan of UNIB.
4. The achievement and assessment indicators are available to the performance monitoring and evaluation system.
5. Guideline for the academic community and educational staff to collaborate with all stakeholders. Further, to development of the Tri Dharma of higher education at the University of Bengkulu and to improve staff quality by being excellent, cultured and internationally competitive.

The implementation of vision, missions, and values of a university is called the “Tri Dharma” of higher education which includes education, research, and community service:

- The education pillar is implemented in the form of education administration including vocation, academic, and postgraduate programme study.
- The research pillar is implemented to conduct qualified, innovative, and up-to-date research to solve scientific, social, and humanity problems.
- The community service pillar is implemented to introduce and to apply lecturers' and students' ideas and research results in society to contribute to national and regional development.

The Tri Dharma is implemented through the study programmes at UNIB with the coordination of the Office of Research and Community Service.

The arrangement of the vision, mission, objectives, and strategies (VMTS) involved internal and external parties. Internal parties include lecturers and students. While external parties include potential employers and parties who use the services of the Engineering Faculty: government agencies, private companies, business communities, etc. The process was officially accommodated through a workshop.

This overall vision, mission and values are the basis for the faculty's own vision and mission. The Vision of FISIP UNIB is becoming a leading faculty in Social and Political Sciences as a supporting force for development with an academic and democratic tradition in providing quality services for customers.

1.1.2 Quality Assurance Framework

The UNIB has a quality assurance system which consists of different policies of Indonesian Higher Education Quality Assurance:

1. With the Internal Quality Assurance System (SPMI), the University of Bengkulu always strives to improve the quality of education in a planned and sustainable manner. The implementation of SPMI at the University of Bengkulu starts from the university level to the study programme level to maintain the educational quality. SPMI of the University of Bengkulu as a sub-system from the education quality assurance system has these functions:
 - Preparation of internal quality assurance standards both academic and non-academic.
 - Carry out monitoring, audits, and internal quality assessments.
 - Coordinate the implementation of improvement and development of academic and non-academic quality.
 - Carry out institutional administration functions from planning, budgeting, implementation, assessment, and reporting.
2. The evaluation of the Implementation of Higher Education Standards is carried out through an Internal Quality Audit (AMI). AMI is a systematic, independent, and documented assessment process. AMI ensures that the implementation of activities in the university are following the procedures and that the results are in accordance with the standards to achieve institutional goals.
3. To strengthen the content of curricula and respond to changes and existing needs of the labour market, external and internal stakeholders are involved and asked for their input. External stakeholders are for example graduates, graduate employers including the government agencies, private companies, and business communities.

Every faculty of the university has its own quality assurance unit (UPM) that monitors the learning process. It evaluates the process twice a year at the end of each study period. In addition, UPM conducts exit surveys biannually to evaluate implementation of thesis guidance and academic services in laboratories, study programmes, departments, and faculties. The results of the evaluation process conducted by the quality assurance unit are considered for future improvement. UPM also measures the performance of lecturers' teaching activities. This evaluation is divided into four aspects: pedagogic, social, personality and professional. UPM findings are followed up by the Vice Dean of the Academic Division.

1.2 Assessment

The UNIB provides a detailed and publicly available Quality Assurance Policy, which on the one hand refers to relevant laws, regulations, and rules of external stakeholders (government,

ministries, Accreditation Council) and on the other hand is intertwined with internal strategy development. The quality assurance policy at the UNIB is highly regulated by state laws that define the purpose of the universities policies (e.g., the Tri Dharma), the organization of the quality assurance units (e.g., SPMI), and the level of operation of the study programmes (Indonesian Qualification Framework). However, as the legal framework defines the range of policies and the instruments to be used, the UNIB has to give substance to the framework. And according to the information presented and the impression of the discussions with UNIB-stakeholders, the UNIB filled the framework ambitiously.

The UNIB has a clear vision and mission statement as well as core values (VMTS) that formulate the policies for the next decades. These VMTS are constantly revised and broken down into five to ten-year development plans that are closely monitored by a strategic business plan. The quality policy intends to pursue the long-term goal of becoming an internationally competitive university that simultaneously meets the needs of the regional and national needs of society. The goals are certainly ambitious and may be difficult to achieve in the short run. With a long-term perspective and regarding teaching quality, the goals may however well be achievable with consistent implementation of the recommendations made in this report.

According to members of the university management, faculties, and students, especially the internationalization of the university should be further expanded in the future. The quality goals and processes required for this are described in a comprehensible manner in the self-report and are largely shared by the stakeholders involved. These include, for example, ensuring high-quality education that meets international academic standards and provides students with competencies relevant to the labour market.

At the heart of the quality assurance system sits the SPMI. It is a rather large department with 18 employees covering all aspects of quality assurance. The formally submitted and extensively documented quality management system represents the link between the overarching quality strategy and study quality at the level of the study programmes and the individual courses. It is clear to the expert panel that different stakeholders (government, students, employers, community) participate in the development of the quality policy and are willing to take joint responsibility for quality assurance in study programmes and teaching, could also be confirmed from the various discussion rounds.

The quality assurance policy should reflect a clear relationship between research and academic teaching. The implementation of vision, missions, and values of a university is called the Tri Dharma of higher education which includes education, research, and community service. The education pillar is implemented in the form of education administration including vocation, academic, and postgraduate programme study. The research pillar is implemented to conduct qualified, innovative, and updated research to solve scientific, social, and humanity problems. The community service pillar is implemented to introduce and to apply lecturers' and

students' ideas and research results in society in order to contribute to national and regional development. From the self-evaluation-report and the discussion sessions with university stakeholders, it is clear to the expert panel that the UNIB is making great efforts to put the so-called Tri Dharma into practice.

A special feature of the FISIP is the high practical and regional orientation in research. This is evidenced by the profiles of the lecturers as well as the results from the discussion rounds. The high level of practical relevance is quite typical for research in public administration, social welfare and library information science, which often deals with quite specific and individual case-related issues due to the national characteristics of the educational system. A future challenge will be to link the so far rather practice-oriented research with the international research discourse to promote internationalization also on the level of knowledge production and dissemination in these fields.

Overall, the report demonstrates that the entire university - from leadership to the individual study programmes – attaches great importance to a formally structured quality policy. Extensive data is collected and, according to the respondents, used for improvement processes at the level of the study programmes and the individual courses. It should be noted somewhat critically that the quality policy to date is very strongly related to measurement and quality control. Quality development that is interlinked with the academic culture also requires an open approach to criticism and reflecting upon challenges. There may still be a need for improvement here to give the quality policy an even stronger learning and development perspective.

1.3 Conclusion

The criterion is **fulfilled**.

2 ESG Standard 1.2: Design and approval of programmes

Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

2.1 Status

2.1.1 Bachelor in Public Administration (BPA)

The mission of the BPA study programme is to prepare high-quality, faithful, and national-minded graduates who will be reliable administrators with special attention to the issues of decentralisation, public management, and development.

The programme was officially established on December 8th, 1998, based on the Decree Number 343/DIKTI/98. In 2005, the programme proposed to change its status to become a department to the Directorate General of Higher Education, Jakarta. Based on the Decree Number 06/Dikti/Kep/2005, the programme was changed into the department of Public Administration. Based on the Decree of BAN-PT Number 002/BAN-PT/Ak-XIV/S1/V/2011, the programme was accredited with a B predicate in 2019.

Learning outcomes are defined as follows:

1. Knowledge and understanding:
 - Mastering the concepts and theories of public administration in general and the concepts of decentralisation, public management, and development in particular.
 - Mastering the concepts and theories of the public sector organisation design and management.
 - Mastering the concepts and theories of public policy and its implementation and the management of public services and participation.
 - Mastering the methods and techniques of qualitative and quantitative analysis in public administration.
 - Mastering the concepts and theories of ethics and integrity in public administration.
2. Skills:
 - Being able to formulate the planning and organising of resources, and to direct, control, and evaluate the public sector organisation.
 - Being able to identify procedural problems and formulate alternative solutions related to the effectiveness and efficiency of public sector organisations and management.

- Being able to formulate and communicate alternative solutions beyond their authority to their leaders.
 - Being able to apply qualitative and quantitative analytical methods and techniques for public administration.
 - Being able to utilise information technology in designing and managing public sector organisations, implementing public policies, and managing public services and participation.
 - Being able to carry out duties and functions effectively and efficiently by using their information and analytical skills.
 - Being able to organise the staff reviews in the decision-making process.
3. Autonomy and responsibility:
- Being able to apply ethics and integrity of public administration.
 - Being able to manage the public sector to manifest public values: efficiency, effectiveness, justice, and democracy individually and as a team.
 - Being able to solve problems by taking discretion in accordance with their authority to their leaders.
 - Being able to apply qualitative and quantitative analytical methods and techniques for public administration.
 - Being able to utilise information technology in designing and managing public sector organisations, implementing public policies, and managing public services and participation.
 - To be able to carry out duties and functions effectively and efficiently by using their information and analytical skills.
 - Being able to organise staff reviews in the decision-making process.

Meanwhile, the missions are 1) to prepare highly competitive graduates with a strong national vision who have a special concern for decentralisation, public management, and development issues; 2) to develop a technology-based learning system that focuses on the formation of reliable administrators in the decentralisation and public management, and development; 3) to conduct research that focuses on the areas of decentralisation, public management, and development; 4) to perform community service that focuses on decentralisation, public management, and development; 5) to develop efficient, effective, democratic, responsible institutional management and establish cooperation with government agencies and non-government agencies.

The learning outcomes of the programme are compatible with the demands of IQF level 6 or equivalent to EQF level 5 in owning the technical, human, and conceptual skills. To be awarded

the degree students need to complete 217 ECTS equivalent credits, regular programme duration is four years. The learning outcomes are intended to produce graduates who are responsive to democratic institutions.

The BPA joined IAPA (Indonesian Association of Public Administration) in 2019 and AAPA (Asian Association of Public Administration) in 2018.

2.1.2 Bachelor in Social Welfare (BSW)

The programme was established on June 22nd, 1982. It is also the oldest department at UNIB and has obtained the BAN-PT Accreditation with an A grade in 2019. The programme is categorised as applied social science studying human interaction in social situations, commonly termed human social functioning. To be awarded the degree, students need to complete the equivalent of 217 ECTS, regular programme duration is four years.

Its missions are: 1) to produce graduates who are sensitive to social issues, 2) to produce graduates who can analyse, solve social welfare problems, and develop socio-economic potential and social institutions, 3) to produce graduates who can contribute to the regional development in particular and national development in general; 4) to develop excellent academic programmes which is community development as the basis for competence in social welfare sciences; 5) to develop mutually beneficial partnerships with various institutions at the local, regional, and international levels.

Learning outcomes have been defined as follows:

1. Knowledge and understanding:
 - Mastering the theoretical concepts of social work, social welfare, and social theories.
 - Mastering the principles of social anthropology, social psychology, and economics
 - Mastering Qualitative and Quantitative Research Methods
 - Mastering the Social Work Methods to deal with social welfare issues practically.
2. Skills:
 - Being able to identify social welfare problems at the micro level (individual, family, and small group).
 - Being able to intervene in social welfare issues at the micro level (individual, family, and small group).
 - Being able to present various alternatives in handling the social welfare problems at the micro level to contribute to strategic decision making.
 - Being able to utilise the latest information and communication technology to identify and intervene the social welfare issues.
3. Responsibility and autonomy:

- Being able to utilise information and communication technology products in carrying out planned social changes at the micro, mezzo, and macro levels.
- Being able to master the ideas of social theory and development theory to carry out social interventions to overcome social problems at the mezzo level (at organisations, local communities) and at the macro level (district, city, province or national) and or to be able to master the basic ideas of social work (social work theory) to conduct social interventions at the micro level to address individual, family and group problems.
- Being able to master the basic ideas of social theory (social theory) to conduct social welfare research.
- Being able to contribute to strategic decision-making to determine various alternatives for handling social and development problems at the community, local, district/city, provincial and national levels, and being able to make strategic decisions in determining various alternatives for handling individual, family and small group problems.
- Being able to show work results in handling social problems that can be accounted for by management

The ILOs relate to the achievement of EQF at level 6 and IQF at level 6. Graduates have career prospects in five profiles of social workers. These are Manager HSO (manager human services organisation), Policy Analysis (social policy analysis), Social Researcher (social work research), and Community Development Worker (community worker and psychosocial counselor). Students are especially trained in the aspects of autonomy and responsibility needed in developing their characters and personality.

The BSW has been an active member of ASPEKSI (Indonesian Association of Social Welfare and Social Work Education) since 2017.

2.1.3 Bachelor in Communication (BC)

The BC study programme was established based on the Decree of the General Director of Higher Education Number 44/DIKTI/Kep/1999 on July 25th, 1999. On November 25th, 2008, the programme changed its status to department based on the Decree of the Rector of UNIB Number 6334/H.30/HK/2008 concerning the Establishment of the Department of Communication at FISIP. The programme was accredited by the National Accreditation Board with the outcome 'excellent' in 2021, valid until September 21st, 2026.

The mission of the BC Study Programme is to improve and develop excellent academic programmes and collaborating with the government, mass media, professional and community organisations at the national and ASEAN levels, and to produce graduates who have sensitivity

in identifying, analysing, and solving various communication problems at the community in the local, national, and ASEAN level with the ability to apply and develop the scientific potential of the communication in various fields of life. Graduates can pursue a career as public relations experts, communications consultants, and journalists.

The programme Learning Outcomes (LO) are referenced to EQF level 7 and IQF level 8. To be awarded the degree of bachelor, students need to complete 217 ECTS equivalent credits, regular programme duration is four years.

The BC has been an active member of ASPIKOM (The Association for Higher Education in Communication Studies) since 2019.

Learning outcomes are defined as follows:

1. Knowledge and understanding:
 - Mastering the knowledge and insight about the capita selecta of communication science in the context of social, cultural, economic, and political life in supporting the field of development communication.
 - Mastering the knowledge and skills of planning, organising, implementing and evaluating development programmes in the context of political communication and development communication.
 - Mastering the knowledge in utilising the advance methods and techniques in communication technology.
 - Mastering the knowledge and skills in using communication technology (ICT) as support for journalist activities in conveying the development messages.
 - Mastering the concepts, attitudes, and behaviour in accordance with the professional journalistic ethics and the Press Law.
2. Skills:
 - Being able to utilise the advances in communication technology and understand the social and cultural effects of communication in using the technology.
 - Being able to practise communication techniques professionally in various communication and organisational contexts.
 - Being able to manage the mass and digital media and take a professional social approach to attract the attention of the audience.
 - Being able to audit communication in support of public information disclosure.
 - Being able to behave and act in accordance with values and norms to communicate effectively.
 - Being able to produce instruments to measure and draw conclusions that are used to create reputation and influence the public.
 - Being able to analyse and assess the positive and negative impact of the news.

- Being able to use and produce digital, print and electronic media content for the public interest.
 - Being able to carry out journalistic activities such as interviews, field coverage, and news writing related to the development of journalism.
 - Being able to carry out journalistic activities such as television news-making, documentaries, talk shows, and field reporting techniques.
 - Being able to carry out radio journalist activities such as radio news-making, air magazines, talk shows, and field reporting techniques.
3. **Autonomy and responsibility:**
- Producing students who are able to compete at the national and ASEAN levels.
 - Following up on the quality of relevant learning programmes, current development, communication and technology according to the needs of stakeholders.
 - Increasing the quantity and quality of the research and publications with national and ASEAN orientation.
 - Increasing quantity and quality of community service in accordance with the field of communication science with national and ASEAN orientation.
 - Creating a conducive academic climate between lecturers and students.
 - Improving institutional networking for the development of the Tri Dharma higher education.
 - Increasing the use of graduates by stakeholders.

2.1.4 Bachelor in Journalism (BJ)

The BJ programme was established in 2014. Although it is relatively new, the interest of the prospective students who enrol in this study programme is high. It is a four-year programme granting the equivalent of 217 ECTS credits. The programme's learning outcomes are referenced to EQF level 6. In 2019 the programme was accredited by Ban-PT with a level B.

The mission of the BJ Study Programme is to develop research in the field of journalism studies; to carry out community service according to the needs of the journalism field at the national and ASEAN levels, to deliver graduates that are competitive in the national and ASEAN region.

Learning outcomes are defined as follows:

1. **Knowledge and understanding:**
 - Mastering the theoretical concepts of journalism and communication.
 - Mastering the principles of social, cultural, legal, economic and political systems in the national, ethics, regulations, and journalistic context standards.
 - Mastering the journalistic product writing techniques, and research methods.
 - Mastering the journalistic ethics and human values (humanity values).

- Mastering the rules, principles, and techniques of cross functional communication, organisational and cultural level.
 - Mastering the latest principles and issues in economics, politics, society, ecology, and the most recent technological developments in general.
 - Mastering the knowledge of communication techniques using the latest technology.
2. Skills:
- Being able to produce journalistic products that reflect good news judgment, appropriate sources, accuracy and completeness, meet technical competence and comply with ethics, rules, and writing standards (style guidelines).
 - Being able to analyse the influence of history, economy, politics, law or government regulations on the climate of journalism and freedom of speech.
 - Being able to write, edit, design, and produce news in various types and contexts that are channelled through mass media based on mass communication theory and journalistic principles.
 - Being able to interview news sources exploratively, and being able to use communication, information, and photography technology to optimise journalistic practice.
 - Being able to carry out persuasion and interpersonal communication in establishing relationships with news sources.
3. Autonomy and responsibility:
- Being able to interview news sources exploratively, and can use communication, information, and photography technology to optimise journalistic practice.
 - Being able to carry out persuasion and interpersonal communication in establishing relationships with news sources.

The programme aims to produce graduates with the following profiles: 1) Journalist: media worker who masters the techniques of covering, writing and editing news according to the type of media used; 2) Videographer: media worker who uses audio-visual recording equipment to produce audio-visual journalistic products; 3) Photographer: media worker who masters photo equipment (hardware/software) for making photojournalism and artistic/commercial photos; 4) Researcher: implementing applied research in the field of journalism.

The BJ has been an active member of ASPIKOM (The Association for Higher Education in Communication Studies) since 2019.

2.1.5 Bachelor in Sociology (BS)

The BS study programme was established on February 25th, 1999, based on the Decree of the Director General of Higher Education Number 43/Dikti/Kep/1999. At the beginning of its establishment, the study programme was under the social welfare department as the only study programme at FISIP. On February 11th, 2005, the study programme changed its status to become an independent sociology department based on the Decree of the Director General of Higher education Number 06/DIKTI/Kep/2005. The curriculum is referenced to EQF level 6 and IQF level 8. In 2018 the programme was accredited by Ban-PT with a level B.

The mission of the BS Study Programme is to build and improve participatory, transparent, and accountable institutional governance; to carry out research on social dynamics in the coastal and rural forest communities, and to carry out community services that are oriented towards empowerment and community development in the coastal and rural forest communities.

Learning outcomes are defined as following:

1. Knowledge and understanding:
 - Mastering the concepts and basics of sociological theory.
 - Mastering actual social issues and strategies.
 - Mastering actual and strategic social problems
 - Mastering the mapping of actual and strategic social problems.
 - Understanding the social potential and characteristics of the community.
 - Understanding the legal aspects of community empowerment.
2. Skills:
 - Being able to use the concepts and principles of quantitative and qualitative research methodologies.
 - Being able to develop quantitative and qualitative research designs.
 - Being able to analyse and reconstruct models and methods by applying a sociological perspective to examine social problems.
 - Being able to apply concepts, models, methods, and sociological approaches in organising society.
 - Being able to plan, monitor, and evaluate the community empowerment.
 - Being able to design and carry out evaluations of social problems.
 - Being able to identify, analyse, and design a community empowerment model.
 - Being able to provide alternative solutions to practical problems.
3. Autonomy and Responsibility:
 - Producing the BS graduates who are able to act adaptively and competitively as agents of social change that refer to the moral values, and have sensitivity, social

concern and being able to apply expertise and knowledge in the development of the coastal and rural forest communities.

- Creating a conducive academic atmosphere.
- Creating participatory, transparent, and accountable institutional governance.
- Producing quality and beneficial research for lecturers and students for the development of coastal communities and rural forest communities.
- Producing lecturer service to the community that is oriented towards community empowerment and development, especially in coastal and rural forest communities.
- Increasing the knowledge, awareness, and skills on the communities' self-reliance in coastal and rural forest areas.

The Sociology department has been an active member of APSSI (Indonesian Association of Sociology Department) since 2018. APPSI is actively involved in the curriculum development process.

2.1.6 Bachelor in Library and Information Science (BLIS)

The BLIS study programme was established on October 21st, 2013, based on the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 484/E/O/2013. The vision of the BLIS study programme is “Becoming a leading study programme in the southern Sumatra region that produces graduates with competency and integrity in managing libraries, archives, and documents with information technology insights that can compete at local and national levels.” In 2020 the programme was accredited by Ban-PT with a level B.

Meanwhile, its missions are 1) to organise education in the fields of librarianship, information, archives, and documents, 2) to carry out research in these fields, 3) to carry out community service in these fields, 4) to establish cooperation with public and private institutions at national and international level, 5) to implement the management of the institution that is democratic, transparent, efficient, effective, and accountable, 6) to implement the learning process based on the national education standards; 7) to build scientific autonomy in the fields of librarianship, information, archives, and documents; 8) to carry out the learning process that builds the innovative character of the students in the field of librarianship, information, archives, and documents.

Learning outcomes are defined as following:

1. Knowledge and understanding:
 - Being able to utilise science in the field of libraries and archives in solving problems and being able to adapt to the situation at hand.

- Being able to master theoretical concepts and knowledge in the field of libraries, archives in general and in-depth and being able to formulate the procedural problem-solving.
 - Being able to master technological developments.
2. Skills:
- Being able to describe physical details and class numbers of library materials with various standards in managing the library materials manually and electronically.
 - Being able to verify the feasibility of library materials for users physically and academically (content).
 - Being able to analyse and create information sources based on the subject.
 - Being able to master theoretical concepts regarding the standard methods of collecting arrangements.
 - Being able to master theoretically the management of various types of libraries.
 - Being able to master the concepts of digital content governance and the concepts of the creative process of creating and distributing digital content and understanding the rules of the juridical aspect.
 - Being able to handle and monitor the operation of a system implemented in a library.
 - Being able to provide comprehensive library data request services.
 - Mastering the concepts of planning, implementation, and control.
 - Being able to identify the utilisation and potential for establishing local and regional library networks.
 - Managing the archives and documents both conventionally and electronically to contribute to the institution.
 - Being able to classify the archives and documents based on the standard archive and document.
3. Autonomy and Responsibility:
- Being able to describe physical details and class numbers of library materials with various standards for managing library materials manually and electronically.
 - Being able to verify the feasibility of library materials for users physically and academically (content).
 - Being able to master the concepts of digital content governance and the concepts of the creative process of creating and distributing digital content and understanding the rules of juridical aspects.
 - Being able to identify the utilisation and potential for the establishment of local and regional library networks.

- Managing the archives and documents conventionally and electronically, so they contribute to the institution.

The profiles of the programme graduates are manager of complex library materials, library digital content service, library management information systems, network cooperation, and archives and documents.

The BLIS Study Programme is designed to fulfil targets equivalent to the EQF level 6. It has been an active member of APTIPI (Association of Higher Education Providers of Indonesian Library and Information) since 2020.

2.1.7 Magister in Public Administration (MPA)

The programme was introduced in 2009 as a two-year programme and, to attain the degree, students must complete the equivalent of 66 ECTS credits. In 2019 it was accredited by Ban-PT with a level B.

Learning outcomes have been defined as follows:

1. Knowledge and understanding:
 - Owning a comprehensive understanding of Administrative Sciences focusing on Public Administration and Regional Autonomy.
 - Owning a comprehensive understanding of administrative practices, especially Public Administration.
 - Owning a comprehensive understanding of ethical values and social justice in Public Administration.
 - Owning a good understanding of Public Administration design in the Public Administration and Regional Autonomy.
 - Owning a good understanding of the role and benefits of technology to improve the quality of Public Administration and Regional Autonomy.
2. Skills:
 - Being skilled in exploring and explaining public issues and problems within the framework of social justice.
 - Owning skills in finding alternative solutions to public problems.
 - Being able to master and develop public administration research methodology.
 - Owning a curious and critical attitude toward the dynamics and development of Administrative Sciences, especially Public Administration and Regional Autonomy.
 - Internalising the ethical values and justice in the practice of Public Administration.
 - Owning the sensitivity to the problems and practices of Public Administration and Regional Autonomy.

To support the achievement of the graduate competencies and provide flexibility to the students in expanding their knowledge and deepening their expertise according to their interests,

the curriculum has been equipped with elective courses of specific interest (public administration and regional autonomy) in semester 3. There are four elective courses available (11 credits). In addition, the students must choose one of the four offered courses in the third semester. The ILO document of the programme is referenced to the achievements of EQF level 7 and the IQF at level 8.

The profiles of the Magister in Public Administration graduates are:

1. Bureaucrats at the operational level who can use information technology and public administration in solving tasks and problems,
2. Policy analyst that can provide input in strategic decision-making,
3. Managers of field activities in the public sector who are aware of public values.

The MPA joined IAPA (Indonesian Association of Public Administration) in 2019 and AAPA (Asian Association of Public Administration) in 2018.

2.1.8 Magister in Social Welfare (MSW)

The MSW Study Programme was established based on the Decree of Directorate General of Higher Education Number 5927/E2.2/KL/2014 in the form of a mandate to UNIB to organise the magister in Social Welfare, English Language Education, and bachelor in Statistic study programmes. Based on the mandate, the preparation was made to realise the study programme. Finally, the MSW study programme started to operate based on the Decree of the Minister of Research, Technology and Higher Education Number 295/KPT/I/2016 on the Opening of the Magister in the Social Welfare Study Programme at UNIB dated September 5th, 2016. In 2020 it was accredited by Ban-PT with a level B.

The mission of the MSW Study Programme is to focus on a participatory approach, fulfilling the demands of the academic community, government, business circles, community, and stakeholders in the education, research, and service in the social welfare studies. The programme wants to produce graduates that have the sensitivity to the local, regional, and national social issues and can solve problems by using social work intervention methods.

Learning outcomes are defined as following:

1. Knowledge and understanding:
 - Mastering the social welfare theories and relevant social theories to intervene in social problems at the mezzo level.
2. Skills:
 - Being able to map and analyse social welfare issues at the mezzo (at organisations, local communities) level.
 - Being able to intervene in social welfare issues at the mezzo level.

- Being able to produce empirical theoretical studies on social welfare and other relevant social theories.
- Being able to organise social workers and work groups to deal with social welfare issues to the mezzo level.
- Being able to manage research and develop social laboratories/guided areas.

Based on the IPPSI/ASPEKSI agreement in 2016, there are five profiles of Indonesian social welfare education/social work graduates. They are the HSO manager (manager of human services organisation), policy analyst (social policy analyst), social researcher (social work research), community development workers (community worker), and psychosocial counsellor. The MSW programme curriculum is referenced to EQF level 7 and the IQF at level 8. Graduates must have professional competence in scientific disciplines of social welfare and sensitivity to social issues. They can implement social work interventions in the context of realising equitable social welfare development. Graduates can think logically, critically, systematically, and creatively in accordance with the achievements of the EQF and IQF. The content of ILO on the MSW Study Programme is related to the aspects of knowledge and understanding, and skills. It also refers to the aspect of autonomy and responsibility which include the development of the student characters.

The MSW has been an active member of ASPEKSI (Indonesian Association of Social Welfare and Social Work Education) since 2017.

2.1.9 Magister in Communication (MC)

The MC study programme was established based on the Decree of the Director General of Higher Education Number 139/E/O/2014 dated June 3rd, 2014. It is a two-year programme granting students the equivalent of 54 ECTS credits. In 2022 it was accredited by Ban-PT with a level B.

The mission of the MC Study Programme is to carry out education and teaching activities oriented on the theory and practice of communication development; to carry out research in the fields of communication science such as mass media, tourism, cross-cultural and local wisdom; to implement community service as knowledge transfer in the fields of communication science.

Learning outcomes are defined as following:

1. Knowledge and understanding:
 - Mastering philosophy as a fundamental scientific foundation.
 - Mastering the diversity of communication theories.
 - Mastering the stages of scientific research in the field of communication science.

2. Skills:

- Being able to communicate, converse and convey thoughts effectively through various media channels.
- Being able to design communication activities that are dialogical and directed in the study process.
- Being able to provide assistance, facilitation, and community empowerment at the micro level creatively and contextually.
- Being able to collaborate with stakeholders in achieving strategic communication goals.

The curriculum is referenced to EQF level 7 and the IQF at level 8. In addition, MC students must choose one project learning in the community in the third semester.

The study programme utilises several lecturers from other study programmes within UNIB according to their capacity to accelerate work mechanisms efficiently and effectively. The study programme also collaborates with the Association for Higher Education in Communication Studies (henceforth ASPIKOM) in the form of national seminars, conferences and public lectures.

The MC has been an active member of ASPIKOM (The Association for Higher Education in Communication Studies) since 2019.

2.2 Assessment

2.2.1 General

The university has a strong bouquet of bachelor and magister programmes. Inclusion of research project/thesis in each programme is appreciable. Regular evaluations and adjustments of curricula with the involvement of internal and external stakeholders is highly commendable. Experts also recommend that the university should try to reduce the number of courses per semester, e.g., by combining them into larger modules. Ideally, the university should revise the awarded credits so that when transferring them to ECTS they are presented as integer numbers.

Community service is an important aspect of all programmes at UNIB. To what extent this community service relates to the learning objectives of each programme and what number of credits can be substituted, remains unclear. Students mentioned that community service spans 45 days per semester, which is a substantial amount of semester time. Whether and how students receive credits for this work and to what extent community service relates to the learning objectives of their study programmes or prepares students for future employment did not become clear.

At least for magister programmes, it seems suitable to offer two to three specializations within each programme. The university could also further improve its programmes by including more international, and interdisciplinary (cross-faculty) modules and projects. During the discussions with the university, all groups expressed the wish for more international exchange and international collaborations beyond the level of individual lecturer connections.

General recommendations:

- The university should try to reduce the number of courses per semester, e.g., by combining them into larger modules.
- The university should revise the awarded credits so that when transferring them to ECTS they are presented as integer numbers.
- The programme handbook should have the same structure and the same kind of information for each programme.
- For the sake of student mobility between programmes as well as international mobility, the lengths of bachelor and magister programmes should be aligned with international standards.
- The pedagogical logic behind making a course compulsory or optional should be clarified for all programmes.

2.2.2 Bachelor in Public Administration

In the first place, the BPA programme is made to prepare graduates with a strong national vision who have a great concern for the decentralisation and public management and development issues. Therefore, these graduates of the BPA programme should work in public authorities, private companies and NGOs. The description of objectives is closely linked with general documents of the HEI, such as mission statement and internal regulations. Further, references are made to national regulations.

The review team acknowledges the accurate elaboration on generic competences, which are all relevant for working in the public sector. Further, there is a focus on the specifics of public administration. The objectives of the programme comprise sound information on the field of public administration, which is addressed, e.g., local, regional, or state administration. Further, there is a clear connection between the achieved competences and the career paths within the public service.

The HEI provides a programme, which has a positive impact on the integration of different groups of the society in the region. It allows graduates to enter the public service, without any additional entry requirements, even if there is a public recruitment procedure. For an early

connection of students to the public sector, the university has network contacts with authorities and public agencies. The review panel thinks that this deserves special credit.

The degree programme meets the expectations for a bachelor's degree programme. This is true for the scientific and methodological competence areas as well as for professional skills. It also enables students for a sustainable employment, and individual personal development and an active citizenship.

2.2.3 Bachelor in Social Welfare

The programme Social Welfare is rated of good quality by the review panel. The qualification objectives, the degree level and the associated learning outcomes of the programme are formulated. Here the programme should define personal competences needed in social work, such as e.g., reflective capacity, socially competent behaviour, morality, adaptability, resilience, ability to work under pressure, creativity, initiative, sense of responsibility, or ability to set boundaries.

Basics of pedagogical science should also be included. The subject-related and scientific requirements correspond to the degree level for Bachelor's degrees according to the European Qualifications Framework. The students are sufficiently qualified to pursue a qualified occupation. The occupational fields and the activities and tasks carried out in them are sufficiently defined. The development of personality in this programme is promoted very well through the development of personal and social competences, internships and community service.

The curriculum of the Social Welfare study programme is well structured. The subject-related and content-related structure of the individual modules is consistent. The programme title matches the content. The degree and degree title chosen are appropriate in terms of content. The integration of practical phases into the study programme still needs improvement. Currently, there are two practicum modules, but due to the applied nature of the field at least one semester should be reserved for internship / practicum. The programme offers a wide selection of elective modules and it reserves roughly 30% of study time for them. Thus, the programme opens sufficient freedom for self-designed studies within the regular study period.

2.2.4 Bachelor in Communication

The programme (first semester general studies with an emphasis on Indonesian society and values, second to sixth semester with an emphasis on communication studies including com-

pulsory and specialization courses, seventh and eighth semester with opportunities for community work and a research thesis) fulfills the purposes of higher education of the Council of Europe.

The objectives of the study programme are to enable graduates to compete in communication-related fields on the national and ASEAN level and to meet the requirements of stakeholders in the areas of public relations, journalism and communication (management). The different courses offered in the Bachelor in Communication tackle the diversity of the field of communication and allow at the same time a kind of specialization. The programme is well-structured to fulfil the requirements: the first semester offers a variety of general courses to allow for a solid background in social sciences in general and ground the studies to the values and needs of Indonesia. Starting from second semester courses in various fields of communication studies are offered tackling all major aspects of communication studies. This is in line with many programmes internationally and thus allow competition and cooperation in the ASEAN and global area. Starting from year 2 every semester until semester 6 a course on social science research methods is offered, thus training students in both quantitative and qualitative methods. This adds up to 14 SKS out of 153. The last year is reserved for community service and practical work as well as thesis writing with less credit points. This is helpful to already delve into the professional work while still studying.

On an international level, there is a strong interest in raising the standards of academic integrity. In the current curriculum no courses regarding ethical academic writing or research are being included. At least one course at the beginning of the studies (i.e., first or second semester) could help raising the programme to international standards.

The career opportunities are clearly defined as being in the fields of PR, journalism or analytical communication (i.e., as a consultant, manager or researcher). The road to reaching these goals have been paved by offering a meaningful variety of courses in communication studies reaching from methods to practical skills in journalism as well as tackling theoretical and conceptual courses.

The workload in the current curriculum is well defined and meaningfully distributed over the different semesters. In the first three years, each semester a workload of between 19-24 SKS is defined, i.e., 5-8 courses per semester. In the fourth year, the number of SKS decreases to 8 SKS per semester which was well explained during the hearings. Students tend to start working in the professional field already and often finalize their studies aside from work. Decreasing the number of credits during this time allows a smooth transition into the job market.

2.2.5 Bachelor in Journalism

The overview of courses for this programme looks promising and it covers the expected basics. Whereas bachelor's in journalism may be expected to be of a more applied nature, the programme currently includes only one module for internship, which could be increased.

The students are sufficiently qualified to pursue a qualified occupation. The occupational fields and the activities and tasks carried out in them are sufficiently defined. The development of personality in this programme is promoted very well through the development of personal and social competences. Developing two to three specializations within the programme may achieve an even better matching of skills and competences with different occupational profiles.

2.2.6 Bachelor in Sociology

The objectives of the programme largely meet the requirements from the field, but improvements are needed. Specifically, the objectives are repeated in various course descriptions and are not adequately defined there or in the curriculum. They are not clearly linked to course descriptions.

Overall, the UNIB sociology department must have a clear track for how to develop its social theory and methods foundations. There is heavy emphasis on coastal and forest community empowerment and social practice in the curriculum. These regional and praxis emphases align with the university's strategic choices, which is fine. However, internationally and in Europe, sociology is heavily involved in theory, methods, and basic research, including local and post-colonial theorization. There is very little evidence of this in UNIB documentation or during the visit.

2.2.7 Bachelor in Library and Information Science

The BLIS study programme is rated of good quality by the review panel. Currently, all categories contain subject-related qualification goals, while the last category should define personal competence-related outcomes.

The subject-related and scientific requirements correspond to the degree level for bachelor's degrees according to the European Qualifications Framework. The students are sufficiently qualified to pursue a qualified occupation. The occupational fields and the activities and tasks carried out in them are sufficiently defined. The development of personality in the degree programme is promoted very well through the development of personal and social competences, community service and internships.

The curriculum of the study programme is reasonably structured. The subject-related and content-related structure of the individual modules is consistent. The programme title matches the content. The degree and degree title chosen are appropriate in terms of content.

2.2.8 Magister in Public Administration

The mission of the MPA programme is to bring about the so-called Tri Dharma of higher education in the field of public administration. It also strives to enable students to be prepared through a modern learning and teaching process based on a practice-oriented curriculum and the latest theory of public administration and government. Against this background, the degree programme describes objectives for research and community services aimed at developing science and technology in Indonesia. This ambition is framed in a local and regional context where the university builds on collaborations and partnerships with institutions from government and business.

Compared to the university's BPA programme, the MPA is intended to provide competence-oriented advancement of students for higher-level tasks. The BPA provides training in basic scientific knowledge and skills. The MPA, in contrast, already enables students to conduct more complex analyses and to deepen their knowledge of public administration. This seems plausible because most of the students in the master's programme are already employed in the public sector.

Due to the facts that students are already employed in public service, a unique way of linking theory with practice is given. Students bring the problems and challenges into the theoretical discussion of university teaching. The university also reports that it has some discretion and autonomy in the design of the degree programme. Therefore, the contents during study change and incorporate up-to-date topics; electives can be modified.

2.2.9 Magister in Social Welfare

The Magister in Social Welfare programme is rated of average quality by the review panel. The occupational fields and the activities and tasks carried out in them are sufficiently defined. The curriculum of the Magister in Social Welfare programme is reasonably well structured, but more courses adequate to magister level should be added to it. In comparison, the bachelor programme seems more refined and more specific than the magister programme. The subject-related and content-related structure of the individual modules on offer in the magister programme is consistent. The programme title matches the content. The module titles chosen are appropriate in terms of content, but they should reflect the advanced nature of the subject

compared to the courses offered to bachelor students (e.g., ‘Advanced social research methods’, ‘Advanced social work methods’). The Magister in Social Welfare should include courses on leadership, management, and change management in social organizations, law of social services, principles of social welfare.

2.2.10 Magister in Communication

The Magister in Communication programme offers one year of course work and one year of proposing and writing a thesis.

A specific preparation for empirical work by offering two courses in quantitative and qualitative research methods is positively evaluated.

2.3 Conclusion

The criterion is **fulfilled**.

3 ESG Standard 1.3: Student-centred learning, teaching, and assessment

Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

3.1 Status

3.1.1 Student-centred learning and teaching

The character of learning at UNIB is – according to the self-evaluation report – “interactive, holistic, integrative, scientific, contextual, thematic, and collaborative”. The interactive character has been applied in the learning process where lecturers and students actively communicate with each other. Holistically, the learning process at UNIB is directed at efforts to develop student potential, especially academic potential, and open new thinking insights that are different from the insights when they were still in high school. Learning is also carried out integrative between the theory presented in class with practical experience in the field in the form of lectures and practical work in the field.

The UNIB prioritizes a scientific approach so that students can develop concepts, formulate problems, and propose hypotheses, collect information to answer hypotheses, and make conclusions. Contextual learning is applied by linking learning materials with the context of their

daily lives and with the latest scientific developments, including by incorporating the results of lecturers' research into learning materials. The thematic learning process is applied in the higher semesters, where the courses taught in this semester summarize the various disciplines that have been taught in the previous semester. In certain cases, students are grouped for collaborative activities such as completing structured assignments so that the learning activities are student-centred.

Learning methods feature lectures, tutorials, seminars, practicum, studio practice, workshop practice, practice fieldwork, research, and community services. Face-to-face learning in the classroom is combined with online learning. Lecturers vary learning methods according to the characteristics of the material and student learning styles. Learning is conducted in an integrative way between lectures in class and practical learning activities.

There are group discussions, simulations, case studies, collaborative learning, cooperative learning, project-based learning, problem-based learning, or other learning methods that can effectively facilitate the fulfilment of the learning outcomes. In addition to class discussions, the teaching methods used are problem-based, discovery-inquiry, and project-based learning which involve students actively participating in learning. To smoothen the learning process, empirical data and examples are widely used for easier understanding the academic subject and the application of methods.

The university offers students the possibility of the so-called "Independent learning - independent campus" (MBKM). This curriculum allows students to take courses (up to a total of three semesters) outside their study programmes and outside the university according to the needs and abilities they want to explore, both across study programmes and universities. MBKM can also take the form of student exchange and internships, it can also be humanitarian projects, teaching assistance and entrepreneurial activities.

UNIB has a Learning Management System (LMS) in the form of e-learning to support online classes and student learning management. During the Covid-19 pandemic, the learning process was switched to online mode. Besides being supported by LMS, online learning includes various online meeting platforms or online chat applications. In classes there are blended learning tools used, both face-to-face and virtual either synchronously or asynchronously. UNIB implements MOOCs (Massive Online Open Courses) so that learning is no longer limited by place and time. Thus, the wider community, both at home and abroad, can study at UNIB. The learning process at FISIP is equipped with various kinds of learning support, from learning materials to infrastructure, such as learning buildings equipped with learning support equipment. FISIP has several integrated laboratories, both room and field laboratories, supporting the teaching and learning process.

Each semester, students receive a different credit load depending on the GPA obtained in the previous semester, with a maximum of 24 credits.

Lecturers are provided with university teaching training and active learning methods. They are encouraged to use interactive teaching methods and make use of the available facilities and infrastructure. Lecturers also ensure that teaching methods, assessment, and classroom resources reflect sensitivity to diversity and incorporate positive role portrayal, relevant issues, and themes such as ethics, inclusion, respect, and acceptance, including diversity in family composition, gender identity, and sexual orientation. The respect for diversity in learning systems is based on the principle that the differences are recognised and utilised positively to benefit the quality of learning and the workspace.

Every lecturer at FISIP is expected to carry out progressive learning which aims to complement the transfer of knowledge with learning by doing, to learn new things using appropriate materials provided by internet websites. For this, students can gather fieldwork experiences, finding problem-based applied solutions, to cope with real life challenges in their fields of study. To improve the learning process at FISIP, the lecturer is given teaching training through Active Learning In Higher Education (ALIHE) every year especially for new lecturers.

FISIP also has a Faculty Quality Assurance Unit that monitors the learning process at FISIP.

3.1.2 Assessment of learning

The assessment principles applied by the University of Bengkulu are educative, authentic, objective, accountable and transparent:

- The educative principle motivates students to improve the planning and learning methods, and to achieve the graduate learning outcomes;
- The authenticity principle orientates towards a continuous learning process and learning outcomes that reflect students' abilities during the learning process;
- The objectivity principle describes that the standard is agreed by the lecturers and students and is free from the influence of the subjectivity of the assessor and the one being assessed;
- The accountability principle describes clear procedures and criteria and is agreed upon at the beginning of the lecture, and understood by students;
- The transparency principle guarantees that procedures and results can be accessed by all stakeholders.

All assessment principles are applied and adjusted to each study programme based on its characteristics and related to the competencies and degrees to be achieved by the graduates. The learning evaluation process at FISIP is implemented by carrying out the Final Test (UAS). UAS can only be carried out if the lecturer has implemented at least 90% of the scheduled (lecture or practicum) activities. The students are allowed to take UAS if they follow 80% of the

scheduled number of lessons. The students who do not meet these requirements without valid reasons are not allowed to take UAS.

Each course has a description called “Semester Course Details” (RPS) that consists of the targets of learning outcomes, materials, methods, time, and stages. To maintain the quality of learning, the implementation of lectures, both compulsory and elective courses, refers to the “Semester Course Detail” that has been prepared for each course. This RPS becomes a reference for both lecturers and students when conducting lectures.

Periodically, the learning process at UNIB is monitored and evaluated (see for more details, chapter III.9):

1. Every year the Internal Quality Audit (AMI) is conducted to evaluate the learning system.
2. The Quality Control Taskforce of each faculty is tasked with evaluating the syllabus and RPS based on learning outcomes for each of the study programmes at the end of each semester. This evaluation is conducted by the lecturers of the courses and students separately. Documents are monitored and the implementation of learning is reported upon, at least evaluating the material suitability and the accuracy of the assessment method.
3. At the end of the semester, the results of the monitoring and evaluation, and the results of student evaluations based on the implementation of the lectures are discussed through lecturer meetings to obtain input for improvement in the next lecture period.

In addition, UPM also conducts exit surveys to assess the implementation of thesis guidance and academic services in laboratories, study programmes, departments, and faculties. The results of these surveys are integrated in the improvement process of the study programmes. The results of the learning evaluation are analysed and followed up at least two times each semester. The method of assessing student learning outcomes is stated by each lecturer in the RPS and compiled by a team of supporting lecturers and approved by the Department. The points assessed include assignments/quizzes, midterm and final exams, and practicum scores. Assignments can be in the form of answering questions, group discussions, writing papers, presentations, etc. The weights of assessments differ from course to course. In the first meeting, the lecturer should explain the assessment procedure. At the end of each semester, the lecturer gives a final score. The lecturer inputs the final score on the academic portal at the end of the semester. Usually, the time limit for uploading the scores is within two weeks after the final test.

Students can complain if the learning process, assessment, or other services are considered not appropriate. Students can submit complaints against the lecturers or other services to the department. Evaluation is performed timely every month by viewing the input from the suggestion box. The evaluation is regulated by the Standard Operational Procedure (SOP) for student complaints. The complaint is then resolved at the department level, submitted to the faculty

level, or, if necessary, to the university level. Clarifications on grades are resolved by the relevant lecturer. If it is not resolved, students can escalate to the department level. The department then conducts a direct follow-up or coordinates with the Academic Division of the faculty when necessary. The complaint mechanism is described in the Standard Operating Procedure.

3.2 Assessment

From the documentation and the discussions with lecturers and students it can be concluded that all programmes put a strong emphasis on teacher-student interaction, proper student supervision and responding to students' talents and abilities as well as any special needs they might have. Students reported, however, that there are no students with special needs (e.g., physical disabilities) and they wish for their campus to be more inclusive.

The administrative and technical support for teaching and learning at bachelor and magister levels at UNIB looks adequate and effective.

During the discussions with the university students made clear that many of those studying for a magister degree already hold (full-time) jobs. To lessen the administrative burden for teachers and increase the studyability for students, a part-time mode of at least the magister programmes should be offered.

Students also reported that work alongside their studies was one of the reasons why they could not finalize their studies within the standard period of study, which emphasizes the need for institutionalizing a part-time study mode.

Students report that delays during their studies often occur during thesis writing. The university admits that they are currently developing a more thorough guidance schedule to alleviate this problem.

The university should also assure that the number of assigned credits are the same for each semester, thus making sure that workload spreads evenly over the duration of the programme.

3.3 Conclusion

The criterion is **fulfilled**.

Recommendations:

- The (magister) programmes should also be offered as part-time studies.
- The university should assure that the assigned credits are the same for each semester, thus making sure that workload spreads evenly over the duration of the programme.

4 ESG Standard 1.4: Student admission, progression, recognition, and certification

Institutions should consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression, recognition and certification.

4.1 Status

4.1.1 Admission

The student recruitment system for accepted students is regulated by the Minister of Research, Technology and Higher Education of the Republic of Indonesia (Regulation no. 60 of 2018 concerning the acceptance of new undergraduate students at State Universities (PTN)). According to the ministry’s regulation there are three options for applying at the UNIB:

- State University National Admission Selection (Seleksi Nasional Masuk Perguruan Tinggi Negeri – SNMPTN) is a national selection system based on screening of the applicants’ academic achievements in Senior High School or Vocational High School or Vocational Islamic High School. The government bears the selection fee so that student applicants are not charged a selection fee.
- State University Independent Admission Selection – Western Region (Seleksi Mandiri Masuk Perguruan Tinggi Negeri Indonesia Bagian Barat – SMMPTN) is an independent admission selection held jointly by 15 state universities in Western Indonesia. This selection is based on a written exam with a registration fee and an additional Institutional Development Fee. SMMPTN is intended for high school graduates from the last two years ago.
- State University Joint Admission Selection (Seleksi Bersama Masuk Perguruan Tinggi Negeri – SBMPTN) is a joint selection carried out by all state universities under the coordination of a Central Committee, with selection based on the results of a paper-based written test or a computer-based test. The test materials include:
 - A Scholastic Potential Test (Tes Potensi Skolastik – TPS) to measure cognitive abilities such as quantitative knowledge, which consists of the knowledge and mastery of basic mathematics.
 - English Language Proficiency Test and Academic Ability Test (Tes Kemampuan Akademik – TKA), which measures cognitive abilities directly related to the content of subjects studied in school. The test emphasises Higher Order Thinking Skills.

The decision whom to accept as students follows the new student admission standard of the UNIB based on the SBMPTN scores of applicants.

At the postgraduate level, admission is carried out by each study programme. The policy of the recruitment and selection system for student candidates carried out by the coordinator of

the magister study programme is guided by the rector's regulation. The study programme coordinator carries out the recruitment process. He or she forms a selection committee that decides upon the registration time and the requirements that candidates must meet. These decisions are made public, and the candidates who meet the requirements are invited to take tests. The committee then determines final admission upon the test results. The numbers of applicants are much higher than the numbers of accepted students for all programmes (ie., Bachelor in Management 2019 had 1.467 applicants and accepted 180 students).

The prospective students of FISIP who have high academic potential but are economically struggling can apply for Tuition Fee Scholarships for Economically Struggling Students with Achievement, Academic Potential Development (PPA) scholarships, or scholarships from various banks institution. FISIP provides equal opportunities for students with physical limitations (disabilities) to study. However, FISIP does not have students with physical limitations until now. Student admissions policies are:

a. based on the principle of equity, which means FISIP does not discriminate against student candidates based on ethnicity, religion, race: In the new student recruitment/selection system, FISIP does not discriminate based on gender, social status, and politics. All student candidates are treated equally.

b. based on the principle of equitable distribution of students' area of origin: In the new student recruitment/selection system, FISIP does not discriminate between student candidates based on their area of origin.

4.1.2 Progression

In general, the requirements for bachelor's degree students for progression are:

- be registered as an active student in the current semester,
- passed all the courses and achieved the learning outcomes of the study programmes,
- have a cumulative grade point average (CGPA) of at least 2.5 with maximum two D grades,
- have no D grade in the nationally compulsory general courses, and
- fulfil all other requirements set by the study programmes.

The average study period in all bachelor programmes is often well above 5 years. Also, magister students often study longer than two years. The situation is especially striking in the Magister of Communication programme where the last seven batches of students studied on average 3.6 years.

4.1.3 Recognition

With the application of standards, all lecture activities in the UNIB can be recognised throughout Indonesia and even internationally. Based on the Regulation of the Rector of the University of Bengkulu Number 25 of 2020 Article 20:

- Students can apply for credit transfers for courses obtained from study programmes within the university and other state universities that are accredited with at least B predicate (“Very Good”),
- Courses that can be transferred for credit are:
 - Student exchange programme, Sandwich and Double Degree;
 - Educational programmes that have been followed before, study programmes in universities and other tertiary institutions that are accredited at least with a B predicate (good);
 - Other activities carried out in non-university institutions;
 - Vocational level transfer programmes and fast track programs.

4.1.4 Certification

In order to obtain a bachelor’s degree of the FISIP UNIB, students must finish the equivalent of 217 ECTS points. Upon completion graduates receive a certificate with the grade, a transcript of records and a diploma supplement of their studies, describing the learning outcomes of the study programme.

To obtain a doctoral degree, students need to fulfil all requirements set by the study programme with the minimum grade B (Good). Students receive a predicate with honours on completion of a maximum of four years of study.

4.2 Assessment

The admission into programmes on the bachelor, magister and doctoral level is regulated through a transparent process that is clearly defined beforehand and publicly accessible in Indonesian. The recruitment centres around students’ academic achievement, field proficiency, and language skills.

The process of monitoring and tracking student progression is mainly done through an online platform, providing a comprehensive overview to students and lecturers. This information is used by teachers and counsellors to support students in improving their progress. There is a student support office at the university, providing guidance to the students and informing them about their rights. Students achieving exceptionally well academically get awarded special honours.

The university regulations on recognition of courses allow for good student mobility throughout the country between HEI's. However, the university should improve the standards of its documentation and availability of English language information to also allow for international student mobility.

Upon graduation the students receive sufficient documentation of their academic achievements. The documentation of certification could be improved, if it was given to the students in Indonesian and English, making international application by students easier.

To realise and implement the goal of "Becoming a world-class university in 2025", the international collaboration with universities in the ASEAN-region should be expanded. The possibilities for a student exchange should be enhanced and the number of intakes and outgoings should grow to better integrate the FISIP UNIB in the international scientific community.

During the discussions with the university, students remarked that they were wishing for a better process of selection for scholarships, but it remained unclear what kind of improvement they wanted to see exactly. The university should take up this issue in its internal feedback conversations with students.

4.3 Conclusion

The criterion is **fulfilled**.

Recommendations:

- The documentation of recognition and certification of student achievements should be improved by providing all documents in Indonesian and English language version, to ease international student mobility.
- Possibilities for international student exchange should be enhanced and the number of intakes and outgoings increased.

5 ESG Standard 1.5: Teaching staff

Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff

5.1 Status

The quality assurance process for teaching staff at UNIB covers the entire cycle from recruitment to termination. The lecturers have duties in the field of education, research, and community service, known as the Tri Dharma of higher education.

The faculty of Social and Political Sciences has 67 permanent faculty with 23 of them holding doctoral degrees (44%) and 44 of them holding magister degrees (66%). FISIP currently serves 2922 students, maintaining a student lecturer ratio of 1:40.

There is nobody holding the title of professor currently, there are 24 associate and 26 assistant professors, 12 work at the level of instructor and 5 at the lowest level of lecturer. The faculty and the university are giving extra encouragement and financial support for lecturers to increase their research output to accelerate qualifications to the level of professor and PhD lecturer.

5.1.1 Process of recruiting staff

The UNIB establishes and follows a clear, transparent, and fair process for the recruitment of teaching staff. This is explained in a guideline for planning and recruiting lecturers and education personnel. The selection/recruitment process of civil servants and non-civil servants are guided by the Regulation of the Minister of Administrative and Bureaucratic Reform, the National CPNS Selection Guidebook issued by the State Civil Service Administration Agency, and the Regulation of the Government of the Republic of Indonesia concerning the Authority to Appoint, Transfer, and Discharge the Civil Servants.

The recruitment process for civil-servant lecturers (Pegawai Negeri Sipil – PNS) at the UNIB applies the following steps:

1. Proposing the faculty's needs based on each study program's needs analysis.
2. Staffing technical meetings at the university level to stipulate the formation.
3. Announcing the selection process of civil servants' candidates according to the formation and requirements online and written information on the Staffing Office at the University of Bengkulu. The conditions are:
 - 3.1. Indonesian citizen,
 - 3.2. at least 18 years old, maximum 35 years old,
 - 3.3. physically and mentally healthy and free from drugs,

- 3.4. good behaviour as proven by the Statement of Police Report (henceforth SKCK – Surat Keterangan Catatan Kepolisian),
 - 3.5. have never been dishonourably discharged as a civil servant/member of the Indonesian National Military (henceforth TNI – Tentara Nasional Indonesia) / Indonesian National Police (henceforth POLRI – Kepolisian Negara Republik Indonesia),
 - 3.6. not currently working as PNS/CPNS and
 - 3.7. do not have contractual agreement/service ties with other agencies,
 - 3.8. having minimum GPA 3.0 for bachelor's degree (S-1) holder, and 3.25 for master's degree (S-2) holder with a linear field of study from an accredited Study Programmes at least B.
4. Accepting the online registration.
 5. The CPNS test includes a Basic Competency Test (TKD) through a computer-assisted test, and the participants who pass the section may proceed to Field Competency Test, microteaching, and interviews.
 6. The announcement will be published online.

The differences between the civil-servant lecturers and the non-civil-servant lecturers are basically that the (nationally standardized) CPNS test is substituted by a procedure of the UNIB that include Basic Competency Test, Field Competency Test, micro-teaching and interviews. The Lecturer workload describes the credit load for implementing teaching, research, and community service each semester. In general, the workload should be in the interval of 12 to 16 credits.

5.1.2 Opportunities for personal development

Faculty positions are offered at five levels:

1. Lecturer
2. Instructor
3. Assistant Professor,
4. Associate Professor,
5. Professor.

Each level has terms, rights and obligations described by the UNIB that are accessible for every teacher. UNIB focuses on implementing possibilities to accelerate the career level of lecturers through special research grants. In addition, there is also a mentoring programme where a senior faculty member guides junior members to accomplish the university's Tri Dharma obligations.

In addition to the career path development, the UNIB offers professional trainings to enhance the teaching abilities of the lecturers. The opportunities include study assignments, internships, seminars, workshops, e-learning training, e-book training, e-journal training, teaching materials

training, applied approach training, and training on RPS preparation based on OBE (Outcome Based Education).

5.1.3 Research opportunities

The UNIB encourages scientific activities to strengthen the link between education and research. In the research guide, there are additional outputs in the form of books or teaching materials that lecturers and students can use in class.

Depending on their academic functional levels, faculty members need to fulfil research targets every three years. Up to the level of associate professor, faculty members need to publish in national accredited journals. The Faculty Social and Political Sciences provides 5 journals for publication, these are mostly run by the faculty itself and the editorial teams consist of other faculty of UNIB or faculty from other Indonesian universities. At the level of professor, publishing in international journals is required.

Research activities carried out by faculty members must involve students according to research guidelines issued by ministries and universities. Therefore, the publication of research results involves students in every stage of research and publication. The “Independent Learning - Independent Campus” programme entitles students to do independent research, do internships in research centres or be involved in research conducted by lecturers. Thus, UNIB strongly supports student participation in local, national, and international scientific writing competitions.

5.1.4 Innovation in teaching methods and the use of new technologies

To encourage innovation in teaching methods and the use of new technologies, UNIB has undertaken:

1. Provision of a Moodle platform as a learning management system that lecturers and students can use during lectures.
2. Teaching grants finance the development of teaching materials which include books, videos, websites and others.
3. Online lectures using Zoom, G-meet and other similar services.

5.2 Assessment

5.2.1 Process of recruiting staff

The UNIB’s two recruiting processes for staff – for civil servants and for non-civil servants – are regulated by public records and clearly defined. Also, promotions are handled according to Indonesian regulations. The processes are fair and transparent.

Most of the staff at the faculty's assessed programmes at bachelor and magister levels is permanently employed. Teaching faculty is required to have the relevant professional qualifications and certifications to be employed at UNIB.

Given the university's strategic goal to increase international visibility of UNIB, the university should aim to invite more foreign visiting lecturers and take steps to attract a greater number of outside applicants for open positions. This would be a great asset to faculty members and students, also enhancing students' chances of employment. However, the selection mechanisms and methods for securing the quality of practitioners involved in teaching activities should be described in the recruitment process guidelines.

5.2.2 Opportunities for personal development

The further qualification of its current faculty members is one of the central goals of FISIP.

Generally, teaching and learning at UNIB is provided adequately for all programs, experts praise the linkage between practical and theoretical training. The university has also clearly defined further education and development goals in place for its teaching staff, but filling positions at the level of professor needs to be a central strategic goal for the faculty. A five-year planning process is in place for recruitment and further education of teaching staff. Recruitment plans are supposed to be submitted to the responsible governmental bodies for approval.

Discussions with the university revealed that English language skills of faculty members are still deficient. To increase the quality of teaching and learning and to meet the overall internationalization aims laid out by the university, English language skills should be improved on all levels of the university (management, administration, and teaching staff). This move will not just promote English language course development and teaching at UNIB but it also triggers joint cross-border research activities.

It would also be helpful to break down the university's five-year recruitment and personal development plan to the level of the faculty and define specific indicators to control how these targets are reached.

5.2.3 Research opportunities

As was mentioned in the previous chapter, the opportunities for personal development are often directly related to granting faculty members more opportunities for conducting and publishing research, ideally in international, peer-reviewed journals. The university should devise ways for faculty members to spend more time on research activities, for example by substituting research for teaching activities. The number of lecturers that could obtain funds and grants for research or the amount of third-party financial means could also not be detected. As a practice-oriented university, UNIB's focus is directed to teaching. Research activities are of secondary importance.

Still, the expert panel recommends that lecturers be encouraged to become more research active because this will not only improve quality of teaching but also enables the active involvement of students in research activities, which might also inspire novel ways of teaching and learning. To this end, funding needs to be allocated and raised for international research collaborations and joint publications.

The university should also provide its teaching staff with greater opportunities to attend international scientific conferences so that they are able to establish contacts with other higher educational institutions and increase prospects for networking and international visibility. On the same plane, the university should expand opportunities for teaching staff to take advantage of academic mobility programmes.

5.2.4 Innovation in teaching methods and the use of new technologies

The UNIB offers the teachers a diverse array of possibilities to enhance the learning techniques. The Covid-pandemic in general has had a tremendous impact on advances in blended learning activities at the university and faculty level. These new methods require the provision and renewal of hard- and software. The university should continuously monitor the use of innovative teaching methods by the teaching faculty.

5.3 Conclusion

The criterion is **fulfilled**.

Recommendations:

- English language proficiency among teaching as well as support staff should be enhanced to develop further international teaching competencies, and international (incoming and outgoing) student, faculty, and staff mobility.
- The university should take steps to attract a greater number of outside applicants for open positions.
- More foreign visiting lecturers should be invited to the university.
- The university should break down its five-year recruitment and personal development plan to the level of each faculty and define specific indicators to control how these targets are reached.

6 ESG Standard 1.6: Learning resources and student support

Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

6.1 Status

6.1.1 General information about the campus

The UNIB occupies a land area of 24.9 ha located in Bengkulu Province. This location is easy to access by people from outside of the Bengkulu province since it is only around 30 minutes from Fatmawati airport. The UNIB has public facilities that may be used by all students of the Social and Political Science Faculty including Integrated Service Building, UNIB library, clinic, sports facilities, banking facilities, and prayer facilities (mosques).

The students can benefit from 14 main buildings consisting of office buildings, a lecture building, three laboratory buildings, a library building, a student activity centre building, a health building, canteens, student association secretariats, entrepreneurship hangars, and others. There is a Dean's room, three Vice Dean's rooms, a section head's room, a large meeting room, a small meeting room, one classroom, a faculty senate room, and a quality assurance unit room. All classrooms have air conditioners, good quality furniture, and smooth and robust internet access. A shared administration room is provided with sufficient capacity for faculty education personnel who serve students in each study programme.

There are 26 classrooms in the teaching and learning facility, with a total seating capacity of 1,660 pupils. For a total of 8,300 students, five sessions can be held in the classrooms in a single day. All classrooms have air conditioners, smart TVs, and LCD. The teaching and learning process for postgraduate programmes is not only carried out in the collaborative teaching and learning building but also in the postgraduate building. The final project courtroom and seminar room for each study programme are in the building of each study programme.

The learning facilities for the three magister programmes (Public Administration, Social Welfare, Communication) are located in the Postgraduate building. Meanwhile, the learning infrastructure for the bachelor programmes is in the teaching and learning building 2 (GKB 2). All the learning infrastructure, including furniture and electronics, are used to support the implementation of the learning process, student affairs, research activities, and the PKM at FISIP. FISIP also has a teaching and learning, laboratory, library, and health building.

There are also supporting facilities such as canteens and student association secretariats. In the implementation of education, FISIP applies the resource-sharing principle. Therefore, all facilities at FISIP can be used by each study programme. All study programmes at FISIP can access facilities owned by other faculties, such as the lecture halls and laboratories as needed.

Students are introduced to all facilities during the student orientation period. Some of the available facilities at FISIP are:

1. GKB 2 building consisting of 27 rooms, including the lecture rooms and laboratories for the BLIS Study Programme and D3 Vocational Secretariat, equipped with TV and AC
2. Postgraduate Building (Building A) consisting of 10 rooms, including the lecture rooms, examination rooms and hall rooms equipped with AC
3. Building D-Dean Office consisting of 10 rooms, including the examination room, lecturer room, and senate room
4. Building C FISIP consisting of 10 rooms, including the study room, examination room, computer laboratory, faculty reading room, and hall.
5. Integrated Laboratory Building

The BLIS study programme also provides laboratories to facilitate the practicum process equipped with supporting equipment. The laboratory is open every working day from 8 am – 4 pm. The practicum process is also provided with a module. The study programme also has laboratory assistants who assist in the practicum process. The laboratory assistants are also supportive in assisting the students to improve the individual learning process.

The BSW Study Programme has a laboratory to manage the technical activities, such as the Family Welfare Consulting Institute (LK3). The BSW laboratory serves lecturers and study programmes in developing the teaching and learning process. In addition, it becomes a medium for enriching and developing scientific treasures in community empowerment.

The social work practice laboratory (Lab-KS) is one of the learning media for students and lecturers of Social Welfare programmes in forming professional social workers and providing social services to individuals, families, organizations, and communities. The Lab provides indoor and outdoor facilities. The indoor laboratory is handling social functioning problems in individuals, families, and small groups, providing counselling, family therapy and group therapy. Meanwhile, the outdoor laboratory is related to simulation of social work interventions in big organizations and fostered communities.

6.1.2 Administrative student support

The administration section of the faculty is led by a section head responsible to the Dean of the faculty. The head of the administrative section has the task of carrying out academic affairs, student affairs, planning, finance, staffing, management, administration, internal general affairs, and state property within the faculty. The Quality Assurance Unit (UPM) of the FISIP aims to ensure that the education process, research process, and community service carried out by both lecturers and students can follow service quality standards.

During the study period, the students are supported by the SIAKAD system. SIAKAD includes the KRS, LHS, transcripts, class schedules, academic guidance, and e-learning that can be

accessed by students and lecturers. Students can easily consult with the best possible lecturers directly in the workspace or through the internet and SIAKAD facilities provided. Students can consult in planning their studies with their academic advisor at the beginning of the semester before the lecture starts. Lecturers as academic advisors provide advice and input regarding the student's study plans and study results of each semester.

New students are encouraged to join the student organisations or associations to develop their interests and talents in academic and non-academic fields. These activities can help students develop their potential to balance their learning activities. The division which oversees this activity is the division of student affairs of the faculty.

Students are also encouraged to seek information about career and work goals through the skill, insight, and career development. These activities may be conducted through workshops and training on entrepreneurship, seminars on career development, public lectures with practitioners according to their fields, and collaboration with the industry by involving the students.

6.1.3 Library

The UNIB library's mission is to provide access to information, to support the Tri Dharma of Higher Education, and to improve the quality of library resources to become relevant and professional. The library facilities can be accessed freely by registered users with a library membership card.

The library of UNIB has an area of 6,000 m². It continues to develop as the institution's commitment to improving the quality of providing facilities and learning resources so that they can contribute to the improvement of education quality. The library of UNIB collection currently includes more than 75,000 copies of textbooks, 11 national journals accredited by Dikti/LIPI, 1 international journal, 3 proceedings, 339 theses and 1,117 copies, 2 dissertations, and 11,000 undergraduate theses and 15,251 copies. In addition to the collection of books in the library, the library of UNIB is also equipped with the digital collections for students to access the learning resources for free.

The reading room at FISIP currently has an area of 400 m². FISIP has a collection of 605 textbooks, 37 magazines, 986 journals, 1000 thesis, etc. Moreover, there are many journals that can be accessed without a subscription.

UNIB has also innovated in developing an integrated online digital library with all Faculty Reading Rooms within UNIB the website Senayan Library Information System (<https://slims.unib.ac.id/index.php>) or through the SlimS application. Through this application and website, the academic community can connect to the National Library and access all books and journal collections including: the books, references, magazines, national and international journals. In addition to supporting facilities, the library of UNIB is also managed by professional librarians. They all have sufficient qualifications to properly help the academic

community and employees within UNIB. The work of librarians is also assisted by the administrative staff (civil servants and honorary staff) who are placed by the university at the library of UNIB.

6.1.4 IT Service

The information system of UNIB is connected using the Local Area Network (LAN) and Wide Area Network (WAN). This system has a big data capacity and adequate accessibility with a speed of 800 Mbps. The area of UNIB has been connected using optical fibre and WiFi for LAN connection to access the internet. Therefore, these facilities will help the academic community and education personnels to access various UNIB internal information and the internet. The Office of Development of Information, Technology and Communication (LPTIK) is an institution responsible for the utilisation and development of information systems for the benefit of learning and programme management which can be accessed at <https://lptik.Unib.ac.id>. The services offered by LPTIK include New Student Registration System, Academic Portal System, Lecture Attendance System, Graduation Registration System, UNIB Academic Information System, Online Community Service System, Personnel System, Remuneration System, Planning System for UNIB PPK Bureau, Lecturer and Employee Absence System, Registration SIM, UNIB Portal PIN Making System, e-Learning System, Library System, Correspondence System, e-Journal System, Book Search System, UNIB Repository System, Learning Evaluation Information System, Database Information System, and UNIB Graduates Tracer Study application.

UNIB already has an LMS-based e-learning application (<https://elearning.Unib.ac.id/>) which has been used intensively to support blended learning. The system can be used to provide lecture materials and modules that the lecturers and students can use to support synchronous and asynchronous learning. The online learning is conducted through video conference applications.

The management of the information system of the FISIP is integrated with the one developed by UNIB. The existing information systems include SIAKAD (Academic Information System), SIRENBA (Business Plan Information System), Academic Portal, SIREMUN (Remuneration Information System), Employee Attendance Information System, SIMPEG (Employment Information System), and FISIP UNIB Website (<http://fisip.unib.ac.id/>).

The information system of UNIB is used to improve the effectiveness in archiving, decision-making, efficient learning, and improving the quality of academic programmes. The development of the information system is a part of the internal quality assurance in learning activities. To improve the quality of academic programme implementation, each study programme can

use various applications: the Academic Portal, Lecture Attendance, UNIB Academic Information, Online KKN, e-Learning, Library, Correspondence, e-learning Journal, Book Search, UNIB Repository, and Learning Evaluation Information System.

6.1.5 Training events and support services

UNIB conducts various approaches of training for the management, lecturers, and students to support the improvement of the learning standards, research and community service, and institutional management. Students can participate in training to increase their competences through soft skills training, student creativity programmes, entrepreneurship, and organisational management. These training programmes support the main competencies of students in their respective fields. They are conducted by the division of the student affairs of the university and faculty.

UNIB has a Career Development Centre to implement programmes to align education and professional work. In the future, this unit is expected to be able to prepare UNIB graduates to compete in the job market to increase their employability. The career and entrepreneurship guidance is also conducted by the Technology Business Incubator, which aims to grow young creative entrepreneurs at UNIB with several activities including technical business guidance, Business Competitions, and Business Training.

6.1.6 Student research

Already during their studies, students are guided to apply for research funds. The most competitive funds are provided by the Ministry of Education, Culture, Research, and Technology. These funds were received through the “Student Creativity Programmes” (PKM) and “Student Creativity Competition Scheme”. The emphasis of student's research is to follow the research roadmap of each study programme.

6.2 Assessment

6.2.1 Facilities

The various teaching rooms at the faculty are of suitable sizes and well equipped with various IT technical equipment which enables a modern and pedagogically up-to-date form of teaching. In all classrooms there is wi-fi which enables access to the internet and the information system used at the university.

It is pleasing that the UNIB also has various offers for the practice of sports activities, such as basketball, volleyball, and football. These sports facilities enable the students to exercise and thus ensure good conditions for a mental and physical surplus that will benefit them during busy periods of study.

6.2.2 Library

The UNIB has a library to which students have free access. In the library, there is ample opportunity to access various forms of literature in both physical and online form and there are reading rooms where students can study without being disturbed. While the library of UNIB lists only one accessible international journal, access to a larger body of international literature and peer-reviewed journals seems to be secured through the National Library. The SlimS application is only available in the national language, however, and a few queries on internationally renowned scientists delivered no results. For international students, not capable of speaking Indonesian, the facilities may be less supporting. Also, UNIB faculty reported, that their access to journals is mostly limited to national journals. Given the university's goals for internationalization, this is a definite point of improvement.

The university should also provide its students and teaching staff with access to internationally recognised general and specialised databases and textbooks.

6.2.2 Student Support

There are several options for the students to get help and support during their studies. With regards to academic counselling and support of the career centre, there is plenty of advice and guidance for students during their studies. This help is especially important when the students must contact companies in connection with choosing an internship and later in connection with the preparation of a graduation project. In addition, all study programmes are members of important associations increasing the contact with research peers and potential future employees. These associations give the students insights into the working life after their studies and opportunities to establish a network with the labour market.

Based on interviews with the students, it seems that various support opportunities work well, and that the administrative staff are good at helping when problems arise during the period of study. In addition, tutors are assigned to help new students get off to a good start in their studies.

The expert panel misses support for international exchange as a key to becoming a globally (visible) university. Students aiming at a student exchange should be more supported financially, conditions for an exchange should be enhanced by supporting foreign language skills either on a voluntary, informal base, e.g., an English café, or by setting certain requirements like some courses in foreign languages. Also, the participation in international scientific conferences should be supported with grants or scholarships, combining a system based on financial need and one on merit.

A newly opened student centre at the campus will contribute to a productive learning and studying environment for all students.

6.2.3 IT-infrastructure and LMS systems

It generally seems that the university has an IT infrastructure that supports the work of all groups of employees and that ensures a quick and efficient handling of everything related to teaching and research.

The university's information system PAK and their Learning Management System (LMS) ensure students' safe and quick access to various relevant information such as grades, schedules, homework, teaching material and material from various lectures, which makes it easier for students to have a continuous overview of their studies. Based on interviews with the students, it seems that the IT technical systems support their everyday life at the university, students uttered a wish for more digitalization, but it could not be clarified which domains of improvement were referred to here. This might be something for the university to investigate further.

6.3 Conclusion

The criterion is **fulfilled**.

Recommendations:

- The university should provide access to internationally recognised general and specialised databases and textbooks in the field.
- Financial support offers to students willing to go abroad should be improved so that students can take advantage of academic mobility programmes.
- The university should provide its students with more opportunities to participate in international scientific conferences.
- The university should take specific steps to develop students' foreign language skills, so that students are able to interact with international publications and participate in international discourses.

7 ESG Standard 1.7: Information management

Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.

7.1 Status

The UNIB has effective management to collect and evaluate data of students, lecturers, teaching staff, graduates, and other stakeholders which are evaluated against Key and Additional Performance Indicators. Data gathering starts with an Entry survey. This survey is conducted on new students at orientation time. The purpose of the survey is to obtain background information on students for instance area/ethnic/province origin, economic background, school origin, etc. The results of this survey can be one of the foundations for the implementation of learning methods in each study programme.

Monitoring and evaluation of teaching and learning process is a routine activity, which is held at least once a year. Data collection activities are carried out by distributing questionnaires to several lecturers who teach. This questionnaire is filled out by the students and recapitulated based on the number of lecturers who teach in the study programme. The recovered data is analysed and evaluated in the teaching and learning process to find out the deficiencies in the quality of teaching carried out by each lecturer. This can be seen from the high and low scores given by students to the questions in the questionnaire. A high score indicates that the quality is good, and vice versa. The lecturers are always present at each class and are very enthusiastic about delivering material. Furthermore, the monitoring and evaluation method was carried out with two methods consisting of offline and online questionnaire distribution methods. For the offline method, the lecturer distributes the questionnaire to each student according to the subject, then the questionnaire is tabulated and evaluated. For the online method, the results of monitoring and evaluation can be obtained directly from the data.

The student academic progress information system can be monitored through the academic portal system (<https://pak.unib.ac.id>). Moreover, academic supervisors can monitor the academic progress based on student GPA in each semester, while academic progress is monitored through the Academic Information System (SIKAD). Students with academic problems, including those who must drop out, will also be addressed through the study programme. The data includes student profiles, study development and progress, the record of study results (grades), student successes and failures, courses and lecturers, class schedules, academic supervisors, number of students, the status of active and inactive students, student graduation, file sharing references and guides. Students can access a list of courses, room and class schedules, lecturers, KRS, academic supervisors, reports of the semester and cumulative study results (grade), student status, and student profiles. They also can evaluate courses and the learning process. SIKAD can be accessed by relevant units to input, process, update,

monitor and evaluate the progress of students' studies. SIAKAD is also connected with bank partners for students to carry out tuition fee payments.

Furthermore, the information management related to student satisfaction with the learning process for each lecturer can be accessed through (<https://siepel.unib.ac.id/>). The institution of Learning Development and Quality Assurance (LPMPP) is a unit that works to compile and report the evaluation result to the university leaders which will be submitted to the faculty, which later will be forwarded to the study programmes. This evaluation is conducted every semester on all courses offered at UNIB. The Quality Assurance Team at the faculty level and the Quality Assurance Team in each study programme will analyse and closely consider any recommendations made as a result of the learning evaluation's findings for potential future improvements. The results of the learning evaluation are also followed up by the dean, the head of study programmes, and supporting lecturers to find solutions and raise the standard of learning. The learning outcomes report will be used as the basis for UNIB leaders to improve the quality of learning, including improving the infrastructure.

The University of Bengkulu established a graduate career information centre (CDC) that connects with stakeholders outside the university. The centre conducts stakeholder satisfaction surveys of employers of graduates. This survey can be conducted directly in person, online using a Google form, or using other methods. It includes questions about graduate performance in integrity, professionalism, communication, teamwork, foreign language mastery skill, management, and IT skills.

The Class Attendance System is created to record the attendance of lecturers in the class that they teach in that semester. It is also created as a course journal for quality assurance of the conformity of lecture materials with RPS and Lesson Plan designed by the lecturers. In addition, it is also created to monitor student attendance as a basis for eligibility to take exams.

The Online community service system monitors students' participation in community service activities by tracking their location real-time. Students can document their activities and share them with their supervisors.

The Human Resources System (SISTER) collects data on lecturers and manages their portfolios for career development purposes. The data in the portfolio can be claimed in the credit score assessment process and lecturer certification. Assessors or reviewers can evaluate lecturer activities and products that have been claimed.

The Remuneration Information System assists the remuneration team in handling employee incentive calculations and provides reports of direct incentives, indirect incentives, incentives received by employees, and the percentage of incentives divided for the needs of the manager. An Attendance system using fingerprint mechanism records attendance of lecturers and educational staff once they are within the area of UNIB.

The Inter-semester class registration system is an additional system to facilitate inter-semester classes whose duration is shorter than the regular one. Registration for inter-semester classes is intended to record students who will take part in these activities.

The Library Management Information System (e-library) is the developed information system to help the services and library staff in managing the library. The library staff can always monitor the availability of books, the list of new books, borrowed books, and returned books. The library system at UNIB simplifies the inventory of the available books and other related information at the library.

7.2 Assessment

Overall, the university collects a large amount of valuable data, both from students and lecturers. This data can make a valuable contribution to the further development of the programmes and to the identification of possible problems. Data collection should be conducted in a uniform manner for all programmes to enhance comparability and comprehensibility of the documentation.

The performance of the lecturers, lecture plans, and materials used is monitored closely, for example by higher-level staff according to the regulations of the Indonesian government. According to international academic standards, lecturers should have (some) freedom in selecting the topics they want to present in class and the methods they want to use. International incoming staff might not be ready to accept these mechanisms of control and the limitations on academic freedom and the university should strive to extend the sovereignty and independence of its teaching staff within the limits of governmental regulations.

Students are regularly enabled to evaluate courses that they attend to, as well as the programmes that they study. Experts recommend that these questionnaires should be administered in the middle and at the end of each semester so that specific measures to address any issues raised can be implemented expeditiously. Students should also be informed of the findings and steps taken by the university.

The teaching, research, and administrative language in collecting, reporting, and analysing the relevant information is not in English. This is a problem for evaluating and an effective obstacle for exchanges and internationalization.

7.3 Conclusion

The criterion is **fulfilled**.

Recommendations:

- Data collection should be conducted in a uniform manner for all programmes to enhance comparability and comprehensibility of the documentation.

- Questionnaires should be administered in the middle and at the end of each semester so that specific measures to address any issues raised can be implemented expeditiously. Students should also be informed of the findings and steps taken.
- Programme evaluations should be made available in English language to support internationalization goals and international student mobility.

8 ESG Standard 1.8: Public information

Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.

8.1 Status

Most information of the UNIB is accessible on the university's official website (www.unib.ac.id). The website provides access to the latest data of information related to the university profile, offices, academics, scholarships, general information, and reports, admission system for the new students and the academic regulations. The website contains external links to connect UNIB with information of – for example – the Ministry of Education, governmental agencies, and professional associations. The website of the UNIB is bilingual; information is presented both in Indonesian and English.

The website is periodically updated by the “Public Relation Division” (Hubungan Masyarakat – HUMAS) that is coordinated by the “Information and Documentation Officers” (Pejabat Pengolah Informasi dan Dokumentasi – PPID).

In addition to the website, the public can access information about the UNIB through social media accounts such as Facebook, Instagram, Twitter, and YouTube.

8.2 Assessment

Most members of the expert panel have no language competencies in Indonesian. Therefore, the assessment concentrates on the English version of UNIB's website.

The UNIB has made a SWOT-analysis of their website and concluded that despite the strength of a continuous updating the “design of the website is outdated [and the] layout (...) is unorganized”. The immediate plans for improvement, however, concentrate on elimination of user complaint and on technical issues like stability of the website's performance in case of massive increases of users at a given time.

A relaunch of the website with a more attractive and user-friendly design and layout should be a priority. Students, employers, and other stakeholders should find their most relevant information immediately.

How informative the website is in Indonesian, the expert panel cannot assess (see above). However, the information in English is certainly not a mirrored version of the Indonesian one. In general, informations about the study programmes in English are inadequate, difficult to find, or not current or dummy data from when the website was created. For an international recognition, the website of the UNIB should be enhanced both in structure and in content, especially in English.

Furthermore, public information should not be reduced to websites or social media. The students should be given all relevant information about the study programmes they want to attend. A website may be a good introduction of key information. For an in-depth information, additional documents should be provided, e.g., syllabi of the study programmes, students guides, RPS etc. This documentation should be included on the study programmes' website. Alternatively, an information package could be presented via e-mail to interested people that at least the applicants for a study programme are thoroughly informed.

8.3 Conclusion

The criterion is **fulfilled**.

Recommendations:

- For an international recognition, the internet presence of the university should be enhanced both in structure and in content and English.
- The student should be given a programme handbook based on the course description for the national accreditation at the beginning of their studies, that should also be publicly available on the website.

9 ESG Standard 1.9: On-going monitoring and periodic review of programmes

Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.

9.1 Status

The UNIB conducts regular monitoring and review of study programmes to ensure the learning outcomes are set and adapted to the needs of students and the community. Systematic monitoring is a part of the Internal Quality Assurance System (SPMI) of UNIB through the Internal Quality Audit (AMI) that is conducted by the “Institute of Learning Development and Quality Assurance” (LPMPP). AMI is an objective evaluation process to ensure that the activities at UNIB are in accordance with the procedures set and that the results of these activities are in accordance with the standards set by UNIB. If the implementation of a study programme is not in accordance with the standards, corrective actions are applied. In its implementation, the LPMPP has full, independent and unlimited access to all the documents prepared by the study programmes. The auditor checks the completeness of all forms of documents and to obtain the necessary data and information according to the scope of the audit. AMI collects documents on the three levels of university, faculty, and of study programmes. Exemplary documents gathered from the three levels are:

- University level: Program Implementation Policy, Quality Policy/ SPMI, University Business Strategic Plan, Quality Documents (Standards, Manuals, Procedures), Academic and Non-Academic Regulations, Rector’s Decree and Circular Letter;
- Faculty level: Academic Policy, Dean Decree, Standard Operating Procedure of Programme Implementation and Evaluation;
- Study programme level: Academic Manuscripts/ Curriculum Documents, Lesson Plan Document, Manual/ Work Instruction, Learning Modules, Learning Implementation Document, Learning Evaluation Document.

AMI has been introduced in 2019, so that by 2022 it has run four cycles. In 2021, AMI has been conducted on 78 undergraduate and postgraduate study programmes. AMI auditors were appointed by Rector's Decree. Based on the Assignment Letter, there were 61 certified auditors appointed. The evaluation was carried out in two stages. They are Desk Evaluation (adequacy audit) and Field Assessment (compliance audit). The overall evaluation results show that the average criterion score is above 3 on a scale of 0-4.

The results gathered are presented to the university’s leadership first, then submitted to the faculty and at last to the directors of the study programmes. The AMI results of each study programme are discussed in the Management Review Meeting (Rapat Tinjauan Manajemen –

RTM) at the faculty level. The Quality Assurance Team at the faculty level and the Quality Assurance Team in each study programme analyse the data in RTMs and propose recommendations for potential future improvements. The results of the learning evaluation are also followed up by the dean, the head of study programmes, and supporting lecturers to find solutions and raise the standard of learning. The RTM results, the learning outcomes report, will be used as the basis for UNIB leaders to improve the quality of learning, including improving the infrastructure. Corrective actions are determined based on the RTM and they are implemented by means of the Business and Budget Plan (Rencana Bisnis dan Anggaran – RBA) of the faculty in accordance with the improvement targets to be achieved. In addition, the results of the RTM are used as the basis for standard revisions so that sustainable quality improvement is achieved.

Based on the results of the internal and external evaluation, UNIB revised its standard by adding 24 additional standards in 2020. Likewise, as a follow-up to the results of the AMI at the university level, additional facilities like the Integrated Service Building and Clinic were added.

9.2 Assessment

The Self-Assessment Report and the discussions with the University's relevant status groups show that a continuous monitoring and readjustment of the study programmes exist. There also seems to be a close monitoring of teachers and students. The existing instruments for ongoing monitoring and review of programmes can be evaluated positive. The reflection and communication of evaluation results to other stakeholders seem well established. In particular, the relevant persons in charge at Bengkulu University show good will to continuously monitor and review the programmes; they are very willing to address deficits and to improve their programmes to keep them up to date.

During the discussion rounds teaching staff and university representatives illustrated their sensitivity towards the needs of potential future employers and the local and national community. The great importance of community service in the strategic goals of the university (the so-called Tri Dharma) also attests to this. This service to the community could be organized in a way that it benefits future career opportunities of students, honing their soft skills and reflecting at the same time the needs of Indonesian society and the district of Bengkulu. During the discussions with the university, students commented that they would like their university to open to the community even more.

Some experts criticise that the content of study programmes is not yet connected to international standards and could be updated to include more "modern" topics and more recent international academic literature. A focus on improving these connections to international standards

can open new chances of employment for students and benefits the overall goal of internationalization. The university should consider including more international stakeholders in their regular evaluation of programmes, beyond the international accreditation that it undergoes now. Interdisciplinarity of programmes and courses should be emphasised more, as it is exceptionally beneficial for graduates in their future occupations, in addition to the curriculum of the programmes being firmly entrenched in the focus on specific academic areas. The university should also aim to prioritise scientific education-driven research over a narrowly targeted subject-focused approach.

Administrative staff, teaching staff, and students are aware of the monitoring and readjustment processes, the engagement of the stakeholders in the monitoring and readjustment processes, and the strategic goals of the UNIB and their implications for the department and the study programmes. Students are aware of the potential and impact of their engagement in the processes, yet they are not informed about the results.

According to the self-report of the faculty, students do not take part in the Management Review Meeting (RTM) responsible for the review of programmes. Given that they are the ones most prominently affected by any changes of the study programme, students should be structurally represented in any decision-making committee. Beyond this, the results of course evaluations should be made available in a suitable form to the students of the respective courses.

9.3 Conclusion

The criterion is **fulfilled**.

Recommendations:

- International stakeholders should be included in regular evaluations of programmes beyond the current accreditation process.
- Students should be represented in the Management Review Meeting (RTM).
- The results of course evaluations should be made available in a suitable form to the students of the respective course.

10 ESG Standard 1.10: Cyclical external quality assurance

Institutions should undergo external quality assurance in line with the ESG on a cyclical basis

10.1 Status

The Ministry of Education, Culture, Research and Technology implements a Higher Education Quality Assurance System (SN Dikti) to ensure the quality of the study programmes and the higher education institution. The assessment is planned, implemented, documented and evaluated by the National Accreditation Board for Indonesian Higher Education (BAN-PT) or the Independent Accreditation Board (LAM) through the accreditation process based on their authority.

The External Quality Assurance System (SPME) implements an assessment every five years. The goals of SPME are to:

- determine the quality of the study programme and Higher Education based on the criteria of SN Dikti and
- ensure the quality of the study programme externally in both academic and non-academic fields.

HEIs submits a request for re-accreditation of the study programme to LAM or BAN-PT for maintaining and enhancing the accreditation status and accreditation rank.

The process of accreditation is conducted at the level of study programmes, faculty, and university. The office of “Education and Teaching Quality Assurance” (LPMPP) prepares the documents of the policy of quality management, quality management manual, quality management report, and others.

Based on the latest data of the accreditation of study programmes at the University of Bengkulu until June 2022, 20 study programmes gained “excellent” rank, 51 study programmes gained “B” rank, 10 study programmes gained “C” rank. In conclusion, 25% of the study programmes at the University of Bengkulu have gained the top rank in the last accreditation.

10.2 Assessment

UNIB’s external quality assurance is performed by national regulation through the National Accreditation Board of Higher Education. Other forms of quality assurance have not been considered so far on a regular basis. As the UNIB is highly regulated by national legislation, the internal quality assurance system has been developed in accordance with the external standards by BAN-PT and LAM. The results of the accreditation are published, and the rating of study programmes, faculty and UNIB as a whole influence students in their decision where to start studying.

However, it seems that the criteria of the external quality assurance does not include an assessment of the research activities. This could be undertaken on a regular basis by an international expert panel to strengthen the commitment to the vision of “Becoming a world-class university” and could provide essential recommendations for action.

10.3 Conclusion

The criterion is **fulfilled**.

Recommendations:

- International academics should be involved in regular evaluations of programmes beyond the current accreditation process.

IV Recommendation to the Accreditation Commission of ACQUIN

1 **Assessment of compliance the Standards and Guidelines in the Higher European Area (ESG) in the actual official version**

The study programmes “**Bachelor in Public Administration**”, “**Bachelor in Social Welfare**”, “**Bachelor in Communication**”, “**Bachelor in Journalism**”, “**Bachelor in Sociology**”, “**Bachelor in Library and Information Science**”, “**Magister in Public Administration**”, “**Magister in Social Welfare**“, “**Magister in Communication**” were assessed on the basis of the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG), the Salzburg Recommendations for doctoral programmes, and the national relevant regulations.

The expert group concludes that the **ESG standards** 1.1 (Policy for quality assurance), 1.4 (Student admission, progression, recognition and certification), 1.5 (Teaching staff), 1.6 (Learning resources and student support), 1.7 (Information management), 1.8 (Public information), 1.9 (On-going monitoring and periodic review of programmes) and 1.10 (Cyclical external quality assurance) are **fulfilled**. The **ESG standards** 1.2 (Design and approval of programmes) and 1.3 (Student-centred learning, teaching and assessment) are **fulfilled**.

2 **Accreditation Recommendation**

The peer-review experts recommend **accreditation with recommendations**:

General recommendations for all study programmes:

1. The university should try to reduce the number of courses per semester, e.g., by combining them into larger modules.
2. The university should revise the awarded credits so that when transferring them to ECTS they are presented as integer numbers.
3. The programme handbook should have the same structure and the same kind of information for each programme.
4. For the sake of student mobility between programmes as well as international mobility, the lengths of bachelor and magister programmes should be aligned with international standards.
5. The pedagogical logic behind making a course compulsory or optional should be clarified for all programmes.
6. The (magister) programmes should also be offered as part-time studies.

7. The university should assure that the assigned credits are the same for each semester, thus making sure that workload spreads evenly over the duration of the programme.
8. The documentation of recognition and certification of student achievements should be improved by providing all documents in Indonesian and English language version, to ease international student mobility.
9. Possibilities for international student exchange should be enhanced and the number of intakes and outgoings increased.
10. English language proficiency among teaching as well as support staff should be enhanced to develop further international teaching competencies, and international (incoming and outgoing) student, faculty, and staff mobility.
11. The university should take steps to attract a greater number of outside applicants for open positions.
12. More foreign visiting lecturers should be invited to the university.
13. The university should break down its five-year recruitment and personal development plan to the level of each faculty and define specific indicators to control how these targets are reached.
14. The university should provide access to internationally recognised general and specialised databases and textbooks in the field.
15. Financial support offers to students willing to go abroad should be improved so that students can take advantage of academic mobility programmes.
16. The university should provide its students with more opportunities to participate in international scientific conferences.
17. The university should take specific steps to develop students' foreign language skills, so that students are able to interact with international publications and participate in international discourses.
18. Data collection should be conducted in a uniform manner for all programmes to enhance comparability and comprehensibility of the documentation.
19. Questionnaires should be administered in the middle and at the end of each semester so that specific measures to address any issues raised can be implemented expeditiously. Students should also be informed of the findings and steps taken.
20. Programme evaluations should be made available in English language to support internationalization goals and international student mobility.
21. For an international recognition, the internet presence of the university should be enhanced both in structure and in content and English.
22. The student should be given a programme handbook based on the course description for the national accreditation at the beginning of their studies, that should also be publicly available on the website.

23. International stakeholders should be included in regular evaluations of programmes beyond the current accreditation process.
24. Students should be represented in the Management Review Meeting (RTM).
25. The results of course evaluations should be made available in a suitable form to the students of the respective course.
26. International academics should be involved in regular evaluations of programmes beyond the current accreditation process.

V Decisions of the Accreditation Commission of ACQUIN

Based on the evaluation report of the expert group and the statement of the Higher Education Institution, the Accreditation Commission of ACQUIN has made its decision on 09 February 2024.

General recommendations for all study programmes:

- The university should try to reduce the number of courses per semester, e.g., by combining them into larger modules.
- The university should revise the awarded credits so that when transferring them to ECTS they are presented as integer numbers.
- The programme handbook should have the same structure and the same kind of information for each programme.
- For the sake of student mobility between programmes as well as international mobility, the lengths of bachelor and magister programmes should be aligned with international standards.
- The pedagogical logic behind making a course compulsory or optional should be clarified for all programmes.
- The (magister) programmes should also be offered as part-time studies.
- The university should assure that the assigned credits are the same for each semester, thus making sure that workload spreads evenly over the duration of the programme.
- The documentation of recognition and certification of student achievements should be improved by providing all documents in Indonesian and English language version, to ease international student mobility.
- Possibilities for international student exchange should be enhanced and the number of intakes and outgoings increased.
- English language proficiency among teaching as well as support staff should be enhanced to develop further international teaching competencies, and international (incoming and outgoing) student, faculty, and staff mobility.
- The university should take steps to attract a greater number of outside applicants for openpositions.
- More foreign visiting lecturers should be invited to the university.
- The university should break down its five-year recruitment and personal development plan to the level of each faculty and define specific indicators to control how these targets are reached.
- The university should provide access to internationally recognised general and specialized databases and textbooks in the field.
- Financial support offers to students willing to go abroad should be improved so that students can take advantage of academic mobility programmes.

- The university should provide its students with more opportunities to participate in international scientific conferences.
- The university should take specific steps to develop students' foreign language skills, so that students are able to interact with international publications and participate in international discourses.
- Data collection should be conducted in a uniform manner for all programmes to enhance comparability and comprehensibility of the documentation.
- Questionnaires should be administered in the middle and at the end of each semester so that specific measures to address any issues raised can be implemented expeditiously. Students should also be informed of the findings and steps taken.
- Programme evaluations should be made available in English language to support internationalization goals and international student mobility.
- For an international recognition, the internet presence of the university should be enhanced both in structure and in content and English.
- The student should be given a programme handbook based on the course description for the national accreditation at the beginning of their studies, that should also be publicly available on the website.
- International stakeholders should be included in regular evaluations of programmes beyond the current accreditation process.
- Students should be represented in the Management Review Meeting (RTM).
- The results of course evaluations should be made available in a suitable form to the students of the respective course.
- International academics should be involved in regular evaluations of programmes beyond the current accreditation process.

Bachelor in Public Administration:

The study programme “Bachelor in Public Administration” of Bengkulu is accredited without any conditions.

The accreditation is valid until 30. September 2030.

Magister in Public Administration:

The study programme “Magister in Public Administration” at the University of Bengkulu is accredited without any conditions.

The accreditation is valid until 30. September 2030.

Bachelor in Social Welfare:

The study programme “Bachelor in Social Welfare” at the University of Bengkulu is accredited without any conditions.

The accreditation is valid until 30. September 2030.

Magister in Social Welfare:

The study programme “Magister in Social Welfare” at the University of Bengkulu is accredited without any conditions.

The accreditation is valid until 30. September 2030.

Bachelor in Communication:

The study programme “Bachelor in Communication” at the University of Bengkulu is accredited without any conditions.

The accreditation is valid until 30. September 2030.

Magister in Communication:

The study programme “Magister in Communication” at the University of Bengkulu is accredited without any conditions.

The accreditation is valid until 30. September 2030.

Bachelor in Journalism:

The study programme “Bachelor in Journalism” at the University of Bengkulu is accredited without any conditions.

The accreditation is valid until 30. September 2030.

Bachelor in Sociology:

The study programme “Bachelor in Sociology” at the University of Bengkulu is accredited without any conditions.

The accreditation is valid until 30. September 2030.

Bachelor in Library and Information Science:

The study programme “Bachelor in Library and Information Science” at the University of Bengkulu is accredited without any conditions.

The accreditation is valid until 30. September 2030.