

Decision of the FIBAA Accreditation and Certification Committee



6th Meeting on June 29, 2022

PROGRAMME ACCREDITATION

Project Number:	21/083 Cluster 2
Higher Education Institution:	Universitas Airlangga
Location:	Surabaya, Indonesia
Study Programme:	Bachelor of International Relations (S.Hub.Int. Sarjana Hubungan Internasional) Bachelor of Public Administration (S.A.P. Sarjana Administrasi Publik) Master of Law (M.H. Magister Hukum)
Type of Accreditation:	initial accreditation

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

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

Period of Accreditation: June 29, 2022 to June 28, 2027

Conditions:

For the Bachelor of International Relations and Bachelor of Public Administration:

- **Condition 1:** The University completes the information in the Diploma Supplements regarding
 - a) the conversion from SKS to the European ECTS system
 - b) a relative grade or an ECTS grading table (see chapter 3.2).

and for the Bachelor of Public Administration additionally:

- c) the objectives of the study programme (see chapter 3.2).

For the Master of Law:

- **Condition 1:** The University ensures a unified conversion from national credit system to ECTS credit system according to the ECTS Users' Guide 2015 (see chapter 3.2).

The condition is fulfilled.

The decision was made by the FIBAA Accreditation and Certification Committee on June 21, 2023

For all programmes:

- **Condition 2:** The University implements a student workload evaluation system for each course which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures (see chapter 5.).

**The condition is fulfilled.
The decision was made by the FIBAA Accreditation and Certification
Committee on June 21, 2023**

Proof of meeting these conditions is to be submitted by March 28, 2023.

The FIBAA Quality Seal is awarded.



Assessment Report

Higher Education Institution:

Universitas Airlangga, Surabaya, Indonesia

Bachelor/Master programme:

1. Bachelor of International Relations
2. Bachelor of Public Administration
3. Master of Law

Qualification awarded on completion:

1. Bachelor of International Relations (S.Hub.Int. Sarjana Hubungan Internasional)
2. Bachelor of Public Administration (S.A.P. Sarjana Administrasi Publik)
3. Master of Law (M.H. Magister Hukum)

General information on the study programmes

Brief description of the study programmes:

The **Bachelor of International Relations (BIR)** is an eight-semester programme that aims to equip graduates with knowledge on basic concepts and theories of international relations including diplomacy, foreign policy, international organisation, international law and Southeast Asia studies. Students shall apply theories and principles in international politics and security, international political economy, international business organisation, as well as globalisation and strategies.

The **Bachelor of Public Administration (BPA)** is an eight-semester programme that aims to equip graduates with knowledge to be public policy analysts who are able to offer applicable and innovative policy solutions and carry out public affairs various organisations including public institutions, international bodies, state-owned enterprises, non-government organisations and other public organisations.

The **Master of Law (MLaw)** is a three-semester programme that aims to equip graduates with the ability to legal theory in several legal fields, including Civil Law, Criminal Law, Business Law, International Law or Health Law. Graduates shall be able to construct the concept of legal issues, argumentative and creative ideas in the field of law.

Type of study programme:

BIR: Bachelor programme

BPA: Bachelor programme

MLaw: Master programme

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

BIR: 4 years/ 8 semesters, 144 SKS/230 ECTS¹

BPA: 4 years/ 8 semesters, 144 SKS/230 ECTS

MLaw: 1.5 years/ 3 semesters, 38 SKS/95 ECTS

Mode of study:

full-time

Didactic approach:

study programme with obligatory class attendance

Double/Joint Degree programme:

optional

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

¹ SKS: *Satuan Kredit Semester*

BIR: 120 students per year
BPA: 120 students per year
MLaw: 140 students per year

Programme cycle starts in:

BIR: winter semester (August)
BPA: winter semester (August)
MLaw: winter and summer semester (August and March)

Initial start of the programme:

BIR: 1982
BPA: 1984
MLaw: 1978

Type of accreditation:

initial accreditation

Procedure

A contract for the initial accreditation of the Bachelor of International Relations S.Hub.Int. (*Sarjana Hubungan Internasional*), the Bachelor of Public Administration S.A.P. (*Sarjana Administrasi Publik*) and the Master of Law M.H. (*Magister Hukum*) was made between FIBAA and Universitas Airlangga on June 22, 2021. On November 17, 2021, the HEI submitted a self-evaluation report, which included a detailed description of the programmes and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel². The HEI has agreed with the chosen experts. The panel consisted of:

Prof. Dr. Jochen Breinlinger-O'Reilly

Berlin School of Economics and Law, University of Applied Sciences, Berlin, Germany
Professor of Management in Health Care and Social Services
(Management, Strategic Management, Public Management, Quality Management, Organization & Human Resources, Health Care Management)

Prof. Dr. jur. Jan Friedrich Bruckermann

FOM University of Applied Sciences, Cologne, Germany
Professor of Social Law and Health Law
(Social Law Labor Law, Tax Law, Criminal Law, Commercial and Corporate Law)

Niklas Heuser

College of Europe, Brugges, Belgium
Student of European Economic Studies (M.Sc.)
Completed: Development Management & Applied Development Economics (M.Sc.), (London School of Economics), Business Administration (B.Sc.), (University of Cologne)

Dr. Magnus Thomas Müller

German-Azerbaijani Chamber of Commerce Abroad, Baku, Azerbaidjan
Head of Vocational Training
(Business Administration, Management, International Relations, Environment, Media, Development Cooperation)

Dr. Edy Santoso

University of Langlang Buana, Indonesia
Senior Lecturer
(Business Law, International Trade Law, Intellectual Property Law and Cyber Law)

Prof. Dr. disc. oec. Hans-Bernd Schäfer

Bucerius Law School, Hamburg, Germany
Professor of Law and Economics
(Economics, Institutional Economics, International Relations, Economics of Developing Countries, Foreign Economics Economic Analysis of Law)

² The panel is presented in alphabetical order.

FIBAA project manager:
Friderike Uphoff

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference (due to the Covid-19 pandemic). The online conference took place on April 4, 5 and 6, 2022 via the video conferencing tool *Zoom*. At the end of the online conference, the panel has given a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on June 3, 2022. The statement on the report was given on June 9, 2022. It has been taken into account in the report at hand.

Summary

The **Bachelor of International Relations (S.Hub.Int. *Sarjana Hubungan Internasional*)** offered by Universitas Airlangga fulfils with few exceptions the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on June 29, 2022 and finishing on June 28, 2027, under condition. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects³: study and exam regulations and quality assurance and quality developments. They recommend the accreditation on condition of meeting the following requirement:

- **Condition 1:** The University completes the information in the Diploma Supplements regarding
 - a) the conversion from SKS to the European ECTS system
 - b) a relative grade or an ECTS grading table (see chapter 3.2).
- **Condition 2:** The University implements a student workload evaluation system for each course which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures (see chapter 5.).

Proof of meeting this condition is to be submitted by March 28, 2023.

The panel members identified several areas where the programme could be further developed:

- Including more content about Japan, China and the European Union as important players in international relations into the curriculum (see chapter 3.1),
- Increasing the number of foreign students (see chapter 3.4),
- Introducing a compulsory internship into the curriculum (see chapter 3.6).

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

There are many criteria in which the programme exceeds the quality requirements:

- International orientation of the study programme (see chapter 1.2),
- Positioning of the study programme in the educational market (see chapter 1.3),
- Positioning of the study programme on the job market for graduates (see chapter 1.3),
- Positioning of the study programme within the HEI's overall strategic concept (see chapter 1.3),

³ These aspects are asterisk criteria which means that they are essential for the study programme.

- Admission requirements (see chapter 2.),
- Counselling for prospective students (see chapter 2.),
- Methods and scientific practice (see chapter 3.1),
- Examination and final thesis (see chapter 3.1),
- International contents and intercultural aspects (see chapter 3.4),
- Internationality of faculty (see chapter 3.4),
- Foreign language contents (see chapter 3.4),
- Academic qualification of faculty (see chapter 4.1),
- Pedagogical/didactical qualification of faculty (see chapter 4.1),
- Process organisation and administrative support for students and faculty (see chapter 4.2),
- Cooperation with HEIs and other academic institutions or networks (see chapter 4.3),
- Cooperation with business enterprises and other organisations (see chapter 4.3),
- Career counselling and placement service (see chapter 4.5),
- Alumni activities (see chapter 4.5),
- Information on activities during the academic year (see chapter 5.3).

There is also one criterion in which the programme is exceptional:

- Access to literature (4.4).

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

Summary

The **Bachelor of Public Administration (S.A.P. *Sarjana Administrasi Publik*)** offered by Universitas Airlangga fulfils with few exceptions the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on June 29, 2022 and finishing on June 28, 2027, under conditions. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects⁴: study and exam regulations and quality assurance and quality developments. They recommend the accreditation on condition of meeting the following requirement:

- **Condition 1:** The University completes the information in the Diploma Supplements regarding
 - a) the conversion from SKS to the European ECTS system
 - b) a relative grade or an ECTS grading table
 - c) the objectives of the study programme (see chapter 3.2).
- **Condition 2:** The University implements a student workload evaluation system for each course which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures (see chapter 5.).

Proof of meeting this condition is to be submitted by March 28, 2023.

The panel members identified several areas where the programme could be further developed:

- Analysing the job market for graduates in order to sharpen the profiles of their graduates (see chapter 1.3),
- Increasing the number of foreign students (see chapter 3.4),
- Introducing a compulsory internship into the curriculum (see chapter 3.6).

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

There are many criteria in which the programme exceeds the quality requirements:

- International orientation of the study programme (see chapter 1.2),
- Positioning of the study programme in the educational market (see chapter 1.3),
- Positioning of the study programme within the HEI's overall strategic concept (see chapter 1.3),

⁴ These aspects are asterisk criteria which means that they are essential for the study programme.

- Admission requirements (see chapter 2.),
- Counselling for prospective students (see chapter 2.),
- Methods and scientific practice (see chapter 3.1),
- Examination and final thesis (see chapter 3.1),
- International contents and intercultural aspects (see chapter 3.4),
- Internationality of faculty (see chapter 3.4),
- Foreign language contents (see chapter 3.4),
- Academic qualification of faculty (see chapter 4.1),
- Pedagogical/didactical qualification of faculty (see chapter 4.1),
- Process organisation and administrative support for students and faculty (see chapter 4.2),
- Cooperation with HEIs and other academic institutions or networks (see chapter 4.3),
- Cooperation with business enterprises and other organisations (see chapter 4.3),
- Career counselling and placement service (see chapter 4.5),
- Alumni activities (see chapter 4.5),
- Information on activities during the academic year (see chapter 5.3).

There is also one criterion in which the programme is exceptional:

- Access to literature (4.4).

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

Summary

The **Master of Law (M.H. *Magister Hukum*)** offered by Universitas Airlangga fulfils with few exceptions the FIBAA quality requirements for master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on June 29, 2022 and finishing on June 28, 2027, under conditions. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects⁵: study and exam regulations and quality assurance and quality developments. They recommend the accreditation on condition of meeting the following requirement:

- **Condition 1:** The University ensures a unified conversion from national credit system to ECTS credit system according to the ECTS Users' Guide 2015 (see chapter 3.2).
- **Condition 2:** The University implements a student workload evaluation system for each course which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures (see chapter 5.).

Proof of meeting this condition is to be submitted by March 28, 2023.

The panel members identified several areas where the programme could be further developed:

- Including more content from other research disciplines into the courses, e.g. content on economics and law that covers methods and theories of economics from a legal perspective (see chapter 3.1),
- Increasing the number of foreign students (see chapter 3.4).

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

There are many criteria in which the programme exceeds the quality requirements:

- Positioning of the study programme in the educational market (see chapter 1.3),
- Positioning of the study programme on the job market for graduates (see chapter 1.3),
- Positioning of the study programme within the HEI's overall strategic concept (see chapter 1.3),
- Admission requirements (see chapter 2.),
- Counselling for prospective students (see chapter 2.),
- Integration of theory and practice (see chapter 3.1),
- Methods and scientific practice (see chapter 3.1),

⁵ These aspects are asterisk criteria which means that they are essential for the study programme.

- Examination and final thesis (see chapter 3.1),
- International contents and intercultural aspects (see chapter 3.4),
- Internationality of faculty (see chapter 3.4),
- Foreign language contents (see chapter 3.4),
- Academic qualification of faculty (see chapter 4.1),
- Pedagogical/didactical qualification of faculty (see chapter 4.1),
- Process organisation and administrative support for students and faculty (see chapter 4.2),
- Cooperation with HEIs and other academic institutions or networks (see chapter 4.3),
- Cooperation with business enterprises and other organisations (see chapter 4.3),
- Career counselling and placement service (see chapter 4.5),
- Alumni activities (see chapter 4.5),
- Information on activities during the academic year (see chapter 5.3).

There is also one criterion in which the programme is exceptional:

- Access to literature (4.4).

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

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Information

Information on the Institution

Universitas Airlangga (UNAIR), is a state-owned autonomous University, located in Surabaya, East Java. It is one of the oldest universities in Indonesia after Institut Teknologi Bandung (ITB), Universitas Indonesia (UI) and Universitas Gadjah Mada (UGM). It was established on November 10, 1954 under the Government Decree No. 57/1954. As one of the top five universities in Indonesia, UNAIR strives to be recognised for excellence, shown from the University's efforts to enhance the quality of education towards global standards, to improve the quantity and quality of research and innovation and to conduct community outreach for the wider society.

This is also represented in UNAIR's vision to become an independent, innovative, leading University nationally and internationally, a pioneer in the development of science, technology, and humanities.

The related missions are:

1. Organising and developing academic, professional and/or vocational education with world-class excellence based on national values and religious morals;
2. Carrying out basic, applied and innovative policy research with world-class excellence based on national values and religious morals to support the development of education and community service;
3. Devoting expertise in the fields of science, technology and humanities to the community;
4. Manage the University independently with good governance through quality-oriented institutional development and be able to compete on international level.

By 2021, UNAIR has achieved top QS World University Rankings (QS WUR) 465 for 2022 in World Best Universities which also drives the University to make rapid acceleration in various fields including the internationalisation of study programmes, accreditation by international accreditation boards and development of various cooperation with global academic institutions following Internationalisation Roadmap of UNAIR 2020-2025.

In 2021, UNAIR's achievement and performance are highlighted in the following rankings:

1. 521-530 in QS World University Ranking (WCU) 2021
2. 124 in QS Asian University Ranking (AUR) 2021
3. 20 Southeast Asia based on QS WUR 2021.
4. 4. 251-300 (Law and Legal Studies) in QS WCU by Subject 2021
5. 401-450 (Business & Management Studies) in QS WCU by Subject 2021
6. 551-600 (Medicine) in QS WCU by Subject 2021
7. 4th rank best university in Indonesia by Indonesian Government
8. 301-400 for an overall score in Times Higher Education (THE) Impact Ranking
9. 183 UI Green Metric in 2021

Both ranks of UNAIR based on Times Higher Education (THE) impact rankings and UI GreenMetric exhibit UNAIR's stance to support the realisation of Sustainable Development Goals (SDGs).

Advanced international collaboration has also been established. It includes international classes, joint research, double-degree programmes and joint community outreach programmes. UNAIR also actively initiates international programmes such as Airlangga Global Day, AIRVENTURE (Airlangga Adventure) and INHERIT (Indonesia Heritage); international credit mobility/semester programmes, such as AMERTA (Academic Mobility Exchange) both for undergraduate and Master programmes; International Community Development programmes, such as SDG COP (Sustainable Development Goals Community Outreach Program) and CERIA (Community Empowerment Program at Airlangga).

Furthermore, for internationalising its student body, UNAIR offers Airlangga Development Scholarship (ADS) on a competitive basis for international students to study for master or doctorate degree at Universitas Airlangga. Moreover, UNAIR implements the current policy of the Ministry of Research and Education in Indonesia for the University learning system that provides an opportunity to students to learn outside the study programme (and/or the home university). This policy is made to spread a dynamic and integrated academic environment to develop the academic culture in Indonesia. Therefore, the government support free access of study for all university students to join academic forum as stated in the Strategic Plan of the Ministry of Indonesian Education and Research 2020-2024 which focused on the achievement of educational excellence in Indonesia, represented by a high number of participations, quality learning, and even distribution of quality education throughout the country.

Until 2020, UNAIR has established 200 partnerships with more than 170 leading universities overseas in more than 30 countries, particularly Japan, Australia, the Netherlands, Malaysia, the United States, France, Thailand, the Republic of China, and South Korea. Currently, UNAIR has 132 active MOUs with both national and abroad universities. To further increase academic mobility activities, UNAIR is also member of numerous higher education consortiums and association of global academic institutions, such as ASEAN University Network (AUN), Association of the Southeast Asian Institutions of Higher Learning (ASAIHL), Association of Universities of Asia and Pacific (AUPS), ASEAN European Academic University Network (ASEA-UNINET), Western Australia East Java Universities Consortium (WAEJUC), The Australian-Indonesia Centre (AIC), ASEAN Network on Microbial Utilisation (AnMicro) and University Mobility in Asia and the Pacific. Lecturers at UNAIR are also actively involved in several international professional or academic associations, such as the International Association of Law School (IALS), the ASIAN Law Institute (ASLI), International Federation for Tropical Medicine (IFTM), the Southeast Asian Human Rights Studies Network (SEAHRN), the International Association of Dental Research, and the Inter-Asia Cultural Studies Society (IACSS).

Currently, UNAIR has 15 faculties and 1 graduate school with approximately 42,285 students. They are distributed in 174 study programmes, of which 58 have been internationally accredited, and 17 have been internationally certified. By 2020, the number of inbound and outbound students reached 1034 and 1801 respectively, while the numbers of inbound and outbound staff were 303 and 688, respectively. In 2020, UNAIR has 226 international students and 91 international staff, while the faculty student's ratio was 1:16. UNAIR targets to reach top 300

World Class University by 2025, and the university has significant effort to enhance the quality of education towards global standards, to improve the quantity and quality of research and innovation, to conduct community service for the wider society.

In the context of national quality assurance, UNAIR has been accredited 'A' by the National Accreditation Board for Higher Education (BAN-PT) for more than 15 years. At the study programme level, 133 are accredited A (designated as excellent) and 27 are accredited B (designated as very good).

Moreover, Universitas Airlangga has the following achievement in international accreditations:

1. Certified by AUN-QA (ASEAN University Network-Quality Assurance): 17 study programmes
2. ASIC (Accreditation Service for International Colleges): 14 study programmes
3. ASIIN (Accreditation in Engineering Computer Sciences Natural Sciences Mathematics): 26 study programmes
4. FIBAA (Foundation for International Business Administration Accreditation): 3 study programmes
5. ABEST 21 (The Alliance on Business Education and Scholarship for Tomorrow a 21st century organization): 14 study programmes
6. APHEA (Agency for Public Health Education Accreditation): 1 study programme
7. Quacquarelli Symonds World University Rankings (QS WUR) by Subject 2021: Faculty of Law UNAIR: rank #251 – 300 globally and second in Indonesia

The **Bachelor of International Relations Programme** and the **Bachelor of Public Administration Programme** have been accredited by The Accreditation Service for International Schools, Colleges and Universities (ASIC). Both of the undergraduate programmes are part of the Faculty of Social and Political Sciences whose 13 of its study programmes are also accredited by ASIC. Meanwhile, the **Master of Law Programme** is part of Faculty of Law that has been accredited by national (Indonesia) Accreditation Board.

Further development of the programme and statistical data

Bachelor of International Relations

The BIR programme was established in 1982 initially under the major of Political Science. BIR finally developed into its own major in 2004 and established as Department of International Relations in 2009 within the Faculty of Social and Political Science. The initial objective at the beginning of study programme's establishment was to fulfil the demand of government employees, especially diplomats. However, today's graduates have worked in more various fields, including multinational companies and international organisations. Under its vision of "Becoming a Centre of Excellence for a Globally-Minded, Strategically Oriented, and Internationally Competitive International Relations Approach", BIR programme has missions which are as follows:

1. Organising an interdisciplinary education, research and development of the field of International Relations;

2. Promoting strategic thinking, behaviour and actions through education, research and development of the field of International Relations;
3. Providing competitive education, research and development of the field of International Relations.

At national level, BIR programme is accredited “Excellent” by National Accreditation Board for Higher Education (BAN-PT)⁶. Based on the feedback given by the national accreditation, BIR programme continues to improve its curriculum to meet the demand of employment market to provide graduates with better practical skills.

There is an increase in the application rate for the last three years (1:20 in average). In 2021, BIR programme has more than 400 active students and approximately 120 new students in each year. In the last three years, the number of female students in BIR programme has gone up to more than 60 %. The success rate of BIR programme’s students to graduate is around 98 %. Meanwhile, the average study period is improving from 4 years in 2018 to 3.5 years in 2020. It indicates that BIR Programme successfully provides an efficient education process for the students to graduate. The average of BIR graduates’ GPA is 3.2.

Table 1: Statistical Data Bachelor of International Relations

		2020	2019	2018
# Study Places		125	125	125
# Applicants	Female	1340	1030	2128
	Male	721	507	1419
	Total	2061	1537	3547
Application Rate		1 : 17	1 : 12	1 : 28
#First Year Students	Female	79	84	75
	Male	42	41	50
	Total	121	125	125
Rate of Female Students		0.65	0.67	0.6
#Foreign Students	Female	1	23	24
	Male	5	5	6
	Total	6	28	30
Rate of Foreign Students		1.2%	5.6%	6%
Percentage of Occupied Study Places		96.80%	100%	100.00%
#Graduates	Female	55	67	53
	Male	30	33	36
	Total	85	100	89
Success Rate		98.82%	98%	98.88%
Dropout Rate		1.18%	2.00%	1.12%
Average Duration of Study		3.8	3.5	4
Average Grade of Final Degree		3.00 / 4.00	3.26 / 4.00	3.31 / 4.00

Bachelor of Public Administration

The BPA is one of the seven undergraduate programmes located under the Faculty of Social and Political Sciences. The programme was established in 1984 and is highly committed to maintain its standard of education delivery, research and community service projects. At national level, the BPA is accredited “Excellent” by National Accreditation Board for Higher Education (BAN-PT).

⁶ ratified by its Decree No. 3155/SK/BAN-PT/Ak-PPJ/S/V/2021

Currently, the BPA Programme has more than 500 students with approximately 120 new students enrolled each year. In 2021, the programme received 1970 applicants across Indonesia, making the competitiveness ratio of the BPA reached the number 1:15. Despite currently having no full-time international students, the BPA programme local students come from most provinces across Indonesia. The success rate of BPA programme's students to graduate is around 97.92 %. Meanwhile, the average of students who finish their study on time has been steady from 2018 to 2020 (in average 3.9 years). In addition, the average grade point of BPA graduates is 3.2.

Table 2: Statistical Data Bachelor of Public Administration

		2020	2019	2018
# Study Places		120	120	120
# Applicants	Total	1970	1009	2723
	Female	1241	656	1879
	Male	729	353	844
Application Rate		1:16	1:8	1: 22
#First Year Students	Total	120	120	120
	Female	77	80	88
	Male	43	40	32
Rate of Female Students		64.1%	66.6%	73.3%
#Foreign Students	Total	10 Part-time (Joint-Class 9 AMERTA 1) Fulltime: 0	27 Part-time (Joint-Class 22 AMERTA 5) Fulltime: 0	30 (Part-time Joint-Class 25 AMERTA 5) Fulltime: 0
	Female	4	17	15
	Male	6	10	15
Rate of Foreign Students Percentage of Occupied Study Places		100%	100%	100%
#Graduates	Total	102	108	96
	Female	64	70	66
	Male	38	38	30
Success Rate		97.92%	99.07%	98.1%
Dropout Rate		2.08%	0.93%	1.9%
Average Duration of Study		3.8	3.9	4.0
Average Grade of Final Degree		3.00/4.00	3.25/4.00	3.30/4.00

Master of Law

The Faculty of Law was one of the first three faculties of UNAIR. The Faculty of Law has a vision to become a leading faculty in Asia which is independent, innovative and to be a pioneer of law faculty that produces graduates who are competent as professional jurists without neglecting morality. In order to acquire the vision, Faculty of Law recognises that legal education is not only limited to academic but also skill in practicing law. Therefore, the curriculum is adjusted in response to globalisation addressing both theoretical and practical in order to prepare the student for their future career. MLaw Programme is consistently accredited "A" by the National Accreditation Board for decades. The latest accreditation acquired is in 2020 which is valid for five years. There is a steady number of applications for the programme, each admission period there are more than 300 applicants. The number of students enrolled is 140 per year with the percentage of foreign students increasing gradually. Student success rate is above 85 % and the average final grade obtained is 3.44 out of 4.00 for the GPA.

Table 3: Statistical Data Master of Laws

		2020	2019	2018
# Study Places		140	140	140
# Applicants	Total	120	125	110
	Female	195	212	248
	Male	315	337	358
Application Rate		1 : 2.25	1 : 2.4	1 : 2.5
#First Year Students	Total	39	54	42
	Female	76	81	97
	Male	115	135	139
Rate of Female Students		33.9 %	40 %	30.2 %
#Foreign Students	Total	1	1	0
	Female	3	1	0
	Male	4	2	0
Rate of Foreign Students		3.47 %	1.48 %	0
Percentage of Occupied Study Places		82.14 %	96.43 %	99.29 %
#Graduates	Total	36	36	44
	Female	79	50	62
	Male	115	86	106
Success Rate		98.5%	85.3%	86.5%
Dropout Rate		1.53%	14.68%	13.4%
Average Duration of Study		1.68	2.08	2.34
Average Grade of Final Degree		3.44 / 4.00	3.44 / 4.00	3.45 / 4.00

Appraisal

All three programmes show very high application rates which far exceed the number of study places. Almost all study places are occupied in every year, also showing the high requirements and entry restrictions to ensure successful graduation of the students. This is supported by a very low drop-out rate in the **BIR** and **BPA** programmes. In the **MLaw**, there is a drop-out rate of 13-14 % in the years 2018 and 2019 and a decreased drop-out rate of 1.5 % in 2020.

There are few foreign students in all three programmes; however the number has varied in the last years between 0 % and 6 %. There is also an effect of the Covid-19 pandemic to be seen in 2020.

The rate of female and male students is balanced in the **BIR** and the **BPA** programmes, for these two programmes it is over 60 % in each cohort. In the **MLaw**, the rate of female students is between 30 % and 40 %.

The average duration of study has been slightly decreasing in all three programmes; however, the cohorts from 2020 have not finished their studies in the **BIR** and **BPA**, yet. In the **MLaw**, the average duration of study decreased from 2.34 years to 1.68 years, meaning that students exceed the planned time of study (1.5 years) only by one semester on average. All variations in the number of applicants, the number of foreign students and drop-outs are thoroughly evaluated by the University.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programmes (Asterisk Criterion)

In general, the study programmes must follow the University's strategic vision, objective and procedure. The synchronisation and integration of the University's standard then will be interpreted in the study programme's curriculum design, learning outcomes and graduate profiles. All activities in the study programmes should also be in line with professional association, Indonesian Qualification Framework (IQF), National Accreditation Board's criteria and scientific association.

At faculty level, there is an academic board that supervises and verifies all the higher education activities. At external level, the procedure is also consulted with the stakeholders including the University and faculty academic and support staffs, alumni, students, expert staffs and external stakeholders. These mechanisms are verified by the curriculum board of each faculty. The study programmes will redesign the curriculum every five years using inputs obtained from relevant stakeholders such as current lecturers, current students, alumni, graduate employers, academic associations and relevant professional associations.

In addition, study programmes should follow the Regulation of National Education specifically the Indonesian qualification framework (IQF). For Bachelor's degree, study programmes should adopt IQF level 6:

1. Able to apply their fields of expertise and take advantage of science and technology in their fields in solving problems and being able to adapt to the situation at hand.
2. Able to apply the theoretical concepts of a particular field of knowledge in general and the theoretical concepts of a special section in that field of knowledge in depth, and being able to formulate solutions to procedural problems.
3. Able to make the right decisions based on analysis of information and data and able to provide guidance in choosing various alternative solutions independently and in groups.
4. Responsible for own work and can be given responsibility for the achievement of the organisation's work.

Meanwhile, Master programme should follow IQF level 8:

1. Able to develop knowledge, technology and/or art in the scientific field or professional practice scope through research, to produce innovative and tested work.
2. Able to solve issues on science, technology and/or art in the scientific field scope through an interdisciplinary or multidisciplinary approach.
3. Able to manage research and development that is beneficial to society and science and is able to obtain recognition on national and international levels.

Bachelor of International Relations

BIR Programme has the objective to provide graduates with following characteristics:

A. Attitude

1. LO1: Upholding and respecting humanity, equality, universal ethics and national principles and values, as well as norms.
2. LO2: Having self-discipline and social responsibilities as a professional in the field of foreign affairs.
3. LO3: Complying with the rule of law in dealing with negotiations and lobbying.

B. General Skills

1. LO4: Able to apply critical, logical, systematic and innovative ways of thinking according to the field of IR.
2. LO5: Able to analyse the implications of daily political matters based on field of IR.
3. LO6: Able to independently apply the most strategic decision according to field of IR.
4. LO7: Able to develop and maintain networking nationally and internationally.

C. Knowledge

1. LO8: Having the ability to explain and elaborate basic concepts and theories of international relations.
2. LO9: Acquiring the concepts and theories in diplomacy, foreign policy, international organisation, international law and Southeast Asia studies.
3. LO10: Acquiring theories and principles in international politics and security, international political economy, international business organisation, as well as globalisation and strategies.
4. LO11: Expressing opinion and ideas to public, both oral and written, in Indonesian language, English or other international languages.

D. Special Skills

1. LO12: Able to identify global political interests and present a comprehensive analysis of the issue (Global analyst).
2. LO13: Able to design strategic problem solving regarding particular global issues, communicate the arrangement to all parties involved and eventually implement it (Strategic Articulator).
3. LO14: Able to identify global interests and strategically negotiate parties' interests both in global and national (Global Negotiator).
4. LO 15: Able to predict the implications of transboundary policies towards particular actors according to principles and concepts in international relations and design a strategic solution to overcome the problems (Transnational Manager).

The design of BIR programme's learning outcomes is also according with the Indonesian Association of International Relations (AIHII).

The BIR Programme has provided graduates with comprehensive capacity and skills that help them to work in any decent profession according to their academic expertise; indeed, it has set

the main four profiles of its graduates, so it is easier to measure and identify the final outcomes of study programme.

1. Global Analyst: it represents the ability in expressing as well as formulating ideas and opinion, structuring strategic solutions of problems, acquiring global communication technologies and ethics and developing borderless networking with all worldwide stakeholders.
2. Strategic articulator: it represents the ability in expressing as well as formulating ideas and opinion, structuring strategic solutions of problems, acquiring global communication technologies and ethics and developing borderless networking with all worldwide stakeholders
3. Global negotiator: this connotes the acquisition of international negotiation and diplomatic skills which have been accompanied with the ability to apply them in international cases.
4. Transnational Manager: the capacity focuses on understanding the basic principles, identifying main strategies and managing as well as making the most strategic decision in dealing with border and territorial governance.

Bachelor of Public Administration

Referring to the IQF level 6, the objectives of the BPA programme are as follows:

1. Producing public administration academics who are able equipped with knowledge conceptually, practically, analytically and visionary.
2. Producing public policy analysts who are able to offer applicable and innovative policy solutions based on evidence.
3. Producing public sector managers who are competent in handling and carrying out public affairs in various organisations including public institutions, international bodies, state-owned enterprises, non-government organisations and other public organisations.
4. Producing visionary public consultants who are not only capable to identify public interest, but also to provide alternatives of at local, national and international levels.

The latest curriculum of the BPA was designed to meet public administration challenges in the 21st century, especially dealing with more advanced technological governance, new business models in public service, as well as new curriculum proposed by the Indonesian Association for Public Administration (IAPA).

The BPA curriculum is designed to prepare the graduates to work as:

1. Scientist: the BPA programme graduates can become experts in public administration research as a scientist.
2. Policy analyst: the BPA graduates can become a policy analyst who has the scope, duties, responsibilities and authority to carry out studies and make policy analysis in various sectors such as government, state-owned enterprises/ regional government-owned enterprises, private organisations, non-governmental organisations (NGO's) and organisations in civil society.
3. Public sector manager: BPA programme graduates can become public managers in central and local government agencies as well as other public agencies, such as state-owned

enterprises/ regional government-owned enterprises, NGOs and other civil society organisations.

4. Public sector consultant: BPA programme graduates can have a career as a consultant for both government and private institutions related to the fields of public administration, public policy issued by the government, public management and public services to digital governance.

Master of Law

MLaw programme aims to become an independent, innovative, leading and adaptive Master programme at national and international levels, a pioneer in legal education to educate students as professional jurists with high legal competence and morality. To achieve this vision, the programme determines Learning Outcomes (LO). With regard to the IQF level 8, MLaw programme covers the four areas attitude, general skills, knowledge and special skills:

1. Attitude (LO1): able to implement responsibility for work, persistence, respect diversity and ethics in their field of expertise independently.
2. General Skills (LO2): able to solve legal problems in the society in accordance with the recent development of science and technology.
3. Knowledge (LO3): able to analyse legal theory which being the main subject of study, as a development of basic legal fields, including Civil Law, Criminal Law, Business Law, International Law or Health Law.
4. Special Skills (LO4): able to construct the concept of legal issues, argumentative and creative ideas in the field of law.

The profile of MLaw graduates is to be jurists who are:

1. Professionals: able to analyse legal concepts, theories, principles, norms, legal rules and legal arguments as a basis of competence and apply them to resolve various legal issues through both litigation and non-litigation ways.
2. Researcher: able to carry out innovative research, community service and legal development.
3. Manager: able to develop her/his knowledge and skills to possess high legal competence which will be applied in his field of work either independently or in teams.
4. Leader: has sensitivity to legal developments in society and is able to solve legal problems in their field.

In the revision of the programme, inputs from stakeholders that are gathered from institutionalised quality assurance mechanism are taken into account, also following up consideration from Coordinating Forum for the Deans of Faculty of Law of State's University in Indonesia. As a result of this consideration, there are trends in MLaw programme between first and second semester where the choice of courses is varied.

Appraisal:

The qualification objectives of the programme are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline.

They embrace academic proficiency, comprehensive employability, as well as the development of the individual student’s personality. The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation which is level 6 for the **BIR** and **BPA** programmes and level 8 for the **MLaw** programme. Moreover, they take into account the requirements of the national qualification framework.

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

1.2 International orientation of the study programme design (Asterisk Criterion)

UNAIR has a strategic goal to become a leading University both at the national and international level. To achieve this goal, UNAIR is actively involved in the development of quality-oriented institutions in all aspects, including carrying out teaching and learning activities optimally to produce high quality graduates who are able to compete both nationally and internationally. This becomes very important because graduates are not only required to deal with local and regional markets, but also global markets. The work unit responsible for internationalisation at UNAIR is Airlangga Global Engagement (AGE)⁷. Each faculty and also study programme is required to set some targets to achieve the internationalisation goals. The targets are systematically monitored every three months using a strategic performance management system (SPMS) that show the progress of key performance indicators (KPI) achievement. Some examples of the KPI are student mobility programmes, teaching mobility, joint-research and credit transfer.

All three study programmes use the following approaches aiming to provide sufficient knowledge and skills for graduates to work in an international context:

1. Staff outbound and student outbound: most of teaching staffs has international experience such as study abroad, are invited as guest lectures and presenters in international seminars and conference or in other specific training. The mobility is supported financially by the University whether it is fully or partially funded.

- In the **BIR**, every staff has an obligation to conduct lecture in class and several classes conducted in English, to provide academic resources taken from international journals and prominent books in IR and to encourage students to take subject courses in other universities abroad such as International Indonesian Student Mobility Awards 2021 which are 14 of 52 UNAIR students are coming from IR students. BIR also encourages lecturers to join international exchange programme. For example, from 2018 to 2020, BIR lecturers participated in 5 fellowship programmes in Taiwan. BIR also facilitate students to join international student exchange program. For example, in 2018 there were 27 BIR’s

⁷ cf. Rector’s Regulation of Universitas Airlangga No. 42 of 2016 concerning organisation and work procedures at UNAIR

students who went abroad for exchange and internship programmes in Asia and European countries.

- The **BPA** programme facilitates students to participate in the short courses programme, usually offered by UNAIR's international office or other external programmes whenever eligible for them to apply. Some of our students have participated in short courses offered by National University of Singapore, Universiti Teknologi MARA (Malaysia) and University of Barcelona (Spain). The BPA also regularly invites academics from other countries to provide lectures or offer collaborative research with BPA's staffs and students. There were ten visiting academics in 2020 that come from Hong Kong, Japan, Australia, Malaysia and Thailand.
- The **MLaw** encourages lecturers and students to plan their international mobility. The activities cover: publishing Scopus indexed articles, academic visit as guest lecturer, research fellow or joining in a research team. International academic exposure. The faculty of law sends the lecturers for overseas study both in long term and short term. This exposure ranging from attending and conducting international conferences, international association membership, colloquium, academic peers, short courses and students exchange programme. By far, there are more than 40 lecturers are graduated overseas with Ph.D. and LL.M degree. What is more, there were 22 visiting lecturers in 2020 which came from overseas such as Japan, the Netherlands and Asian countries.

3. Continuous international cooperation: UNAIR encourages its staffs as well as students to actively participate in either national or international seminars every year. The study programmes also organised several international conferences collaborated with other institutions abroad.

- For the **BIR**, this includes the Airlangga Conference on International Relations (ACIR) in 2018, Reaffirming Indonesia's Foreign Affairs in Airlangga International Seminar and Conference (RENAISSANCE) in 2019 and the Indonesia-Malaysia Students' Seminar on International Relations in 2016, 2017, 2018 and 2019. The papers of these conferences published in proceeding by Scitepress (ACIR) and book chapters such as Socio-political Dimensions in Southeast Asia (2017), Regional Dynamics in Southeast Asia (2019) and the Role of Identity in Politics and Policy Making (2019).
- The **MLaw** continuously builds networks to see any possibility to put cooperation into meaningful action from hosting international conferences to establishing joint degrees. In 2022, the MLaw Programme is initiating a double degree with Macquarie University (Australia). Besides cooperation on double degree and conference, Faculty of Law also collaborate with partners to conducts summer school programme to invite students from various countries who wish to learn Indonesian law and to deepen their understanding of the laws in Asian countries. This programme is uniquely prepared the students for facing the complexities of global society and adapt at navigating legal and cultural norms of the Asia.

4. Research collaboration and publication assistance: research and publication are vital for both improving university ranking and preserve knowledge. That is why the university provides a wide range of assistance to help its students and teaching staffs publishing their research.

- The Faculty of Social and Political Sciences provides a grant for research collaboration according to a programme that they have planned at the beginning of the year. In 2021, the **BIR** collaborates in a research project with Johan Skytte Institute of Political Studies at University of Tartu (Estonia).
- In the **BPA**, there is a unit called Innovation, Journal Development, Publications and Intellectual Property Rights Institute that offers academic services such as proofreading manuscript, submission assistance, journal development and intellectual property services.
- The **MLaw** programme, under Centre for Strategy and Global Studies (CSGS), has three national journals (*Global & Strategis*, *Jurnal Hubungan Internasional* and *Jurnal Analisis Hubungan Internasional*), to publish the staffs and students' articles. Together with University's partners such as Universiti Sultan Zainal Abidin (UniSZA) Terengganu Malaysia they published *The Dynamics of Law and Politics in Southeast Asia* in 2020 by Airlangga University Press.

5. Language training: the language training and courses unit provide training and short courses for teaching staffs and students who want to enhance their language skills. There are various courses from language courses at different levels as well as specific training for language test (TOEFL and IELTS). Languages available for training are Japanese, Chinese, Arabic, German and Dutch.

6. Library collection: there are offline and online library collections that can be used for any academic activities. UNAIR yearly subscribes top-tier journals and regularly provides new collections in physical and digital formats. The Faculty of Law also participates in the orange knowledge programme (OKP), a competitive grant from The Ministry of Foreign Affairs Kingdom of the Netherlands to level up library services by adding access to international journal collection.

7. International social community services: the study programme has a sustainable collaboration with International Relations Student Association in organising social community services together with students from other universities and institutions.

Appraisal:

The designs of the three study programmes appropriately take into account the required international aspects, with respect, too, to its graduates' employability. For the **BPA** and **BIR** programmes, graduates are also enabled to competently handle international tasks through the knowledge imparted by the programmes curricular contents and the concomitant skills, as well as the expertise of academic staff and practical experiences.

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

1.3 Positioning of the study programme

Positioning in the educational market

The current design of the **BIR** curriculum concentrates on politics, economics, peace and international security with the emphasis on state actors and non-state actors, environmental issues, terrorism, trans-boundary crime, culture, identity, gender and poverty. This content of curriculum is specially offered by the BIR programme. The distinctive of the UNAIR's BIR compared to the competitors are as follows:

1. The programme's accreditation: The BIR has been accredited as "Excellent" programme by National Accreditation Board for 15 years. In addition, BIR is the only programme in Indonesia that is accredited by Accreditation Service for International Colleges & Universities (ASIC) in 2019.
2. The updated curriculum: The current curriculum has been designed following IQF (Indonesian National Qualification Framework), the SN DIKTI (National Standard for Higher Education), and the AIHII (Indonesian Association of International Relations) meeting/workshop. It has also been reviewed every 5 years and updated based on the feedbacks from all stakeholders.
3. The quality of student's input: The high competitiveness of the admission process has resulted in the high quality of the new students admitted to the BIR (the average competitive ratio is 1:20 in the last five years). According to the student's origin, they come from Java, Sumatera, and Eastern Part of Indonesia such as Papua, Maluku, Nusa Tenggara Timur, Nusa Tenggara Barat, Sulawesi, Kalimantan, and Bali as well as Western Part of Indonesia such as Jakarta, Central Java, West Java, Banten and Sumatera.
4. The quality of academic staff: Lecturers in the Department are holders of post-graduate degree from leading universities in Indonesia and around the world. The varying competences of the lecturer are in line with the programme's LOs. This circumstance improves the number and the quality of publications. The competences also enhance the creative teaching methods employed within and beyond classes. Some of IR's teaching staff are also part of curriculum development division in the IR national association.
5. The use of technology in learning activities: The continuous use of information technology in the system of activities is the foundation of the academic life in the study programme. Universitas Airlangga Cyber Campus (UACC) has been the main system for all the activities, whereas the online learning platform named the Learning Management System (LMS) and Airlangga Blog (student's blog) has been used comprehensively during the learning processes.
6. The existence of research centres: The creation of Centre for Strategic and Global Studies (CSGS) in 2009 has been helping both the lecturers and students. Through the library in the learning centre of CSGS (Ruang Cakra), student and lecturer could conduct their research.

7. International network: This has been exemplified in several international collaborations with universities and institution from abroad, such as Erasmus Programme from the European Union, University of Sultan Zainal Abidin Malaysia, National University of Taiwan, Amnesty International and AsiaPacific Security Consultant. This collaboration attracts international students to join exchange programme at UNAIR's BIR programme.

The **BPA** provides a curriculum with three specific interests namely public policy, development management and public service. These three specific interests are only available in UNAIR's BPA. Therefore, these curriculum designs become the main point that attract prospective students to join BPA. The uniqueness of the UNAIR's BPA compared to the competitors are as follows:

1. Accreditation: BPA Programme has been accredited "excellent" by the National Accreditation Body for Higher Education Institution (BAN-PT) for 15 years. This predicate is the highest achievement of national accreditation hierarchy. Internationally, BPA Programme was accredited as "premiere institution" by the Accreditation Service for International Colleges (ASIC) in 2019. To date, UNAIR's BPA is the only study programme that receives ASIC accreditation in Indonesia.
2. Updated curriculum: the BPA Programme is the only study programme in UNAIR that received funding for curriculum development from the Ministry of Education. The grant shows that the study programme has a promising strategic vision to strengthen outcome-based education.
3. Network and partnership: the BPA's teaching staffs are also involved in policymaking process in both national and local government. Regularly, BPA's experts are asked to provide policy recommendations by Major, Governor, or even Ministry. The BPA also has international level partnership in the field of education, research and community service.
4. High competitiveness: The admission for BPA Programme was among top six most competitive in humanity and social sciences among other study programmes in UNAIR with ratio 1:16. The UNAIR's BPA is well-known to be the leading higher education institution in Indonesia shown by the highest accreditation score according to National Accreditation Board. Currently, the UNAIR's BPA ranks third nationally after Universitas Gadjah Mada and Universitas Indonesia.

At this moment, UNAIR's **MLaw** Programme is considered to be one of the outstanding Master of Law programmes in Indonesia. Several reasons that make the Programme have its positioning are:

1. MLaw Programme has a very good national reputation and has been accredited "A" (Excellent) since 2009 until now by the BAN-PT which is the National Accreditation Board for University level. On 7 July 2020, The Programme was accredited "A" again which is valid until 7 July 2025. The MLaw has also contributed a lot in educating legal experts and developing legal knowledge in Indonesia.

2. MLaw Programme has a leading national reputation, as well as being a reference for several similar study programmes in Eastern Indonesia. MLaw students come not only from East Java Province but also from other regions throughout Indonesia. For example, in the batch of 2020, of the 131 students, one person came from abroad (Timor Leste) and 20 people came from various regions outside East Java Province.
3. In the region, the Programme has produced many high-profile graduations. MLaw graduates have been widely spread in various fields of work and in various institutions. It has become one of the favourite study programmes among state and private universities regionally.
4. MLaw Programme has human resources that are able to compete with leading universities at national and international level, not only that some of the lecturers are graduates of leading universities abroad, MLaw Programme also regularly invites lecturers from abroad, also conducts joint research and joint conferences with universities abroad.
5. The advantage of the Programme is the curriculum design that offers a variety of study interests to prospective students. As for right now, there are five areas of study according to their interest, namely: 1) Business Law; 2) Governmental Law; 3) Judiciary; 4) International Law and 5) Health Law. With these various study interests, MLaw Programme is able to accommodate the needs of various stakeholders, both graduates and graduate users.
6. The programme has strong reputation in the field of criminal law studies. There are numbers of criminal law professors who are prominent and bring significant influence to the criminal law studies which then encourages students from the law enforcement profession, such as prosecutors, judges and police to continue their postgraduate study at the programme.
7. MLaw has a national accredited scientific law journal (SINTA 2) named “Media Iuris” (see SINTA - Science and Technology Index (ristekbrin.go.id)). This journal is for legal scholars, lawyers, and practitioners to contribute their ideas to be widely disseminated for the development of legal science in Indonesia.
8. The Programme has a number of advantages as it is located in the centre of Indonesian archipelago, located in the centre of the Capital of East Java Province, Surabaya City. This strategic position is relatively easy to access, as an international airport is nearby and provides ease in the mobility of students from various cities, provinces and countries.

Positioning on the job market for graduates

The graduates of **BIR** programme which can be regarded as global strategists are those who do not only have the ability to understand and explain international relations, but also have the practical ability and competence to take part in global governance. Thus, graduates are likely absorbed in global job market. BIR graduates are more compatible with the needs of IR's traditional sector such as diplomacy, defence, trade, and investment, and non-traditional sectors

for instance non-governmental organisations, mass media, multinational corporations, banks and tourism.

The BIR Programme conducts an annual tracer study to acknowledge as well as to measure its graduate's employability. According to the latest tracer studies (2018-2020), which reach approximately 75 % of the alumni, the waiting period for the BIR graduate to obtain a job is less than six months. The recent tracer study which is conducted in 2020 shows that most of the graduate work in the government offices such as the Ministry of Foreign Affairs, the Ministry of Trade, the Ministry of State Secretary, the Ministry of Labour, the Ministry of Law and Human Rights and Immigration Office. Some of them have worked as local staffs of British Embassy (Jakarta), Consulate General of India (Denpasar-Bali), Australia's consulate general, Amnesty International, and UNICEF. Then, there are many graduates have worked in state's corporations locally and nationally, MNCs, private sectors, educational institutions, health insurance, consultant, banks, and mass media. Last, some have created their own business (entrepreneurs). Most of the graduates hold the positions as top manager, consultant, administrations, negotiator and in public relations.

The **BPA** programme strengthens BPA students' employability through practical lessons and real-world policymaking experience. By giving such experience during their study, BPA students are equipped with knowledge, competencies, and capacities to compete in the job market. To analyse the employability of the graduates, the BPA conducts annual tracer study. According to the latest tracer study, BPA graduates work in various fields including government bodies, state-owned enterprises, non-government organisations, research institutions and private companies. These graduates have various roles such as policy analysts, public managers, researchers and employees in government public relations. The latest data indicate that more than 70 % of BPA graduates have obtained their first employment within six months after graduate. In addition, 68.75 % of the BPA's graduates work in relevant fields of their expertise. One of the alumni currently works as the Ministry of Bureaucratic Reform's advisor that has strong influence in determining bureaucratic reform agenda across Indonesia.

MLaw students profile are those who continue study as they graduate from previous undergraduate law programme and those who are professionals from various fields of law in various institutions. The professionals continue their study to enhance careers and upgrade legal skills. They choose to study at MLaw due to the fact that MLaw suits areas of interest according to their background. Students who are public prosecutors choose criminal law; while those who work at public administrative choose governmental law; curators, barrister of lawyers are welcome to enrol in general MLaw or at their interest they can also choose business or international law area. According to tracer study conducted in the last three years (2018, 2019 and 2020), employers or sending institutions were satisfied with the MLaw graduates. The tracer study shows that the MLaw is an emerging study programme. MLaw Programme has a curriculum design that offers a variety of study interests to prospective students who can accommodate the needs of various stakeholders, both for graduates and graduate users. The curriculum is designed to produce Master's programme graduates who can face the challenges of the times and globalisation as professional jurists. To enter into legal profession such as lawyers, prosecutor or judges can be done with Bachelor of Law degree. To become a lawyer, a graduate of Bachelor of

Law should take Advocate Education Programme (held by Indonesian Bar Association) and pass bar examination which then continued by two years compulsory internship before inaugurated (taking oath) and granted bar license as an Advocate. Candidate lawyer with Master of law degree will have more probability to pass bar exam as they have advanced knowledge and familiar with recent legal discussion.

Positioning within the overall strategic concept of the University

UNAIR has contributed for Indonesia in numerous fields, namely health, sciences, technology, and humanity as well as arts. This achievement inspires all study programmes to align their objectives with UNAIR's strategic plan.

The establishment of **BIR** programme at UNAIR was derived from several factors: first, to accommodate the national needs to study a political branch that particularly focuses on international politics. Second, to strengthen the strategic position of Indonesia as emerging country, UNAIR offers BIR programme which produces Global Strategist graduates. Third, the current trend of international politics that is full of globalised phenomenon open a larger opportunity for individuals, either in local or national levels to take part in the dynamics. Thus, BIR programme provides experts for public and private sectors.

International Relations is one of the fields in humanity. This represents UNAIR's strategic orientation. The position of BIR Programme at UNAIR is very inevitable due to several reasons as follows:

1. The focus of UNAIR's programmes has been directed to achieve Research Excellence. BIR Programme has two study centres: Centre for Strategic and Global Studies (CSGS) and the ASEAN Study Centre. One of CSGS's activities is publishing the first national journal in IR accredited by the Higher Education of Indonesia, the so-called Global & Strategis. This centre also manages *Jurnal Hubungan Internasional* which publishes students' articles not only from UNAIR, but also from other universities.
2. Students' achievements to build UNAIR reputation. Students of BIR are very active participating in international conferences, competitions, student exchange and internships. They are very keen to participate in international conference and to organise national and international conferences.

Along with the increase of a better public service provided by government and private sectors, Indonesia needs more experts that can improve the quality of public service in both government and private sector. Specifically, Indonesia has 34 provinces and more than 500 cities that need public administration experts. On the other hand, private sector also needs a better policy maker and negotiator to meet the demand of public interest (government and society). By the increasing demand of public administration experts with the **BPA** programme, UNAIR try to contribute as higher education institution that produces high quality public administrators. BPA has approximately 500 active students that are trained and prepared as future public administrators that will involve in helping bureaucratic reform and better public policy agenda. Therefore, the role of UNAIR's BPA is critically important to meet this demand.

The BPA is also committed to expand a wide range of partnerships to close the gap between academic and industry. These partnerships cover cooperation with government bodies, non-government organisations, and private institutions. During 2020, the BPA Programme organised 20 guest seminars and lectures involving international partners. The students of BPA programme also have always been active participating in national and international academic and non-academic activities. In addition, there has always a few numbers of students who participate in a full semester exchange in ASEAN Universities as part of AUN programme and ERASMUS programme organised Airlangga Global Engagement (AGE).

The **MLaw** vision is aligned with the UNAIR's vision and mission i.e. to provide qualification to practice in the legal profession (such as judges, prosecutor, lawyer, legal consultant) and other economic areas at national or international level. To support the vision and mission of UNAIR, the faculty has a vision to be an independent, innovative and adaptive faculty, prominent in Asia region and the world, the pioneer of legal education to produce graduates oriented as a jurist professional and have high legal competence and morality. As a well-established study programme at UNAIR, MLaw maintains recognition by accredited nationally with high qualification (A) for decades which contribute to aggregate score for the University national accreditation. MLaw ensures that the lecturers are provided with sufficient facilitation for individual development through pedagogical training, incentives for publications, international exposure opportunity and research grant.

Appraisal:

The reasons given for the positioning in the educational market of **all three study** programmes are plausible. What is more, the University has thoroughly examined the educational market and used the results in establishing its own unique and competitive profile.

For all three programmes, the arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth. For the **BIR** and **MLaw** programme, the University has thoroughly analysed the job market for graduates and has comprehensively incorporated the results in the study programme. For the **BPA**, the panel recommends to also include an analysis of the job market in order to sharpen the profiles of their graduates.

Moreover, **all three study programmes** are convincingly integrated into the HEI's overall strategic concept. The qualification goals are in line with the HEI's mission and strategic planning. The study programme's qualification goals also constitute the core of the HEI's and faculty's strategy and are sustainably implemented.

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

2. Admission

For Bachelor programmes

Universitas Airlangga is a state University, so there are three admission schemes for Bachelor programmes that are in accordance with national standards and regulations.

1. SNMPTN (*Seleksi Nasional Masuk Perguruan Tinggi Negeri*) is the first batch of the University's undergraduate admission process. SNMPTN is a portfolio analysis admission scheme in which a committee appointed by the government (LTMPT/*Lembaga Tes Masuk Perguruan Tinggi* - University Admission Test Institute) invites Indonesian students from all over Indonesia based on their academic and non-academic achievements during their high school study and their school's national accreditation status. SNMPTN does not require applicants to sit for an exam. The selection process weights applicants' eligibility from their performance reports of the last five semesters in high school, their portfolios and the accreditation of the high school from which they come from. The portfolio consists of:

- a) Letter of personal statement (which includes information on education, experience, and achievement during high school)
- b) Letter of motivation and study commitment (consisting information on students' motivation in choosing the programme and financial support).

2. SBMPTN (*Seleksi Bersama Masuk Perguruan Tinggi Negeri*). SBMPTN is a computer based written test. It is the second batch of University admission process for undergraduates managed by a committee under the government (LTMPT - University Admission Test Institute). SBMPTN exams include academic aptitude test and specific subject-based test. The academic aptitude test measures verbal, numerical and reasoning skills and potentials. Meanwhile, the specific subject-based test examines applicants' understanding of several high-school subjects such as Mathematics, Physics, Biology, and Chemistry, Sociology, Economics, Geography, History and English. All test materials are prepared by a national committee.

3. Mandiri Selection. The Mandiri Selection is also a computer-based written test. It is the last batch of undergraduate student selection conducted independently by UNAIR. Prospective students for the Bachelor programmes in the Faculty of Humanities must be graduated from high school or equivalent no more than two years prior to the admission. Similar to SBMPTN, Mandiri Selection requires students to sit for general scholastic test and specific subject based test. The test materials for Mandiri Selection are prepared by the University.

The University has set the quota for SNMPTN, SBMPTN and Mandiri in the percentage of minimum 20 %, minimum 40 %, and maximum 30 %, respectively. This division is set by the Rector of UNAIR in accordance with national regulation⁸. As explained previously, the quota is set to open equal opportunities to all prospective students from any school in Indonesia.

For international students, there are additional requirements. To enrol in the international class, students are expected to provide a letter of motivation which states:

⁸ cf. Regulation of the Minister of Education and Culture No.6 of 2020

1. Motivation to pursue a specific degree
2. The qualities that the candidate can bring to the programme
3. Reasons for choosing UNAIR.

Prospective students are also required to join an aptitude test (in English) and an interview conducted by PPMB UNAIR. Furthermore, international students must provide a Letter of Consent from the Government of the Republic of Indonesia and a recommendation letter from the Embassy of the Republic of Indonesia in the student's country of residence. The information on admission are available on the websites of UNAIR⁹.

For Master programmes

The student admission policy and process in UNAIR for Master programmes is also centralised, which refers to the national policy for higher education¹⁰. There is an application programme for the admission of new students involving online registration process which can be accessed through the website of the University. The admission of prospective students for the Faculty of Law is open in March and August. That follows the national admission standard, which is stipulated in the Ministry of Research, Technology of Higher Education Regulation¹¹. Student admission system at UNAIR is organised by the Student Admission Centre PPMB.

There are two types of admission tests: a written test and an interview. The written test includes a TPA (Academic Potential Test) and an English test.¹² The passing grades for both tests then are centrally determined by a meeting between the Rector and all deans.

Admission for MLaw Programme is open for either Indonesian or foreign citizens. The following requirements have to be fulfilled for student admission in MLaw:

1. The applicant has completed a Bachelor of Law undergraduate programme with a GPA \geq 2.75.
2. The minimum accreditation for undergraduate study programme is B.
3. The applicant provides a pre-proposal plan.
4. The applicants have a Law major due to the objectives of the MLaw Programme to produce graduates as a professional jurist.

Foreign citizens are additionally required to provide recommendation letter from the Indonesian Embassy in the applicant's country of origin, a letter of consent from the Government and a clarification of the health status for studying. During the online conference, the panel learnt that this is due to insurance reasons.

Counselling for prospective students

⁹ cf.: [PPMB - Pusat Penerimaan Mahasiswa Baru - Universitas Airlangga \(unair.ac.id\)](https://ppmb.unair.ac.id/), last accessed on May 11, 2022 and [Entry Requirements | IUP UNAIR | International Undergraduate Programme Universitas Airlangga](#), last accessed on May 11, 2022

¹⁰ cf.: Law No.12 of 2012 in Higher Education and Government Regulation No.4 of 2014 on The Implementation of Higher Education and Management of Higher Education, which aligns with the Rector Decree No. 5 of 2017 on Requirements for Prospective Student Admission in the Study programme at Universitas Airlangga 2017/2018 Academic Year

¹¹ cf. Regulation No.02 of 2015 on the Student Admission for Postgraduate Programmes at State owned Universities

¹² cf. Rector's Regulation No. 01 of 2016 concerning Requirements for Registration of New Student Candidates at Study Programs in Universitas Airlangga, and Rector's Regulation Number 6 of 2017 about the Standard Value of the English Language Proficiency Test for Students of Master Programme and Doctoral Programme in Universitas Airlangga

There is counselling for prospective students both offline and online. Offline counselling can be done during the education exhibitions organised by UNAIR through an annual event called Airlangga Education Expo or any events held by third parties in which UNAIR is participating. Airlangga Education Expo is an annual event in which prospective students can meet faculty representatives to get information related to the curriculum, study prospects, teaching methods and facilities and support available for them.

UNAIR's PPMB (Student Admission Centre) has provided online as well as offline help desks to provide services for prospective students. On its website¹³, prospective students can find information on admission and registration, as well as interactively consult their needs using the contact function in the menu. Prospective students can also access information by visiting the Student Admission Centre which is located at Airlangga Convention Center (Campus C Universitas Airlangga, Mulyorejo, Surabaya 60115) and available on working hours (Monday-Thursday, 8 am – 4 pm, Friday, 8 am – 4:30 pm) and by contacting via telephone (+62 315914042, 315914043, 315912546, 315912564 extensions: 221, 115 and 116).

For the **Bachelor programmes**, most visits by prospective students are done collectively and organised by their respective high schools to each targeted study programme and faculty. BIR and BPA hosted many senior high school visits from all around Indonesia to get all the information they need and to motivate prospective students to apply to the programme.

For the **Master programme**, promotions are also carried out independently in coordination with PPMB. Promotion targets are adjusted to the fresh graduates. The promotion is also carried out in form of printed media such as newspapers, magazines, brochures and through electronic media, open houses and roadshows. In the pandemic situation, most of the promotion was conducted online through social media.

All prospective students can also contact the following registration helpdesk:

1. WhatsApp : 0821-3861-1156, 0813-5885-0855
2. Tel : (031) 5956009, (031) 5956010, (031) 5956013, (031) 5956027
3. Email : info@ppmb.unair.ac.id
4. Web : <http://ppmb.unair.ac.id>
5. Address : Airlangga Convention Center (ACC), Kampus C Universitas Airlangga, Mulyorejo, Surabaya 60115
6. Facebook : [facebook.com/groups/ppmb.unair/](https://www.facebook.com/groups/ppmb.unair/)
7. Twitter : @PPMBUnair

Student admission staff replies to the inquiries received during the office hours. For 24 hours service, prospective students may visit FAQ section on www.ppmb.unair.ac.id. Sometimes, prospective students contact Centre for Communications and Public Information of Universitas Airlangga to get information about admission process. The staff of Centre for Communications and Public Information will forward the message to the student admission centre to respond. Centre for Communications and Public Information can be contacted online through WhatsApp. +62 821-3004-0061 or email: adm@kip.unair.ac.id.

¹³ see: www.ppmb.unair.ac.id, last accessed on May 11, 2022

Selection procedure

For the **Bachelor programmes**, the admission process is regulated under the rules and regulations of the Ministry of Education. SNMPTN and SBMPTN are admission processes managed by a national committee (LTMPT). In addition, UNAIR conducts an independent admission test (Mandiri selection) to fulfil the targeted capacity. All the admission processes ensure that the study programme will have qualified candidates.

SNMPTN is based on the student index and school index. To ensure the transparency of SNMPTN selection process, schools are involved in marking student index and school index. In terms of student index, schools are required to rank their students' university application based on students' performance such as school subject grades and students' performance portfolios. On the other hand, the school index measures the performance of the school in delivering education that comprises school performance in academic and non-academic competition, school accreditation and school education management. As SNMPTN requires students and their school involvement in the admission process, the results of SNMPTN are fairly determined by the performance portfolio of the students and the school as well. The official website of the SNMPTN committee (LTMPT's official website) serves as the main tool for the school and the prospective student to monitor the admission process.

In SBMPTN, prospective students are required to sit on a computer-based exam. All admission processes are facilitated by LTMPT. The SBMPTN tests are conducted in universities appointed by the SBMPTN committee and near to the students' homes. As the admission test is computer-based and conducted under invigilation, the examination result is reported to the prospective students. Therefore, the result of SBMPTN is determined by the students' ability to pass the examination.

The third selection procedure, the Mandiri selection, is an admission test conducted by the University independently. The test is also computer-based and similar to SBMPTN. As an independent admission process, Mandiri test is managed by PPMB (UNAIR's admission centre). The registration process is facilitated through the website. The examination uses the computer facilities of the University and it is under the invigilation of the committee.

All three schemes and procedures shall ensure that the study programmes will have qualified candidates to process in higher education in order to maximise the study success rate. In the admission process, all prospective students are treated equally regardless of their gender or race. The admission processes are also guided by quality standards and audited annually.

For the **Master programme**, the student admission requirement is set based on the goals of the study programme which is to be independent, innovative, leading and adaptive, to be a pioneer of legal education oriented as a professional jurist with high legal competence and high morality. Therefore, the most fundamental requirement for the programme is that it requires the future student has a Bachelor of Law from their previous study. The admission process is centralised at University level and held by the admission office. In Indonesia, the national board of education does not arrange the minimum requirement and admission process for Master programmes. Therefore, the Faculty of Law has full authority to set up the requirements for future student and

the capacity of intake in every admission schedule. In UNAIR, there are two student admission tracks to the Master programme:

1. Written Exam

The written exam could be taken by the prospective students who have qualification as stated in the requirements and the do not have any working experiences or particular achievement. The written exam includes an academic potential test (TPA) and an English capability test.

2. Non-written exam (Interview)

The non-written exam can be taken by prospective students who have certain (alternative) accomplishment or qualifications which are:

- a) Applicant must have an academic potential test result with the score > 450 and have a TOEFL certificate with the score > 450 (the academic potential test must be taken in the Indonesian Ministry of National Development Planning); or
- b) Applicant must be the best graduate from UNAIR, shown by the transcript; or
- c) By Portfolio, the applicant must be one of these categories:
 - Leaders in companies / agencies at least at the level of Head of Division, or
 - Have an achievement for the contribution to community development / empowerment, or
 - Practitioners / Expert Staff / Consultants whose expertise is in accordance with the chosen study program, or
 - Have published scientific papers in national journals with minimum SINTA 3 accreditation or in reputable international journals in the last three years.

The student selection procedures are documented in the Guidelines for Validation and Processing of Test Results at PPMB. The admission system held by PPMB is fully run by a system, where the prospective student has to apply online and will also be verified online. Afterwards, they have to do the written test and the interview session. During the pandemic the written test and the interview were held online through an online meeting platform.

Foreign language requirements

For **both Bachelor programmes**, the three admission schemes include an assessment of the prospective students' English language proficiency. In SNMPTN, the prospective students' English scores during high school are part of the consideration in the selection process. In SBMPTN and Mandiri Selection, English is one of the test subjects included in the general scholastic test.

In addition, UNAIR also requires all new students to take UNAIR's English Language Proficiency Test (ELPT). This test measures students' English proficiency in terms of listening, reading and basic grammatical structure. The test will be facilitated in the Universitas Airlangga's Language Centre. Students are also required to attain certain score in ELPT to be able to graduate. The **BIR and BPA** programmes require their students to attain a minimum ELPT score of 450 upon graduation.

For the MLaw, there are no English language requirements for the admission. However, for graduation students are required to attain a minimum score of 475 in the ELPT test of UNAIR.

Transparency and documentation of admission procedure and decision

Universitas Airlangga's **Bachelor programme** admissions follow national regulations. The regulations dictate that prospective students must be informed with a transparent admission selection procedure. All the information and admission procedures for SNMPTN and SBMPTN are available on LTMPT's official website. SBMPTN also uses LTMPT website to manage the admission exam registration. Prospective students can access this website to register and complete all the admission processes. The selection results are announced on the website and on the state-university's webpage. LTMPT informs the public when the announcement will be made via its official Twitter account @ltmptofficia and conducts press conferences through its official YouTube channel. UNAIR's admission centre (PPMB) also receives documentation of the SNMPTN and SBMPTN from LTMPT.

Moreover, the Mandiri Selection is managed by PPMB of UNAIR; the registration is done online. Prospective students should fill out the online forms and upload all the required documents onto PPMB's website. The admission test is computer-based; hence, the grading is done automatically by the computer system. The results of the Mandiri Selection procedure are announced on PPMB's website.

For **the MLaw**, the admission procedure and requirements can be accessed on the website of UNAIR.¹⁴ After the application process has been conducted, the acceptance is decided by the Rector's meeting at University level (which is stated in the Rector's Decree). The applicant could check the status of their application through their account in the PPMB website. The Test Answer Sheet is kept for up to one year for the purpose of applicants' transparency which can be retrieved by request. For internal purposes, the PPMB has a Need Assessment Report as a documentation of admission procedure and decision which has been informed to the faculty annually. In the report, there is data about detailed information decision making related to the results of the registration procedure. Amid pandemic, all of the processes are conducted online. Therefore, the result of the examination (e.g., the meeting recording and the answer of the online enrolment test) is being stored digitally by the PPMB. The result of the selection process will be announced online and students will be informed individually in writing by the system.

Appraisal:

The admission requirements are defined and comprehensible. The national requirements are presented and taken into account. Additionally, the admission requirements are oriented towards the strategic goals of the study programme. The panel is of the view that with these admission procedures, the University ensures that it admits exactly those students who can successfully complete the study programme.

UNAIR offers a lot of support to its prospective students. Applicants can directly turn to a student counselling service for clarification of specific questions, of personal aptitude of career perspectives etc. Personal dialogue between applicants and UNAIR is provided by defined office hours, by telephone, via e-mail and social media. UNAIR ensures a constant availability for

¹⁴ see: www.ppmb.unair.ac.id

prospective students and reacts quickly to incoming enquiries. The counselling options are based on the needs of prospective Bachelor and Master students.

The three selection procedures for the **Bachelor programmes** follow the national regulations of the Republic of Indonesia. The procedures are transparent and ensure that qualified students are admitted. For the **Master of Law**, UNAIR has the autonomy to freely create the selection procedure. The two selections tracks offered ensure that qualified students are chosen who are able to complete the programme successfully.

Professional experience is not required for any of the three study programmes.

The admission requirements regarding foreign language proficiency ensure that students are able to successfully complete the study programme (with regard to courses, additional literature, utilisation of counselling services and extracurricular activities). The panel welcomes that Universitas Airlangga has its own specific language test (Airlangga English Proficiency Test – ELPT) in its admission procedures for the two **Bachelor programmes** to ensure that qualified students are admitted to the programmes. For the **Master of Law**, previous knowledge of English is not necessary for admission. However, students must take English courses during their studies and pass the ELPT test before graduation.

The admission procedure is described, documented and accessible for interested parties. All information are available on the respective websites of UNAIR, the study programmes and the committee appointed by the government (LTMPT) that is responsible for the SNMPTN and SBMPTN admission processes for **Bachelor programmes**. For the **Master of Law**, the information are available on the website of UNAIR. In all cases, the admission decision is based on transparent criteria and is communicated in writing to the applicants.

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

3. Contents, structure and didactical concept of the programme

3.1 Contents

Bachelor of International Relations

The main objective of BIR programme's curriculum is to create graduates who have the ability to adapt with various international changes. Therefore, the programme focuses on providing acquisition of analytical as well as practical skills in dealing with problems that relate to international dynamics. The programme's curriculum consists of national/University's compulsory courses, programme's compulsory courses, faculty's electives and programme's electives.

BIR programme offers four areas of interest that support the graduate profiles namely Global Analyst, Strategic Articulator, Global Negotiator and Transnational Manager. These areas are not strictly divided so that students are allowed to take cross area of interest courses according to their individual preferences.

Table 4: Curriculum Bachelor of International Relations

No. (1)	Courses		Credits/ECTS (5)
	Code (2)	Name (3)	
Semester 1 Compulsory			
1	NOP101	Pancasila: Indonesia's Ideology	2credits/3.2 ECTS
2	NOP104	Civics	2credits/3.2 ECTS
3	BAI103	Indonesia Language	2credits/3.2 ECTS
4	PHS101	The Philosophy of Science	2credits/3.2 ECTS
5	ETS102	Social and Political Ethics	2credits/3.2 ECTS
6	AGI101	Islam I	2credits/3.2 ECTS
	AGP101	Christianity I	2credits/3.2 ECTS
	AGK101	Catholic I	2credits/3.2 ECTS
	AGH101	Hinduism I	2credits/3.2 ECTS
	AGB101	Buddhism I	2credits/3.2 ECTS
	AGC101	Kong Hu Chu I	2credits/3.2 ECTS
7	PNS101	Academic Writing	2credits/3.2 ECTS
8	SOP111	Introduction to Political Sciences	3credits/4.8 ECTS
9	SOH101	Introduction to International Relations	3credits/4.8 ECTS
Sub Total Compulsory Credits on Semester 1			20credits/32 ECTS
Semester 2 Compulsory			
1	SOS101	Introduction to Sociology	3credits/4.8 ECTS
2	SOH102	Introduction to Globalization	3credits/4.8 ECTS
3	SOH201	Theory of International Relations	3credits/4.8 ECTS
4	BAP201	French I	2credits/3.2 ECTS
5	BAM204	Mandarin I	2credits/3.2 ECTS
6	SOH216	Indonesia's Strategic Studies I: Nation State and Basic Structure	3credits/4.8 ECTS
7	SOH207	The Political System of The United States	3credits/4.8 ECTS
Sub Total Compulsory Credits on Semester 2			19credits/30.4 ECTS
Semester 3. Compulsory			
1	PNS201	Social Research Methodology	3credits/4.8 ECTS
2	SOH206	Indonesia's Strategic Studies II: Indonesia's Foreign Policy	3credits/4.8 ECTS
3	SOH202	History of Diplomacy	3credits/4.8 ECTS
4	SOH203	Negotiation and Diplomacy	3credits/4.8 ECTS
5	BAP205	French II	2credits/3.2 ECTS

No.	Code	Courses Name	Credits/ECTS
(1)	(2)	(3)	(5)
6	BAM205	Mandarin II	2credits/3.2 ECTS
7	SOH204	Strategic Studies and Governance	3credits/4.8 ECTS
8	SOH213	The Dynamic of Regionalism	3credits/4.8 ECTS
Sub Total Compulsory Credits on Semester 3			22credits/35.2 ECTS
Elective			
1	EKT205	The Principles of Economy	3credits/4.8 ECTS
2	SOH215	War and Peace Studies	3credits/4.8 ECTS
3	MNU204	Strategic Management in International Relations	2credits/3.2 ECTS
4	PNS203	Research Methodology: Qualitative Approach	3credits/4.8 ECTS
5	PNS202	Research Method: Quantitative Approach	3credits/4.8 ECTS
6	MAS213	Social Statistic II (Non-Parametric)	3credits/4.8 ECTS
7	SOP231	Theory of Comparative Politics	3credits/4.8 ECTS
8	SOP241	Western Political Thought	3credits/4.8 ECTS
9	SOP243	State, Religion and Democracy	3credits/4.8 ECTS
Sub Total Elective Credits on Semester 3			26 credits/41.6 ECTS
Semester 4			
1	SOH301	Methodology of International Relations	3credits/4.8 ECTS
2	SOH305	International Political Economy	3credits/4.8 ECTS
3	SOH311	Society, Culture and Politics of Southeast Asia	3credits/4.8 ECTS
Sub Total Compulsory Credits on Semester 4			9credits/ 14.4 ECTS
Elective			
1	SOH208	International Regime	3credits/4.8 ECTS
2	EKT205	The Principles of International Economy	3credits/4.8 ECTS
3	SOH214	The Study of World Cultural Relations	3credits/4.8 ECTS
4	SOH306	Globalization and Strategy	3credits/4.8 ECTS
5	SOH308	Geopolitics and Geo-Strategy	3credits/4.8 ECTS
6	SOH309	Cosmopolitanism, Nationalism, and Fundamentalism	3credits/4.8 ECTS
7	SOH311	Society, Culture and Politics of East Asia	3credits/4.8 ECTS
8	SOH316	Society, Culture and Politics of Latin America	3credits/4.8 ECTS
9	SOH321	Society, Culture and Politics of Russia, East Europe and Central Asia	3credits/4.8 ECTS
10	SOH322	Naval Strategy and Maritime Geopolitics	3credits/4.8 ECTS
11	MAS209	Social Statistic I (Inference)	3credits/4.8 ECTS
12	SOK223	Political Communication	3credits/4.8 ECTS
13	SOA251	The Ethnography of Nations	3credits/4.8 ECTS
14	SOP332	Politics, Human Rights, Democracy	3credits/4.8 ECTS
Sub Total Elective Credits on Semester 4			42credits/67.2 ECTS
Semester 5			
Compulsory			
1	SOH302	International Political Security	3credits/4.8 ECTS
2	SOH304	International Organization	3credits/4.8 ECTS
3	SOH320	Foreign Policy Analysis	3credits/4.8 ECTS
4	MNU301	International Business	3credits/4.8 ECTS
5	SON431	Public Policy	3credits/4.8 ECTS
Sub Total Compulsory Credits on Semester 5			15credits/24 ECTS
Elective			
1	HKI307	The Principles of International Law	3credits/4.8 ECTS
2	SOH307	Global Conflict Resolution	3credits/4.8 ECTS
3	SOH312	Society, Culture and Politics of South Asia	3credits/4.8 ECTS
4	SOH313	Society, Culture and Politics of Middle East	3credits/4.8 ECTS
5	SOH314	Society, Culture and Politics of Europe	3credits/4.8 ECTS
6	SOH315	Society, Culture and Politics of Africa	3credits/4.8 ECTS
7	SOH317	Society, Culture and Politics of Australia, Timor-Leste and South West Pacific	3credits/4.8 ECTS
8	SOH406	Globalization and Information Society	3credits/4.8 ECTS
9	SOH409	Comparative Study of Strategic Culture	3credits/4.8 ECTS
10	SOH410	Energy and International Transformation	3credits/4.8 ECTS
11	SOH411	Geopolitics of Emerging Economies	3credits/4.8 ECTS
12	KKS495	Internship	3credits/4.8 ECTS
13	EKP208	Economic Development	3credits/4.8 ECTS
14	MAS213	Social Statistic II (Non-Parametric)	3credits/4.8 ECTS
15	MNM305	Leadership	3credits/4.8 ECTS
16	SOP323	Agency, Power Relations, and Politics in Indonesia	3credits/4.8 ECTS
17	SOP325	Social Movement and Identity Politics	3credits/4.8 ECTS
18	SOH401	Guided Literature Review in International Relations	3credits/4.8 ECTS
19	SOH403	Assistantship in International Relations	3credits/4.8 ECTS
20	SOH413	Humanitarianism and Global Politics	3credits/4.8 ECTS
21	SOS461	Problems of Populations	3credits/4.8 ECTS
Sub Total Elective Credits on Semester 5			63credits/100.8 ECTS

Semester 6			
Compulsory			
1	PNS498	Thesis Proposal	3credits/4.8 ECTS
2	KNS401	Community Services	3credits/4.8 ECTS
Sub Total Credits on Semester 6			6credits/9.6 ECTS
Elective			
1	SOH405	Sustainable Development	3credits/4.8 ECTS
2	SOH408	Non Organizational and Transnational Problems	3credits/4.8 ECTS
3	SOH412	Contemporary Defense Studies	3credits/4.8 ECTS
4	SOH414	Gender in International Relations Perspectives	3credits/4.8 ECTS
Sub Total Elective Credits on Semester 6			12credits/19.2 ECTS
Semester 7			
Compulsory			
1	PNS499	Thesis	6credits/ 9.6 ECTS
Sub Total Credits on Semester 7			9.6 ECTS
Semester 8			
1	PNS499	Thesis	6credits/ 9.6 ECTS
Sub Total Credits on Semester 8			6credits/9.6 ECTS
Total Credit			Min. 144credits/230.4 ECTS
			Max. 160credits/256 ECTS

Bachelor of Public Administration

The curriculum in BPA is designed with four major areas of interest namely: Researcher, Public Analyst, Public Manager and Public Consultant. However, these four areas are not strictly implemented because the students can take more than one interest.

Table 5: Curriculum Bachelor of Public Administration

No	Code	Course Name	Study Load on Activities (SKS/ECTS)		
			Lecture	Field work	Credits (sks/ECTS)
1st Semester:					
Compulsory					
1	AGB101	Buddhism I	2	-	2/3.2
2	AGC101	Kong Hu Chu I	2	-	2/3.2
3	AGH101	Hinduism I	2	-	2/3.2
4	AGI101	Islam I	2	-	2/3.2
5	AGK101	Catholic I	2	-	2/3.2
6	AGP101	Christian I	2	-	2/3.2
7	BAE110	English I	2	-	2/3.2
8	BAI103	Indonesia	2	-	2/3.2
9	ETS102	Ethics of Social and Political	2	-	2/3.2
10	NOP103	Indonesian Ideology (Pancasila)	2	-	2/3.2
11	NOP104	Citizenship	2	-	2/3.2
12	PHS101	Philosophy	2	-	2/3.2
13	SOP 111	Introduction to Political Science	3	-	3/4.8
14	SOS101	Introduction to Sociology	3	-	3/4.8
Sub Total			20		20
2nd Semester					
Compulsory					
1	MAS107	Introduction to Social Statistics	3	-	3/4.8
2	MNU103	Principles of Management	3	-	3/4.8
3	PNS201	Basic Social Research Methods	2	1	3/4.8
4	SON101	Introduction to Public Administration	3	-	3/4.8
5	SOP212	Indonesian Political System	3	-	3/4.8
Sub Total			14	1	15
Elective (at minimum 3-5 sks)					
1	EKP 208	Economic Development	3	-	3/4.8
2	HKA 105	State Administrative Law	3	-	3/4.8
3	HKN203	Indonesian Law System	3	-	3/4.8

No	Course		Study Load on Activities (SKS/ECTS)		
	Code	Name	Lecture	Field work	Credits (sks/ECTS)
4	SOS213	Urban Sociology	3	-	3/4.8
5	PNS101	Academic Writing	2	1	3/4.8
Sub Total			14	1	15
3rd Semester					
Compulsory					
1	EKP314	Indonesian Economic System	3	-	3/4.8
2	MNM201	Human Resource Management	3	-	3/4.8
3	MNM305	Leadership	3	-	3/4.8
4	SON311	Public Administration Theory	3	-	3/4.8
5	SON341	Regional Government Administration	3	-	3/4.8
Sub Total					
Elective (at minimum 3-6 sks)					
1	PNS202	Quantitative Research Methods	3	-	3/4.8
2	SOH217	Indonesian Strategic Study II: Foreign Policy	3	-	3/4.8
3	SOK332	Organizational Communication	3	-	3/4.8
4	SIS201	E-Governance	3	-	3/4.8
5	SON201	Public Administration System	3	-	3/4.8
6	SON313	Disaster Policy and Management	3	-	3/4.8
7	SON314	Urban Policy and Management	3	-	3/4.8
8	SOP351	Political Economy	3	-	3/4.8
Sub Total					
4th Semester					
Compulsory					
1	MNM307	Human Resource Management in Public Sector	3	-	3
2	SON301	Comparison of Public Administration	2	1	3
3	SON353	Organizational Change and Development	3	-	3
4	SON361	Public Financial Administration	3	-	3
5	SON391	Public Policy and Management	3	-	3
Sub Total					
Elective (at minimum 3-6 sks)					
1	EKP315	Public Sector Economics	3	-	3/4.8
2	SON312	Development Theory	3	-	3/4.8
3	SON321	Planning and Controlling Theory	3	-	3/4.8
4	SON322	Planning and Budgeting System	3	-	3/4.8
5	SON324	Network Management	3	-	3/4.8
6	SON325	Intergovernmental Relations and Cooperation	3	-	3/4.8
7	SON392	Capacity Building in Public Sector	3	-	3/4.8
Sub Total					
5th Semester					
Compulsory					
1	SON382	Public Administration Reform	2	1	3/4.8
2	SON383	Organizational Theory and Behaviour	3	-	3/4.8
3	SON 384	Public Organization Theory	3	-	3/4.8
Sub Total					
Elective (at minimum 3-12 sks)					
1	SON363	Regional Asset Administration and Management	3	-	3/4.8

2	SON385	Public Financial Policy and Management	3	-	3/4.8
3	SON393	Public Policy Theory	3	-	3/4.8
4	SOP311	Bureaucracy and Political Studies	3	-	3/4.8
5	SOP312	Presidential Studies	3	-	3/4.8
6	SOP324	Political Representation and Legislative Behaviour	3	-	3/4.8
7	SOP331	Democracy and Democratization	2	-	2/3.2
Sub Total					
6th Semester					
Compulsory					
1	AGB401	Buddhism II	2	-	2/3.2
2	AGC401	Kong Hu Chu II	2	-	2/3.2
3	AGH401	Hinduism II	2	-	2/3.2
4	AGI401	Islam II	2	-	2/3.2
5	AGK401	Catholic II	2	-	2/3.2
6	AGP401	Christian II	2	-	2/3.2
7	KNS401	Field Study and Community Service	3	-	3/4.8
9	PNS497	Public Administration Research Methods	3	-	3/4.8
9	SON421	Development Planning	3	-	3/4.8
10	SON431	Public Policy	3	-	3/4.8
11	SON441	Development Administration	3	-	3/4.8
Sub Total					
Elective (3 sks)					
1	SON411	Development Problems	3	-	3/4.8
2	SON434	Implementation Studies	3	-	3/4.8
3	SON442	Development Evaluation and Supervision	3	-	3/4.8
4	SON453	Public Policy and Public Service Performance	3	-	3/4.8
5	SON454	Governance Partnerships	3	-	3/4.8
Sub Total					
7th Semester					
Compulsory					
1	PNS 498	Thesis Proposal	3	-	3/4.8
Sub Total					
Elective (at minimum 3-12 sks)					
1	SON412	Guide to Literature Study of Public Administration	3	-	3/4.8
2	SON432	Public Policy Analysis	3	-	3/4.8
3	SON435	Public Policy Evaluation	3	-	3/4.8
4	SON451	Public Administration Sector and Strategic Management	3	-	3/4.8
5	SON456	Public Policy Research	3	-	3/4.8
6	SOS458	Community Development and Corporate Social Responsibility	3	-	3/4.8
Sub Total					
8th Semester					
Compulsory					
1	PNS499	Thesis (WU)	6	-	6
Total Study Load for Study Program					

Master of Law

In general, all faculties of law in Indonesia oblige to provide a national compulsory course within its faculty curriculum. The national compulsory courses are discussed and reviewed annually during the Dean of Faculty of Law Meeting Forum. Each faculty department may propose and determine elective and faculty compulsory courses. The faculty council will review and decide the final department's proposal and formulate the final curriculum of the faculty. Thus, the curriculum of the programme has been designed to educate graduates by providing theoretical and practical skills to solve legal problems in the chosen area of law namely Business Law, Judicial Law, Government Law, International Law and Health Law.

Table 6: Curriculum Master of Law

No. (1)	Code (2)	Courses Name (3)	(Credit//ECTS)			Total (8)
			Lecture (5)	Tutorial (6)	Practice (7)	
1st Semester						
Compulsory Courses						
1	HKD601	Legal Theory	3 credit/3.9 ECTS	1 credit/1.3 ECTS		4 credit/5.2 ECTS
2	PNH601	Legal Research	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
3	HKD605	Legal Method	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
4	HKD602	Comparative Law	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
Compulsory Courses for Business Law						
1	HKP614	Corporation Law Theory	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credits/2.6 ECTS
2	HKT699	Commercial Contract Law	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
Compulsory Courses for Judicial Law						
1	KSH607	Kapita Selektta of Criminal Law	3 credit/3.9 ECTS	1 credit/1.3 ECTS		4 credit/5.2 ECTS
Compulsory Courses for Government Law						
1	HKN610	Rule of Law, Human Rights and Governance	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
2	HKA604	Government Liability	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
Compulsory Courses for International Law						
1	KSH602	Kapita Selektta of International Law	3 credit/3.9 ECTS	1 credit/1.3 ECTS		4 credit/5.2 ECTS
Compulsory Courses for Health Law						
1	ETH603	Biomedical Ethics	3 credit/3.9 ECTS	1 credit/1.3 ECTS		4 credit/5.2 ECTS
Subtotal Credits in the 1st Semester						14 credits/18.2 ECTS
2nd Semester						
Elective Courses for Business Law						
1	HKT609	International Trade Contract	3 credit/3.9 ECTS	1 credit/1.3 ECTS		4 credit/5.2 ECTS
2	HKT606	Procurement Law	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
3	HKT603	Strategy for Alternative Dispute Resolution	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
4	HKT602	Legal Aspects of Banking Practice	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
5	HKT601	Development of the Law of Guarantees	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
6	HKT605	Investment Law Policy	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
7	HKT676	Competition Law and Policy	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
8	KSH616	Kapita Selektta of Land Law for Business Purposes	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
9	HKT671	Consumer Protection and Product Liability	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
10	HKT607	Capital Market Law Development	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
11	KSH611	Kapita Selektta of Contract Law	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
12	HKT672	Development of Securities Law	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
13	HKT673	Development of Arbitration Law	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
14	HKT612	Dispute Resolution in Contract Law	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
15	HKT674	Government and Business Entity Cooperation Law	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
16	HKS606	Development of Sharia Business	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
17	HKS602	Fiqh Muamalah	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS

No.	Courses		(Credit//ECTS)			
	Code	Name	Lecture	Tutorial	Practice	Total
(1)	(2)	(3)	(5)	(6)	(7)	(8)
18	KSH601	Kapita Selektta of Intellectual Property Rights	3 credit/3.9 ECTS	1 credit/1.3 ECTS		4 credit/5.2 ECTS
19	HKT675	Insurance Law in Business	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
Elective Courses for Judicial Law						
1	HKA627	Dispute Resolution in Health Services	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
2	HKP607	Intellectual Property Offences	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
3	HKP608	Legal Due Diligence and Legal Opinion	1 credit/1.3 ECTS		1 credit/ 1.3 ECTS	2 credit/2.6 ECTS
4	HKT602	Legal Aspects of Banking Practice	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
5	HKT606	Procurement Law	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
6	HKT603	Strategy for Alternative Dispute Resolution	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
7	KSH611	Kapita Selektta of Contract Law	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
8	HKP602	Criminal Law Policy	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
9	HKT612	Contract Law Disputes	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
10	HKP601	Indonesia Justice System	3 credit/3.9 ECTS	1 credit/1.3 ECTS		4 credit/5.2 ECTS
11	HKP606	Drafting of Legal Document	3 credit/3.9 ECTS	1 credit/1.3 ECTS		4 credit/5.2 ECTS
12	HKP604	Corporate Crimes	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
13	HKP615	Tax Crimes	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
Elective Courses for Government Law						
1	HKN604	Comparative Constitutions	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
2	HKN611	Law and Politics of Legislation	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
3	HKN612	Constitutional Law and State Institutions	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
4	HKA602	Comparative Administrative Law	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
5	KSH605	Selected Topics in License Law	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
6	HKA609	State Treasury Law	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
7	HKA610	Natural Resources Law	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
8	HKA606	Agrarian and Land Politics	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
9	HKA608	Fiscal Policy	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
10	HKA607	Regional Autonomy System	3 credit/3.9 ECTS	1 credit/1.3 ECTS		4 credit/5.2 ECTS
11	KSH612	Selected Topics in Land Law for Construction	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
12	KSH613	Selected Topics in Energy and Mining Law	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
13	KSH614	Selected Topics in Labor Law	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
14	KSH615	Selected Topics in Tax Law	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
Elective Courses for International Law						
1	HKI609	International Health Law	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
2	HKI610	International Humanitarian Law and Use of Force	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
3	HKI612	International Labor Law	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
4	HKI619	International Economic and Trade Law	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
5	HKI617	Sea and Maritime Law	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS

6	HKT676	Information and Technology Law	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
7	HKI618	International Environmental Law	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
8	HKP609	Legal Aspects of Transnational Corporation	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
9	HKI611	International Arbitration Law	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
10	HKI418	International and Transnational Crime	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
11	HKT677	Human Rights and Digital Security	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
Elective Courses for Health Law						
1	HKA622	Hospital Law	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
2	HKA623	Drug and Food Law	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
3	HKA624	Public Health Law	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
4	HKA625	Legal Responsibility for Health Professions	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
5	HKA626	Health Services Law	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
6	HKA627	Medical Dispute Resolution	3 credits/3.9 ECTS		1 credit/1.3 ECTS	4 credits/5.2 ECTS
7	HKA628	Medical Contract and Health Profession Liability	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
8	HKA629	Health Insurance Law	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
9	HKT679	Consumer Protection in Health Services	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
10	HKT680	Corporate Law in the Health Service Sector	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
11	HKN614	Government Liability on Health Services	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
12	HKA630	License Law in the Pharmaceutical Sector	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
13	HKA631	Public Service Law on Health Sector	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
14	HKA632	Taxation Aspects for Medical Personnel	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
15	HKI609	International Health Law	1 credit/1.3 ECTS	1 credit/1.3 ECTS		2 credit/2.6 ECTS
Subtotal Credits in the 2nd Semester						14 credit/18.2 ECTS
3rd Semester						
1	PNH699	Thesis		2 credits/2.6 ECTS	4 credits/5.2 ECTS	6 credit/7.8 ECTS
2	PTH601	MKPT I		1 credit/1.3 ECTS	1 credit/1.3 ECTS	2 credit/2.6 ECTS
3	PTH602	MKPT II		1 credit/1.3 ECTS	1 credit/1.3 ECTS	2 credit/2.6 ECTS
Subtotal Credits in the 2nd Semester						10 credit/13 ECTS
Total Credits for the Study Program						38 credit/49.4 ECTS

Degree and programme name

The naming of study programme in Indonesia is regulated by the Ministry of Research and Higher Education and the regulation is updated many times to accommodate the latest development in science and education. The rationale behind the decision to choose the name of study programme and its degree is based on the Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia (*Permenristekdikti*) No. 33 of 2018 Article 4 concerning Naming of Study Programmes. If the study programme wants to change its name and its given degree, notification should be sent to the Directorate of Higher Education in the Ministry¹⁵.

¹⁵ cf. Government Regulation of the Republic of Indonesia No. 4 of 2014 concerning the Implementation of Higher Education and Management of Higher Education, Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 154 of 2014, No. 59 of 2018 and No. 63 of 2016.

The **Bachelor of International Relations** is named *Strata 1 Ilmu Hubungan Internasional* in Indonesian and has the graduates awarded with a degree titled *Sarjana Hubungan Internasional* (Bachelor of International Relation). The degree is based on the curriculum's substance as well as the programme's learning objectives. The recommendation regarding the degree given by the programme has been stated in the Decree of Indonesian Association of International Relations (AIHII)¹⁶ about the curriculum of International Relations study programme at undergraduate level. This recommendation was approved by the Ministry of Education and adopted by UNAIR's BIR programme.

The **Bachelor of Public Administration** is named *Program Studi Administrasi Publik* in Indonesian and has the graduates awarded with a degree titled *Sarjana Administrasi Publik* (Bachelor of Public Administration). The names are in line with the nomenclature of the Ministry of Education and Culture. This nomenclature of the degree is widely used in government bodies, especially when it comes to civil service recruitment. Moreover, the name of Bachelor of Public Administration and awarded degree are also recommended by the Indonesian Association of Public Administration (IAPA).

The study programme of **Master of Law** is named *Program Studi Magister Ilmu Hukum*. The nomenclature of the programme (M.Law) and the name of the degree (*Magister Hukum*) are determined by the national regulations. Moreover, the name of the study programme is coherent with its curriculum and the respective level of the Indonesia Qualification Framework (IQF).

Integration of theory and practice

In **all three study programmes**, theoretical concepts are supplemented and combined with practical elements to enhance the learning experiences of the students.

In the **BIR** programme, graduate profiles have four scientific skills which then generated into four practical capacities: analytical skills, communication skills, negotiation skill and transboundary managerial skill. Students are able to earn these skills by taking compulsory and elective subjects.

The analytical skill enables students to present a comprehensive analysis of international issues and is, for instance, included into the following courses: "Indonesia's Strategic Studies I", "Introduction to International Relations", "Society, Culture and Politics of Southeast Asia", "The Political System of the United States" and "Foreign Policy Analysis". This skill is enriched with practical methods such as writing reports, foreign policy analyses and academic as well as popular articles for media. The communication skill focuses on the use of verbal interaction and aims to provide students with the ability to design strategic problem solving in dealing with particular global issues, the capacity to communicate the arrangement to all parties involved and eventually implement it. This is included in the following courses: "Culture and Politics of Europe", "International Relations Assistantship"; "Cosmopolitanism, Nationalism and Fundamentalism" "Globalisation and Information Society". The skill is facilitated through practical activities such as presentations, role plays, MUN simulations and debates.

¹⁶ No. 066/SKEPAIHII/XI/2018

The same applies to the negotiation skill that is also trained by fieldtrips and other project, e.g., in the courses “The Study of World Cultural Relations”, “Society, Culture and Politics of Australia”, “Indonesia’s Strategic Studies II”, “Humanitarianism and Global Politics” and “Geopolitics and Geo-strategy”. Moreover, the managerial skill is included in activities, such as internships, exchanges and field trips and included in certain courses, e.g., “The Principles of International Economy”, “Problems of Population”, “Introduction to Globalisation” and “International Business”.

In the **BPA** programme, there are courses that integrate theoretical lessons and practical experiences to train the specific skills that are designed to be developed in BPA curriculum; scientific skill, policy analysis skill, public managerial skill and public consulting.

With the scientific skill, graduates will be able to conduct research in the fields of public administration by using various theories and concepts in public administration, public management, public policy and development in his/her research. Some examples for courses in which this skill is particularly trained are: “Qualitative Research Method”, “Quantitative Research Method”, “Public Policy Research”, “Public Administration Theory”, “Public Policy Theory”, “Development Theory”, “Public Administration Research Methods” and “Literature Studies for Public Administration”. The students will not only be taught about the principles of conducting research in general in these courses, but also be given assignments that require practical lessons such as data collection, software usage, field work and knowledge management. The policy analysis skill enables graduates to analyse, monitor and evaluate public policy. This is included in the following courses: “Public Policy Analysis”, “Public Policy Evaluation”, “Disaster Policy and Management”, “Urban Policy in Management”, “Public Financial Policy and Management” and “Public Service Performance”. Students will have a chance to develop practical skills when writing drafts for policy paper or memo in order to provide policy recommendations.

The managerial skill is especially trained in the following courses: “Principles of Management”, “Human Resources Management in Public Sector”, “E-Governance”, “Public Administration System”, “Planning and Controlling” and “Capacity Building in Public Sector”. Related to this, the public consulting skill is strengthened in “Organisational Communication”, “Network Management”, “State Administrative Law”, “Comparative Public Administration” and “Governance Partnerships”. Graduates will be equipped with essential skills to analyse risk in public administration and conduct policy advocacy, policy communication and policy implementation.

In addition, the BPA programme facilitates the students to undertake internship in government bodies, public organisations or non-profit institutions, such as the Ministry of Bureaucratic Reform, Development Planning Body and SMERU (a research institution). Even though the internship programme is not included as a course, the internship will be mentioned in the Diploma Supplement after finishing their programme.

In the **MLaw**, the ideal legal skills consist of composition between mastering legal concepts and the ability to apply the concepts at a practical level. Based on such considerations, the MLaw curriculum is composed of 70 % theory and 30 % practice. The integration of theory and practice

can be found in each offered course. In line with the composition of the curriculum, the MLaw programme has full-time lecturers and part-time lecturers. The full-time lecturers hold high qualification to teach in the programme, the programme also employs part-time lecturer who have addressed practical experience as an active consultant, including high rank judges, police officers, general attorney, lawyers and officials from state institutions. All part-time lecturers are experienced legal practitioners. Some courses to which this particularly applies are “Technique on Litigation Documents Making”, “Due Diligence and Legal Opinions”, “Alternative Dispute Resolution Strategies”, “Contract Dispute Resolution”, “Medical Dispute Resolution and Legal Methods”.

What is more, the study programme also includes case studies and regular Moot courts for students to reflect their theoretical knowledge and train practical application.

Interdisciplinary thinking

UNAIR has committed to ensure that its students acknowledge and understand the concept of interdisciplinary thinking. There are several compulsory activities for student at University level, which comprises Student Orientation (PPKMB), Community Service, Field Study and Internship. For Community Service, the University, under the Research and Community Service Board, provides several platforms for students to conduct activities according to their individual preference, such as Service-Learning (KKN-BBM), Back to Village, National Programme, Student Creativity Programme and International Programme. In these activities, students work together with their peers from other faculties. The community service project usually takes place in a rural or disadvantaged area where a group of students will organise development programmes for local inhabitants in the field of education, economics, society and culture. Bachelor students earn grading result that is stated in the GPA transcript and a Diploma Supplement, which contains information about non-academic activities carried out by students. For Master students, these activities are voluntary.

In **BIR** programme, the interdisciplinary approach is also conducted at the levels of faculty and study programme. At faculty level, the institution has set up regulation for all students to take faculty’s mandatory courses. These courses comprise of “Introduction to Political Science”, “Social Political Ethics”, “Introduction to Sociology and Philosophy of Science”. They are offered in the beginning of students’ first year. These subjects are taught by other lecturers from other Bachelor programmes at the faculty. Likewise, at study programme level, students must take a mandatory course that is offered by other Bachelor programmes at the faculty. For example, BIR programme’s students must take the course “Public Policy”.

The curriculum of **BPA** is designed inherently as a multidisciplinary subject. While public administration subject is indeed heavily constructed by political science, it also engages other studies for the students to learn in order to obtain comprehensive understanding public administration matters in a bigger picture. Structurally, BPA also encourages students to take courses delivered by other study programmes whose participants come from various backgrounds. For example, the students must undertake mandatory courses such as “Introduction to Political Science” as well as “Introduction to Sociology” in the first semester and “Indonesian Political System” in the second semester. There are also other elective courses that the students

can participate in the following semesters that are managed under Communication study programmes and International Relations study programmes.

Interdisciplinary thinking is also part of the **MLaw** curriculum. Some of the offered courses are equipped with interdisciplinary methods such as “Human Rights”, “Environmental Law” and “Medical Law”. These courses are designed for the students to conduct research beyond the law. In Human Rights, students are obliged to study political, social and cultural aspects, the Environmental Law teaches biological aspects; while in the Medical Law the students are required to understand the issue of hospital management and bioethics. Moreover, the specialisation on Medical Law is supported by the lecturers who have medical background and medical forensic.

Ethical aspects

UNAIR believes that ethical aspects are inevitable both in academic and non-academic life. Article 79 of Government Regulation No. 30 of 2014 states that all academic societies of UNAIR should comply with norms and ethics, both academic and non-academic. UNAIR Regulation Number 1365/J03/OT/2003, which is later elaborated in form of Handbook of Ethical Conduct in UNAIR, highlights the code of conduct at the University. Academic norms and ethics are regulated by UNAIR Academic Senate Regulation Number 01/H3/SA/P/2008 and Rector Regulation Number 18/H3/PR/2009. Thus, UNAIR has the policy, regulation and unit to make sure an ethical code of conduct of all its members. Each faculty has its Board of Ethics. At programme level, the ethical aspect is implemented in teaching, research and community service. Rules regarding the ethical conduct of these three aspects are regularly informed and readily available for all parties.

All academicians, including lecturers, students, and administrative staff must comply with the ethics stated in the guidelines. Rules and ethics have been socialised regularly by the University to all its units. The faculty has an ethics committee which is periodically elected by the faculty boards. The faculty ethics committee has the authority to receive, process, verify and make decisions on allegations of violations of academic ethics and norms.

For Bachelor programmes, moral values that are built are internalised through compulsory University courses such as Citizenship, Religion and Pancasila (Indonesian Five Principles). Ethics and academic norms are also always integrated in each course, especially in the soft skills assessment component. One of the practices in academic learning is the usage of plagiarism software to check the originality of student’s assignment.

What is more, in the **BIR** programme, there are courses that emphasise ethical aspects represented in mandatory and elective courses such as “Academic Writing”, “International Law”, “Sustainable Development”, “Humanitarianism” and “Global Politics”. The ethical values that have been cultivated through these courses are manners in communication and interaction, preserving the environment, respecting human rights and abiding the law.

The **BPA** curriculum also includes courses that strengthen ethical aspects such as “Public Policy and Public Service Performance”, “e-Governance”, “Public Finance” and “Bureaucratic Reform”. The essence of ethics and norms that have been fostered through these courses are manners in public service, anti-corruption, transparency, privacy preservation and abiding the law.

Ethical aspects are also emphasised in the learning process of the **MLaw**. The ethical process is one of the elements of learning achievement and is included in each offered courses such as “Biomedical Ethics” and “Legal Research”. Biomedical Ethics is part of general ethics, which is a branch of philosophy, especially those related to the medical profession, the discussion offered in this course such as moral thoughts and fundamental principles in Biomedical Ethics. Legal Research discusses ethics concerning data collection and data analysis. Moreover, the MLaw programme has strict regulation over academic violations such as plagiarism.¹⁷

Methods and scientific practice

To maximise academic skills among students, the study programmes promote several strategies: constructive collaboration between students and lecturers in research, community service and academic projects. To supervise student research and academic projects, each study programme provides a research log for the students in order to maintain their progress and result. Periodically, the study programmes monitor and evaluate this log to make sure the research and projects can be done in time. To assist research that requires certain technology, each faculty provides a computer laboratory that has been equipped with updated devices and software.

For the research skills, the **BIR** programme provides various courses that support the student’s competence, such as “Academic Writing”, “Literature Review in International Relations”, “Research Proposal”, “Research Method in International Relations”, “Qualitative and Quantitative Research Method” and “Bachelor Thesis”.

Moreover, the student-based learning approach is an academic learning process that focuses on students’ active participation in the class. Consequently, the students can conduct discussion among themselves. Lecturers only give additional feedback during discussion; before eventually give lecture for 1 to 1.5 hours. Thus, the dynamic of the class is mostly influenced by students, while lecturers only facilitate and accommodate students’ ideas and needs. This approach is represented in other student activities, such as seminars, tutorials, simulations, role-plays and fieldtrips. What is more, the problem-solving approach enables students to independently identify and analyse problems in international cases and providing strategic solutions according to their scientific knowledge and competence. This is exemplified in activities, such as: making policy brief and paper analysis, conducting research and writing thesis. In so doing, students are usually supervised by one or two supervisors.

In the **BPA** programme, the courses are conducted in a participatory manner, with the lecturer having previously prepared materials that are disseminated via the learning management system LMS. The materials could be reading materials, videos, or slides in which students are encouraged to study independently first. In a three-credits course, the lecturer generally provides talks for approximately 50 minutes and will be continued into an interactive 45 discussion session for 50 minutes and group or individual work for 50 minutes. If there is any group assignment, a class coordinator is usually appointed among the students. He/she then will assist the lecturer in arranging the class. In the context of research, the BPA includes courses that support student scientific skill such as “Academic Writing”, “Basic Research Method”, “Statistics”, “Quantitative

¹⁷ as stated in Rector Decree No. 6867/UN3/KR/2013 on the establishment of the Ethics Board at the Faculty of Law Universitas Airlangga and Rector Decree No 1724/UN3/2018 on Ethics Board at Faculty of Law Universitas Airlangga

Method”, “Qualitative Method” and “Literature Review in Public Administration”. When students work for their undergraduate thesis, the BPA Programme provides a research supervisor for each student. The student normally prepares a research proposal that will be shortly reviewed before being distributed to particular lecturer that has a similar or relevant research experience and interest.

The curriculum of the **MLaw** programme is designed to produce graduates who are able to deal with global dynamic. The learning methods applied in the programme broadly consist of lectures, tutorials, practices, e-learning methods and problem-based learning (PBL) methods. Students are required to write many short home exams which trains their text writing in the field of law.

In the first semester, students are required to take the compulsory courses consisting of “Legal Theory”, “Legal Research”, “Legal Methods” and “Comparative Law”. By taking these courses, students are expected to be able to produce quality thesis proposals under the guidance of related lecturers. In writing the thesis, students will be supervised by two supervisors. Students also have to write papers for “Selected Topics for Thesis” course. This aims to enrich the study for the thesis topics chosen by the students. In addition, students are also provided with facilities, namely training in writing scientific papers and training related to techniques in processing scientific databases in the form of thesis, journals, e-books and other references by the research unit (library) at the Faculty of Law. One of the requirements to take thesis examination is that students have to show that they have publication or at least a Letter of Acceptance for their paper to be published in an accredited journal.

In addition, the students are also encouraged to actively participate in research with the lecturers (research centre) and in international conferences as authors individually or in groups during the study period. Thus, it is expected that students will have good competencies and skills in the field of law in accordance with the focus of study taken.

Examination and final thesis

UNAIR has a basic regulation regarding the assessment of teaching-learning process.¹⁸ The learning outcomes for all subjects are stated in the Handbook of curriculum, in the course descriptions and course agreements. In the first lecture, the lecturer is required to explain the implementation of lectures and lecture contracts to students, including the code of conduct in the exam. The examination is carried out in accordance with the academic calendar of the faculty.

The assessment methods includes: (a) assignment; (b) quiz; (c) working report; (d) pre- and post-test; (e) presentation and discussion; (f) written/ oral exam; and (g) mid- and final examination. For the MLaw programme, there is also the practicum exam (Students will be assessed according to academic and non-academic aspects as stated in the Bachelor and Master Programme Academic Handbook. Regarding soft skills, the assessment is integrated in the learning process, including being active, disciplined, the communication skills, ability for teamwork and self-confidence. Another assessment is also taken into account by referring to student’s record in

¹⁸ cf. procedures stated in the PP-UNAIR-PBM-03 which regulates the examination of Bachelor programmes and PP-UNAIR-PBM-04 that regulates undergraduate thesis and final project. For Master programmes, the procedures refer to PP-UNAIR-PBM-27 that provides guidance on examination and PP-UNAIR-PBM-25 on thesis. Learning objectives follow the PP-UNAIR-PBM-03 regulating Manual for Assessment Process.

joining competitions or activities beyond the course's requirements. For Bachelor and Master programmes, all assessments are processed using Criterion-Referenced Score (CRS) and converted in an alphabetical grade.

To take the examinations, students are required to be registered in the course and meet the minimum attendance of 75 % of the total number of meetings held. The exam questions are prepared by the teaching team in coordination with the course leader. The exam questions are prepared based on the course assessment rubric.

Students can access the result of examinations on the online platform¹⁹. If there are any objections, students can submit an appeal for the score obtained to the course convenor. If the score appeal is accepted and the score changes, then the course convenor is obliged to submit the Minutes of Score Replacement to the coordinator of the programme.

Students of **BIR** and **BPA** programmes must complete the undergraduate thesis²⁰. Thesis is usually conducted based on student's independent research that has been supervised under one supervisor. The appointed research supervisor then will conduct sessions with the student to monitor, advise and evaluate their research. The study programme also provides research log for the students in order to record their progress systematically.

The students should defend their thesis in front of three examiners. The assessment rubric includes writing skill, presentation and scientific method, comprehensive understanding to the thesis and related knowledge, self-motivation and the publication prospect. Students who are not able to fulfil the minimum requirements are given one more opportunity to retake thesis's course. The guideline for thesis writing can be accessed online. Students are granted the Bachelor's degree after completing all academic requirements, including passing all courses, the thesis defence and final thesis submission. In assuring the IQF level for Bachelor's thesis, the study programmes provide a guideline to write a thesis that focuses on applying theories into student's thesis.

In the **MLaw** programme, the form of the exam is adjusted to the courses and expected learning outcomes. Written examination is designed to assess the analytical and legal writing skills of the students, whereas oral examination aims to assess the argumentation and public speaking skills.

The final thesis aims to ensure that students have significant competency in academic writing on Master level. In doing so, students are required to follow academic writing under the framework of legal research, legal analysis, legal argumentation and legal opinion.

The MLaw programme has an online-based academic service called IURIS²¹ intended for students who will carry out the process of submitting the title of the thesis, determining the schedule for the thesis and thesis proposal examinations, selecting the main supervisor and the second supervisor, determining the lecturers who examine the thesis and thesis proposals, to the examination assessment.

¹⁹ see: <http://cybercampus.unair.ac.id>

²⁰ cf. PPUNAIR-PBM-04 at AIMS and Faculty's Academic Study Guide

²¹ see: <https://layan.fh.unair.ac.id/iuris/login> (last accessed June 1, 2022)

Appraisal:

The curricula adequately reflect the qualification objectives of the study programmes. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation (compulsory electives) or optional electives enable students to acquire additional competences and skills. However, the research discipline of International Relations is very dynamic, therefore, for the **BIR**, the panel recommends including more content about Japan, China and the European Union as important players in international relations into the curriculum.

For the study of law, the panel is of the view that the research discipline is melting with other disciplines and therefore, interdisciplinary thinking becomes more important. Therefore, for the **MLaw**, the panel recommends including, e.g. content on economics and law that covers methods and theories of economics from a legal perspective into the courses.

The degrees and programme names of **all three programmes** correspond to the contents of the curriculum and the programme objectives. The panel acknowledges that there is a national regulation for the naming of study programmes in Indonesia by the Indonesian Ministry of Research, Technology and Higher Education.

In the **BIR** and **BPA** programmes, theoretical questions are, where possible, explained by means of practical examples. This is especially implemented with the use of case studies in both programmes. In the **MLaw** programme, theory and practice are systematically interrelated throughout the curriculum. Theoretical discourse and practical application complement each other in developing the students' qualification profile. For instance, the programme includes Moot courts for students to train their practical skills. Moreover, part-time lecturers from practice are included into the programme to ensure a sufficient amount of practical insights.

There is evidence that the study programmes qualify for interdisciplinary thinking. For instance, there are courses on economics in the BIR programme, courses on Political Science in the BPA programme and courses on Medical Law in the MLaw programme. What is more, the integration of courses on religions and *Pancasila* in all three programmes fosters interdisciplinary thinking.

Ethical implications are appropriately communicated in **all three study programmes**.

All three programmes include several courses on research methodologies. Therefore, methodological competences and scientific practice are thoroughly trained. Students are equipped with the necessary skills for research-oriented work on the required level and for applying those skills in the respective vocational fields.

All exams, as they are defined for the courses, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats.

The final theses are evaluated based on previously published and coherently applied criteria, rules and procedures. The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives. The concrete test items are particularly suitable for ascertaining the defined learning outcomes. They also examine the students' ability to deeply reflect on scientific problems and to apply scientific methods. Students are given feedback, which, if necessary, is linked to advice on the learning process. The final theses comply with the standards for international publications.

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

3.2 Structure

The student's learning progress in **all study programmes** is measured using the credit system or known as SKS (*satuan kredit semester* or semester credit unit), which is regulated in the Rector's Regulation No. 27 of 2018. In the **two Bachelor programmes**, one SKS credit equals to 170 minutes of activities per week, which are comprised of: 50 minutes in-class activities, 60 minutes structured academic activities and 60 minutes self-study activities. There are 14 weeks of learning activities in one semester. One SKS credit amounts to 2380 minutes/39.67 hours (170 minutes x 14 weeks). Since one ECTS equals 1500 minutes/25 hours; therefore, 1 SKS credit equals 1.5867 ECTS or roughly 1.6. All programmes require students to acquire a minimum of 230 ECTS (144 SKS credits) to complete the programme. With the maximum study load of 38 ECTS (24 SKS credits) for each semester, students are expected to finish the programme within seven to eight semesters and no longer than 14 semesters. Modules are weighted following their individual learning outcome. Most of the courses are weighted 3.2-4.8 ECTS (2-3 SKS credits), resulting in an average total of 59.5 contact and study hours per week per student (170 minutes x 21 SKS credits / 60).

For Master programmes, 1 SKS credit is equal to 220 minutes of study time, which is comprised of: 50 minutes in-class activities, 85 minutes structures assignment and 85 minutes of self-study. There are 16 weeks if learning activities in one semester. One SKS credit therefore amounts to

3.520 minutes/58.6 hours (220 minutes x 16 weeks). Since one ECTS equals 1500 minutes/25 hours, 1 SKS credit equals 2.35 ECTS. Master programmes offer 38 SKS credits (90 ECTS) in minimum and 42 SKS credits (98 ECTS) as a maximum. Students of Master programmes can complete their studies within three to four semesters.

Bachelor of International Relations

Projected study time	7-8 semesters, 3.5 – 4 years
Number of Credit Points (CP)	144 SKS credits/ 230 ECTS
Workload per CP	1 SKS credit = 40 hours (= 1.6 ECTS)
Number of courses	51 courses in total Compulsory courses: 35 Electives: 16
Time required for processing the final thesis and awarded CP	1 semester (6 months), 6 SKS credits/ 9.6 ECTS
Number of contact hours	50 minutes per credit per week for 14 meetings per semester; 1,680 hours in total

To earn the degree of Bachelor of IR, students must earn in minimum 144 credits that can be completed at least in seven semesters. Yet, most students are able to finish their study in four years. These credits comprise six courses/12 SKS credits of University's compulsory, six courses/15 SKS credits of Faculty's compulsory, 24 courses/72 SKS credits of the programme's compulsory and eight courses/24 SKS credits of the programme's elective and seven courses/21 SKS credits of faculty's elective. Students can take more electives based on their interests.

Bachelor of Public Administration

Projected study time	7-8 semesters, 3.5 – 4 years
Number of Credit Points (CP)	144 SKS credits/ 230 ECTS
Workload per CP	1 SKS credit = 40 hours (= 1.6 ECTS)
Number of courses	55 courses in total Compulsory courses: 44 Electives: 11
Time required for processing the final thesis and awarded CP	1 semester (6 months), 6 SKS credits/ 9.6 ECTS
Number of contact hours	50 minutes per credit per week for 14 meetings per semester; 1,680 hours in total

To earn the degree Bachelor of Public Administration, students must earn in minimum 144 SKS credits that can be completed within seven to eight semester. These credits comprise of 44 compulsory courses with a total number of 110 SKS credits and at least 11 electives with minimum 34 SKS credits. Students can take more electives based on their interests.

Master of Law

Projected study time	3 semesters, 1.5 years
Number of Credit Points (CP)	38 SKS credits/ 95 ECTS
Workload per CP	1 SKS credit = 58.6 hours (= 2.35 ECTS)
Number of courses	Compulsory courses: 7 Concentration-specific compulsory:1-2 Electives: 7

Time required for processing the final thesis and awarded CP	1 semester (6 months), 6 SKS credits/ 14.1 ECTS
Number of contact hours	50 minutes per credit per week for 14 meetings per semester; 443 hours in total

The MLaw offers can be taken by the students for a minimum of three semesters with a minimum of 38 credits and a maximum of 42 credits. Based on the study concentration, the curriculum of the MLaw has five concentrations offered to the students, namely: Business Law Concentration, Governmental Law Concentration, Judicial Law Concentration, International Law Concentration and Health Law Concentration. Courses are divided into compulsory courses, compulsory courses based on concentration and elective courses based on concentration, which is a course that can be programmed according to the chosen specification of interest to complete the number of required credits. The compulsory courses based on concentration and the elective courses are offered in both semesters of the academic year. The number of credits to be taken is 14 credits/35 ECTS in the first semester, 14 credits/35 ECTS in the second semester, and 10 credits/25 ECTS in the third semester. To gain the mastery level, the students are also obliged to have publication in an accredited journal. Certain period of times required for the process of the publication valued as their independent study.

Study and exam regulations

All necessary rules and procedures regarding study and exams in UNAIR have been set in the regulations of the University²² and in the law²³. These are in accordance with the Indonesian Qualification Framework level 6 and 8 and serve as references for the study programmes to design a curriculum that enables students to graduate in time. For the **BIR** and **BPA**, all study exam regulations in FISIP (Faculty of Social & Political Sciences) follow the same rules issued by the faculty. In the **BIR** programme, the regulation on thesis's grading elements is slightly different from the faculty's policy. The Academic Study Guide is available on the website.²⁴

For all three programmes, all the study methods and types of exams are further explained in the Rectors decree including standardised English proficiency, community service, internship, publication, fast track programme, outside study programme activities and Diploma Supplement.²⁵ During the orientation programme each year, new students are introduced to the academic regulations.

These regulations also allow students to interrupt their studies to study abroad. Students who would like to interrupt their studies may apply for academic leave. The students' results that have been obtained at other universities/institutions can be recognised into student's transcript. At the end of the semester, the student will receive study result. All regulations are also available

²² cf. Rector Decree No 11 Year 2020 on Education Guideline Universitas Airlangga for Bachelor programmes and Rector of Universitas Airlangga Regulation Number 22 Year 2020 on Amendments to the Rector of Universitas Airlangga Regulation Number 6 Year 2019 on Education Guidelines for the Master Programmes

²³ cf. Law No. 20 Year 2003 regarding National Education System as well as the Law No. 12 Year 2012 regarding Higher Education

²⁴ see: http://hi.fisip.unair.ac.id/id_ID/dokumenkurikulum-2016/

²⁵ see: <http://fisip.unair.ac.id/assets/filedownload/pedomanpendidikanunair2018.pdf> (last accessed June 1, 2022)

and accessible on the education directorate’s website²⁶. Moreover, the regulations are also informed to students during their initial orientation and further elaborated by the academic advisors.

For the **MLaw**, these regulations are further specified in the Academic Handbook which contains the academic administration system, curriculum structure, guidance on examinations, thesis and graduation requirements. Every student gets the academic handbook when they are accepted in the MLaw programme. This handbook can also be accessed on the website²⁷. The MLaw students’ have an obligation to complete their studies in accordance with the curriculum structure. To pass each course taken in the first and the second semester, students are required to take the final examination at the end of each semester which procedure has been set in the academic manual. The relative grade is provided in each course; however, it is not shown to each student. The student can only see their own grade. The ranking is made in the judicium process, a formal meeting of the faculty for the graduating voting.

Feasibility of Study Workload

The curriculum of the **Bachelor programmes** has been established with a total study workload of 144-160 credits (230.4-256 ECTS). In average, the study workload of both the BIR and the BPA programmes are divided into 67.36 percent lecturing session, 26.39 percent tutorial, and 6.25 percent applied/practical study. Each semester, students’ study workload is a maximum of 24 credits (38.4 ECTS).

Table 7: Maximum credits taken in accordance with the students' GPA

GPA	Max. Credits
>3.00	24
2.51 – 3.00	20
2.00 – 2.50	18
<2.00	15

During the first and second semester, students are only allowed to take “fixed courses”. For the first semester, both BIR and BPA students are given 20 credits. Whereas in the second semester, BIR students are given 19 credits while BPA students are given 20 credits. From the third semester, students are allowed to take elective courses, where they can maximise their credits to 24. There are ways for the student to finish their study earlier than 4-year standard. First, when the students always take 24 credits at maximum per semester. Second, due to the first condition, the students can enrol in advanced courses earlier. Third, the study programmes facilitate some courses to be offered in each semester. Fourth, if the students can finish all of the mandatory courses in the 6th semester, they can work and finish their Bachelor’s thesis in the 7th semester.

The **MLaw** programme offers a Master’s degree with a study period that can be taken for at least three semesters with a minimum of 38 credits/95 ECTS and a maximum of 42 credits/105 ECTS.

²⁶ see: <https://pendidikan.unair.ac.id/v2/> (last accessed on May 25, 2022)

²⁷ see: <https://www.fh.unair.ac.id>

The study load is divided proportionally for each semester based on the focus of study: (1) Business Law, (2) Governmental Law, (3) Judiciary, (4) International Law, and (5) Health Law.

In the first semester, students are obliged to take a minimum of 14 credits/35 ECTS consisting of 10 credits/25 ECTS compulsory courses, 4 credits/10 ECTS compulsory courses based on the focus of study. In the second semester, they are obliged to take a minimum of 14 credits/35 ECTS consisting of elective courses based on the focus of study. In the third semester, they are obliged to take minimal 10 credits/25 ECTS consisting of 6 credits/15 ECTS of Thesis and 4 credits/10 ECTS of Selected Topics for Thesis.

The feasibility of students' workload at the MLaw Programme has been assured by following educational guidelines about the number of credits that must be taken. Besides that, every 5 years, the MLaw Programme also follows the accreditation process carried out by National Accreditation Board with the last achievement in 2020 (Accredited "A").

Equality of opportunity

Universitas Airlangga has organised inclusive education which ensures gender equality and non-discrimination. This is stipulated in the Decree of UNAIR Academic Senate No. 07/J03/SAU/HK/2006 about the general regulation in administering the University and the Rector's Decree No.5 of 2017 regarding admission requirements. This equality of opportunities in education is also guaranteed by Act No. 2 of 2012, Government Regulation No.4 of 2014 and regulation from the Ministry of Higher Education and Research No. 126 of 2016. Hence, all prospective students have an equal opportunity to apply and complete their studies at HEIs. In addition, Universitas Airlangga supports those who are economically disadvantaged by providing scholarships. UNAIR has also provided facilities for students with disabilities (Rector's Regulation No. 47 of 2017), such as ramps, elevators and toilets for people with disabilities. What is more, UNAIR also provides facilities and aids for students with special needs (disabilities) by supporting them with the Tutoring and Volunteering programme.

There is no discrimination concerning gender, age, ethnicity or religion. Students with a disability are also welcome and eligible for application. All lecturers, as well as the administrative staff in the programme, are determined to help all students to study well. Disabled students are treated equally as any other students in the programme. This conduct is in accordance with the University policy upon inclusivity.

UNAIR also supports those who are economically disadvantaged by providing scholarships. For students who have difficulty in speaking Indonesian, UNAIR also provides English language training for foreign students.

The number of female students in all the programmes is balanced, in some programmes even higher than male students. To support this inclusive education, the study programmes periodically review the admission process, especially related to specific requirements, and then improved its curriculum to be more inclusive. Another example of the HEI's inclusive curriculum is the offering of courses of six major religions in Indonesia.

What is more, in including online-learning into the curriculum, there is more flexibility in studying in the four study programmes, e.g. particularly for single parents.

Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of courses and assigns Credit-Points (CP) per course on the basis of the necessary student workload. Practical components are designed and integrated in such a way that CP can be acquired.

According to the University, 1 SKS credit equals 40 hours and therefore corresponds with 1.6 ECTS. For the **MLaw** programme, the University calculates with a different conversion from SKS to ECTS based on a different amount of workload (1 SKS credit equals 58.6 and therefore corresponds to 2.35 ECTS). The distribution is not consistent and there is no general applicable factor when it comes to the conversion rate. This is not consistent with the ECTS User's Guide 2015.

Therefore, the panel recommends the following **condition** for the **MLaw** programme:

- The University ensures a unified conversion from national credit system to ECTS credit system according to the ECTS Users' Guide 2015.

The course descriptions of **all three programmes** provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account the national requirements. The study programme is designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The Republic of Indonesia has not ratified the Lisbon Recognition Convention.²⁸ However, the panel learnt that Airlangga University stipulates the recognition of periods of study at other HEI and the transfer of obtained credits. The University handed in Diploma Supplements for each study programme which show the national credit system. However, for the BIR and BPA, the University's conversion to the European ECTS system is not presented in the Diploma supplement. Moreover, a relative grade or an ECTS grading table is missing. For the BPA, the information regarding the objectives of the programme does not match the information in the self-evaluation report²⁹. What is more, a relative grade or an ECTS grading table is missing.

Therefore, the panel recommends the following **condition** for the **BIR** and **BPA** programmes:

- The University completes the information in the Diploma Supplements regarding
 - a) the conversion from SKS to the European ECTS system
 - b) a relative grade or an ECTS grading table

and additionally for the **BPA** programme

²⁸ <https://www.coe.int/en/web/conventions/full-list?module=signatures-by-treaty&treatynum=165>

²⁹ cf. self-evaluation report p.18

c) the objectives of the study programme.

The feasibility of the study programme's workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling. When reviewing the workload, the University also takes into account evaluation findings and the programme's success rate. However, the workload is not evaluated by the students (see chapter 5.).

UNAIR ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal requirements throughout the programme and examinations. Students in special circumstances, such as single parents, foreign students, students with a migration background and/or from so-called non-academic backgrounds, are particularly assisted.

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

3.3 Didactical concept

Each lecturer is trained to teach through pedagogic training (AA/PEKERTI) organised by Directorate of Educational Innovation and Development (DIPP) at UNAIR. This programme aims to enhance the competence of each lecturer in mastering the learning strategy, to improve the lecturers' performance, including their competence to deliver the course, which will be evaluated by Quality Assurance Unit periodically.

The programmes have applied various teaching methods which are determined by courses when they are discussed and agreed during the curriculum redesign process. The teaching instruments and teaching methods used have been designed and implemented to support the implementation of the LO and study plan. The instruments to be used are print media, electronic media and E-learning models, while the learning methods to be used are a combination of teaching-centred learning (TCL, for example class teaching, demos and practice), student-centred learning (SCL, for example group discussion, problem-based learning) and Research Methodology (i.e., students search for literature, find research ideas, write proposals, research reports, papers and presentations).

Each course is equipped with a course description (CD), including the teaching and learning methods. These might be changed and adapted by the teaching team handling the course. Most lecturers, indeed, combine methods such as seminar, presentations, group discussions, case studies, role-playing, student project, exhibition and field work. Besides course description, lecturers also provide students with course agreement which contains course credit, course's code, course description, LOs, schedule, convenor, teaching team and references. To ensure learning outcomes can be achieved, certain learning methods are used depending on the graduate profiles. In the mid-semester, the quality assurance unit then will monitor the course progress.

Course materials

The University provides a learning management system that can be used for lecturers to disseminate course materials and monitor student learning activities. The course materials for every course/ subject are designed and provided by the team of lecturers responsible for those lectures. The course materials are usually reviewed every semester by the subject coordinator who will discuss it with her/ his team and make necessary adjustments and updates. Details for all course materials used by all courses/ subjects in every semester can be accessed through the platform³⁰. The lecturers provide course materials for each course in the form of textbooks, literature recommendations, practical examples and case studies. The materials are also available in the faculty' library.

The materials' contents are managed and updated on a regular basis at the start of each semester. Course materials may include presentation slides, book chapters, e-books, journal articles and videos. The lecturers also provide a learning module that contains complete details regarding the class schedule, lecture materials, methods used, discussion materials, structured assignments and tutorial sessions which are detailed per week. Several teaching and learning methods, such as group discussion/interactive discussion, assignment and quiz can be conducted on this platform.

Before the pandemic, the use of this e-learning system was to support the lecture process and as an alternative when the lecturers were unable to conduct face-to-face lectures on campus. During the pandemic, this e-learning system was optimised. In the LMS, the lecturer is also able to link an online conference tool whenever live sessions are conducted. Every student's activity is always recorded digitally in this platform; lecturers will be supported by sufficient data to examine student performance at the end of semester.

Guest lecturers

The **BIR** programme regularly receives various offers from diverse institutions to provide guest lecturers. One partner is the Ministry of Foreign Affairs which annually visits the study programme to give lectures. The main speakers are mostly high-ranking officials, such as the ambassadors from various countries and ministry's bureaucrats. In several occasions, BIR and the ministry conduct seminars and focus group discussion regarding the latest issues of IR. Besides that, the programme also collaborates intensively with other BIR programmes from other universities both domestic and international, such as with Universitas Indonesia, Universitas Gadjah Mada, Universitas Diponegoro, Universitas Udayana and Universitas Andalas. While for

³⁰ see: <https://hebat.elearning.unair.ac.id/>

international universities, BIR Programme has so far cooperated with Universiti Sultan Zainal Abidin (Malaysia), University of Western Australia (Australia), National University of Singapore (Singapore), Johan Skytte Institute of Political Studies at University of Tartu (Estonia), Australian National University (Australia), University of Oxford (England) and National Chengchi University (Taiwan). The BIR programme also invites alumni to share their career experience after graduating from the study programme. In addition, the programme also accommodates other professionals to be a guest lecture which are integrated within the course meetings. For instance, an expert from non-governmental organisation was invited by the BIR programme to deliver a lecture on human rights. In the Geopolitics and Geo-strategy course, the BIR programme has invited the Pakistani Ambassador for Indonesia to deliver a lecture about Kashmir conflict.

The **BPA** programme regularly organises guest lecture sessions which allow not only the students to participate but also widen opportunities for lecturers to collaborate with other academics and professionals. The topics chosen for the guest lectures should be in line with the learning outcomes of the courses. In 2020, there were 20 guest lectures done. The guest lecturers varied from different backgrounds such as policymakers, national academics, international academics and alumni. The institutions of these guest lecturers were National Development Planning Body, Hong Kong University of Science & Technology, Universiti Teknologi Mara, Universitas Indonesia, SMERU Research Institute and East Java Provincial Government. Last semester, there was a guest lecture delivered by the Vice Governor of East Java, who gave the students insightful knowledge about the policymaking process at regional level.

The guest lecture programme in the **MLaw** aims to support the achievement of learning outcomes as stated in the curriculum. The MLaw programme implements guest lectures regularly by involving alumni as well as non-alumni as professors/scholars and legal practitioners from other institutions to teach in the programme. The guest lecturers come not only from Indonesia but also from overseas university partners. The home institutions of those guest lecturers are the Supreme Court, Constitutional Court, Public Prosecutors, Bar Association and also Universities such as Maastricht University (Netherlands), Leiden University (Netherlands) and Gakushuin University (Japan). The purpose of the guest lecture programme is to enrich students' knowledge and skills that they not only learn from internal lecturers, but also from other universities and even practitioners. The experience of these practitioners is very important to provide students with legal knowledge and skills, especially to have a career in the legal profession.

Lecturing tutors

The lecturing tutors are an integral part of the learning process in **BIR** programme. In the curriculum structure, there is a course called Assistantship in International Relations which basically is a course that provides opportunity to the students to be a lecturer assistant. Students in semester 5 and above could take this assistantship and become the lecturer assistant in the course that they already choose. The course lecturers assigned the lecturer assistant with various tasks such as organising the class, collecting the assignment, tutoring the students outside the class and maintaining the lively discussion in each meeting. The role of lecturer assistant is crucial to support and enhance the students' ability to grasp the course materials. This is especially important to comprehend the readings materials and tutoring how to write a good paper.

Tutoring is not structurally included in **BPA**'s curriculum.

In the **MLaw** programme, some courses are taught using the tutorial method in addition to lectures. The number of tutorial sessions of these courses is about 30 % of the total meetings. Furthermore, the results of the discussion are written into a report and presented by students. This tutorial session is guided by a tutor who ensures that the discussion runs smoothly. Those who become tutors are senior students. The senior students assist the lecturers in the tutorial sessions. Learning sources and methods used are described for each meeting, therefore, students will already have preparations to receive the material and do the assignments given. In the tutorial session, there are case illustrations (scenarios) to be discussed by students. During the tutorial session, students are divided into several discussion groups. Each group consists of five to ten students including a lead, a note taker and members. The discussion lead serves as a moderator who manages the discussion. The note taker is in charge of recording legal issues, as well as important points in the discussion. All must actively participate and give their legal argumentation in the discussion. The tutor must ensure that the discussion in the group runs well. This method helps students develop legal competencies and skills.

Appraisal:

The didactical concept of the study programme is described, plausible and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects. Students are encouraged to take an active role in creating the learning process, even when the lectures are provided online.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are digitally accessible for the students. The materials and especially the digital Learning Management System are user-friendly and encourage students to engage in further independent studies. What is more, the materials are also up to date; however they could be updated with regard to additional contents in the **BIR** and **MLaw** programmes (see chapter 3.1).

Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work, but also, for example, from culture and politics. With regard to international guest lecturers, in **all three programmes** the number of respective guest speakers could increase, especially in the fields of the study programmes that are very dynamic. Therefore, the panel suggests increasing the number of international guest lecturers.

In the **BIR** and **MLaw** programmes, lecturing tutors support the students in the learning process and help them develop competences and skills. The **BPA** programme has no lecturing tutors.

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

3.4 Internationality

Internationalising education has become parts of UNAIR strategic plans for the period of 2012-2017 and 2016-2020. Hence, UNAIR encourages and supports each study programme to incorporate internationalisation as significant aspects of the curriculum.

Most of **BIR** courses are filled with international contents which align with the essence of the study programme. The curriculum itself promotes the internationality aspects in deeper manner. The international and intercultural contents in the curriculum lies both in the various courses that being offered as well as within the course itself. For instances, in the second and third semester the students are being introduced with French and Mandarin Languages. In addition, BIR programme also has regionalism studies such as Society, Culture and Politics of Southeast Asia, East Asia, Latin America, Russia, East Europe and Central Asia, South Asia, Middle East, Europe, Africa, Australia, Timor-Leste and South-West Pacific. Besides those various courses, the BIR programme uses wide-range English literature as the course reading materials and English slides by the lecturer. The intercultural aspects also lie in other kinds of activities that the students could take, such as internship and student exchange. Many of the students used the internship course to take an internship abroad such as in Indonesia Embassy in Singapore, Thailand, Netherland or India. While for exchange, the students actively look up opportunity to attend international seminar or summer courses abroad.

There have also been internationalisation efforts in **BPA** programme from reading materials, student exchange, international guest lecturers, international conference, and international community services. The programme provides sufficient knowledge and skills that are necessary to work in an international context. The graduates are expected to be able to contribute to improve the achievement of international development agenda for example sustainable development goals that cannot be solved without international cooperation. Moreover, the graduate should be able to compete with international workforce especially from ASEAN countries as the implementation of ASEAN economic community. The students will involve in intercultural experience when participating student exchanges in Singapore, Malaysia and Spain.

The **MLaw** programme provides a range of courses, both in mandatory and elective courses, in which students are expected to explore practices from other jurisdictions. Furthermore, students benefited through educational experience in the international environment gained by their

lecturers. In the learning process, lecturers encourage students to be able to discuss and explore various issues in both domestic and international settings. The courses contain international subjects provided such as: “Comparative Law”, “Comparative Constitution”, “Comparative Administrative Law”, “International Health Law”, “International Humanitarian Law” and “The Use of Force”, “International Labour Law”, “International Economic and Trade Law”, “Maritime Law”, “Information and Technology Law”, “International Environmental Law”, “Legal Aspects of Transnational Corporations”, “International Arbitration Law”, “International and Transnational Crimes”, “Human Rights and Digital Security” and “International Trade Contracts”. These courses are designed to make students eager to contribute to the case, both domestic and international discussion.

Also, all students are expected to be active in several student activities outside the classroom, such as sports, religious activities, arts, cinematography and others. Besides, MLaw Programme has a student organisation which provides opportunities for the MLaw Programme’s students to develop leadership and organisational skills. Those student activities give many benefits to the students, for instance meeting other students from different cities or countries.

Internationality of the student body

The University has a programme called student inbound, where students from abroad universities could visit and experience the learning process in UNAIR. The **BIR** programme invites other students from abroad university to attend BIR lecture, conference and experiencing community services. The BIR programme has intense cooperation with Universiti Sultan Zainal Abidin (Malaysia) as their students are sent to UNAIR to participate in courses and presenting research paper. Annually, there are 20-30 students in each year to attend academic activities and international conferences at UNAIR.

The **BPA** programme involves its student body in international activities such as student exchange, organising conference and organising community service with international citizens. Periodically, the BPA’s partners such as Universiti Teknologi MARA (Malaysia) and Chulalongkorn University (Thailand) send around 30 students each year to experience student exchange and conference in UNAIR.

In 2020, there were four students from other countries enrolled in the **MLaw** programme, one student from Palestine and three students from Timor Leste. Two students were enrolled in odd semester 2019, while the 57 others enrolled in odd semester 2020.

The courses that contain international subjects are one of the measures applied to promote the programme internationally. Some other strategies taken to attract international students are the policies regarding inbound and outbound programmes. Inbound programme is outlined to admit either international lecturers or students to engage themselves in a teaching-learning environment. Meanwhile, the outbound programme offers opportunities for lecturers and students of MLaw Programme to gain international exposure at overseas universities. These programmes can be done either full or part time. These inbound and outbound activities ensure reciprocity between MLaw programme and partners. Moreover, the University offers a scholarship

for the overseas students to study at the university, particularly at the MLaw Programme, i.e., Airlangga Development Scholarships (ADS).

Many programmes offered by AGE and the faculty, such as joint classes, lecture series, AMERTA, AMERTA MASTER, Airlangga Summer School are also an attraction for foreign students to study in the MLaw Programme. Furthermore, the Student Admission Centre, the AGE, the University, the faculty and the MLaw Programme share the information regarding international programmes on their websites³¹ and on social media, such as Instagram using Bahasa Indonesia and English. The aim of this strategy is to make it easier for the international candidates to gather the information. Besides, the international candidates are given convenience with the registration process which can be done online. Involving the existing foreign students to promote the international programme, such as hosting inclusive events which celebrates different cultures is also an effort made to attract the candidates of international students. In addition, supporting more active virtual exchange and collaborative online international learning, developing the ability to function effectively across cultures, to think and act appropriately and to communicate and work with people from different cultural backgrounds – at home or abroad are some of the efforts or strategies that are being developed for the sustainability of the internationalisation.

Internationality of faculty

The internationalisation in the **BIR** and **BPA** is for all the faculty members including, lecturers, students and staffs. All the academicians and supporting staff have opportunity to gain international experience. For the lecturer, the faculty as well as the University provides a wide range of opportunity for international experience such as sending the lecturers to have fellowship, conferences, seminar, research collaboration and other projects abroad. For the students, they also exposed to international environment by attending summer course, exchange, international internship, international competition that also being supported by the faculty and University. For the staffs, they also had opportunity to participate in international training and receive support from the faculty.

The University provides scholarship for staff to pursue higher degree abroad. For instance, a BIR's lecturer obtains an Airlangga scholarship to study doctoral degree at Korea University. The University also facilitates lecturers to participating in international academic events such as conference, training, post-doctoral fellowship and research collaboration. On the other hand, foreign lecturers from other universities had been given opportunity to become adjunct professors and guest lecturers in both BIR and BPA Programmes. The number of foreign lecturers who attended BIH and BPA in the last three years were approximately 50.

In the **MLaw**, there have been a number of international academics who visit faculty either for short (less than three months) or long period (three months or more). The academics may conduct one or more lectures or a writing clinic in a seminar / training / workshop in their field of expertise. The visiting lecturer can also be hired as adjunct professor. The activities of the adjunct professor among others are teaching some credits of particular courses in classes / seminars / trainings, giving a writing clinic for postgraduate students/lecturers, conducting a

³¹ see <http://www.ppmb.unair.ac.id/en#> <https://global.unair.ac.id/> <https://fh.unair.ac.id/> <https://mih.fh.unair.ac.id/>

joint supervisor and publishing a minimum of three articles indexed by Scopus. They visit the faculty on a regular basis by using faculty scheme (inbound mobility) or AGE scheme.

Furthermore, in preparing human resources several faculty members have been sent to study abroad in diverse countries for Master or Doctoral programmes, for example study abroad in the UK, US, Netherlands, Belgium, Germany, Australia, Hungary and Asia such as Thailand, India, Singapore and Malaysia. In addition, a number of lecturers have involved in various international activities, for instance, engaging in international conferences, giving lecture in foreign universities, establishing collaboration with foreign universities in conducting research, being active in the membership of international association.

The international experience gained by the lecturers is utilised to bring the international environment in the process of knowledge transfer to the students. Moreover, this gives the advantages in the context of improving capabilities of the students in terms of language and discussion. This is then used to enrich international content in the academic culture, course materials and curriculum. For example, the faculty, particularly the programme, is adopting Problem Based Learning (PBL) as a teaching method developed by Maastricht University. In its implementation, the lecturers have received special training directly from Maastricht University so that the teaching and learning process will be implemented optimally.

Foreign language contents

All courses in the **BPA** and **BIR** programme are provided with reading materials in English. In some courses, the teaching is conducted fully in English. In the **BIR**, other languages are also provided. In the second and third semesters, the students are mandatory to take French and Mandarin languages in order to increase international atmosphere within the study programme and further enrich the student's capability in international languages other than English.

In the **BPA**, students are allowed to submit their assignments in English whenever applicable. Regularly, the study programmes also organise international lectures. What is more, students must meet English requirement test as a graduation requirement (450 of TOEFL test). For those students and lecturers who want to upgrade their English proficiency, there are language courses that they can participate in Language Training Unit (PUSBA).

In principle, the instruction language in **MLaw** programme is Bahasa Indonesia. All courses in classes are delivered in Bahasa Indonesia. However, almost all the courses have international contents. Thus, the lecturers and students often use legal terms in foreign languages (e.g. English, Dutch). Besides that, some course materials in English are also used to enrich the knowledge of the students regarding the international settings (see the course description). Also, in giving lectures to the international students who still have difficulties with Bahasa Indonesia, the lecturers are ready to deliver the lectures in bilingual (Bahasa Indonesia and English) or in English. Additionally, the visiting lecturers from universities abroad always deliver the lectures in English. Students of the MLaw programme can take foreign language courses, especially English, at the University Language and Multicultural Centre. Furthermore, the English Proficiency test used as one of the materials at the admission test as well as one of the graduation requirements.

Appraisal:

International contents are an integral part of the curriculum. Students are thus prepared for the challenges in an international working environment. The acquisition of intercultural competences and skills are at the core of the programme's learning objectives and are strongly promoted to enable students to act in an intercultural environment.

The international composition of the student body corresponds to the programmes concepts. The measures taken by the study programmes to promote internationality are goal-oriented. However, the panel recommends increasing the number of foreign students in **all three programmes**.

The international composition of the faculty (teachers from Malaysia, Germany and several other countries, teachers with international academic and professional experience) promotes the acquisition of international competences and skills. The measures taken are goal-oriented. The international composition of the faculty is a fundamental element shaping the profile of the study programme and is promoted by the University.

The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programme. Lectures and course materials in foreign languages predominate. Internationality is clearly a key element of the study programme's profile.

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

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

Both study programmes at the Faculty of Social and Political Sciences (**BIR and BPA**) are including multidisciplinary competence by provides other courses from other study programmes in their curriculum. There are seven undergraduate programmes in Faculty of Social and Political Sciences in which all have been structured to adapt multidisciplinary approaches. These programmes are Anthropology, Sociology, Public Administration, International Relations, Communication, Political Sciences, Information and Librarian Sciences.

In the **BIR** programme, students at third semester and above could take courses from Political Sciences study programme such as Western Political Thought, State, Religion and Democracy,

while in the fourth semester, students can also take Communication study programme courses such as Political Communication.

While for the **BPA** programme, students who have interest in researching international policy are able to enrol in IR courses such as “Foreign Policy” while IR students might deepen their understanding and knowledge on public policy by enrolling in public administration’s courses.

In addition, when it comes to students’ skills and competences such as communication, public speaking, cooperation and conflict resolution skills, it already becomes graduate skills both in BIR and BPA programmes. Most of BIR and BPA courses have presentation assignment where each class are divided in a group and each group has responsibility to present the course topic in each week. For the conflict resolution and leadership skills, the lecturer also provides an assignment such as making a video project, role-play, making a poster or held an exhibition event. Therefore, the graduates’ profiles have represented multidisciplinary competences.

In the **MLaw**, multidisciplinary competencies and skills are part of the whole learning process. The programme has an obligation to ensure its graduates achieve multidisciplinary competencies and skills, especially in terms of communication, public speaking, cooperation, and conflict resolution. To apply their knowledge, the students are given opportunities to participate in internships at the Legal Aid and Consultation³². Besides, the students can also participate in various certified trainings and continuing legal education that can improve skills, especially in the field of law. Moreover, they also expected to participate in international conferences and also take part in various legal competitions both nationally and internationally.

Appraisal:

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

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

3.6 Skills for employment / Employability (Asterisk Criterion)

To develop students' skills, knowledge and competencies in **all three programmes**, UNAIR has a Directorate of Career Development, Entrepreneurship Incubation and Alumni (DPKKA UNAIR). The function of the DPKKA is to foster and develop the careers of students and alumni, improve the quality of students and alumni to integrate with the business world, develop relationships and

³² cf. <https://fh.unair.ac.id/unit-konsultasi-dan-bantuan-hukum-ukbh/> (last accessed May 31, 2022)

alumni cooperation and foster an entrepreneurial spirit and student professionalism as a provision to enter the world of work. To achieve this, every student can participate in the programmes of DPKKA. To improve the students' soft skills or work experience, the programmes are internships in multi-national companies, training for prospective graduates, campus hiring, company goes to campus, career trainings/ webinars, career and entrepreneurship consultation, job fair and provide publications related to job vacancies.

For the BIR and BPA programmes, the integration of theory and practice are applied within the learning methods and specific courses. When it comes to the learning method, Bachelor programmes have fieldwork that are integrated in various courses, in which students could have an opportunity to visit various relevant institutions and experience directly how it works and operate. For instance, In **BIR's** Sustainable Development course, students choose to visit centre for recycling in Surabaya and in Economic courses the students visiting Indonesia Stock Exchange. In **BPA's** Comparative Public Administration courses, the students will compare public service performance between two institutions or regions. The students shall not only interact with policymakers or bureaucrats, but also organise data collection from local inhabitants.

In the **BIR** programme, there is an internship course students can participate in for a period of three to six months. The areas of internship are not only limited to international relations field, but also beyond, such as in start-up companies, banks, government, non-governmental organisations and media. The students then provide the report regarding their internship experience and evaluated by the assigned lecturers.

In the **BPA** programme, there is no specific internship course like in the BIR. However, the practice to apply internship is relatively the same. At the end of the internship, the BPA students will be rewarded by a certificate.

The **MLaw** programme is committed through its learning programme to produce students who have the skills, knowledge and competency in getting and keeping a job, thrive in the workplace and can face change or get other jobs that are more suitable with their fields. Most of the students who enter the programme already have a job, therefore, by studying at the MLaw it is expected that they will be able to improve or develop their career.

By taking compulsory and elective courses offered by the MLaw Programme, such as Techniques for Making Litigation Documents, Legal Research, Alternative Dispute Resolution Strategies, Contract Dispute Resolution, Legal Methods, Comparative Constitution, Consumer Protection and Product Liability, Fiscal Policy, Due Diligence and Legal Opinions, International Arbitration Law, Comparative Administrative Law, Medical Contracts and Government Liability for Health Services, students are expected to be able to develop concepts for legal problems solving through the development of legal knowledge and also legal reasoning. The students are also expected to be able to formulate ideas in an argumentative and creative way in the field of law. In addition, students are expected to be able to conduct research that is part of the research map in the field of law. In the programme, the curriculum is designed to produce graduates that master hard skills as well as soft skills that are important in practice and meet the needs of the job market both nationally and internationally.

Appraisal:

The promotion of employability runs as a common thread of the study programme through all its modules/courses. **All three programmes** combine theory and practice as well as include soft skills that students need to acquire. During the online conference, the panel learnt that the BIR and BPA programme are already thinking about introducing a compulsory internship into the curriculum. The panel welcomes this development and also recommends this.

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

4. Academic environment and framework conditions

4.1 Faculty

Human resource development also follows a predetermined road map of the quality management at UNAIR. This road map puts into consideration the following: need-analysis-based recruitment process, individual competence, employment history, performance assessment and internal and national regulations. Based on Government Regulation No. 30 of 2014, UNAIR has the authority to recruit its human resources. This recruitment process and procedures are regulated in Rector Regulation No. 45 of 2015 on Permanent Lecturers of Universitas Airlangga and Rector Regulation No. 33 of 2018 on Requirements for Appointment of Special Lecturers and Part Time Lecturers at Universitas Airlangga. Based on this law, there are various aspects of human resource management: analysis-based recruitment process, individual competence, employment background and performance assessment. The numbers of lecturers have met the requirements of the lecturer-student ratio regulated by the Ministry of Education and Culture. During the online conference, the panel learnt that the **BIR** has a ratio of 1:17.5, the **BPA** has a ratio of 1:15 and the **MLaw** has a ratio of 1:5.

The following table shows the number and structure of the faculty members. According to the national regulations concerning teacher and lecturer, besides Doctorate degree holder, Master graduates are also eligible to become faculty member as full-time lecturer. Faculties with master degree, however, are only allowed to give lecture for undergraduate programme under supervision of senior faculty members. Part-time lecturers are mostly alumni professionals who have held long experience and also former or retired lecturer. The appointment of part-time lecturer is through recommendation from the association of profession (for instance: senior lawyer recommended by bar association, high rank judges and public prosecutor and civil servants from government body).

Table 8: Structure of Faculty Members

	Bachelor of International Relations Programme	Bachelor of Public Administration Programme	Master of Law Programme
	Full-time lecturers		
Professors	5	4	8
Doctors	14	20	39
Masters	12	6	-
Total	31	30	47
	Part-time lecturers		
Professionals	3	14	18
Total full-time and part-time	34	44	65

Academic qualification of faculty

The regulation for academic qualification in the all four programmes follow the arrangement set up by the Government and the University respectively³³. Based on this regulation the qualification teaching staff in Bachelor programmes is at least a Master's degree in the respective field. Meanwhile, for Master programme lecturer the qualification is doctoral graduates. In addition, the candidates should perform their academic excellence (publication and professional experiences).

As UNAIR is a state university, the recruitment procedure must follow the government regulation as well as University standard. The procedure for recruiting new lecturers is carried out openly by the University upon request from the study programme. Such requests are made to maintain an ideal teacher-student ratio. In the recruitment process, they have to pass the written test, personality test, and an interview test. Based on Rector Regulation No. 2 of 2017 on Obligation to Publish Scientific Articles of Lecturers Research, Students of Bachelor Programme, Master Programme, Specialist Programme and Doctoral Programme in Universitas Airlangga, all lecturers are requested to publish their research as one of three principles of the Indonesian higher education or the Tri Dharma. The lecturer's workload contained in Tri Dharma, includes the main activities, namely planning learning, implementing the process learning, evaluating learning, guiding and train, conduct research, perform tasks additionally, as well as doing community service. The Tri Dharma activities can lead to the development of the lecturer qualification. The recruitment is open for public, transparent and competitive with outstanding standard decided by the Ministry of Education.

The recruitment process varies from administrative selection, academic test, and practical test such as micro teaching and research skill demonstration. The successful candidates then must participate in civil servant and pedagogical training (PEKERTI and AA) before officially delivering lectures. In order to achieve professorship, a lecturer must obtain 750 credit points consisting of activities from three pillars of higher education: education, research and community service. Some of academic requirements must be recognised internationally, for example, publishing in top-tier academic journals. A candidate for professor also must have and apply high standard academic ethics and moral codes. For instance, a professor must be free from allegations such as criminal record, academic misconduct and fraud.

Pedagogical and didactical qualification of faculty

To ensure quality teaching and learning service in **all study programmes**, UNAIR has ensured that all the faculty members of the faculty are equipped with sufficient and current pedagogical and didactical qualifications. This is necessary to help the faculty perform their main tasks to achieve the educational goals set by the University. All members of the faculty who have qualified are obliged to join the National Lecturer Certification Programme. In addition to academic qualifications, lecturers also received pedagogical training. The unit DIPP at UNAIR holds PEKERTI (*Pelatihan Teknik Instruksional*) and AA (Applied Approach) training in improving new recruits of lecturers' pedagogical abilities before starting to teach in order to be able to deliver courses and lecture material optimally. Each lecturer has to be trained in the pedagogic knowledge and capabilities to enhance the possibility of further qualification for the lecturers.

³³ cf. Law No. 14 of 2005 on Teacher and Lecturer

What is more, all lecturers are also required to have a certificate as an educator issued by the Minister of Education and Culture (Lecturer Certification, SERDOS)³⁴. Currently, almost all lecturers in the study programme have this lecturer certification. The rest are still in the process of submission. For this purpose, UNAIR has Lembaga Sertifikasi Profesi (LSP) or Professional Certification Body with a specific task to make sure that all lecturers at UNAIR are certified.

UNAIR has adopted different learning platforms to cater to students' needs. Since 2015, the learning process has been combined with an online learning platform to complement the classical learning activities. This addition allows the faculty to integrate technological aspects such as digital tools and materials into their teaching process. This effort is supported by the University by establishing continual training programmes regarding the technologies and applications in online learning for the faculty staff. Once the COVID-19 pandemic forced the University to change into a full-time online learning, the study programmes could adjust to the changes with minor difficulties. This situation encourages the faculty members to search more training programmes to improve the skills in managing online learning.

The qualification of the lecturers' teaching is ensured by quality surveys distributed to students every semester which point on the qualification of the subject taught and the quality of teaching.

Practical Experience

Individually, all lecturers are required to carry out community service as one of three principles in Tri Dharma. In this activity, lecturers' scientific abilities are implemented to the community. This activity is carried out periodically with several forms of activity.

What is more, in the **BIR and BPA** programmes, most of the full-time lecturers have practical and business experience. There are international development consultants from BIR that have professionally involved in global projects such as Indonesia Emerging Project, Centre for International Migration-GIZ and Human Rights Advocate. In BPA programme, some of the lecturers have had experience working as a policy analyst in government bodies, an advocate for Governor and government public relations for national companies. In addition, some lecturers are also entrepreneurs in the field of culinary, medicine, housing and stock exchange. For part-time lecturers, they support practical lecture by giving real-world experience as professionals. Some of the part-time lecturers work as CEO in private companies, top-level officials and managers.

In the **MLaw**, the practical experiences include legal assistance, legal counselling or expert information in the trial process. MLaw lecturers also become consultants in companies, government agencies both at the central and regional levels, expert consultants to public officials in making public policies and regulations, as well as consultants to NGOs that play a role in society. The matters described are the basis for each lecturer in developing competencies between practice and theory. Part-time lecturers are recruited based on the programme cooperation with various professional associations, therefore besides teaching, part-time lecturers are doing their own occupancy in particular legal area such as Lawyer, Judge, Police Officer, Prosecutors and Corporate Executive. Part-time lecturers also have an important role in programme development; these lecturers have an extensive network in the world of practice, so that study programmes can use them in establishing cooperation. The faculty also provides

³⁴ cf. Regulation of the Ministry of Higher Education No.47 of 2009

assistance and training to the community through existing units, for instance Legal Aid Unit and Airlangga Law Centre. Meanwhile, the faculty conducts research and provides seminars to the public through existing research centres, including Centre of Human Rights Law Studies, Centre for Anti-Corruption Studies and Legal Policy, Airlangga Institute for International Law, Centre of Agrarian Law Studies, Centre of Business Law Studies and Centre of Legal Pluralism Studies.

Internal cooperation

The primary obligation of every lecturer in Indonesia is stated in Three Principles of Indonesian Higher Education or the Tri Dharma. The idea behind this obligation is to ensure that lecturers engage in teaching activities, conduct research and do community services. Further, to foster cooperation, all forms of Tri Dharma involve cooperation with another lecturer. For example, Universitas Airlangga has teaching teams for each course that include a senior and a junior lecturer. They also cooperate in formulating the lesson plans and materials. In addition, there is also an exchange of courses between study programmes, as well as collaborating in research project (also in multidisciplinary research) and collaborative community service projects.

To ensure there is no overlapping content in the courses, regular meeting and evaluation are held by the study programmes in which all lecturers are asked to attend. Meetings are conducted monthly while evaluation is conducted annually to each-five-year period.

Furthermore, the lecturers from different study programmes often meet in the same forums or places. UNAIR has co-working spaces, open spaces, coffee shops and online platforms. Sometimes, informal lecture or discussion is held in these places where the participants can be from public. Thus, these infrastructures enhance academic culture in the University.

Student support

Students are supported by their faculty in terms of individual academics, infrastructure and student activities. For the academic side, the lecturers are available for the students both during the lecture and for further consultation at an agreed time during office hour. Also, for thesis consultation student may contact the lecturer through email or other means to make an appointment. For the academic purposes, related to the courses, the student usually can be freely consult with the particular lecturers personally in campus in office hours (07.30- 17.00) or using WhatsApp and E-Mail outside the working hours. Meanwhile the **MLaw** programme, since it is a master programme the working hours is divided into two shifts, that is the morning shift (the same as the normal working hours) and the night shift (18.00 – 21.30). At this case, the availability of lecturers and administration will be depending on the schedule of the study programme.

Every student has a lecturer who acts as an academic advisor. Academic advisor is very important to every student by supervising, guiding and advising the best way of study in every semester and every step of the student's academic journey, from the day students join in the faculty to the final stages of their study. Services performed by academic advisors are supported by UACC, a secure and internal online platform for students. In addition, there is also an academic administration bureau (BAA), which is in charge of assisting student administration, starting from registration, managing the teaching process, registration of graduations and legalisation of student certificate.

Related to publications, there is a student scientific publication media in all study programmes. This journal can be used by all students in each study programme to publish their scientific articles as a requirement for scientific publications.

At study programme level, there is counselling and supervision in academic and non-academic matters to students in need, further, the study programme is also responsible to give students programme orientation, training (also free English courses) and disseminating information related to opportunities (internship, scholarship, student projects and job opportunities).

What is more, the faculties and the University provide a wide variety of support to the students. For example, the faculties allocate a portion of the budget for student activity support every year by covering travel expenses or conference/programme fees for national or international events. They also provide and disseminate information and counselling regarding academic outbound programmes, exchanges and double degree programmes as well as counselling for national competitions.

Currently, UNAIR applies LMS (Universitas Airlangga e-Learning Application) which is a learning management system application that was developed to support learning and teaching activities. The teaching and learning activities are carried out online through the internet and intranet networks in UNAIR. That system provides Chat, Forums, Messaging and online environment study to prepare supporting in distance learning. It commonly applied by UNAIR lecturers recently.

Appraisal:

Even when their teaching assignments in other study programmes, possibly even in other locations, are taken into account, the structure and number of the two faculties correspond to the programme requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and part-time lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

The academic qualification of the faculties corresponds to the requirements and objectives of the study programme. The University verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented. The outstanding academic qualification is underlined by scientific publications.

The pedagogical and didactical qualification of the faculty corresponds to the requirements and objectives of the study programme. The University verifies the qualifications of the faculty members by means of an established procedure. UNAIR ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for the further qualification of the faculty members are implemented. The faculty's outstanding qualification is underlined by excellent evaluation results on account of the quality of teaching. What is more, UNAIR strives to overcome cultural constraints in the feedback process from students to lecturers and encourage students to criticise and therewith improve the programmes and its lecturers.

The practical business experience of the faculty corresponds to the requirement of the programme to integrate theory and practice. In all three study programmes, lecturers have practical experiences as consultants, analysts or legal experts.

The faculty members cooperate with each other for the purpose of tuning the courses towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly. In addition, projects and courses are conducted cooperatively e.g., via team teaching in almost all courses of the programmes (including senior and junior lecturers). What is more, there is internal cooperation in research, publications and community work among the lecturers of the programme.

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully. The faculty members are available for the students outside the specified office hours as well. The panel had the impression that there is a very positive relation between lecturers and students. During the online conference, the students also expressed that they are “fully content” with the support they receive.

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

4.2 Programme management

Based on Government Regulation No. 30 of 2014, Article 58, the programme coordinator manages and organises the programme and reports to the Dean. The coordinator has the task of providing administrative services for study programmes related to the planning, implementation, development and evaluation of lecture activities based on regulations and implementation guidelines as the standard for realising the vision and mission of the programme. The programme coordinator is assisted by a programme secretary and performs various coordinative functions such as:

1. Planning class schedules, practicum and evaluation of learning outcomes
2. Coordinating the implementation of lectures and practicum in the field of study in the programme study environment
3. Coordinating the process of implementing education, research and community service programs in the faculty in related fields of study
4. Coordinating the planning, provision and proposal of the need for lecture facilities and practicum as well as educational infrastructure
5. Monitoring the course of the teaching and learning process in accordance with the curriculum
6. Evaluating the management system of the study programme that has been running
7. Preparing accountability reports for the implementation of duties to the Dean; and carry out other duties from superiors that are relevant to the task of implementing the programme.

In carrying out these duties, the coordinator coordinates with internal and external stakeholders, including academic and non-academic staff, Deans, study programme secretaries, students, alumni and employers. Programme coordinator evaluation is carried out periodically every semester through a series of learning processes and reported as a self-evaluation report, which includes:

- Performance evaluation of the programme coordinator
- Evaluation of the performance of the faculty administration unit
- Evaluation of lecturer's performance in lectures, advisory ship, final project supervision and practicum

Each study programme has administrative staff that assists the coordinator in managing administrative affairs in academic matters. Administrative staff can help provide the data needed by the academic advisors regarding the academic performance of their advisees. At the end of each semester, lecturers and students evaluate the performance of academic staff to identify any room for improvement.

The administrative support are professionals; they work according to their competence. Learning administration assists in scheduling academic activities for one semester, exams every semester, bridging communication between lecturers and students so that learning runs well. Support faculty staff (not only study programmes) such as librarians, secretaries, finance, student affairs, facilities and infrastructure.

The administrative staff have their own career paths. The University usually facilitates training and expertise development for administrative staff for example procurement, enhancing public service, IT courses, language learning and archive management. For example, in the study programme also provides opportunities for their administrative staff to develop their professional skills through various training and workshops. Administrative staff are given training according to their expertise and field by the University. For the **MLaw**, the Faculty of Law provides opportunity for the supporting staff to enhance their skill formally or non-formally. The formal training covers awarding scholarship for the staff to continue their study, while non-formal training can be in the

form of various types of training that can improve their skills and capacity. For instance, in 2017, the Faculty of Law sent one of the supporting staff to attend the ERASMUS+ Programme with Partner Countries for Staff Mobility for Training Programmes at Lucian Blaga Sibiu University, Romania.

For the student support, the main functions of supporting staffs are organising the courses and exam schedule, providing official letter for students either in academic or non-academic purposes, organising the requirements for graduating, handling the integrated IT system for academic purposes, providing information for scholarship, handling the outbound student exchange, handling infrastructure booking service (e.g. lab booking for mootung activity) and the librarian.

On the other hand, for the lecturers' support handling the exam grading system through UACC, official letter for either academic and non-academic purposes, financial supports, supporting in technical matters related to the teaching such as organising and preparing room before class started.

Those all-support system, the teaching application and the application for all lecturers, students and the academics are integrated online in the Cybercampus therefore either student or lecturer are able to request particular support easily, then the particular division can respond and execute the request immediately. The student also can call faculty helpdesk in the working hour to get particular services.

Furthermore, there are several supporting directorates at University level, such as Airlangga Global Engagement, Directorate of Education, Directorate of Student Affairs, Directorate of Human Resources, Directorate of Financial and Directorate of Information Technology to support the programme management.

Appraisal:

The programme director coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly. The duties of the programme coordinator are clearly defined and evaluated on a regular basis.

Faculty members and students are supported by the administration in the organisation of the study programme at study programme, faculty and University level. Sufficient administrative staff is available. Decision-making processes, authority and responsibilities are clearly defined. Teachers and students are included in the decision-making processes where their areas of work are involved.

The opportunities of electronic service-support are used and supplement personal one-to-one counselling. UNAIR offers the administrative staff opportunities for continuous professional development. The administrative staff acts as a service provider for students and faculty.

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

4.3 Cooperation and partnerships

Cooperation with Higher Education Institutions and Other Academic Institutions or Networks

In the context of cooperation, under Rector Decree Number 39 of 2017, stipulating that faculties can conduct cooperation with other parties with the approval of the Rector. It will be carried by Airlangga Global Engagement (AGE) which is a supporting element of UNAIR that assists the Chancellor in optimising cooperation and international affairs at UNAIR. At faculty level, the task to foster cooperation is carried under Vice Dean III, assisted with the Faculty Ambassador. All the cooperation manifested in Memory of Agreement (MoA) between UNAIR or the faculty and other institution. Through the cooperation with other universities, students having the opportunity to enhance their knowledge and achieves more skills needed by conducting student exchange programmes. In terms of the benefit for the student, the cooperation could also result in the form of the opportunity in obtaining the scholarship and having the broader chance to continue their further education abroad. From the cooperation, institutions gain some benefits that can be used to improve the education management and infrastructure to support the education programme.

Cooperation and partnerships within all three programmes can be divided into three main categories:

1. Outbound. The faculty has collaborated with several institutions to conduct outbound programmes where students and academic staff have opportunities to participate in seminars and conferences, workshops, short-course and activities related to other capacity building.
2. Inbound. As a part of the international partnership, the study programmes conduct inbound programmes where students and academic staff from other institution visit the programmes to deliver lectures in classes, participate in Indonesian language classes, seminar, be consultant for lecturers to publish their articles and other activities.
3. Combination. In this case, partnership between the study programmes and other institutions can take form of collaborative work which among others focuses on the output of publishing articles in periodicals and international conference.

All cooperation is in direct alignment with the programme's objectives, especially in terms of linking the academic and professional and gaining feedbacks on student's competencies, skills and performances.

Table 9: Partner universities of Airlangga University

	Partner universities
BIR	National Chengchi University (Taiwan), Barcelona University (Spain), National University of Singapore (Singapore), Universiti Sultan Zainal Abidin (Malaysia), University of Tatung (Taiwan), Johan Skytte Institute of Political Studies at the University of Tartu (Estonia)
BPA	Universitas Indonesia (Indonesia), Universitas Gadjah Mada (Indonesia), Universiti Teknologi MARA (Malaysia), The University of Melbourne (Australia), Hong Kong University of Science and Technology (China), National University of Singapore (Singapore), Chulalongkorn University (Thailand), University of Barcelona (Spain)
MLaw	Nyenrode University (Netherlands), Cebu University (Philippines), Gdansk University (Poland), Maastricht University (Netherlands), University Technology Mara (Malaysia), Leiden University (Netherlands), Gakhusuin University (Japan)

The **BIR** constantly engages in outbound activities by sending students and lecturers to their partner universities. Moreover, the programme also invites and collaborates with experts from various universities and conduct joint research projects to increase the writing skills of the lecturers through guidance from other experts in the fields. For example, BIR currently engages in a joint research programme with Johan Skytte Institute of Political Studies at the University of Tartu.

The **BPA** programme regularly conducts outbound programmes with their partner universities. BPA lecturers are giving lecturers at other universities, the students participate in exchange programmes. What is more, the programme invites guest lecturers from their partner universities and other institutions, these are researchers, foreign academics, policymakers, public manager or non-profit consultants. Some notable academics were offered a one-year contract to be an adjunct professor. As an adjunct professor, the appointed academic has a number of activities including seminar, workshop, thesis examination and collaborative research.

The **MLaw** also cooperates with its partner universities in terms of student and staff exchanges, as well as joint research and educational and conference collaborations. These include Gdansk University (Poland) and Leiden University (Netherlands), as well as the University Technology Mara (Malaysia). With Maastricht University (Netherlands), UNAIR collaborates for joint research and for the Orange Knowledge Programme that provides training and education scholarships through fellowships for professionals.

Cooperation with business enterprises and other organisations

There is a variety of collaboration between the three study programmes and business enterprises and other organisations, namely in the teaching process, community services and during internship and career recruitment.

Table 10: Partner institutions of Airlangga University

	Partner institution
BIR	Centre for Strategic and International Studies, Ministry of Foreign Affairs Republic of Indonesia, Indonesian Port Corporation (Pelindo), Ministry of Finance, Ministry of Trade, Ministry of Law and Human Rights, United Nations of High Commission for Refugees, International Organisation for Migration
BPA	National Development Planning Agency, SMERU Institute (Indonesia), Pelindo (Indonesia) and the GIZ (Deutsche Gesellschaft für Internationale Zusammenarbeit in Germany)
MLaw	Special Task Force for Upstream Oil and Gas, The Constitutional Court, The Supreme Court, The Financial Services Authority (OJK), Indonesia's Business Competition Supervisory Commission, bar association (PERADI, AKPI)

In the **BIR** programme, experts and practitioners from various businesses and organisations are part of the learning method. Experts share their first-hand experiences to complement the theory and textbook knowledge in class. As it is one of BIR programme obligations to provide service to the community, it also invites various businesses and organisations in the process. Finally, the programme also manages various internship and job opportunities provided by business enterprises or organisations for the students.

The **BPA** programme has collaborated with other academics and professionals in delivering the courses, conducting collaborative research and organising internship. BPA Programme's partner institutions vary from other universities, research institutions, government bodies, state-owned enterprises, international organisations and international development institutions. The guest lecturers are chosen by the study programme depending on their expertise and experience. For example, the guest lecturers from National Development Planning Agency are involved in Development Planning course.

The **MLaw** also has conducted guest lectures, workshops and writing clinics in collaboration with various universities to bring the real world inside the classrooms, so students' qualifications, skills and competencies of English needed either as communicators, analysts, researchers or innovators can be developed. There is cooperation with third parties both state organs of professional associations and also banking institutions. This cooperation can be beneficial for students in conducting internships, inviting seminar speakers and other activities.

Appraisal:

The scope and nature of cooperation with HEI, other academic institutions and networks, as well as business enterprises and other institutions relevant for the programme are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is aligned with the strategy of the study programmes and actively promoted (for example, by means of regular joint conferences/meetings of those who are involved in the study programme in responsible positions, to discuss the further development of the programme). Such cooperation has a formative impact on the curricular contents, the conception and implementation of the study programme and on the profile of the graduates. By means of specific measures, they

significantly contribute to the development of qualifications and skills and to the quality of the final theses. This includes student and staff exchange, mutual sharing of course materials and the joint offer of additional electives, as well as cooperation in projects, provision of traineeships, appointment of professionals in teaching.

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

4.4 Facilities and equipment

UNAIR basically shares the resources for the use of facilities.

These include:

1. Common lecturing building that used for the first-year students.
2. Parking lots all around UNAIR
3. Religion praying facilities
4. Student centre
5. UNAIR Bus
6. Dormitories for the students
7. Health centre facilities
8. Canteen and the sharing common working space
9. Library.

Those facilities also include equipment and infrastructures which support teaching and researching, whereas the latter facilities are used to train and develop students' talents and interests through extracurricular activities. Lecturers, students and support staff make the most of the facilities for their activities. The advancement of technology and multimedia are mandatory to sustain a good practice of lectures. Most classrooms are connected to an N-computing system, internet access (Wi-Fi access), LCD projectors, sound systems and amplifiers. These enhance the experience and effectiveness in course delivery as well as provide opportunities to practice various learning and teaching methods.

Common rooms are provided for students and used for academic and non-academic discussions. In addition, there are five open gazebos around the main building with the size of two x two meters along with a Wi-Fi connection and electrical outlets. Like other study programmes in UNAIR, all study programmes use Universitas Airlangga Cybercampus (UACC)—the University's one-stop academic service platform—for students' admission and registration every semester. The

system is centralised in UNAIR Directorate of Information System (DSI). Any technical issue in the system is first locally troubleshooted by the faculty's Unit of Information System (USI). Should a problem persist or be unsolved, it will be handled by DSI.

Along with UACC, some helpful websites accessible to the students, lecturers, and the support staff are:

1. **UNAIR Website:** the University's official website providing information about the University, its faculties and study programmes.
2. **UNAIR e-learning platform:** the University's official learning management system (LMS). It is partly integrated with UACC. Lecturers and students currently rely more intensively on this LMS and are more accustomed to it. This inevitably improves the lecturers' literacy of internet-based technology.
3. **Library website:** the University library's official website storing a collection of academic and scientific articles accessible as reference sources for research and education.

Some of the facilities are not only open for students and lecturers, but also for public. For example, public can register to sign up for library member and access for literatures and seminars.

However, there are some special facilities which only exist in some faculty. As parts of the Faculty of Political and Social Sciences (FISIP), the **BIR** and **BPA** programmes provide students with a conducive learning experience, the faculty provides classrooms and other supporting facilities. FISIP has classrooms with various specifications, between 40 seats to 100 seats each. These classrooms are equipped with computers, a projector, whiteboard, and speaker systems to support learning and teaching activities. Further, FISIP also has other rooms that support student activities, such as two main auditoriums.

For the **MLaw**, the Faculty of Law occupies a building with an area of 10,798 m², which consists of three buildings (A, B and C) where each room is equipped with air conditioning (AC), so it is very comfortable to support the learning process. There is also a computer-equipped clinical law laboratory; a video conference room; a lecturer room area of 1,276 m²; a library room (special collection) covering an area of 636 m² which is equipped with the latest reading materials and technological facilities in the form of photocopying, computers and microfiche.

The ratio of space used for administrative purposes and academic activities is 1:14. Classrooms are generally designed for 40-60 students with one large lecture hall with a capacity of 200 students. The Faculty of Law has a video conference facility as a result of collaboration with the Constitutional Court which is located on the first floor of the A building. Internet devices have been owned by the Faculty of Law since 1998, and currently cable-based internet networks exist in every department and study programme and there is a special room containing 140 computers that can be used by students. The MLaw programme also has a wireless internet network of seven access points in the three Law Faculty buildings that have been utilised by lecturers and students. The faculty also provides additional facilities that can be used by all students and lecturers to support their activities, including podcast rooms and facilities, rooms for problem-based

learning-based teaching and learning activities, as well as the addition of video conferencing system devices to support e-learning platform.

At UNAIR, there are two kinds of libraries. There is the central library managed by the University and another library managed by the faculty. To maximise the process and flexibility of learning, the main libraries opening hour has been adjusted as follows: Monday – Friday: 07.30 – 22.00 WIB, and Saturday: 08.00 – 16.00 WIB. The librarians are also ready to advise students both during working hours and off hours via emails, WhatsApp, and the library’s Instagram and Facebook. In addition to this service, the Reading Room in the faculty and the Main Library of the University also provides opportunities for students to reserve books they need. The books then will be delivered by the librarians to their homes.

The collections of the central library amount up to 145,655 titles meanwhile the faculty library manage 9,017 titles. Apart from the libraries, the University also subscribes online journals from various sources which aims to give student a broader source of literature. These online sources can be accessed from students’ gadgets by using an online proxy system provided by the library called Remotexs³⁵. During the pandemic, access to e-journals and e-books is unlimited by using the Remotexs platform, books from the central library collection can be accessed through the Airlangga Integrated Library³⁶.

Students also have access to e-books made available by the National Library or the Directorate General of Higher Education. All these facilities and supports are informed to freshmen during new-student orientation in which students received information on how to access the library online and offline. UNAIR has also recently initiated academic workshops on how students manage their references for paper or thesis draft and on other topics.

Currently, UNAIR and the Faculty of Political and Social Sciences, as well as the Faculty of Law have the following subscriptions, databases and archives. ³⁷

1. Sources provided by Universitas Airlangga:

Link to access: <https://www.lib.unair.ac.id/eResources/>

- a. E-journals and E-books
 - i. JSTOR
 - ii. EBSCO
 - iii. ScienceDirect
 - iv. SpringerLink
 - v. ProQuest
 - vi. SageJournals
 - vii. Oxford Academic
 - viii. SCOPUS

³⁵ see: <https://unair.remotexs.co>

³⁶ see: <http://ailis.lib.unair.ac.id/>

³⁷ see: https://www.lib.unair.ac.id/index.php?option=com_content&view=article&id=1274&Itemid=800&lang=en

- ix. Web of Science
 - x. Emerald
 - xi. Cengage
2. Universitas Airlangga (Students theses, research reports, professor's speech): Link to access: <https://repository.unair.ac.id/>
 3. Other relevant institutions repository
 - a. UGM: <https://repository.ugm.ac.id/>
 - b. UI: <http://repository.ui.ac.id/>
 - c. QUT: <https://eprints.qut.edu.au/>
 4. eResources Perpustakaan Nasional Republik Indonesia (National Library of Indonesia), Link to access: <https://e-resources.perpusnas.go.id/>
 - i. Wiley Online Library
 - ii. Taylor & Francis
 - iii. Sage Books
 - iv. Balai Pustaka
 - v. Cambridge University Press
 - vi. Britannica Library
 - vii. IGI Global

The **BIR** programme also has its dedicated reading collection in a room called Cakra. The collections kept in Cakra currently amounts to approximately 2,000 titles. This number does not include various online and digital materials available in the Cakra Room server, such as the literature that the University has been subscribed from publisher platform, including Oxford University, Cambridge University and Elsevier. Hence, a total collection available for students of International Relations, along with those in Campus B library, reaches more than 155,000 book titles.

The **BPA** programme has a dedicated library with reading collection especially for public administration and policy studies. This public administration library has approximately 500 physical titles both in Indonesian and English. At faculty level, there is also dedicated FISIP library with co-working spaces that can be used for any academic activities. At University level, there is a central library that provides physical and digital collection. Thus, the sum total of physical and digital literature reaches more than 150,000 titles.

The **MLaw** has a Law library with a special collection of law references. By system it is part of University library even though Faculty and study programme are given discretion to enhance policy and management of this special collection. Law library manages 21,551 collections including 8,710 books with 11,532 copies, also 10,019 copies of students' thesis or dissertation. To ensure accessibility, law library operates with OPAC as search engine. The search engine covers all collection in the law library and is integrated with UNAIR main library. Currently, the law library upgrades the system with new features to support students' in thesis writing; for instance, integration with plagiarism checker (turnitin), book reservation, training reservation and transaction notification via telegram bots.

Appraisal:

Due to the Covid-19 pandemic, the panel was not able to visit Airlangga University on-site. Therefore, the panel was provided with videos showing the facilities as well as interviews with Airlangga University students. According to the panel, the quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programme, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. The teaching rooms and labs are equipped with state-of-the-art technology. Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms are available. What is more, UNAIR works with a digital Learning Management System for over 20 years that enables students to access information and documents from campus and from home. However, during the next re-accreditation process a special focus should be made on the facilities on-site. The panel welcomes that the students were all satisfied with the facilities provided.

The library is accessible during most of the day and takes students' needs into account (Monday – Friday: 7.30 am – 10 pm and Saturday: 8 am – 4 pm). There is a main library at University level and a separate library for each faculty. These libraries provide access to a wide range of physical literature and journals as well as to digital media (e.g. electronic media, databases, e-journals, e-books, and archives). These literatures are also available from the students' home or anywhere at campus via a remote access. Moreover, there is qualified library staff to advise students in their literature research. The panel has the impression that there is excellent support for students by the staff and by the faculties. They offer a lot of support in supervising the students, e.g., by offering seminars on how to conduct research in the library. Furthermore, there is literature expressly required for each of the study programmes that is available in the library and also kept up to date.

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

4.5 Additional services

Career counselling and placement services are offered centrally at University level and organised by the Directorate of Career Advancement, Entrepreneurship Incubation and Alumni Services (DPKKA). DPKKA offers the following services for students and graduates:

- Job openings information: information on various job and internship openings are published on the DPKKA's webpage and social media.

- Online job application: students and graduates can submit online application for job openings listed on DPKKA webpage.
- Career Counselling (CC): This programme is conducted through online and offline methods. The online methods can be accessed on the website³⁸, while the offline method is carried out once a month.
- Graduates preparation: it is a part of graduation process underwent by all students to prepare them for the job market and life beyond campus including how to make curriculum vitae and cover letter correctly, and also how to prepare for assessment tests and interview.
- Campus hiring: DPKKA connects companies and job seekers through in-campus recruitment and testing. Campus recruitment is usually conducted at least once a month.
- Career buddy: DPKKA connects alumni working as professionals and students/graduates in form of mentoring programmes.
- Airlangga Career Fair (ACF): A job-fair event held twice a year to facilitate companies looking for potential candidates and graduates seeking for jobs.
- Entrepreneurship Workshop: DPKKA holds regular workshops to improve students'/graduates' entrepreneurial skills.
- Student entrepreneurship competition: An annual entrepreneurship competition for students of Universitas Airlangga, providing not just money prizes, but also mentoring programs for the winners.
- Airlangga Career Club (ACC): The aim of ACC is to introduce students to any career fields. This programme is participated by all UNAIR's students and conducted four times a month.

UNAIR has an alumni association called IKA UNAIR (*Ikatan Alumni Universitas Airlangga*) while at the faculty level there is IKA FISIP and IKA FH. The members of the organisation committee are elected every five years and responsible for conducting regular programmes including annual alumni gatherings, committee meetings, community services and seminars for active students. Notable alumni are invited to give motivation to new students and to provide career insights for graduate candidates.

At the moment, the chairperson of IKA UNAIR is also currently serving as the Governor of East Java Province as well as one of the leaders of *Nahdlatul Ulama*, the largest Indonesian Islamic society. UNAIR believes that the partnership can be expanded in terms of fundraising activities, networking purposes or as the future employers for the students. The profile of FISIP's alumni can be found on the website's alumni page. The University is committed to maintain relationships with alumni through regular activities. Some activities that are periodically organised are talks,

³⁸ see: <https://dpkka.unair.ac.id/>

workshops, seminars, guest lecturers and infrastructure development. For example, prominent alumni are invited to share their experience to the fresh graduates in graduation ceremony. The former Governor of East Java who is also Faculty of Law’s alumni is a regular guest lecturer at the Faculty of Law. At FISIP, the faculty regularly organises alumni gatherings which invite well-known national public figures such as the Indonesian Ambassador in the UK and Republic of Ireland, the current Assistant of the Ministry of Finance of Republic of Indonesia and members of the former Indonesian General Election Commission. With strong partnership with the local government, there has been infrastructure development, such as academic building for lectures, which is funded by the East Java Government.

Appraisal:

Career counselling and placement services are offered by the DPKKA to the students and graduates to promote their employability. These services include, among other, a career fair, workshops and career trainings, as well as a career club. UNAIR provides sufficient resources to be able to offer these activities on a regular basis. Moreover, students have access to the University-wide corporate network. UNAIR brings its graduates in contact with representatives from business enterprises at regular events.

At University and faculty level, an alumni organisation has been set up with the aim of developing an alumni network. Alumni are integrated into the revision of curricula and share their experiences from a professional view. The alumni activities are planned on a long-term basis, performed regularly and are actively used for assessing and evolving the programme. Sufficient (staff) resources are available for this purpose. What is more, the alumni network facilitates the development of infrastructure.

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

4.6 Financing of the study programme (Asterisk Criterion)

UNAIR has financial sources that are appropriate with its legal standing. It means that all financial matters at UNAIR are regulated based on Government Regulation No. 26 of 2015 concerning Financing Mechanisms for State Owned University at national level.

Nowadays, UNAIR has three sources of income:

- a) Revenue from state budget. It represents revenue from the state budget for payroll of civil servants, civil servants’ meal allowance, professional allowance lecturers, professors and

allowances for honorary professors, grants, subsidy, facility procurement and collaborations/partnership funds such as research and community services funds. This revenue usually contributes 35 % to the total income earned by UNAIR.

- b) Revenue from Public Fund. It is revenue earned in exchange for goods or services rendered to the community including student tuition fee and grants from public or private institutions. Revenue from public funds further specified per type of service obtained by the University. This revenue usually contributes 40 % to the total income earned by UNAIR.
- c) Revenue of Services and Business. It is revenue earned by UNAIR from work contracts, for providing services with certain institutions or community and commercial activities. This revenue usually contributes 25 % to the total income of UNAIR. UNAIR has several revenue centres that annually provide considerable income such as UNAIR hospital, subsidiary companies and public service centres.

All the funds and the expenditures are disclosed in the University's financial statement that is available for the public and is audited by independent auditors. In 2020, UNAIR financial statements show that it received more than 1.8 trillion rupiah (around 106 million euros) revenues. This figure is 30 % higher than UNAIR earned in 2019.

The budgeting policy used by UNAIR gives each study programme fund to run its operation based on programme's tuition contribution, size of faculty members and staff and strategic factors determined by the University executives. To date, all study programmes are well financed. There are no study programmes closed due to financial difficulties. Nevertheless, UNAIR has an emergency policy in case it should close a study programme due to inability to fulfil the national requirement. In case that a study programme is discontinued, the remaining students will be treated as follows:

1. Transfer to other universities with the same study programme without reducing credit transfer;
2. Offering them to be re-registered in other study programmes with similar discipline. For example, students from International Relations and Public Administration may be transferred to Politics study programme.

The same applies to the lecturers of the programme. UNAIR would also offer them to be re-registered in other study programmes with similar discipline. The alumni of study programmes will be treated as to maintaining the academic or post-graduation services to be handled by University or other authoritative institutions. For example, if the alumni need to legalise particular documents, there will be a body handling this matter.

Appraisal:

UNAIR is a state-owned University and is therefore largely financed by the state. Moreover, the University receives income from student tuition fees and from other services and businesses. **All**

three study programmes are funded for the entire accreditation period so that students will definitely be able to complete their studies (through respective agreements, if necessary, at another University).

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

5. Quality assurance and documentation

Based on the Law of the Republic of Indonesia³⁹ the higher education Quality Assurance System consists of 1) internal quality assurance system developed by universities and 2) external quality assurance system which is conducted through accreditation. For internal quality assurance system, Universitas Airlangga developed a Quality Assurance Information System Management (SIM QA).

SIM QA is needed by Universitas Airlangga to assure its sustainability as a quality institution. In Universitas Airlangga, the quality assurance system is led by the Quality Assurance Board (QAB) at University level. QAB coordinates with the Quality Assurance Unit at faculty level (*Satuan Penjaminan Mutu/SPM*) and study programme level (*Gugus Penjaminan Mutu/GPM*) (hereinafter referred collectively as QAU – quality assurance unit). The implementation of quality management system is a strategic decision of Universitas Airlangga which is intended to:

1. Assure the educational processes and outcomes consistently meet the requirements and comply with laws and regulations both in terms of quality and in professional matters.
2. Increase stakeholders' satisfaction through implementation of effective quality management system, including continuous improvement in all processes.
3. Ensure consistency of the research process and community services to achieve the vision and mission that have been set.

By using SIM QA, QAB and QAU conduct regular quality control in all units and at all levels in Universitas Airlangga. The quality control activities include:

1. Annual quality control
 - a. Study programmes complete self-evaluation online report with supervision from QAU. This report adopts national accreditation board assessment items. The findings in the report will be analysed and followed up by the faculty board for further development.
 - b. QAB forms audit committee to perform desk review on the self-evaluation report submitted by study programmes.
 - c. Audit committee conducts audit on the self-evaluation report of study programmes to assess the compliance of study programmes with quality standard.
2. Semi-annual quality control

³⁹ Law No.12/2012 (Article 53)

- a. Students, lecturers, and staffs fill-out online questionnaires to assess the quality of curriculum, academic activities and academic services. The results are available online and accessible for QAU to be discussed with study programmes.⁴⁰
- b. Directorate of Career Development, Business Incubation, Entrepreneurship and Alumni Affairs conducts tracer study of alumni and users to assess the output of education process and satisfaction of users to University graduates.

In addition to scheduled monitoring activities, study programme and faculty may conduct voluntary monitoring activities to meet their quality control needs.

The external quality assurance is conducted by institutions outside Universitas Airlangga through accreditation. According to the Law of the Republic of Indonesia⁴¹, every higher education institution must be accredited at least by National Accreditation Board for Higher Education (BAN-PT). This national standard of education is intended to encourage educational institutions to improve their performance in providing quality education services. Moreover, the objective of this standard is to support transparency and accountability in the implementation of the national education system. Once the institution has been accredited, the accreditation has to be renewed every five years. UNAIR is accredited by National Accreditation Board (BAN-PT) and independent certification boards, such as the Indonesian Accreditation Agency for Higher Education in Health (IAAHEH).

In addition to national accreditation, UNAIR encourages faculties to accredit their study programmes by international bodies. This international accreditation target has been set as a key performance indicator in the strategic performance management system (SPMS).

Evaluation by students

Students are obliged to complete an evaluation form in the cyber campus system (UACC)⁴². The assessment aspects of this evaluation are including the punctuality, the teaching method, the interaction between lecturer and students and the objectivity of learning assessment. There are two processes of evaluation:

1. Structured evaluation: This is divided into three categories: (1) first-year evaluation, (2) class evaluation and (3) graduation evaluation. These evaluations are available online. First-year evaluation is done by first-year students. The objective of this evaluation is to assess whether their prior expectations are met during their first-year experience. Class evaluation is conducted at the end of every semester to gather data on how students perceive the quality of each class, including course content, class delivery, lecturers' performance and scoring transparency. The results of this class evaluation are described as quantitative score (from 1 to 4) and qualitative comments and available for the lecturer responsible for each respective class. In addition, the students are also required to

⁴⁰ cf: requirement in Quality Guideline (Pedoman Mutu/PM) of Universitas Airlangga chapter 9.0. and Guideline Procedure (PP-UNAIR-MSM-05, PP-UNAIR-MSM-06, PP-UNAIR-MSM-07)

⁴¹ Law No.12/2012 (Article 55)

⁴² see: <https://cybercampus.unair.ac.id/> (last accessed May 16, 2022)

evaluate University services including supporting academic staff, physical and digital infrastructures and other facilities.

Graduation evaluation is provided by graduates once they have joined the graduation ceremony. The purpose of this evaluation is to assess the management and organisation of graduation processes. Results of all these evaluations are accessible for QAU. These bodies use this data to evaluate how education processes are done and experienced by students.

2. Unstructured evaluation: This is the non-scheduled evaluation conducted by the study programme, faculty or University. The unstructured evaluation is conducted to meet special needs and/or regular voluntary monitoring. For instance, in 2021, QAB conducted an evaluation on online learning during the pandemic to assess whether study programmes delivered online academic activities properly.

Regarding the evaluation results that have been prepared by GPM, then these programmes make improvements based on the framework for improving academic quality by paying attention to four main aspects, namely Plan, Do, Check and Act. This is intended so that in the implementation of the quality assurance system there is an increased and continuous workflow following a cycle called the quality assurance cycle. The plan cycle begins with the preparation of an annual activity plan and budget work plan that refers to the strategic plan and annual operational plan.

The GPM reviews the results of these evaluations and makes a recommendation to the programme's coordinator. In course evaluation, for example, the GPM of every programme makes a list of lecturers who get a score less than 3 (scale 1-4). The study programme will take measures to improve the said lecturer's performance. Such measures may include, but are not limited to, assigning the said lecturer to enrol in a pedagogic workshop, assigning the lecturer to other classes, limiting the number of classes taught by the said lecturer and suspending teaching activity of the said lecturers. Measures taken are documented in the programme's minutes. If the evaluation results are related to problems at faculty level, GPM will report to SPM, which will discuss with the faculty leaders (Dean and Deputy Deans) to decide necessary actions. Results and measures taken are informed to students in the student-lecturer annual meeting co-organised by each programme and the student association, as well as via the faculty website.

Evaluation by faculty

Faculty members are also obliged to fill in evaluation questionnaires provided online in SIM QA. The members of the faculty are asked to evaluate the performance of their direct supervisor, the faculty leaders and the overall service of the faculty. There are seven indicators in measuring the leaders (Dean and vice Deans) of the faculty including the vision and strategies, the lecturing process, the research, the society service, the transformational leadership, the efficient management and the interpersonal skill. All evaluation results are recorded and could be traced back and also downloaded from the SIM QA system.

Additionally, the institution also held several regular and incidental meetings which involve lecturers to respond to several circumstances. The evaluation process will be supervised by QAU.

Faculty members will be informed of the results through a regular meeting mechanism or the document can be accessed individually.

External evaluation by alumni, employers and third parties

External stakeholders are also a vital part during the process of curriculum design including the formulation of the objectives and the learning outcomes. Feedback, evaluation, and suggestion by alumni and employers may be delivered using several means. This includes direct communication in which alumni and employers are invited to come to the faculty. These events include annual events or Focus Group Discussions. Furthermore, external stakeholders are invited to fill out the e-questionnaires for a tracer study which is designed to gain the response from alumni and employers. This evaluation process is online and conducted semi-annually by UNAIR. Several aspects are highlighted such as grace period of graduates, the first salary, services of the faculty, effectiveness of teaching methods and applicability of the curriculum.

Programme documentation

Based on its Quality Guidelines, UNAIR has the policy to guarantee that all policy, implementation and evaluations are documented transparently, meaning that those documents should be updated regularly and maintain their relevance. Besides, UNAIR ensures the accessibility as well as security of the information. All quality manuals, procedural manuals, work instructions and other related documents are accessible through various platforms:

- a. For general public audiences, information related to the study programmes are available on the website for BIR programme⁴³, for BPA programme⁴⁴ and for MLaw programme⁴⁵. Information about UNAIR in general is available on the website of the University.⁴⁶ Those websites comprise information about general admission process, academic manual, faculty staff, updates on student activity and other academic related information.
- b. For internal audiences, information is provided through Universitas Airlangga Cyber Campus. This website serves as a platform for both students and lecturers. For students, this website provides information and access to their academic progress (students' data, their semester plan and other academic related data). For lecturers this website provides them with features such as academic supervisor, academic evaluation, study plan and Airlangga Integrated Management System (AIMS).
- c. Other very specific data could be accessed through E-learning.⁴⁷ This website is managed by PIPS, it served as platform for e-learning (online lecture, online assignment and other online learning activities).

Activities during the academic year are conveyed through both the programme websites and social media (Instagram and Twitter). On the websites, there are various information, such as study programme activities, curricula and other academic related information, as well as student affairs and research activities. For a quick and fast information dissemination, the study programmes' social media is providing students with up-to-date information about the on-going opportunities (event, scholarship, exchange programmes). Besides the teaching and learning

⁴³ http://hi.fisip.unair.ac.id/id_ID/

⁴⁴ <http://an.fisip.unair.ac.id>

⁴⁵ <https://mih.fh.unair.ac.id>

⁴⁶ <https://unair.ac.id>

⁴⁷ <http://LMS.unair.ac.id> , <https://genap2020.elearning.unair.ac.id> and <http://hebat.elearning.ac.id>

process, information of the activities on these programmes is delivered by various activities such as: 1) community services; 2) seminar/webinar 3) public lecture. Submission of the information of the programme could be gained in many areas, notably through those activities (community services, seminar/webinar and public lecturer), the lecturer and students participate and contribute on the development of knowledge in the form of short lectures, training, seminars and workshop, as well as introducing the institution of the programme. Based on the feedback received from the activities, it indicates that the community benefit from that, because the activities materials submitted has indeed been adjusted with the latest issues.

Appraisal:

During the online conference, the panel got insights into the quality assurance and development processes for the BIR, BPA, MLaw that have been set up. Evaluations of the study courses, the lecturers and the University in general are carried out on a regular basis, which systematically and continuously monitor and develop the quality of the programme with respect to its contents, processes and outcomes. Responsibilities are clearly defined. Additionally, graduates and representatives from the professional side are included in the process since they also give feedback on the study programme. Success rate and graduate employment are taken into account. All four study programmes have the national “A” accreditation that also includes the quality management system.

However, there is no student survey at the course level in any of the three programmes, which includes a question regarding the workload. A question whether the actual workload of the whole course corresponds with, is lower or higher than the estimated workload (including teaching time, self-study time and examination) is missing.

Therefore, the panel recommends the following **condition** for all three programmes:

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

However, evaluation by the students, quality control by the faculty and external evaluation is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process. Regarding the external evaluation, the panel believes that there is perhaps already too much influence and feedback from external stakeholders and that the University needs to retain sovereignty over the curriculum.

The study programme’s content, curriculum and examination scheme is described in detail. This documentation is constantly updated and easily accessible for interested parties both in print and in digital form, which ensures a high level of transparency. The documents are available on the website as well as in the Cypercampus system of UNAIR. Respective materials are distributed on campus.

Moreover, Universitas Airlangga regularly publishes current news and information – both quantitative and qualitative – about the study programme. These are distributed via the website of UNAIR and several social media accounts including Facebook, Instagram and Twitter. Press relations and network communication are actively maintained. In its annual report the HEI presents a summary of the activities of the academic year.

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

Quality profile

HEI: Universitas Airlangga

Bachelor / Master programme: Bachelor of International Relations (BIR), Bachelor of Public Administration (BPA), Master of Law (MLaw)

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

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1.7*	Examination and final thesis (Asterisk Criterion)			BIR, BPA, MLaw		
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			BIR, BPA, MLaw		
3.2.2*	Study and exam regulations (Asterisk Criterion)				BIR, BPA, MLaw	
3.2.3*	Feasibility of study workload (Asterisk Criterion)			BIR, BPA, MLaw		
3.2.4	Equality of opportunity			BIR, BPA, MLaw		
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			BIR, BPA, MLaw		
3.3.2*	Course materials (Asterisk Criterion)			BIR, BPA, MLaw		
3.3.3	Guest lecturers			BIR, BPA, MLaw		
3.3.4	Lecturing tutors			BIR, MLaw		BPA
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			BIR, BPA, MLaw		
3.4.2	Internationality of the student body			BIR, BPA, MLaw		
3.4.3	Internationality of faculty			BIR, BPA, MLaw		
3.4.4	Foreign language contents			BIR, BPA, MLaw		
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			BIR, BPA, MLaw		
3.6*	Skills for employment / Employability (Asterisk Criterion)			BIR, BPA, MLaw		
4.	Academic environment and framework conditions					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			BIR, BPA, MLaw		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			BIR, BPA, MLaw		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			BIR, BPA, MLaw		
4.1.4	Practical business experience of faculty			BIR, BPA, MLaw		
4.1.5*	Internal cooperation (Asterisk Criterion)			BIR, BPA, MLaw		
4.1.6*	Student support by the faculty (Asterisk Criterion)			BIR, BPA, MLaw		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					BIR, BPA, MLaw
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			BIR, BPA, MLaw		
4.2.2	Process organisation and administrative support for students and faculty		BIR, BPA, MLaw			
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)		BIR, BPA, MLaw			
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)		BIR, BPA, MLaw			
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)		BIR, BPA, MLaw			
4.4.2*	Access to literature (Asterisk Criterion)	BIR, BPA, MLaw				
4.5	Additional services					
4.5.1	Career counselling and placement service		BIR, BPA, MLaw			
4.5.2	Alumni Activities		BIR, BPA, MLaw			
4.6*	Financing of the study programme (Asterisk Criterion)			BIR, BPA, MLaw		
5	Quality assurance and documentation					
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)				BIR, BPA, MLaw	
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			BIR, BPA, MLaw		
5.2.2	Evaluation by faculty			BIR, BPA, MLaw		
5.2.3	External evaluation by alumni, employers and third parties			BIR, BPA, MLaw		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)		BIR, BPA, MLaw			
5.3.2	Information on activities during the academic year		BIR, BPA, MLaw			

