

Accreditation Report

Institutional Accreditation of
University of Bengkulu

I Procedure

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Attendance by ACQUIN office: Dr. Jasmine Rudolph

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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, board of trustees, representatives of the holding company, deans, head of study programs, 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. They are completed with criteria for the institutional accreditation of non-state higher education institution of the German Council of Science and Humanities (WR) („Guidelines for the accreditation of non-state higher education institutions” Section B.IV). In addition, the respective country-specific criteria and standards are taken into account.

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 WR criteria, 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 institution.

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 HEIs.

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 programs 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 programs were introduced.

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 have most of the country's current 739 doctoral programs.

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.

Most 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 program (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 program, 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 program, 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 either 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) study 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").

Similar to 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 programs 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 nationally 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 programs 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 and teachers' education.

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 programs. 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 programs 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 programs 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 programs 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 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 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 are (1) emphasising on quality and relevance focused on students’ development; (2) developing the students’ character; (3) emphasising on 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.

The university’s goal is “Becoming a world-class university in 2025” and it has formulated the following mission statements:

1. Creating a professional, resilient, fair and sustainable governance system.
2. Developing an education and teaching system that is accessible to people at all levels of society.

3. Carrying out community service in accordance with the needs of regional, national and international communities.
4. Carrying out research by looking at the potential for regional development and development nationally and internationally.
5. Performing the integration of Tri dharma activities that have an impact on the development of science, society, and national resilience.

University Values

The University of Bengkulu aims to implement the equality and diversity of the community in carrying out the educational process at the diploma, Master, doctoral, and professions levels in science, technology, and arts. The implementation should be in accordance with the regulations consisting of the main values that must be possessed by the academic community of the University of Bengkulu. The main values are: 1. Culture 2. Innovation 3. Humanity 4. Leadership 5. Integrity 6. Transparency 7. Academic Freedom 8. Divinity.

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 vocational, academic, and postgraduate program 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 to contribute to national and regional development. The Tri Dharma is implemented through the study programs at UNIB with the coordination of the Office of Research and Community Service.

The university's 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 faculty of agriculture: government agencies, private companies, business communities, etc. The process was officially accommodated through a workshop.

At the end of 2021 the University of Bengkulu had 8 faculties with 81 study programs in all levels of education consisting of 5 study programs on doctoral degree, 21 study programs on magister degree, 44 study programs on bachelor degree, 9 study programs on vocational or diploma level. It employs 819 lecturers, consisting of teaching staff (18%), Assistant Professor (6%), Assistant Professor (32%) (p. 27), Associate Professor (37%) and Professor (7%), and 308 other staff (librarians, lab assistants, administrators).

The number of active students at the University of Bengkulu in the 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 profession program students.

The faculty of agriculture

The faculty of agriculture has a vision that in 2025 it will become an internationally reputable institution in tropical agriculture development and coastal ecosystem management. The missions are: 1) organising higher quality education; 2) conducting quality research in tropical agriculture and coastal ecosystem management; 3) providing community services according to local, national, and international needs; 4) expanding national and international cooperation networks; and 5) organising the institution management in accordance with the good governance system.

The objectives of the Faculty of Agriculture are: 1) producing internationally competitive graduates; 2) producing international reputable scientific papers in tropical agriculture and coastal ecosystem management; 3) increasing the empowerment of the local community and institutional participation at national and international levels; 4) establishing cooperation in various fields with different parties both within and outside Indonesia in order to improve the quality of the Tri dharma implementation and services of higher education; and 5) improving organisational and institutional leadership capabilities to achieve better higher education governance.

Official name of the HEI	The University of Bengkulu
Status	Public
Location(s)	Jl. WR. Supratman, Kandang Limun, Bengkulu City, Bengkulu Province of Indonesia
Founding year	1982
Number of study programmes offered	Total: 81 - Diploma program: 9 - Bachelor program: 47 - Master program: 19 - Doctoral program: 4 - Vocational program: 2
Number of faculties	Number of faculties: 8 Number of departments: 23
Number of students, teaching staff, administrative staff	Total: 21.932 (2021-2022 academic year) Vocation program: 1.286 Bachelor program: 18.755 Master program: 1.563 Doctor program: 161 Vocational program: 167 Teaching staff: 819 Administrative staff: 488
Number of students currently enrolled	21.932 Students (2021-2022 academic year)
Average number of graduates per year	3350
Tuition fees	Bachelor program: Ranges from 500.000 IDR to 5.790.000 IDR (35 USD to 399 USD) /semester for Indonesian student, depending on economic capability Master program: 4.500.000 IDR to 10.000.000 IDR /semester for Indonesian students

	Doctoral program IDR 9,500,000 (637 USD) to 12.500.000 IDR /semester for Indonesian students
Form of study	Full-time

III Implementation and assessment of the criteria

1 Institutional Profile and Strategy: Strategic Planning, Mission and Vision

The HEI has a clear mission statement in which the institutional profile, strategy, and objectives of the HEI are defined. The mission is consistent and complies with international standards. Academic bodies have adopted the mission, which is publicly available. The HEI has adequate resources to fulfil its mission and strategic planning [Examination Area 1].

Implementation

The strategic plans of the Ministry that are relevant to the university are (1) emphasising on quality and relevance focused on students' development; (2) developing the students' character; (3) emphasising on 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.

The university's goal is "Becoming a world-class university in 2025" and it has formulated the following mission statements:

1. Creating a professional, resilient, fair, and sustainable governance system.
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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 vocational, 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 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 university's 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 faculty of agriculture: government agencies, private companies, business communities, etc. The process was officially accommodated through a workshop.

Assessment

The University of Bengkulu has a mission statement derived from the government's overarching vision. The university takes up this vision and defines its own vision and a corresponding mission statement from it. The mission statement is clear and considers all necessary academic-scientific levels as well as the organisation and administration of the university.

The University of Bengkulu looks back on a 40-year history and is aware of the development it has already achieved. The goals set for the future are very ambitious. In particular, the general goal of becoming a world-class university is possible, provided that the university gives itself the necessary time to implement and reflect on the development steps required to achieve this.

The future development of Bengkulu University is formulated in the Bengkulu University Long Term Development Plan (RPJP). The long-term development plan of Bengkulu University covers a period of 25 years, from 2020 to 2045. The plan distinguishes strategic stages for the 10-year medium-term development and the 5-year short-term development, such as the strategic research plan of Bengkulu University 2021-25. Bengkulu University's long-term development plan includes stages, areas and strategic goals. Key milestones are defined. The roadmap traces the development steps in five-year stages beginning with the year 2020.

The University of Bengkulu is part of the Indonesian education system. It is very aware of its role within this system and identifies with the Indonesian government's overall goals for the entire education system. Tri Dharma is part of the University's self-awareness. The three "functions" of the university - education/teaching, research, and service to the community - are reflected in its vision, mission statement, and the development and strategic plans derived from them. Bengkulu University takes its responsibility to society seriously. It aims to become a

higher education institution that is the "umbrella for the community in the development of science."

The university's mission statement is publicly available. However, it is not comprehensible in the same depth via the international homepage of the university as it is formulated in the various guiding documents. The native language homepage cannot be evaluated due to the experts' lack of language skills. It is urgently recommended, especially in the sense of the planned internationalisation of the university, to redesign the homepage in a user-friendly way and thus also to better present the mission statement.

The goals of Bengkulu University are clearly presented and comprehensively documented with milestones, etc. The goals are described in various papers, among others. By looking at only one paper or by looking at the university superficially, one does not see the depth of the considerations. To improve the readability for the external reviewer and thus make the objectives more understandable, it is recommended to summarize the most important objectives of the different papers in one document.

To compete with other universities, Bengkulu University sees the further development of learning and teaching as an important goal. In particular, the possibilities of blended learning and learning based on MOOCs are pointed out.

In the Strategic Research Plan 2021-25, the university takes a close look at its overall research goals. The university aims to conduct leading research. Five leading research themes have been identified. The Strategic Research Plan describes the leading research groups, disciplines, themes and research topics.

To become a world-class university, among other things, the internationalization of the university is of particular importance. This requires a comprehensive internationalization strategy. This should aim, among many other important factors, to provide opportunities for all university staff, both academic and non-academic, to improve their foreign language skills.

The 2019-2023 Strategic Business Plan shows that the University of Bengkulu receives an average of 60% subsidy from the government. It is the university's goal to reduce this dependence on the government. To do this, new sources of revenue for the university will be sought - investments in various economic activities that are related to or support the university's core business. This plan seems reasonable and achievable.

Conclusion

The criterion is **fulfilled**.

2 Governance, Organization and Administration

Responsibilities, decision-making processes, and decision-making competencies are clearly defined and integrated into statutes. Organisation and management structures are adequate to the tasks and objectives of the institution and assure freedom in teaching and learning [Examination Area 2].

Implementation

The implementation of the governance within UNIB refers to the Regulation of the Ministry of Education and Culture of the Republic of Indonesia No. 63 of 2013 concerning the Organisation and Work Procedures of UNIB on June 4th, 2013 and the Regulation of the Ministry of Education and Culture of the Republic of Indonesia No. 75 of 2013 concerning the Statute of UNIB on June 18th, 2013. The organisation and governance structure of the University of Bengkulu is as follows: First, the Rector, the position that carries out the management function of UNIB consisting of the Rector, Vice-Rector for Academic Affairs (WR I), Vice-Rector for Resources Affairs (WR II), Vice-Rector for Student Affairs (WR III), and Vice-Rector for Planning and Cooperation affairs (WR IV). In the administration and technical implementation, the Rector is assisted by the Bureau of Planning, Learning, and Student Affairs and the Bureau of General and Resource Affairs. Furthermore, faculties, postgraduates, and offices are academic implementing elements under the Rector who carries out tasks in the fields of education, research, community service, quality assurance, learning development, and information and communication technology development. The higher-education development offices at the University of Bengkulu consist of the Office of the Research and Community Service (LPMPP), the Office of Education and Teaching Quality Assurance (LPMP), the Office of Information and Communication Technology Development (LPTIK). In addition, UNIB has formed a Technical Implementation Unit (UPT) for the fluent implementation of Tri Dharma activities, which consists of the Technical Implementation Unit of Library, Languages, International Cooperation and Services, Archives, and Student Competency Development. In addition, the Business Development Agency which is a non-structural work unit in the field of business development and management within UNIB.

Second, the Supervisory Board. It is a position that carries out the supervisory function of the financial management of the BLU of UNIB which is stipulated by the Minister after obtaining approval from the Minister of Finance.

Third, the Senate, a position that carries out the function of academic consideration and supervision, consisting of the rector (ex officio), Chairman of the Senate, Vice-Rectors (ex officio), Deans (ex officio), Lecturer or Professor representatives from each faculty.

Fourth, the Internal Supervisory Unit (SPI), is a position that carries out non-academic supervisory functions, consisting of experts in the fields of Accounting and Finance, Human Resources Management, Asset Management, Law, Management and Administration.

Fifth, the Advisory Council, a position that carries out the function of non-academic considerations, consisting of the Governor of Bengkulu Province, Mayor, UNIB Alumni, and Representatives of Community Leaders. All the elements mentioned above have been equipped with the written main tasks, functions and authorities and have been well-socialised.

As the implementer of the national education system, the University of Bengkulu operates based on Law Number 20 of 2003 concerning the National Education System and Law Number 14 of 2005 concerning the Teachers and Lecturers. In financial management, UNIB has the status of a Public Service Agency and works in accordance with the Government Regulation Number 23 of 2005 concerning the Financial Management of Public Service Agencies. The structure of the Organisation and Governance (OTK) of UNIB begin at faculty level, it is administratively led by the Dean and assisted by the Vice Dean for Academic Affairs, the Vice Dean for Resources, and the Vice Dean for Student Affairs. The Dean is assisted by the Administration Division with the Academic Administration Sub-Section, the Equipment Sub-Section, the Finance and Personnel Sub-Section, and the Student Affairs Sub-Section. The extension of the Dean's leadership that is directly related to lecturers is the Department, in which this Department oversees study programmes and laboratories. The faculty quality assurance is carried out by the Quality Assurance Unit (UPM) by coordinating with the LPMPP.

Administration of Non-Tax State Revenue

UNIB has a strong independence from many parties, especially from the funders in organising the Tri Dharma of higher education due to UNIB's funding is sourced from the state budget and the administration of non-tax state revenue. These funds originate from ministries (central government), including University's Operational Assistance and from non-tax communities, especially students and collaboration activities. As the Financial Manager, UNIB can manage these funds independently. With these funding sources, UNIB is free from conflicts of interest from the funders. The distribution of UNIB's funding receipts is mostly from the Ministry, followed by the funds from the students. The Funds from the ministry account for 53.95% of the total incoming funds, meanwhile from the students reached 41.83%. The distribution of balance between universities and faculties is 35% for university and 65% for faculties. The amount of budget distributed to faculties is equivalent to the number of students. These funds mainly come from tuition fees. The 65% of funds in the faculty are then distributed to smaller units under the faculty. The funds at the university are used for management and incentive pur-

poses. One of them is incentives based on the performance (performance allowance) of lecturers and education personnel. In addition, incentives are also given to lecturers in terms of research performance, publications, and innovation.

Assessment

The University of Bengkulu is committed to maintaining a transparent and efficient organizational and management structure that aligns with its objectives and statutory tasks. The University operates in compliance with Indonesian legislation, ensuring that responsibilities are clearly defined and officially formulated in binding statutes. This structure guarantees academic freedom in teaching, learning, and research, while ensuring that all members of the HEI are sufficiently involved in decision-making processes.

Responsibilities are clearly distributed among different management levels, heads of structural divisions, and performers. Each structural division operates under regulations, school and department guidelines, and job descriptions that outline the qualification requirements, duties, rights, and responsibilities of managers, department heads, teaching staff, and employees. These documents ensure that responsibilities are well-defined, and that the University of Bengkulu operates in a cohesive and organized manner.

The University's organizational structure is designed to support its educational and research objectives, adhering to principles of resolve, flexibility, adaptability, optimal centralization and decentralization, transparency, and controllability. The structure comprises various units reflecting the University's key areas of activity. The organizational chart shows convincingly the governance bodies of UNIB and the discussion rounds with the experts have proven that they work effectively in the decision-making process and that their members are aware of their roles and tasks within the system. The scope of their actions is regulated in binding laws and regulations and the system leaves also room for academic freedom in teaching and learning. The deans expressed various possibilities for co-creation on the faculty level for filling the Tri Dharma approach with concrete activities in teaching, research and community service. Despite these possibilities, the deans' approach is more in an executive than in a creative / shaping way and incentives could perhaps be found that the developmental aspects of their actions are further strengthened.

The organizational structure ensures academic freedom, with the main responsibility for teaching, learning, and research lying with professors and academics. The recruitment of academic staff is based on clearly defined scientific standards, ensuring the hiring of qualified personnel with academic degrees and titles.

Different areas of the HEI are interconnected through a systematic approach that views the University as an educational system comprising goals for educational activities, a management

system, a methodological system, and a pedagogical process. This approach ensures adherence to systemic principles and effective management of all structural units in accordance with regulat

The voice of the students is already heard in the decision-making process, but not in an institutionalized approach. Therefore, student members should be integrated officially in the work of committees.

Conclusion

The criterion is **fulfilled**.

Recommendation

- Students should be even more involved in committee work.

3 Teaching and Learning

Objectives and content of study programmes are in accordance with the HEI's mission and strategy. Study programmes have an adequate academic standard, are well structured and have an adequate workload. They comply with national legal regulations. The processes of creating and implementing as well as revision of study programmes are clearly defined. The HEI offers professional support services for students. Support services have adequate staff [Examination Area 4, ESG Standard 1.2, ESG Standard 1.3, ESG Standard 1.4].

Implementation

In general, the University of Bengkulu has applied the teaching concepts in ESG standards 1.2; 1.3; 1.4. The guidelines for its implementation at UniB related to education, students, curriculum, research learning and service are stipulated in the Academic Guidebook and have been approved by the senate members and the rector. UniB already has a reference for each study programme in the implementation of the learning process in accordance with higher education qualifications.

The curriculum planned for each faculty/study programme consistently refers to the Vision, Mission, Statutes and Business Strategic Plan (RSB) of the University supporting Independent Learning. The curriculum development in each study programme entails planning, implementing, and updating the curriculum on a regular basis.

University of Bengkulu features the Independent Learning – Independent Campus programme. Through this programme, the universities in Indonesia are required to be sensitive and responsive to the development of science and technology. Moreover, to provide breakthroughs and innovations, and to be able to produce university graduates who are reliable and ready to compete in the world of work both globally and nationally.

The development of new study programmes follows state university policy, the law and presidential as well as ministerial regulations. Standards for administering study programmes, graduate competency, content, process, and evaluation standards are stipulated in the National Standard of the Directorate of Higher Education, including the learning outcomes and general skills.

Formulation of curricula relies on an elaborate system of internal and external stakeholder needs analysis, national qualification frameworks, university mission and strategy, deriving graduate profiles and corresponding learning outcomes for each programme.

The stage of curriculum design is followed by learning design. This process produces the semester course details syllabus (RPS), decides on learning instruments, assessment tools, assignments, and teaching materials that will be used in online, offline, or blended learning mode.

Semester credit system

The implementation of education at the university is carried out using a semester credit system in which one credit is equivalent to 1.51 ECTS. For students, one credit is equivalent to 50 minutes of face-to-face academic activities, 60 minutes of structured academic activities plus 60 minutes of independent activities, calculated on a weekly basis. The average student credit load is 148 SKS or 223.48 ECTS for the bachelor programme; 46 credits or 69.46 ECTS for the Magister programme and 49 credits or 74 ECTS for the doctoral programme. The maximum credit load for students each semester is 24 credits or 36.24 ECTS. The learning process for each subject refers to the syllabus prepared according to the standard academic guidance documents of the faculties and universities containing learning achievement targets, study materials, learning methods, time and stages, as well as assessment of learning outcomes.

Students are provided with theoretical and practical courses in each study programme that are in line with the student research interests and stakeholder needs. In addition, the University of Bengkulu has set several additional competency courses (Soft Skills) of 20 credits consisting of Problem Solving, Self-Management, Responsibility, Communication Skills, Collaboration Ability, Leadership, Creativity, Hard Working, Critical Thinking, and New Literacy. The percentage of representation of the soft skills in each study programme on average is 12.5% of the total credits of the existing courses (assuming a total of 160 credits in the bachelor study programme).

Assessment

The University of Bengkulu follows the Indonesian National Qualification Framework of the Ministry of Research, Technology and Higher Education. The development of study programmes has been encouraged by this Framework and is regulated regarding equality and levels of the study programme. The University of Bengkulu has defined a special mission to develop world class education and research, produce works that deserve intellectual property rights, carry out services for the needs of local, national and international communities. For achieving this goal, the University wants to create a high quality, innovative and dedicated learning environment for all study programmes.

The special key aspect of the University of Bengkulu is the strong emphasis on the Tri dharma, the integration of education, community service and research.

The overall objectives (vision, mission, strategy) of the university are translated into outcome-based education (OBE) criteria that can be used for all students independently of where the students acquire the competences.

The Academic Guidebook (presented in the appendix for the academic year 2022/23) is summarizing history, vision, mission, slogan, destination, values, and all study programme of the University and defining all roles in teaching, research and community service. Teaching activities is organised in faculties, departments / sections, study programmes. Within study programmes semesters and semester credit units consisting of 16-19 weeks of face-to-face lectures and other scheduled activities as well as 2-3 weeks of assessment activities. The semester credits can be acquired in lectures, practicum, field studies, research and community services. The curriculum aims to support students by achieving knowledge, skills and morality and ethics.

The academic standard of the study programmes is defined and monitored by the Ministry of Research, Technology and Higher Education. The University defines access criteria. This freedom is limited by financial necessity since the University The individual implementation of the study programme is supported by academic supervisors. The role of the academic supervisor (at least assistant professor with a special education for the function) is very crucial. This person is offering consultation days (one meeting per month) and is accessible daily. Discussions with the academic supervisor are about planning the study procedure, credits for a semester, the workload and the profile of students.

For implementing the Tri dharma, all students are invited to acquire scientific knowledge of the specific discipline, general competences in religious education, civic education, community services, entrepreneurship, English, etc. and elective courses from other study programmes at the same university or at other universities, non-university institutions and the professional world. Students can take 20 credits (12,5 % of the study programme) from soft skills like problem solving, self-management, communication skills. Furthermore, and in line with this idea, students have the possibility to study three semesters outside their study programme and to gain competences in the professional world (independent learning – independent campus programme). The performance of students is recognized in an established credit transfer mechanism. Criteria for the credit transfer are defined in the academic guidebook.

The university defined four assessment principles for itself: the educative principle, the authentic principle, the objective principle, the accountable principle. For the assessment different techniques and instruments are available: observation, participation, performance, written tests, oral tests, questionnaires, or a combination of the instruments.

New study programmes are planned based on legal requirements on the one hand and discussions with experts from the field of science involving alumni and stakeholders from local communities on the other hand. Stakeholder's view, market signals, scientific vision and the vision of the university are considered here. The results are expressed in the Graduate Learning Outcomes, courses and their credit weights and a course organisation matrix. Based on these results, in the phase of learning design the department defines learning outcomes for courses.

The University has five main resources: tuition fees of students, support of the government, university funds, income from community services and other sources. The five sources provide the University the necessary flexibility for running study programmes that fit to the needs of the local community. The biggest part of the funds goes to the operational support of the learning processes. The human resources are an issue. Good, qualified personnel is short and is getting older.

The University has 741 educational personnel (more than 80% with a doctoral degree and the position of professor or associate professor), and ca. 22.000 students (on page 88 there are different numbers!). The number of students per teaching staff is rather high. The ratio is of course dependent on the level of academic qualification. The medical faculty defines that academic supervisors should have five students to supervise. In other faculties, this number must be considerably higher. Nevertheless, the students do have the impression that their academic supervisors are accessible, and the supervisors do not report an unbearable workload (satisfaction survey). The ideal lecturer workload is 12-16 credits / semester.

There is a national admission system with an independent score report. Students get their places in this system. A strong but implicit selection criterion is the tuition fee that students must pay for their study programme. There is a differentiation of the fees according to the economic capability of the students. The University of Bengkulu does efforts to provide scholarships for special needs.

E-learning is part of the study concept. Online lectures are equivalent to face-to-face lecture. It is expected that they should have a minimum weight of 30% and a maximum weight of 79% in the semester learning plan.

The vocation program of the University is a small part including ca. 6% of all students. This is part of a broad range of educational forms (vocation, bachelor, master, doctor).

The University provides student services in following areas: 1) reasoning / interests / talents, 2) welfare (guidance and counselling, scholarship services, health, career, guidance and entrepreneurship). Moreover, it has 89 international collaborations with other universities, 9 of them are in form of a Memorandum of Understanding, 45 have cooperation agreement. 27

students participate in the student exchange programme of various countries. This is a low number due to the pandemic.

The University tries to equalize learning opportunities for students who have high academic performance but not the necessary economic background for studying. One goal of scholarships is to reduce the dropping out rate due to financial reasons. A further goal is to support students who show excellence on a regional, national and international level. They should motivate other students. A list of documents to hand in is defined and the procedure for the application for a scholarship and the procedure for the award is transparent. Students with a scholarship have special duties: high academic performance, student development activities at the faculty and the university level, report on the learning achievements. Confirmative action is part of the scholarship system. Students of Papua are preferred in getting a scholarship.

As part of the internationalization strategy, attention should be paid to ensuring that potential applicants have sufficient English language qualifications in appointment procedures.

More English-speaking guest lecturers from abroad should be invited for guest lectures etc.

All information relevant to the study programmes should be available in English on the homepage.

The module catalogues and learning outcomes of the degree programmes should be presented in a uniform manner according to international standards and should all be available in English.

The promotion of young researchers should be strengthened, and more Master and PhD programs should be offered.

The library has increased the online access during the pandemic. They have 100 computers / working places for online research. Research results from all of Indonesia are in OPAC of the National Library of Indonesia. Through this contact, contracts with big publishers (Wiley, Springer, Sage Books, Cambridge University Press, etc.) are available for library users. The library has a repository for all research activities. Digital services of the library are satisfying. MOOCs are available for students who continue studying during an international exchange programme or the independent learning – independent campus programme.

Conclusion

The criterion is **fulfilled**.

Recommendations

- As part of the internationalization strategy, attention should be paid to ensuring that potential applicants have sufficient English language qualifications in appointment procedures.
- More English-speaking guest lecturers from abroad should be invited for guest lectures etc.
- All information relevant to the study programmes should be available in English on the homepage.
- The module catalogues and learning outcomes of the degree programmes should be presented in a uniform manner according to international standards and should all be available in English.
- The promotion of young researchers should be strengthened, and more Master and PhD programs should be offered.

4 Research

Research activities fit into the mission of the institution. The structure of the HEI and the general conditions support research activities. The teaching workload allows room for research. Recruitment policy should correspond to the research activities and research strategy of the institution [Examination Area 5, ESG Standard 1.8]

Implementation

Every study programme within UNIB is required to participate in national and international scientific associations in the research process and curriculum formation. Based on the vision and mission statement, and UNIB's research roadmap, five UNIB's leading research themes for 2020-2024 have been set: 1. Increasing food and non-food production through innovation and optimising the management of natural resource potentials in coastal areas and tropical rainforests. 2. Development of natural resource potential in coastal areas and tropical rain forests through environmentally friendly technological innovations. 3. Improving the society welfare in coastal areas and tropical rain forests based on the natural forces and local cultural wisdom. 4. Improving access, governance, and quality of education based on local culture in coastal areas and tropical rainforests. 5. Health improvement and drug development to create a healthy and intelligent society, especially people in coastal areas and tropical rainforests. This is in line with the profile and strategy of the University of Bengkulu and the mechanism for disseminating excellent research.

To implement Excellence research, the University of Bengkulu involves five fields of science (agro-maritime, science-technology, Eksosopolbudhum (economy, social, politics, culture, and law), education, and medical sciences groups integrating with the existing study programmes at UNIB. To increase the participation of researchers in study programmes, LPPM opens competitive research with several schemes that all lecturers can follow in study programs with their respective criteria documented in the UNIB research guidebook issued by LPPM. The additional requirement that researchers must fulfil is the student involvement in research recorded on the research data approvals. The Research and Community Service Programmes from UNIB includes 7 research schemes and 3 community service schemes. Among these schemes, there are 2 research schemes and 2 community service schemes that young researchers can follow to improve research skills and build a good track record of research.

As for collaborative research, there are international collaborations, national collaborations, and professor acceleration research. These three schemes facilitate collaboration with other universities both nationally and internationally. As for the collaboration with organisations, LPPM offers innovation funds that must involve the participation of companies, institutions, or organisations that will use technology developed by researchers at UNIB. Furthermore, the

results of the research grant program from LPPM must be reflected in the number of publications produced by the lecturers in that year.

Other funding received by LPPM comes from research collaborations with other relevant parties nationally and internationally. Collaborations generating third-party funding have increased in the last 3 years. This trend underlines the university's mission of disseminating and applying research results.

The development of research and innovation, which has become the goal of UNIB's vision and mission, is supported by the presence of doctoral students in 8 doctoral programs at UNIB with a total of 161 students with a graduate level of 33 students per year. Although the number of doctoral students is relatively less than the undergraduate students, UNIB supports the development of this research by supporting technology transfer programmes by initiating collaborations with other companies and universities, which are documented in the international cooperation documents and community services available at UNIB.

The research and service activities are based on the feasibility of the lecturer's workload with a proportion of 9 teaching credits, 3 research credits and community service with a minimum total of 12 credits and a maximum of 16 credits for each lecturer. In addition, LPPM issues a funding eligibility policy for each lecturer with a minimum rule of 10 million research funds and 5 million service funds for non-vocational lecturers, 5 million research funds and 10 million service funds for vocational lecturers.

Assessment

The UNIB created a research master plan for the years 2016-2020 and a Strategic Plan for Research and Service 2021-25. In the last plan the University defines five leading research themes. Also, performance indicators are transparent and pragmatic.

The Institute for Research and Community Services has a chairman supported by two secretaries. A head of administration and two heads of subdivision, each sub-division with four civil servants and eight non-scientific-staff carry out service duties in the field of research administration. The University identified the strengths and weaknesses of these services and is going to adjust the services. There is a research funding for covering expensive international publication costs.

The workload of lecturers is regulated. A lecturer has a duty of 12 – 16 credits. Research reduces this amount of work with 6 credits and community service with 3 credits. (60-75% teaching, 20-30% research and 5-10% community service). Academic administration activities and education etc. may reduce the teaching duties.

Researchers have the obligation to publish. If they publish in high impact factor journals, they get monetary incentives. They make a workload report for a semester and the amount of research will be reported. The outcome will be reviewed (also plagiarism check is part of the review) to guarantee the quality assurance cycle.

Recruitment is a defined part of the human management strategy of the University. Current and future needs are monitored. Beyond the limited human resources, developing a collaborative network is a strategic focus of the University.

Research efforts should be promoted, e.g. through more national and international cooperation, and more time flexibility and space for research should be created.

The number of publications in national or international scientific journals is increasing. Also book writing has increased, although the motivation to write a scientific book is yet low. Part of the strategic program to develop research is the creation of a research culture that is honest, has high quality and is sustainable. Also, the collaboration between research fields is emphasized. Leading research performance indicators were discussed in interdisciplinary science groups and defined themes, indicators and targets for 2025.

Scientific achievements are published in a repository. The achievements that are published in the national library, are open access available.

Conclusion

The criterion is **fulfilled**.

Recommendation

- Research efforts should be promoted, e.g. through more national and international cooperation, and more time flexibility and space for research should be created.

5 Resources

The HEI has adequate human and financial resources, infrastructure, and equipment to achieve its objectives. The academic staff recruitment process meets academic standards [Examination Area 3, Examination Area 6, Examination Area 7, ESG Standard 1.5, ESG Standard 1.6].

5.1 Human resources

Implementation

UNIB has 741 PNS researchers (lecturers). The largest number of researchers are from the Faculty of Teachers Training and Education (185 people) and the Faculty of Agriculture Faculty (170 people), while the least number of researchers are from the Faculty of Medicine and Health Sciences (25 people). Based on the level of functional positions, most professors are from the Faculty of Agriculture (22 people). LPPM UNIB has 15 educational staff, all of whom are administrative staff.

UNIB strives to have qualified educators and education personnel in accordance with the provisions of the applicable legislation. To achieve the qualified educators and education personnel, human resources management holds an important key through a series of human resources planning processes, recruitment and selection, career paths, performance appraisal systems, and compensation systems to the retirement mechanism. For the needs of lecturers, the human resources planning process is always based on information on the availability of currently active lecturers and projected future needs. The distribution of education levels for UNIB lecturers is Doctor/Specialist-2, 278 lecturers; Magister/Specialist-1 is, 537 lecturers, Bachelor + Profession is six lecturers, and Bachelor is four lecturers. The total number of UNIB lecturers currently is 825 people.

UNIB consists of 42 professors, 336 associate professors, 247 assistant professors (or Lector), 72 assistant professors (or Assistant Ahli), and 128 teaching staff. The number of education personnel who support the development of UNIB in 2019 is 337 people, with details of 274 administrators, 13 librarians, 27 laboratory assistants, 4 archivists, and 19 technicians/ operators/ analysts/ programmers/ others.

Assessment

The review panel was able to satisfy itself that the university has enough teaching and administrative staff. This is supported by the quantitative number of persons calculated on the number of students. A total of 825 teaching staff are available with a number of 21,932 students. This makes a ratio of about 27 students per teacher. The university itself has recognized in its

SWOT analysis that there is, however, a certain deficiency, which the experts also consider understandable but solvable, this is the potential need for the future of more human resources to support research and community service. From the reviewers' perspective, these can also serve as a recommendation for the university to follow: The qualification of all university members should be increased by further education offers: Mandatory English courses should be offered to all staff in regard to academic mobility and focussing on international student services. This point has also been recognized by the university as one of the strategies already written down: Improving the competence of human resources (researchers and educational staff) through training, benchmarking and workshops.

The university has developed appropriate measures that the qualification, scope and performance of the academic staff corresponds to the profile and strategic plan of the higher education institution. The mobility of employees is supported by appropriate guidelines for the international mobility of employees.

In managing human resources specifically for lecturers, the university has also implemented a reward system that is given to lecturers who make the university proud, both nationally and internationally or for other achievements. Rewards in the form of incentives are also given to lecturers who have succeeded in getting the study program to get superior accreditation. Besides that, the university also implements a punishment system which is given to lecturers who do not follow the existing rules or violate the code of ethics. In general, the university plays an active role in increasing the capacity of both educational staff through training activities, workshops in various fields such as communication skills, finance, staffing, leadership and so on. The lecturers and educational personnel at the university can directly see the data on their attendance and performance in the remuneration rubric. With this system, the transparency, accountability, and meritocratic rules of the governance have been implemented.

Most of the teaching staff is employed full-time at the University. As a plus point, it should be noted that the University has human resources (741 researchers), more than 80% of whom have doctorates and are associate professors and professors.

The recruitment of lecturers and educational personnel is conducted through a selection organised by the university. The relevant legal situation is considered. Appropriate university plans are in place that are in line with the university's strategy. Selection or recruitment of lecturers and educational personnel is announced openly through printed and electronic media. The system and technical recruitment of lecturers and education personnel at the university refers to the technical instructions for the implementation of CPNS (Calon Pegawai Negeri Sipil/Candidates for Civil Servants) recruitment within the Minister of Research, Technology, and Higher Education.

Overall, the expert panel can attest to the fact that clearly defined procedures are applied in the selection and hiring of scientific and non-scientific personnel. These are documented and laid down in regulations. Thus, the point that the staffing and distribution of tasks are transparent and comprehensible is also made. The part-time lecturers are appropriately integrated into the institution and into the teaching and learning processes as well as into the quality assurance procedures and mechanisms.

Conclusion

The criterion is **fulfilled**.

Recommendation

- The qualification of all university members should be increased by further education offers: Mandatory English courses should be offered.

5.2 Financial Resources

Implementation

UNIB has a strong independence from many parties, especially from the funders in organising the Tri Dharma of higher education due to UNIB's funding is sourced from the state budget (henceforth APBN - Anggaran Pendapatan Belanja Negara) and the administration of non-tax state revenue (henceforth PNBPN - Penerimaan Negara Bukan Pajak). APBN is the funds originating from ministries (central government), including University's Operational Assistance (henceforth BOPTN - Bantuan Operasional Perguruan Tinggi Negeri) and PNBPN is the funds originating from non-tax communities, especially students and collaboration activities. With these funding sources, UNIB is free from conflicts of interest from the funders.

In the budget of LPPM UNIB, the research and community service activities are included in shopping for goods. The research at LPPM UNIB is grouped into some research schemes, Coaching Research, Fundamental Research, Leading Research, Collaborative Research, Professor Acceleration Research, and Mandate Research. Meanwhile, the community services are grouped into some schemes; Coaching, Science and Technology-Based and Research-Based Community Service. The Student Community service (KKN) activities at the University of Bengkulu are included in the LPPM UNIB budget. It is part of the Goods Expenditure group consisting of 30% of the total goods expenditure budget. Besides, research and community service are also budgeted for in each faculty.

The realisation of the budget in 2021 was distinguished into the type of budget and expenditure, expenditure on goods, services, maintenance, travel, provision of other BLU goods and services and capital expenditures. The performance achievements of LPPM UNIB in 2021 are grouped into three strategic goals: 1. Improving the quality of human resources to be competitive, 2. Increasing the relevance and downstream of innovative research and community service, 3. Increasing an innovative and integrative governance culture and developing business units. The sustainability of the existing research is highly needed to fulfil the duties of the higher education institutions in implementing the Tri Dharma of Higher Education. Other funding received by LPPM comes from research collaborations with other relevant parties nationally and internationally. Furthermore, the value of this collaboration that generates third-party funding has increased in the last 3 years.

At the University of Bengkulu, the implementations of budgeting, profit planning, and management of funds in a professional manner are prepared based on the Strategic Business Plan in the form of a Business Plan and Budget (henceforth RBA). The RBA contains annual business planning and budgeting documents with activity programmes, performance targets and BLU budgets. The RBA lists the estimated income and expenditure according to the type of account as well as details of the programmes, activities and funds needed. Fund management starts from a grand plan prepared by each faculty and budget management units. In its planning, each budget management unit, namely faculties, institutions, bureaus, UPT including SPI proposes a number of budget funds in the form of a proposed draft plan in the form of a Revenue and Use Plan, Budget Activity Plan (RKA) and TOR (Term Of Reference). The funds that have been obtained are used in accordance with the Activity Budget (henceforth MAK) and are accessed through an online financial application, namely Sirenba's.

The planning strategy for funding for the Education, Research and Service of UNIB is that the Rector coordinates with all Faculties, Bureaus, Institutions, Integrated Service Units, Departments and Study Programmes in terms of planning, managing and being responsible for all existing funds receipts and expenditures. Each budget management unit proposes budget funds in the form of a draft proposal plan to then proceed to the Planning Division. The data that has been received will be analysed, evaluated, and recorded back into the online application. Furthermore, each faculty and unit as a budget user is required to make a report every month, quarter, semester, and year based on the realisation of the use of the budget. Financial reports and accountability by each faculty and budget user face a regular audit process from internal and external parties.

The distribution of UNIB's funding receipts is mostly from the Ministry, followed by the funds from the students. The Funds from the ministry account for 53.95% of the total incoming funds, meanwhile from the students reached 41.83%. The distribution of balance between universities and units is 35% for university and 65% for units. The amount of budget distributed to units (faculties) is equivalent to the number of students. These funds mainly come from student funds. The 65% of funds in the faculty are then distributed to smaller units under the faculty. The funds at the university are managed for management and incentive purposes. One of them is incentives based on the performance (performance allowance) of lecturers and education personnel. In addition, incentives are also given to lecturers in terms of research performance, publications, and innovation.

In managing finances, facilities, and infrastructure, UNIB implements policies based on applicable regulations and mandates from institutional and institutional planning. Currently, UNIB is implementing an institutional transformation to have the authority to do independent and flexible financial management oriented towards efficiency and productivity. The funds received from PNPB derive from the education, cooperation, banking service, the grants, and rents income. Meanwhile, the revenue from the APBN is divided into three groups: capital, goods, and personnel expenditure. The fund allocation system is implemented in accordance with the acquisition of funds received by the university.

Assessment

The experts were able to receive a positive impression regarding the University's financial planning. The university considers the development of student numbers, and this is considered in the corresponding planning. Overall, the administrative system for finances appears to be very well thought-out and transparent. The university also considers its current market position and the flow of funds from the Ministry, other sources of funding and students.

The University's financial management follows transparent and well-defined regulations. The procedure for determining and distributing financial resources involves a sequence of management decisions, including budget planning for both long-term strategic goals and short-term activities.

Funds are allocated according to established criteria and regulations, ensuring transparency and fairness in financial management. The budget is designed to support the University's programs and achieve financial independence through management reforms and additional income from scientific activities and other paid services.

Regarding the further development and plausible planning of third-party funds, sponsors or funds from foundations, these have increased in the last three years. However, it can be stated that these are not necessary for the institution but are perceived as an add-on.

Therefore, one conclusion that can be drawn is that the planning of financial resources in all areas here is subject to sustainable planning. The same applies to the management of financial resources within the institution. Therefore, we can speak of a solid financial basis with the corresponding liquidity. The financial model of the institution is adequate and sustainable. The planning considers a corresponding conservative planning with possible fluctuations in expenses and income. Overall, the finances are transparent and do not restrict the institution in any way.

Conclusion

The criterion is **fulfilled**.

5.3 Facilities and Equipment

Implementation

The University of Bengkulu has a campus with a total area of 1,059,541 square meter. The area is spread over several locations, namely Jl. W.R. Supratman at Kandang Limun (562,291 square meter), Jl. Budi Utomo (328,385), Talang IV Pagar Dewa (50,000), Jl. Indragiri at Padang Harapan (46,128), Beringin Raya (33,120), Jl. Gedang (26,220), and Jl. Pondok Bulat (13,397). In general, the total area is designated for supporting facilities and academic activities. The facilities available at each campus location are adjusted to the main uses and functions of the campus, as described below.

1. The campus which is located on Jl. W.R. Supratman at Kandang Limun, Jl. Pondok Bulat, and Beringin Raya are the main campuses. Here, all important facilities are available, including office and administrative buildings (rectorate, 8 deans, institutions, and UPT), lecture buildings, laboratories, meeting buildings, student activity buildings and facilities, arts and sports buildings and facilities, ATM Center, clinic, park, lake, learning support area, studio, and central library.
2. The campus which is located on Jl. Budi Utomo is a mess complex for the leaders of UNIB and guests with housing and lodging facilities as well as sports facilities.
3. The campus which is located on Jl. Indragiri at Padang Harapan is for the ongoing hospital as a learning facility and is part of the Faculty of Medicine and Health Sciences. Hence, there are medical and health science learning facilities available.

4. The campus on Jl. Gedang is allocated as the centre of the PGSD Study Programme. Hence, the available facilities are to support the learning of prospective elementary school teachers.

5. The campus in Talang IV Pagar Dewa is intended for the Physical Education Study Programme. Hence, the available facilities are to support educational learning for prospective physical and sports teachers.

The facilities to support education are centralised and intended for all academics in UNIB so that learning can be accessed easily by all academicians in need. UNIB has several centralised facilities such as LPTIK, Language Laboratory, Student Activity Centre (henceforth PKM), and the Joint Lecture Building. LPTIK aims to fulfil the need for technology, information and communication both internally and externally as well as various internet-based services. Lecturer-student interaction facilities consist of hardware and software facilities. Lecturer-student interaction facilities are the hardware in the form of lecture rooms, laboratories, exam rooms, seminar rooms, meeting rooms, libraries, administrative service rooms, and sports facilities. Meanwhile, facilities in the form of software are for e-learning applications (elearning.UNIB.ac.id and academic portals (pak.UNIB.ac.id). UNIB centralises information systems at LPTIK with the main function of providing services and ensuring the availability of ICT and smooth access to the network for all users within the university. LPTIK functions in providing and strengthening IT services within UNIB. Every work unit within UNIB, both on the main campus which is located on Jl. W.R. Supratman and Jl. Budi Utomo and campuses outside the main campus located on Jl. Gedang (PGSD campus, FKIP), Talang IV Pagar Dewa (Penjaskes campus, FKIP) and Jl. Indragiri (Poltekkes Campus), are already connected by utilising the local area network (LAN) and Wi-Fi. The learning facilities are available in the form of a study room equipped with an LCD/projector and/or LED TV, AC or fan, a whiteboard, and a table and chairs. This facility is available on all campuses that are intended for learning. For laboratories, the available facilities are at least minimal facilities to support learning and research activities. In some study programmes, the laboratory is in the form of a studio or social/field laboratory, and there is also an indoor and outdoor laboratory at the same time.

In addition to the university library, almost all of the study programmes have a reading room as a learning source for students. The development of book collections at the library tends to increase every year, while the number of collection titles fluctuates from 2015 to 2019. The number of visitors to UPT of Library in 2019 reached 119,394 people. Of this number, the most visitors from the students in 2019 were students from FKIP with 23,055 people.

The University of Bengkulu Library has collaborated (MoU) with the National Library of the Republic of Indonesia so that the UNIB's Library has the right to utilise the e-resources owned

by the National Library of Indonesia. There are 34 providers in the National Library of Indonesia's e-resources services such as Sage Books, Wiley, Taylor & Francis, EBSCO, ProQuest, Springer Nature, Emerald Insight, Cambridge University Press, and others that contain a collection of e-books, academic journals, proceedings, dissertations/ theses, reviews and others.

The E-learning system of the University of Bengkulu uses the Moodle framework which is integrated with teaching materials and lecturer users registered at the University of Bengkulu. This e-learning system makes it easy for students to access teaching materials on campus and is very helpful when learning during the pandemic period that occurred in 2020. Due to Moodle standards, all modules are automatically integrated into e-learning facilities. This includes online discussions, quizzes, assignment collections, online exams and so on.

Assessment

In the opinion of the expert panel, the infrastructure and equipment of the institution is appropriately adequate to achieve the defined objectives in relation to the mission and the strategic plan.

Furthermore, it can be stated that the facility has sufficient quantitative and qualitative resources, and it provides access to information and literature and to learning materials for the students enrolled in the institution's degree programmes.

The institution also uses plagiarism software to ensure the originality of students' work. The University of Bengkulu uses a university management system that tracks the student journey from enrolment to graduation. Discussions with students and staff revealed that UOB has sufficient resources to run a higher education institution.

The appropriate equipment with devices and media corresponds to the current state of the art with consideration of the national conditions. The buildings are used by the university alone and therefore the rental of external resources is not necessary.

Conclusion

The criterion is **fulfilled**.

6 Quality Assurance

The institution has adequate quality assurance procedures and mechanisms to ensure that the results of quality assurance procedures are for continuous improvement [Examination Area 2, ESG Standard 1.1, ESG Standard 1.7, ESG Standard 1.9, ESG Standard 1.10].

Implementation

Internal QA

The University of Bengkulu has a quality assurance system which consists of different policies of Indonesian Higher Education Quality Assurance. 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. It checks whether targeted educational outcomes are met, and targeted qualifications are achieved.

The evaluation 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.

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.

The University of Bengkulu 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 internal quality insurance conducted by LPMPP through internal quality audits (AMI). AMI is an objective evaluation process to ensure that the implementation of activities at UniB is in accordance with the procedures and that the results are in accordance with the standards set by UniB. Deviations from standards set are answered with corrective actions.

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 also 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.

External QA

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. SPME implements an assessment every five years. The goals of SPME are to: (a) determine the quality of the study programme and Higher Education based on the criteria of SN Dikti and b) ensure the quality of the study programme externally in both academic and non-academic fields. The higher education institution 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, 17 study programmes gained A rank, 48 study programmes gained B rank, 3 study programmes gained C rank, 3 study programmes gained “excellent” rank, 3 study programme gained “very good” rank, and 7 study programmes gained “good” rank. In conclusion, 25% of the study programmes at the University of Bengkulu has gained the top rank in the last accreditation.

Assessment

UNIB has implemented a continuous monitoring and readjustment process for all study programs. The review panel can approve that the internal quality management works because all curricula include important and well-established subjects according to international standards – international literature, methods and trends are integrated into the study programs. The content of the study programs reflects primarily the needs of Indonesian society and the district of Bengkulu but is in line with the national strategy.

All study programs are evaluated uniformly and regularly with the relevant stakeholders involved in the readjustment of the programs. Evaluation of the study programs is done regularly and according to international standards. Each semester, all courses are evaluated, and the study programs designs are evaluated every four years. Evaluation of courses is done in the form of a survey anonymously, and questions are partially tailored to individual programs. Results are communicated to students and teaching staff adequately. The measures in place are effective in meeting students’ expectations, students’ satisfaction, and students’ successful

completion of the programs. New study programs benefit herein from existing standards and procedures that are already in place. The quality assurance instruments are suitable for ensuring the quality of the programs according to international standards.

The University of Bengkulu has produced a comprehensive documentation which sets out high quality standards in all areas of the university. UNIB has an ambitious vision for quality standards at all levels of governance. This vision is linked to the overall strategic business goal of "becoming a world-class university by 2025". Furthermore, during the online audit, the evaluators were able to see that the quality policy and the structural embedding of quality regulations are seen by the decision-makers at UNIB as an essential basis for the future development of all business areas of the university. It should be underlined that the decision-makers in all strategic areas of action are aware of the importance of a culture of quality and promote the understanding of quality among all stakeholders. Thus, for UNIB, quality policy is a means for the further development of academic programmes, research, international cooperation and internationalisation of academic activities, educational standards, social development, infrastructure development, corporate culture and human resources, and others. UNIB's decision-makers are aware that the path to achieving these goals requires, first and foremost, a consistent quality policy.

To this end, UNIB has defined and established detailed quality regulations. The Academic Guide Book 2021_2022 contains a detailed description of the administrative structure and hierarchy of the quality assurance regulations. The regulations described are based on national legislation (among others the Guidelines System Guarantee Quality Internals of Ministry Research, Technology, and Education Tall Directorate General Learning and Student Affairs Directorate Guarantee Quality 2018).

Due to UNIB's Academic Guide Book Quality Assurance is well anchored on all levels of the university decision manager. On the top level is the Rector who can foster quality activities and sanction any misinterpretation of quality. He is supported by a Representative Rector Field Academic which is Vice Chancellor for Academic Affairs. His duties are among others: "Leading the implementation of education, research and service to Public: Fostering, developing, improving the quality, discipline and career of lecturers and education, research and community service staff as well as unit's executor technical academic". He supervises the implementation Institutions for all services due to academic affairs. About Quality Assurance these are:

- Institution Guarantor Quality and Development Learning (LMPPP)
- Institution Development Technology Information and Communication (LPTIK)
- Institution Study and devotion on Public (LPPM)
- Institute for Quality Assurance and Learning Development (LMPPP)

Due to the defined governance structure, the overall responsibility for the ongoing development and assurance of the quality system lies with the rectorate, while at the same time all levels of the university are involved. This shared distribution of responsibilities across the university management is, in the view of the evaluators, purposeful and is likely to promote a quality culture that is widespread throughout the university. During the online audit, it was also convincingly demonstrated by the responsible actors that a broad common understanding of quality assurance is already anchored at UNIB.

Quality Processes

To ensure the implementation of quality at all levels and in all fields of action, UNIB provides an overarching policy, criteria-based standards, and detailed manuals for the implementation of the standards at all organizational levels of the university. The documentation is provided by the Institute for Quality Assurance and Learning Development in 2 books with a total of more than 1200 pages for all academic and administrative units for the areas of teaching, research, and service of the university. The documentation contains a detailed and coherent definition, description, and implementation guidance for more than 20 standards. These specifications cover the ESG guidelines for quality assurance. During the audit, the responsible representatives were able to convincingly explain the objectives and implementation of the regulations and processes. It is therefore to be expected that the dissemination and application of the standards in UNIB will ensure the understanding and assurance of quality in the long term.

The comprehensive documentation of UNIB's quality assurance system is, on the one hand, convincing evidence of the university's already existing quality culture and, in its comprehensiveness, provides all those involved with sufficient information for the concrete implementation of quality processes. At the same time, however, the abundance of information also harbors the risk that important parts are overlooked during the review and that those responsible for implementation do not recognize the overall context of the numerous standards. To make it easier for internal and external stakeholders to understand the documents, it is strongly recommended that all quality management documents be recorded in a common outline structure, that the confusing number of abbreviations be reduced to essential terms, that all documents be fully translated into English, that a uniform chapter numbering be introduced across all documents and that visual outline elements be introduced.

The university should also feedback the evaluation results of the surveys to the students in an institutionalized procedure.

Conclusion

The criterion is **fulfilled**.

Recommendation:

- It is strongly recommended that all quality management documents be recorded in a common outline structure, that the confusing number of abbreviations be reduced to essential terms, that all documents be fully translated into English, that a uniform chapter numbering be introduced across all documents and that visual outline elements be introduced.
- Evaluation results should be fed back to the students in an institutionalized procedure.

7 Internationalisation

This criterion only applies in those cases where internationalisation is part of the institutional strategy [Vision and Objectives on Internationalisation].

Implementation

The Internationalisation Policy of the University of Bengkulu is in the 2020-2024 Business Strategic Plan and the 2020-2045 RPJP. These documents contain Key Performance Indicators (IKU) of the University of Bengkulu. The IKU are increasing the relevance and quality of education to produce excellent, cultured, and internationally competitive graduates. International Affairs conducted various activities, such as student, lecturer, and educational staff exchange programmes to support the implementation of the academic field, resources, student affairs, and planning and cooperation. Based on the data reported in 2019, the number of collaborations that have been carried out by the University of Bengkulu are 87 collaborations, both domestically and abroad. Of the 87 collaborations, 9 of them are in the form of a Memorandum of Understanding (MoU), 45 are in the form of a Cooperation Agreement (PKS) and 33 are other forms of cooperation. Meanwhile, research networks with foreign institutions over the last 3 years (2018-2020) have increased rapidly compared to previous years.

This stretch of foreign cooperation occurred because of the scheme for funding research on foreign collaborations, both from the State Budget and funds from foreign sources. Some of the research on foreign cooperation that has been carried out are generally still centred on several countries initiated by the alumni. In addition, another collaboration is the collaboration with funding from America that has been achieved by 2 UNIB lecturers (2 research titles) with a funding scheme from USAID PEER for the 2015-2017 research period. The achievement of developing this research network will certainly continue to be improved in order to increase capacity to participate in the achievement of the vision and mission of the University of Bengkulu. Furthermore, to improve the quality of publications and research results, UNIB adopts a strategy of increasing collaboration with QS 100 universities. Funding support is also provided for teaching staff who want to collaborate and have activities at foreign universities.

The University of Bengkulu provides a scholarship programme for students. Based on available data, the number of students who went abroad was recorded as twenty-seven (27) students participating in the 2018-2021 student exchange programme to various countries. This activity was entitled "University of Bengkulu Student Mobility Programme 2018". Sources of prospective students come from all regions of Indonesia and abroad. The highest percentage comes from Sumatra Island (South Sumatra and North Sumatra) which is at 60%. These prospective students are selected through three student admission systems that are implemented nationally.

During 2018-2021, there were around 84 foreign students (Thailand, Cambodia, and Malaysia) distributed across eight faculties at UNIB. Since 2015, the number of foreign students who have come to UNIB (credit transfer, research, internship, cultural exchange, SEA teacher project, joint summer course, short-term study, and full-time study) has shown an increasing number. However, since 2020, Figure 43 shows that the number of foreign students coming to UNIB have shown a sharp decline, caused by the global Covid-19 pandemic.

In the context of developing international cooperation networks, one of the steps is to become a member of the ASEAN Learning Network (ALN), Regional Network on Poverty Eradication, SAFE NETWORK – Asia Pacific Network for Sustainable Agriculture, Food and Energy, Association of Agricultural Technology in Southeast Asia (henceforth AATSEA), IMT-GT (Indonesia, Malaysia, Thailand – Growth Triangle), University Network, and Association of Southeast Asian Institution of Higher Learning (ASAIHL).

UNIB has also dispatched 278 students through student exchanges abroad, 265 lecturers/staff with lecturer/staff exchange programmes abroad, accepted 84 foreign students, and 477 collaborations both nationally and internationally. This implemented programme is distributed to every faculty at the University of Bengkulu. This activity is part of the Long-term development plan (RPJP 2020-2045). The internationalisation strategy is specifically stated in the indicators, strategies and performance of the University of Bengkulu (UNIB's RSB 2020-2025).

The strategic goals and targets of the University of Bengkulu in increasing the internationalisation of institutions are augmented by implementing research collaborations with the international schema (Newton Fund, Full Bright), opening international classes (currently implemented at the Faculty of Economics, FISIP, and Agriculture), and implementing foreign student exchanges.

Assessment

Aspects of internationalization have been included in the in the 2020-2024 Business Strategic Plan and the 2020-2045 RPJP. They mainly focus on the three aspects of international research collaborations, exchange programmes for students and the opening of international classes. However, the strategy does not contain concrete activities, how each faculty will contribute to reaching clearly indicated goals of internationalisation. To reach these over-arching goals depicted in the mission and vision, a more systematic and concrete roadmap with clearly set milestones, clearly drawn focus areas and clearly defined contributions from the various faculties is recommended.

The talks with the members of the university have shown that there is in a general a great desire to open the university for more internationality. However, at the same time, the talks with the university staff have also shown that the English language as the basis for more inter-

nationality has not pervaded the institution yet. Therefore, the expert group recommends that the language qualification of the university staff should be increased by either offering mandatory English courses as further education or by at least providing strong incentives to take English language courses. In addition, it should be ensured that also in appointment procedures, the potential applicants have sufficient English language qualification. To attract more international, English-speaking lecturers and guest lecturers from abroad, it is of high importance to provide all necessary information on the university's website in English.

Similar aspects should also be considered when talking about the internationalization of students: Although their level of English and their international experiences can be seen already at a much higher level, it is essential that various offers in English are made available to them and that they are further encouraged to spend time of their studies abroad. To attract international students to UNIB, it is of equal importance that all relevant website information concerning the study programmes are available in English language.

Overall, the University of Bengkulu has conceptualized and documented its mission, vision, and objectives effectively. The university's commitment to education, innovation, and eventual expansion in research positions it well for continued success and transformation into an international institution.

Conclusion

The criterion is **fulfilled**.

Recommendation:

- The university should make stronger strategic and more systematic differentiation of the internationalization strategy.

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 and the German Council of Science and Humanities (WR)**

The institutional structures and performance were assessed on the basis of the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG), criteria for the institutional accreditation of non-state higher education institution of the German Council of Science and Humanities (WR) („Guidelines for the accreditation of non-state higher education institutions" Section B.IV), and the national or other relevant regulations.

The expert group concludes that the **ESG standards** 1.1 (Policy for quality assurance), 1.2 (Design and approval of programmes), 1.3 (Student-centred learning, teaching and assessment), 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 expert group concludes that the **WR examination areas** 1 (Institutional conception, profile, and development objectives), 2 (Governance structure, organization, and quality management), 3 (Staff), 4 (Study and teaching), 5 (Research), 6 (Equipment (rooms and facilities)) and 7 (Funding) are fulfilled.

The assessment criteria are as follows:

Institutional Profile and Strategy (Mission and Vision)

The HEI has a clear mission statement in which the institutional profile, strategy, and objectives of the HEI are defined. The mission is consistent and complies with international standards. Academic bodies have adopted the mission, which is publicly available. The HEI has adequate resources to fulfil its mission and strategic planning.

The criterion is **fulfilled**.

Governance, Organisation and Administration

Responsibilities, decision-making processes and decision-making competencies are clearly defined and integrated into statutes. Organisation and management structures are adequate to the tasks and objectives of the institution and assure freedom in teaching and learning.

The criterion is **fulfilled**.

Teaching and Learning

Objectives and content of study programmes are in accordance with the HEI's mission and strategy. Study programmes have an adequate academic standard, are well structured and have an adequate workload. They comply with national legal regulations. The processes of creating and implementing as well as revision of study programmes are clearly defined.

The HEI offers professional support services for students. Support services have adequate staff.

The criterion is **fulfilled**.

Research

Research activities fit into the mission of the institution. The structure of the HEI and the general conditions support research activities. The teaching workload allows room for research. Recruitment policy should correspond to the research activities and research strategy of the institution.

The criterion is **fulfilled**.

Resources

The institution has adequate human and financial resources, infrastructure, and equipment to achieve its objectives. The academic staff recruitment process meets academic standards.

The criterion is **fulfilled**.

Quality Assurance

The institution has adequate quality assurance procedures and mechanisms to ensure that the results of quality assurance procedures are for continuous improvement.

The criterion is **fulfilled**.

Internationalisation

The HEI has an internationalisation strategy which is consistent with the strategy of the institution. The activities in the area of internationalisation fit into the internationalisation strategy.

The criterion is **fulfilled**.

2 Accreditation Recommendation

The peer-review experts recommend unconditional accreditation of the University of Bengkulu.

The peer-review experts recommend the following **recommendations**:

Recommendations

1. The university should make stronger strategic and more systematic differentiation of the internationalization strategy.
2. The qualification of all university members should be increased by further education offers: Mandatory English courses should be offered.
3. As part of the internationalization strategy, attention should be paid to ensuring that potential applicants have sufficient English language qualifications in appointment procedures.
4. More English-speaking guest lecturers from abroad should be invited for guest lectures etc.
5. All information relevant to the study program should be available in English on the homepage.
6. The module catalogs and learning outcomes of the degree programs should be presented in a uniform manner according to international standards and should all be available in English.
7. The promotion of young researchers should be strengthened, and more Master and PhD programs should be offered.
8. Research efforts should be promoted, e.g. through more national and international cooperation, and more time flexibility and space for research should be created.
9. Students should be even more involved in committee work.
10. It is strongly recommended that all quality management documents be recorded in a common outline structure, that the confusing number of abbreviations be reduced to essential terms, that all documents be fully translated into English, that a uniform chapter numbering be introduced across all documents and that visual outline elements be introduced.
11. Evaluation results should be fed back to the students in an institutionalized procedure.

V Decisions of the Accreditation Commission of ACQUIN

Based on the evaluation report of the peer group and the statement of the institution the Accreditation Commission of ACQUIN decided on 30 July 2024:

The University of Bengkulu is institutionally accredited without conditions. The accreditation is limited until 30 September 2030.

The following recommendations are given for the further development:

1. The university should make stronger strategic and more systematic differentiation of the internationalization strategy.
2. The qualification of all university members should be increased by further education offers: Mandatory English courses should be offered.
3. As part of the internationalization strategy, attention should be paid to ensuring that potential applicants have sufficient English language qualifications in appointment procedures.
4. More English-speaking guest lecturers from abroad should be invited for guest lectures etc.
5. All information relevant to the study program should be available in English on the homepage.
6. The module catalogs and learning outcomes of the degree programs should be presented in a uniform manner according to international standards and should all be available in English.
7. The promotion of young researchers should be strengthened, and more Master and PhD programs should be offered.
8. Research efforts should be promoted, e.g. through more national and international cooperation, and more time flexibility and space for research should be created.
9. Students should be even more involved in committee work.
10. It is strongly recommended that all quality management documents be recorded in a common outline structure, that the confusing number of abbreviations be reduced to essential terms, that all documents be fully translated into English, that a uniform chapter numbering be introduced across all documents and that visual outline elements be introduced.
11. Evaluation results should be fed back to the students in an institutionalized procedure.