



AUN-QA PROGRAMME ASSESSMENT REPORT

AUN-QA Assessment No.: THE 150th AUN QUALITY ASSESSMENT AT PROGRAMME LEVEL	Date of Assessment: 24th – 26th June 2019
Name of Programme Assessed: BACHELOR IN LAW	
Name of University: Universitas Sebelas Maret (UNS) Surakarta, INDONESIA	
Name of Faculty/School: Faculty of Law	
Name of Management Representative/Designation: Dr Muhammad Rustamaji, Head of Program	Name of Management Representative/Designation:
Name of Assessors: Prof. Dr. Suzeini Abd Halim, University of Malaya, MALAYSIA Mrs. Siriluck Kiewkong, Mahidol University, THAILAND	

Report Summary

This report is based on the information provided in the self-assessment report (SAR), evidences, site tour and interviews with selected stakeholders including academic and support staff, students, alumni and employers. It should be read together with the preliminary findings presented at the closing ceremony where the key strengths and areas for improvement were highlighted.

The AUN-QA assessment at programme level covers 11 criteria and each criterion is assessed based on a 7-point scale. The summary of the assessment results is as follows:

Criteria	Score
1. Expected Learning Outcomes	3
2. Programme Specification	4
3. Programme Structure and Content	4
4. Teaching and Learning Approach	3
5. Student Assessment	4
6. Academic Staff Quality	4
7. Support Staff Quality	4
8. Student Quality and Support	5
9. Facilities and Infrastructure	5
10. Quality Enhancement	4
11. Output	4
Overall Verdict:	Adequate as Expected

Based on the assessment results, the Bachelor in Law Programme fulfilled the AUN-QA requirements. Overall the quality assurance implemented for the programme is “Adequate as expected”.

Criteria		Strengths	Areas for Improvement
1. Expected Learning Outcomes	1.1 The expected learning outcomes have been clearly formulated and aligned with the vision and mission of the university [1,2]	The 10 ELOs formulated takes into account the vision and mission of the institution as well as the requirements of KKNi (level 6)	Suggest refining the ELOs statements and should be written based on the guidelines of writing good learning outcomes. The statements are to reflect how learning can be translated into measurable results.
1. Expected Learning Outcomes	1.2 The expected learning outcomes cover both subject specific and generic (i.e. transferable) learning outcomes [3]	The ELOs are categorized into generic and specific learning outcomes.	The ELOs cover both specific and generic skills. These ELOs are also mapped to courses offered. However, we suggest that the generic skills expected at the end of courses should be clearly identified. Example: The Taxation Law course contributes to ELO3 which has been identified as a generic skill. So perhaps to have a clearer idea of its contribution to ELO3, the type of generic skill assessed must be clearly identified.
1. Expected Learning Outcomes	1.3 The expected learning outcomes clearly reflect the requirements of the stakeholders [4]	The Faculty engaged relevant stakeholders such as Indonesian Judges Association and the Indonesian Advocates Organisation as well as alumni and employers in seeking their requirements of graduates.	ELOs formulated should take into account requirements suggested by stakeholders. As a result of stakeholder's engagement in January 2019, there are some suggestions put forward to improve attributes of graduates. However; there was no mention in the SAR report of the consequences of these suggestions.
2. Programme Specification	2.1 The information in the programme specification is comprehensive and up-to-date [1, 2]	Programme specifications include graduate profile and possible career opportunities.	We suggest the programme specification be improved to include programme aims, outline of programme structure, mapping of ELOs to courses, brief outline of course specifications

Criteria		Strengths	Areas for Improvement
			and list of academic staff with their specializations.
2. Programme Specification	2.2 The information in the course specification is comprehensive and up-to-date [1, 2]	Course plans (RPS) are handed out and explained at the beginning of the course for the students' information	We suggest course specification (RPS) be improved to include details on the learning domain (knowledge, skills or attitude) of each of the course learning outcomes. Also include specific assessment method(s) used to assess the achievement of outcomes and the weightage contribution to the LOs. Also, it would be good to list formative or continuous assessments deployed to assess the students learning.
2. Programme Specification	2.3 The programme and course specifications are communicated and made available to the stakeholders [1, 2]	The programme specifications are documented and made available via websites.	
3. Programme Structure and Content	3.1 The curriculum is designed based on constructive alignment with the expected learning outcomes [1]		The programme needs to be clearly designed to meet the ELOs where the contribution of each course in achieving the relevant ELOs is clear. In the SAR report (Section 2.3.1) it is mentioned that Professional Ethics course contributes to the generic skills; however the course is not listed in the curriculum. This course is important considering the propagated slogan for the Faculty of Law is <i>Professional & Moral</i> .
3. Programme Structure and Content	3.2 The contribution made by each course to achieve	Each course has formulated course objectives and course learning outcomes contributing to the ELOs.	We suggest that for each course the programme should develop a clear course learning outcomes assessment plan.

Criteria		Strengths	Areas for Improvement
	the expected learning outcomes is clear [2]		
3. Programme Structure and Content	3.3 The curriculum is logically structured, sequenced, integrated and up-to-date [3, 4, 5, 6]	<p>The curriculum is logically structured and constructed. Courses with fundamental knowledge are offered in earlier semesters, courses with more skills and advance knowledge progress towards later semesters and community service, internship, and thesis towards the end.</p> <p>The programme adheres to the requirements of the Indonesian Qualifications Framework</p> <p>The process to review the curriculum is established.</p>	<p>Stakeholders suggest that the programme should consider offering elective courses such as Cyber Law and Financial Consumer Protection Law.</p> <p>Stakeholders also suggest that the programme place more emphasis on nurturing the students with negotiation skills (Mediation) and digital decision making skills.</p> <p>We suggest the programme also considers determining the minimum duration for an internship.</p> <p>Seminars and visiting lecturers talk should also be considered as part of the curriculum. The programme should also deliberate on offering more practical courses.</p>
4. Teaching and Learning Approach	4.1 The educational philosophy is well articulated and communicated to all stakeholders [1]		We suggest the programme to consider to re-look at the educational philosophy (set of beliefs that influences what and how students should be taught)
4. Teaching and Learning Approach	4.2 Teaching and learning activities are constructively aligned to the achievement of the expected learning outcomes [2, 3, 4]	<p>Learning strategies or instructional methods are mapped against the course learning outcomes.</p> <p>Team-teaching is deployed.</p>	<p>We suggest improvements to clearly show the alignment of the course outcomes to the teaching and learning methods and the ELOs be formulated.</p> <p>Employers suggest enhancing legal drafting skills in a foreign language, to provide more training on investigative skills and improve the students' ability to analyse and give opinions.</p>

Criteria		Strengths	Areas for Improvement
			<p>Employers also suggest that the programme enhances students' skills on social communication and train them to be more assertive and able to give opinions.</p> <p>Alumni suggest more opportunities for students to observe real court proceedings.</p> <p>Students suggest more "outings" especially with renowned firms so that experiential learning can be obtained.</p> <p>The programme should consider increasing the intake of students for the International Law course.</p>
4. Teaching and Learning Approach	4.3 Teaching and learning activities enhance life-long learning [5]	Life-long learning is supported by internship, legal research method and writing, community service and thesis writing.	
5. Student Assessment	5.1 The student assessment is constructively aligned to the achievement of the expected learning outcomes [1, 2]	The programme offers a variety of assessment methods.	The programme should clearly illustrate how the student assessment methods measure the achievement of the ELOs. Develop a programme assessment plan which upon evaluation can identify improvement strategies for the programme.
5. Student Assessment	5.2 The student assessments including timelines, methods, regulations, weight distribution, rubrics and grading are explicit and communicated to students [4, 5]	Students are informed of assessments criteria at the beginning of the course by the lecturers.	Although assessments criteria are informed at the beginning of a course, this info could be further enhanced to include timelines, methods, weight distribution, and rubrics and be explicitly and clearly documented or communicated through various approaches such as handbook or website.

Criteria		Strengths	Areas for Improvement
5. Student Assessment	5.3 Methods including assessment rubrics and marking schemes are used to ensure validity, reliability and fairness of student assessment [6, 7]	The department has in place a vetting mechanism where exam questions are being vetted by appropriate persons.	<p>Procedures of vetting should be further enhanced to ensure validity, reliability and fairness of student assessment be clearly documented.</p> <p>Rubrics should also be designed with criteria, performance levels and descriptors to support the reliability, validity, and fairness of the assessment.</p>
5. Student Assessment	5.4 Feedback of student assessment is timely and helps to improve learning [3]	Feedbacks are given especially for summative assessments.	The programme should put in place a policy of giving timely feedbacks on the formative assessments to enhance the learning.
5. Student Assessment	5.5 Students have ready access to appeal procedure [8]	There is in place a mechanism for students to appeal the final grade.	Appeal procedure for formative and continuous assessments should be considered.
6. Academic Staff Quality	6.1 Academic staff planning (considering succession, promotion, re-deployment, termination, and retirement) is carried out to fulfil the needs for education, research and service [1]	The head of program prepares the academic staff planning by considering staff-student ratio, retirement of staff, organization development and capacity building.	The Faculty monitors the numbers of staff, their academic positions and retirement dates, however we suggest a more systematic management of capacity and competency needs of the staff to be developed so that the needs for education, research and community service can be identified and a succession plan can be formulated.
6. Academic Staff Quality	6.2 Staff-to-student ratio and workload are measured and monitored to improve the quality of education, research and service [2]	The Faculty regularly monitors the staff: student ratio.	We suggest that a clear documented policy and/or percentage contribution on the distribution of the 3 main activities to reflect balance and appropriate allocation of time among the three pillars of higher education.

Criteria		Strengths	Areas for Improvement
6. Academic Staff Quality	6.3 Recruitment and selection criteria including ethics and academic freedom for appointment, deployment and promotion are determined and communicated [4, 5, 6, 7]		We suggest that the training plan be aligned to the competencies of academic staff so that the strategic competencies of the university can be developed to realise its strategic objectives.
6. Academic Staff Quality	6.4 Competences of academic staff are identified and evaluated [3]	.	Competences of academic staff should be reviewed to include not only the knowledge aspect but also teaching and research skills as well as attitude, The Faculty is also encouraged not to just consider the LKD as the evaluation instrument but to consider other transparent approaches.
6. Academic Staff Quality	6.5 Training and developmental needs of academic staff are identified and activities are implemented to fulfil them [8]	The academic staff are given opportunities to improve their competency by furthering their studies such as PhD and participating in national and international conferences	Encourage training and development in outcomes-based education, constructive alignment, learning outcomes, rubrics design, pedagogy etc. to enhance the implementation of the curriculum.
6. Academic Staff Quality	6.6 Performance management including rewards and recognition is implemented to motivate and support education, research and service [9]	The university has in place a reward mechanism which recognizes the contribution of the academic staffs through the remuneration system.	
6. Academic Staff Quality	6.7 The types and quantity of research activities by academic staff are established, monitored and benchmarked for improvement [10]	The Faculty monitors quantity of research publications.	There is a decline in publications in 2018 (Table 2.6.7). We suggest the Faculty identifies the reasons for this decline. We also suggest the Faculty putting in place a systematic approach to collect, monitor, benchmark and identifies ways to improve research outputs.

Criteria		Strengths	Areas for Improvement
			<p>The Faculty should also consider providing better support in enhancing academic staff research activities.</p> <p>The Faculty should also consider benchmarking research outputs with renowned institutions. Perhaps research collaborations can established with these institutions.</p>
7. Support Staff Quality	7.1 Support staff planning (at the library, laboratory, IT facility and student services) is carried out to fulfil the needs for education, research and service [1]	Support staffs serve both at the faculty and the university levels, their planning is based on the needs of the university strategic planning and faculty support staff planning.	The university and the faculty should systematically assess the support staff capacity and capability in their job requirement to provide Support staff planning and development plan accordingly to fulfil the needs'.
7. Support Staff Quality	7.2 Recruitment and selection criteria for appointment, deployment and promotion are determined and communicated [2]	The recruitment and selection criteria are established and communicated via human recourse affair of the university website and newspaper.	
7. Support Staff Quality	7.3 Competences of support staff are identified and evaluated [3]	The support staff competency is evaluated once a year through the Employee Performance Target (SKP).	Competences of support staff should be identified and reviewed to cover functional competency, It might help both University and Faculty to formulate a development plan accordingly.
7. Support Staff Quality	7.4 Training and developmental needs of support staff are identified and activities are	University and Faculty provide various trainings and development programs in the areas of procurement, archive management, library management, information technology, public relation, finance management.	We suggest that the training plan be aligned to the competencies of support staff so that the strategic competencies of the university can be developed to realize its strategic objectives.

Criteria		Strengths	Areas for Improvement
	implemented to fulfil them [4]		We suggest enhancement of English competency amongst the support staff to assist UNS in achieving its vision to be a leading university at the international level.
7. Support Staff Quality	7.5 Performance management including rewards and recognition is implemented to motivate and support education, research and service [5]	The university rewards and recognizes the efforts of the support staff and encourages high performance by offering good remuneration system.	
8.Student Quality and Support	8.1 The student intake policy and admission criteria are defined, communicated, published, and up-to-date [1]	Admission policies and student selection criteria are well established.	.
8.Student Quality and Support	8.2 The methods and criteria for the selection of students are determined and evaluated [2]		The programme should periodically look at existing methods and criteria for the selection of students. The methods, criteria as well as relevant data should be analysed and evaluated and improved to increase quality of the enrolled student.
8.Student Quality and Support	8.3 There is an adequate monitoring system for student progress, academic performance, and workload [3]	The programme use academic information system (SIKAD) to monitor the student's academic progress and workload by Academic Advisors. A system to appoint advisors for student, thesis and internship is established	
8.Student Quality and Support	8.4 Academic advice, co-curricular activities, student competition, and	There are a variety of co-curricular activities both at the university (UKM) and faculty level. The programme encourages and supports student	We suggest to expand networks to include regional and global partners and encourage more student mobility.

Criteria		Strengths	Areas for Improvement
	other student support services are available to improve learning and employability [4]	participation in relevant competition (national and international). These involvements enhance the soft skills of the students to better prepare them for their future career.	The students suggest more Scholarships for Exchange Program/International Experience
8.Student Quality and Support	8.5 The physical, social and psychological environment is conducive for education and research as well as personal well-being [5]	Programme has strong ALUMNI family ties. The Alumni provide support to the faculty in various forms such as an Alumni building, training, seminar and internship opportunities for students.	
9. Facilities and Infrastructure	9.1The teaching and learning facilities and equipment (lecture halls, classrooms, project rooms, etc.) are adequate and updated to support education and research [1]	The faculty provides facilities to support learning, studying and research activities for students and lecturers.	The faculty should start planning to facilitate students with special needs.
9. Facilities and Infrastructure	9.2 The library and its resources are adequate and updated to support education and research [3, 4]	The central library supports student learning experience and fulfils their needs.	.
9. Facilities and Infrastructure	9.3 The laboratories and equipment are adequate and updated to support education and research [1, 2]	The faculty provides 4 types of laboratory rooms (Moot Court Laboratory, Video Conference Room, Investment Gallery and Computer Laboratory to support learning, studying and researching activities for students.	
9. Facilities and Infrastructure	9.4 The IT facilities including e-learning	The university provides high-speed wifi access to support teaching and learning activities.	

Criteria		Strengths	Areas for Improvement
	infrastructure are adequate and updated to support education and research [1, 5, 6]		
9. Facilities and Infrastructure	9.5 The standards for environment, health and safety; and access for people with special needs are defined and implemented [7]	The University has attained Green Campus recognition.	Students suggest more reading room and co-working space in faculty. We suggest enhancing the “Green Campus” environment. The University should encourage the use of bicycles instead of motorcycles.
10. Quality Enhancement	10.1 Stakeholders’ needs and feedback serve as input to curriculum design and development [1]	The Faculty has in place mechanisms of obtaining feedbacks from various stakeholders. The students give their feedback through the SIAKAD by filling questionnaire on teaching and learning performance. The Faculty get feedback from alumni and graduates’ employers as tracer study annually through questionnaire	The Faculty should look into increasing the number of alumni to participate in the tracer study so that better feedbacks can be obtained.
10. Quality Enhancement	10.2 The curriculum design and development process is established and subjected to evaluation and enhancement [2]	The Faculty has in place mechanism where curriculum is designed and developed.	The Faculty should institute a structured approach to monitor and evaluate a programme which will lead to programme enhancement. Programme improvement should only be undertaken after a proper evaluation of programme performance based on facts supported by data.
10. Quality Enhancement	10.3 The teaching and learning processes and student assessment are continuously reviewed and evaluated to ensure their relevance and alignment [3]	The curriculum is reviewed every 2 years, led by the head of the program.	A systemic review of constructive alignment of ELOs, teaching and learning, and student assessment be included in the curriculum design and development.

Criteria		Strengths	Areas for Improvement
10. Quality Enhancement	10.4 Research output is used to enhance teaching and learning [4]	Research output are used in supervising students' thesis.	Educational research should be enhanced for teaching and learning
10. Quality Enhancement	10.5 Quality of support services and facilities (at the library, laboratory, IT facility and student services) is subjected to evaluation and enhancement [5]	User satisfaction of support services is carried out and analysed. The results are used to improve the services provided.	.
10. Quality Enhancement	10.6 The stakeholder's feedback mechanisms are systematic and subjected to evaluation and enhancement [6]	There are a variety of mechanisms to gather feedback from the stakeholders, tracer study (both to alumni and users), suggestion box, and the program academic meeting (JCA).	It is suggested that the effectiveness of feedback mechanisms such as tracer studies, surveys, questionnaires be evaluated for continuous improvement.
11. Output	11.1 The pass rates and dropout rates are established, monitored and benchmarked for improvement [1]	Pass rates, dropout rates and employability of graduates are established and monitored.	Benchmarking of output data, such as pass rate, on-time graduation, graduate employability, and research activities with other competing or relevant universities would be useful in seeking best practices.
11. Output	11.2 The average time to graduate is established, monitored and benchmarked for improvement [1]	The graduate-on-time of the programme has improved year after year and better than the average time in undergraduate of the university.	We suggest the data obtained is benchmarked for improvement.

Criteria		Strengths	Areas for Improvement
11. Output	11.3 Employability of graduates is established, monitored and benchmarked for improvement [1]	Most graduates were able to secure their employment within 6 months.	We suggest the data obtained is benchmarked for improvement.
11. Output	11.4 The types and quantity of research activities by students are established, monitored and benchmarked for improvement [2]	Research outputs by students are published in the journals.	We suggest the data obtained is benchmarked for improvement.
11. Output	11.5 The satisfaction levels of stakeholders are established, monitored and benchmarked for improvement [3]	Satisfaction levels of students are obtained through SIAKAD. Alumni satisfaction are obtained using questionnaires, whilst for employers also using questionnaires.	Satisfaction levels of alumni and employers should be systematically analysed for continual improvement of the curriculum through meaningful survey.