

Decision of the FIBAA Accreditation and Certification Committee



7th Meeting on September 28, 2022

PROGRAMME ACCREDITATION

Project Number:	21/083
Higher Education Institution:	Universitas Airlangga (UNAIR)
Location:	Surabaya, Indonesia
Study Programme:	Bachelor of Communications (Bachelor of Communications / Sarjana Ilmu Komunikasi / S.I.Kom)
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 programme is accredited with one condition.

Period of Accreditation: September 28, 2022 to September 27, 2027

Condition:

The University

- a) integrates the eight MBKM elements as options into the curriculum;
- b) defines in the study regulations the requirements of the MBKM elements and the conditions for the award of credits.

Proof of meeting this condition is to be supplied by June 27, 2023.

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

The FIBAA Quality Seal is awarded.



**FOUNDATION FOR INTERNATIONAL
BUSINESS ADMINISTRATION ACCREDITATION**

FIBAA – BERLINER FREIHEIT 20-24 – D-53111 BONN

Assessment Report

Higher Education Institution:

Universitas Airlangga (UNAIR), Indonesia

Bachelor programme:

Bachelor of Communications

Qualification awarded on completion:

Bachelor of Communications / Sarjana Ilmu Komunikasi
/ S.I.Kom

General information on the study programme

Brief description of the study programme:

The full-time study programme Bachelor of Communications has a regular duration of four years (eight semesters). It consists of 35 compulsory courses and additional elective courses. Graduates of the BoC can work in various media and communication companies, government institutions, and as entrepreneurs. Among them, more than 56 % work as news editors and journalists, event organizers, governmental officials or entrepreneurs. Also, graduates find occupations as film director, advertising creative director, media purchasing director, broadcast programme director, news editor, news reporter, news photographer, cameraman, or as newspaper or magazine graphic designer.

Type of study programme:

Bachelor programme

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

4 years, 144 sks credits / 230 ECTS credits

Mode of study:

full-time

Didactic approach:

study programme with obligatory class attendance

Double/Joint Degree programme:

no

Enrolment capacity:

125 per year

Programme cycle starts in:

August

Initial start of the programme:

1988

Type of accreditation:

initial accreditation

Procedure

A contract for the initial accreditation of the Bachelor of Communications (Bachelor of Communication) was made between FIBAA and Universitas Airlangga June 22, 2021. On November 17, 2021, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel¹. The HEI has agreed with the chosen experts. The panel consisted of:

Prof. Dr. André Haller

FH Kufstein Tirol – University of Applied Sciences, Austria
Professor for Marketing and Communication Management, Digital Marketing

Stefanie Jezek

Hochschule Duesseldorf, University of Applied Sciences, Germany
Student of Digital Transformation (M.A.)
(completed: Communication, Multimedia and Market Management (M.A.), Communication and Multimedia Management (B.A.) (Hochschule Duesseldorf))

Prof. Dr. Claudia Lux

Humboldt-Universitaet zu Berlin, Germany
Honorary Professor at Institute of Library and Information Science

Rouli Manalu Ph.D.

Universitas Diponegoro, Semarang, Indonesia
Ass. Professor of Communication Science
Head of Undergraduate Programme in Communication Science

Christoph Sodemann

Constructify.media e.V., Bremen, Germany
Managing Director and Co-Founder
(Media Management, Corporate Communications, Journalism)

FIBAA project manager:

Dr. Birger Hendriks

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference (because of the Covid-19 pandemic). The online conference took place on May 23 to 25, 2022 via the video conferencing tool Zoom. The same cluster included an appraisal of the programme Bachelor of Library and Information Science (Bachelor of Library and Information Science). At the end of the online conference, the panel has given brief feedback on its first impressions to representatives of the HEI.

¹ The panel is presented in alphabetical order.

The assessment report based on this was delivered to the HEI for comment on August 29, 2022. The statement on the report was given up on September 7, 2022. It has been taken into account in the report at hand.

Summary

The Bachelor of Communications offered by Universitas Airlangga, Indonesia, 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 September 28, 2022, and finishing on September 27, 2027, under one condition. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines of the EHEA in their applicable versions 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 aspects²: clarifying the integration of the MBKM requirements in the curriculum and the respective study regulations (see chapter 3.2). They recommend the accreditation on **condition** of meeting the following requirements:

Condition:

The University

- a) integrates the eight MBKM elements as options into the curriculum;
- b) defines in the study regulations the requirements of the MBKM elements and the conditions for the award of credits.

Proof of meeting these conditions is to be submitted by June 27, 2023.

The panel members also identified areas where the programme could be further developed. The panel recommends:

- including more guest lecturers and impacts from countries such as South Korea and others in Europe and North America because also these countries have a strong impact on the development of digital development, which is important for the international orientation of the students (see chapter 1.2);
- also providing informatics as a compulsory course of the study programme (see chapter 3.1);
- paying more attention to updated literature recommendations in the course descriptions (see chapter 3.2);
- including courses into the BoC programme that are conducted in English, taking into account that BoC is oriented at contents that deal in main parts with international aspects and processes (see chapter 3.4);
- widening cooperation in the direction of European and US institutions (see chapter 4.3).

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:

- Objectives of the study programme (see chapter 1.1);

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

- Counselling for prospective students (see chapter 2.2);
- Integration of theory and practice (see chapter 3.1);
- Ethical aspects (see chapter 3.1);
- Methods and scientific practice (see chapter 3.1);
- Logic and plausibility of the didactical concept (see chapter 3.3);
- Guest lecturers (see chapter 3.3);
- Skills for employment (Employability) (see chapter 3.6);
- Student support by the faculty (see chapter 4.1);
- 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);
- Programme description (see chapter 5.3).

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

Information

Information on the Institution

The Indonesian Universitas Airlangga (henceforth UNAIR), is a public autonomous university, situated in Surabaya, East Java, and one of the oldest universities in Indonesia. It was established in 1954. Currently, UNAIR has about 39,400 students, 2,000 lecturers and more than 2,100 members of administrative staff. UNAIR has 14 faculties and a Graduate School. 58 study programmes have been accredited by international institutions, 17 study programmes have been certified by international certification institutions.

UNAIR has a vision: To become an independent, innovative, leading university at the national and international level, a pioneer in the development of science, technology, and humanities based on religious morality. While the missions are:

- a. Organising and developing academic education, professional education, and/or vocational education with world class excellence based on nationalism and religious moral values;
- b. Carrying out basic research, applied research, and innovative policy research with world-class excellence based on nationalism and religious moral values to support the development of education and to conduct community service;
- c. Devoting its expertise in the field of science, technology, and humanities to the society;
- d. Managing the University independently with good governance through institutional development oriented towards quality and ability to compete at international competence.

The Bachelor Programme of Communications (BoC) was part of the Master Plan for Development (RIP) of UNAIR in 1984-1985. The study programme belongs to Faculty of Social and Political Sciences (FISIP).

Further development of the programme, statistical data

Bachelor of Communications

		2020	2019	2018
# Study Places		125	125	125
# Applicants	Total	2380	1571	3725
	Female	1547	1037	2310
	Male	833	534	1416
Application Rate		1 : 20	1 : 13	1 : 30
#First Year Students	Total	120	122	126
	Female	78	81	78
	Male	42	41	48
Rate of Female Students		0.65	0.66	0.62
#Foreign Students ³	Total	Full-time 0	Full-time 0	Full-time 0
		0	0	0
Rate of Foreign Students		0	0	0
Percentage of Occupied Study Places		96.00%	97.60%	100%
#Graduates	Total	103	107	106
	Female	67	71	66
	Male	36	36	40
Success Rate		97.09%	96.26%	98.11%
Dropout Rate		2.91%	3.74%	1.89%
Average Duration of Study		3.8	3.8	3.7
Average Grade of Final Degree		3.25	3.3	3.19

The quality of the BoC UNAIR curriculum has been acknowledged nationally and internationally. For 15 years, the BoC UNAIR has been accredited “A” by *the National Accreditation Board for Higher Education* of Indonesia, known as BAN-PT. Recently, the accreditation board has accredited the BoC UNAIR with an “A” grade for the period of 2021 to 2026 (BAN-PT). The “A” grade means that the BoC UNAIR has sufficiently met the Indonesian Higher Education Standard.

Besides being nationally accredited, the BoC UNAIR has also been certified by The ASEAN University Network in Quality Assurance or AUN-QA⁴. AUN is an ASEAN-level organisation that is engaged in strengthening higher education cooperation between ASEAN countries. This certification granted by AUN-QA has strengthened BoC network at the ASEAN level. Following the recommendation of AUN-QA, BoC UNAIR has:

- a. made Assessment Rubrics to be accessible by students,
- b. increased the number and quality of learning facilities, especially related to practical skills in communication study, and
- c. redesigned its curriculum by not only considering the Australian Curriculum, but also based on benchmarking with American and European Universities.

³ See more information below in chapter 3.4.

⁴ AUN Certificate Number: AP232UNAIRAUG17.

Moreover, the study programme has been labelled as a “Premier Institution” by the Accreditation Service for International Colleges or ASIC⁵. ASIC is an independent international educational agency based in the United Kingdom, appointed by UK Government to inspect colleges seeking to build network with UK institutions. Main recommendations from ASIC have been responded by the BoC, including:

- a. increasing the number of webinar and research collaborations with international partners,
- b. developing a team of lecturers and students to manage the study programme’s social media,
- c. initiating a formal association of alumni, and further aiming for alumni formal membership,
- d. increasing the number of courses implementing project-based lecture that involves international staff and staff with industrial experience,
- e. improving the internship courses by developing a standardised process, report, and assessment procedures, and
- f. continuously provides support to staffs that applied for opportunities for overseas staff exchange and international conferences/seminars/workshops.

In 2020 the Ministry of Education and Culture (Mendikbud) introduced a new policy with respective ministerial decrees⁶. This policy is called “Freedom to learn.” For higher education it has been titled “Merdeka Belajar – Kampus Merdeka” (MBKM). It aims to give students the right to learn outside the home university and the study programme up to three semesters (with 20 sks credits per semester) with the following core elements: (1) Internship, (2) Project in a village, (3) Student exchange, (4) Research, (5) Entrepreneurial activities, (6) Independent study or project, (7) Humanitarian project, (8) Teaching in school. The list of activities can be taken from programmes determined by the government.

In its self-evaluation report (SER) UNAIR does not mention the MBKM requirements. When commenting on the draft report UNAIR expressed the view that it obliged all study programmes including the BoC to accommodate MBKM requirements⁷.

Appraisal

The panel notes that the numbers of applications exceed those of the available study places by about 20 times (2018 – 2020) which means that the study programme has an excellent reputation. Also, the success rates of graduates mirror a good counselling and academic support of the students.

⁵ ASIC Certificate Number: AS27137/0719) for the period 2019 and 2022

⁶ Mendikbud Decrees, 2020 No. 3 – 7.

⁷ See more to this in chapter 3.2 below.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

The curriculum of the BoC aims to produce graduates that are qualified to work in communication sectors such as media industry, telecommunication industry, digital intermediary, as well as governmental institutions at national or international level. Various professional roles can be performed by the graduates, being creative content creator, journalist, media editor, public relations manager, researcher, policy maker, regulators, community leader or other.

The objectives of the BoC UNAIR are:

- a. producing graduates who are humanistic, insightful, open-minded, and competitive at both national and global levels;
- b. producing graduates who are qualified in theoretical and methodological knowledge on Communication Science and Media Studies and have the technical and practical expertise in accordance with the latest developments of communication technology and media.
- c. producing scholars who are critical, creative, independent, capable of adapting to social, political & cultural developments, as well as being professional and innovative in their fields.

In order to achieve these objectives, the BoC divides its framework sequence into short-term and long-term. For the short-term objectives, the BoC aims to achieve inter alia a rate of at least 5 % foreign full-time students and at least 20 international publications per year. Long-term objectives are to further increase the number of foreign full-time students, the number of international publications, the number of international research collaboration with reputable study centers and the quality of community empowerment projects with a collaborative approach with reputable international institutions.

UNAIR defines as subject-specific objectives and learning outcomes (LOs) for the BoC as follows:

- a. to be responsible for individual and organisational tasks in accordance with society norms and values, as well as the professional code of ethics consistently;
- b. to be capable to communicate with other individuals, mass audiences, colleagues, corporate stakeholders, consumers, customers, and professionals from other professions effectively;
- c. comprehending theoretical concepts in the field of communication and media studies according to academic standards;
- d. to be capable in applying practical skills in the field of communication and media by using IT according to the theory appropriately;
- e. to be capable to formulate problem-solving strategies in the field of communication and media based on the analysis of information and data appropriately.

Besides the above hard skill capabilities, the curriculum of the BoC aims to equip students with soft skill qualities, such as leadership, teamwork, discipline, integrity and pluralism.

The programme objectives are made by each programme, complying to general procedures at university level. This process is conducted simultaneously with other procedures concerning the graduate profile, the LOs and the programme curriculum. All of these procedures take into account the guidelines of standard curriculum design by professional associations, the Indonesian Qualification Framework (IQF), the National Accreditation Board, and specific degree programme associations. The mechanisms are verified by the academic board of each faculty, and the formulation processes also involve internal and external stakeholders, including academic support by staff members, and also by involving alumni, students, expert staffs, and external stakeholders.

According to UNAIR⁸, the curriculum including the objectives have been reviewed since its establishment and regularly updated at least once in five years. When the study programme decides to update the curriculum, it invites all stakeholders to get their perspectives. The modified curriculum draft is then reviewed by the Quality Assurance Board (BPM) and the Directorate of Innovation and Academic Development (DIPP) to assess whether the development process and the content of the curriculum comply with all regulations and the requirements.

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. This refers to the wide range of professions in the media, in PR as well as in research, politics or administration.

The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation. They take into account the requirements of the national qualification framework.

In this context, UNAIR systematically bases the qualification objectives of the programme on the specific requirements of the target group. The qualification objectives are documented in detail. The panel welcomes that objectives and curriculum are regularly reviewed for their adequacy and up-to-datedness and are adapted accordingly.

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

⁸ See SER p. 33 f.

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

UNAIR strives to become a leading university both at the national and international levels.⁹ To achieve this goal, UNAIR tries hard to conduct teaching and learning activities optimally to produce high quality graduates who are able to compete both nationally and internationally. The programme courses are necessarily dealing with international contents because internet, film, and social media have a strong connection with worldwide processes.

Moreover, UNAIR takes part in international activities that are based on individual courses and / or lecturers of existing study programmes such as the BoC. These programmes have been initiated by the AGE¹⁰ such as AMERTA, an international semester exchange programme hosted by UNAIR to provide international students from overseas the opportunity to study at UNAIR for one semester, especially in social and cultural aspects, economics, natural sciences and health/life sciences.

Lecturers of the BoC have been involved in the AMERTA programme, to offer courses for international students fully in English, including: (1) Indonesian Cinema, (2) Indonesian Creative Arts & Visual Cultures, (3) Media Sexuality & Multiculturalism, (4) Communication Policy & Society, (5) Consumer Culture, (6) Indonesian Creative Industries, (7) Intercultural Business Communications, and (8) Media and Migration. These courses are not part of the BoC programmes.

Other activities are:

1. INDIAIR, Indonesian Diversity at Airlangga is a two-week winter programme at UNAIR, where participants can learn about Indonesian culture and diversities. The BoC lecturers give lectures for INDIAIR programmes.
2. DECOTA, viDEo CONferencing with universiTas Airlangga is a programme that invites international academics to deliver online courses, online guest lectures, or writing clinic in a seminar class.
3. AdtheAir, Adjunct Faculty in Universitas Airlangga is a programme that invites international academics who are willing to be hired as adjunct faculty for a one-year contract in UNAIR.
4. APD, Airlangga Post-Doctoral Fellowship Program is a programme that invites all promising doctoral graduates all across the world to conduct academic activities.

At the faculty level, FISIP UNAIR also has annual internalisation programmes, including:

- a. FIM, FISIP Ideas Matter, a guest lecture and essay competition organised by FISIP UNAIR every year for national and international Bachelor students.
- b. ICOCSPA, or International Conference on Contemporary Social and Political Affairs, is an annual international conference on social and political issues arranged by FISIP UNAIR.

⁹ See self-evaluation report (SER) p.20.

¹⁰ Airlangga Global Engagement (AGE).

Appraisal:

The panel welcomes that the programme design takes into account international aspects, with respect, too, to its graduates' employability. However, it recommends UNAIR including more guest lecturers and impacts from countries such as South Korea and others in Europe and North America because also these countries have a strong impact on the development of digital development, which is important for the international orientation of the students.

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

1.3 Positioning of the study programme

The BoC covers various fields of communication studies, such as journalism, public relations, marketing communications, advertising, film production, as well as media studies. With an intake capacity of 125 students and on average approximately 2,500 registrants per year, the BoC has a ratio of around 1:20 which shows that this programme is attractive for many students.¹¹ Nationally and internationally, the Bachelor of Communications is apparently a popular study programme, especially with the advancement of digital communication technologies. The majority of high school graduates in the eastern part of Indonesia has been the major market of the BoC UNAIR. In fact, 40 % of the BoC students' population has come from the eastern part of Indonesia.

According to UNAIR¹² in Indonesia the study programme at hand is the only one which offers two tracks: media studies and corporate communication. In the future, UNAIR wants to add one more track named "Communication for Community Empowerment".

The BoC programme has been accredited "A" (excellent) by the National Accreditation Agency for Higher Education (BAN-PT).

As far as the employability is concerned, BoC in regular intervals adapts its curriculum to relevant demands of the job market, by updating the course contents and the communication skills. Every five years, the BoC study programme is evaluated and redesigned. The internship as part of the curriculum has been designed as a compulsory course, in order to introduce the students to their prospective career, as well as providing them with experiences from relevant communication industries. In addition, the BoC often involves professionals from communication industries to participate in teaching and assessment of students' projects.

A Tracer Study¹³ confirmed that most of the graduates (69 %) of BoC have been employed for their first job in less than six months after graduation. Graduates of the BoC can potentially work in various media and communication companies, government institutions, and as entrepreneurs. Among them, more than 56 % work as news editors and journalists, content creators, event

¹¹ See above Statistical Data.

¹² See SER p. 22.

¹³ <https://forms.gle/FVgoxNgyQHpry9Bz7>

organisers, governmental officials and entrepreneurs. Also, graduates find occupations as film director, advertising creative director, media purchasing director, broadcast programme director, news editor, news reporter, news photographer, cameraman, or as newspaper/magazine graphic designer.

According to its mission UNAIR aims to organise and develop academic education, professional education, and/or vocational education with world class excellence based on nationalism and religious moral values. Oriented at this goal, the BoC positions itself as a networking amplifier for academic cooperation with leading national and international universities, as well as link and match with industry, government, and NGOs. These roles require skills in public relations, marketing communication and international communication, which are prominent competences taught in the BoC.

Appraisal:

The panel considers the reasons given for the positioning in the educational market of this study programme to be plausible.

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.

The study programme is convincingly integrated into the HEI's overall strategic concept. Its qualification goals are in line with the HEI's mission and strategic planning.

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

2. Admission

UNAIR as a state university must follow the national regulation on student admission. There are three admission pathways for the bachelor programme that follow national standards:

- a. SNMPTN (*Seleksi Nasional Masuk Perguruan Tinggi Negeri*); a committee appointed by the Higher Education Entrance Admission Test Institute invites outstanding Indonesian students from all over Indonesia based on their academic and non-academic achievements during their high school study to study at a university. SNMPTN is the first track of a university admission process for Bachelor studies. The SNMPTN path does not need a written exam. This pathway considers student evaluation reports in the last five semesters of high school, the portfolios of prospective students, and the accreditation of the school of origin.

The selection assessment of SNMPTN is based on the Student Index and School Index. In terms of the Student Index, schools are required to rank their students' university application based on students' performance such as school subject grades and students' performance portfolio. 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. In addition, UNAIR may impose criteria to select candidates that fit the study programmes objectives. The official SNMPTN committee's website¹⁴ serves as a main tool that the school and the prospective student can use to monitor the admission process. A committee consisting of state universities' representatives and regulators has to assess the application portfolio and to decide upon the successful candidates by considering the quota set by the universities.

- b. SBMPTN (*Seleksi Bersama Masuk Perguruan Tinggi Negeri*): The prospective students must pass a national written test (at national level). SBMPTN is the second track of the university admission process for bachelor studies managed by a committee under government control. The SBMPTN path has a written admission exam for the Academic Potential Test and the Basic Academic Ability Test. Whereas the Academic Potential Test measures verbal, numerical, and reasoning abilities, the Basic Academic Ability Test examines several high-school subjects, such as Mathematics, Sociology, Economics, Geography, History, and English.

The SBMPTN tests are conducted in a university that is appointed by the SBMPTN committee and near to the students' home. As the admission test is computer based and conducted under surveillance, the examination results are transparently reported to the prospective students and are announced on the [LTMP Website](#) as well as on the state universities website.

- c. Mandiri Selection: This is the last track of a Bachelor student selection conducted independently by UNAIR. Prospective students for the bachelor programmes of the Faculty of Social and Political Science must be graduated from the high school or equivalent no more than two years prior to the admission (University Level). The Mandiri selection requires

¹⁴ [LTMP Website](#).

students to pass the Academic Potential Test and the Basic Academic Ability Test similar to the SBMPTN.

The examination uses computer facilities of the university. PPMB and University management representatives meet to rank the results and grant the admission to the candidate that have scores higher than the passing grade by considering the quota. The Mandiri test results are announced on www.ppmb.unair.ac.id.

In accordance with national regulations¹⁵, the University has set the quota for SNMPTN, SBMPTN, and Mandiri in percentages of minimum 20 %, minimum 40 %, and maximum 30 %, respectively.

The admission results reported by PPMB¹⁶ to the Rector and the admission decision are discussed in a meeting between Rector, Vice Rectors, head of PPMB and Deans. The results are announced on the PPMB website.

Consultations for prospective students are possible offline and online. Offline consultation can take place during the education exhibitions organised by UNAIR through an annual event called Airlangga Education Expo or any events held by third parties. There, prospective students can meet each faculty representative to obtain information related to the curriculum, to study prospects, teaching methods and others.

With the PPMB, UNAIR has installed an online as well as offline help desks to provide services for prospective students. On the website at www.ppmb.unair.ac.id, all the information needed can be found. Also, prospective students can interactively ask about all their needs by using the 'contact us' menu. They can also access all information by visiting the Student Admission Center, which is located at the UNAIR Management Office Building, Campus C UNAIR, Mulyorejo, Surabaya 60115. Working hours are Monday-Thursday, 08.00-16.00 WIB (UTC+07.00 of GMT) Friday, 08.00-16:30 WIB (UTC+07.00 of GMT). They can also get contact by telephone¹⁷ or visit the registration helpdesk via :

- WhatsApp Only: 0821-3861-1156, 0813-5885-0855
- Telephone: (031) 5956009, (031) 5956010, (031) 5956013, (031) 5956027
- Email: info@ppmb.unair.ac.id
- Web: <http://ppmb.unair.ac.id>
- Airlangga Convention Center (ACC), Kampus C UNAIR, Mulyorejo, Surabaya 60115
- Facebook Group: facebook.com/groups/ppmb.unair/
- Twitter: [Follow @PPMBUNAIR](https://twitter.com/PPMBUNAIR)

In practice, most visits by prospective students are done collectively and organised by their respective high school to each targeted study programmes and faculties. The University hosts senior high school visits from all around Indonesia to get all the information they need and to motivate prospective students.

¹⁵ Regulation of The Minister of Education and Culture Number 6 year of 2020.

¹⁶ UNAIR Student Admission Center.

¹⁷ Telephone numbers are: +62 31 5914042, 5914043, 5912546, 5912564.

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

According to UNAIR¹⁸ the admission processes SNMPTN, SBMPTN and the Mandiri Selection ensure that the study programme will have good candidates that fit with the study programme's objectives. The procedures SNMPTN and SBMPTN are explained on the [LTMPT¹⁹ Website](#). Therefore, prospective students only need to access this website to register and finish the admission process. The selection results are announced on this website and on the University sites.

In the admission process, all prospective students are treated equally regardless their gender or race. The admission processes are guided by quality standards and audited annually.

As far as the English language proficiency is concerned that is necessary for studying the BoC, several measures are implemented: Foreign language skills are not required in the admission process or at the beginning of the studies. All courses are given in the Indonesian language, not in English. Only recommended literature and reading may be in English. Therefore, students have to pass two obligatory courses in the first semesters to train the English language and have to achieve a language proficiency corresponding to 450 TOEFL ITP, equal to B1.

The announcement of the SNMPTN and SBMPTN pathways is managed nationally through the LTMPT website. LTMPT informs the public when the announcement will be made via the official Twitter @ltmptofficial. LTMPT also conducts press conferences through its official YouTube channel. The results can be looked at by logging in <https://pengumuman-sbmptn.ltmpt.ac.id> combined with entering the registration number and date of birth. The university admission center (PPMB) also receives a documentation of the SNMPTN and SBMPTN from LTMPT.

Appraisal:

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

Applicants can directly turn to a student counselling service, or to helpdesk at the university, for clarification of specific questions, of personal aptitude, of career perspectives. Personal dialogue between applicants and the HEI is provided by defined office hours, by telephone, social media and via e-mail. Thus, the HEI ensures a constant availability for prospective students and reacts quickly to incoming enquiries. The counselling options are based on the target group's needs.

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

¹⁸ See SER p. 29 f.

¹⁹ Higher Education Test Institute, see above.

The panel notes that foreign language skills are not required in the admission process or at the beginning of the studies because all courses are given in Bahasa Indonesia and not in English. Only recommended literature and reading may be English. Therefore, the panel has the view that students undergo a sufficient training of English with two obligatory language courses during the first semesters so that they achieve a language proficiency corresponding to 450 TOEFL ITP.

The admission procedure is described, documented, and accessible for interested parties. The panel is convinced that the admission decisions are based on transparent criteria and communicated in writing.

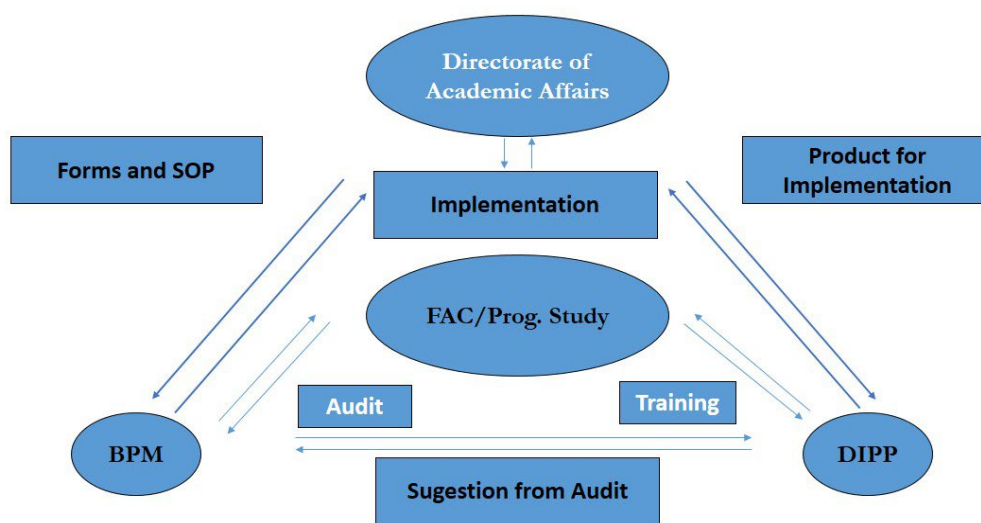
		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students		X			
2.3*	Selection procedure (if relevant)			X		
2.4(*)	Professional experience (if relevant; Asterisk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

3. Contents, structure and didactical concept of the programme

3.1 Contents

The design process of the study programme objectives and the curriculum involves internal and external stakeholders, higher education and/or professional associations by considering the requirements of the Indonesian Qualification Framework (IQF) and national and international accreditation bodies.

The Golden Triangle of Education (Quality Assurance) BPM, Directorate of Academic Affairs (DAF), and Directorate of Educational Innovation and Development (DIPP)



This “Golden Triangle” reflects the Directorate of Academic Affairs (DAF), which produces regulations to be implemented by Faculty and study programmes. The Quality Assurance Board (BPM) has a task to ensure that the whole process complies with the procedures by conducting audit, evaluation, and assessment. The Directorate of Educational Innovation and Development (DIPP), manages the development of programmes. Logic, conceptual coherence, and plausibility of the didactical concept of each study programme curriculum are based on this process.

According to The Regulation of Higher Education Directorate of Ministry Education No. 84/E/KPT/2020, the programme’s curriculum should provide courses that are each compulsory at national level, at university level²⁰, or at study programme level. Study programmes in UNAIR therefore provide national compulsory courses namely: Religion, Civics, Indonesian Language, and Pancasila (Five Pillars of Indonesian National Philosophy)²¹.

²⁰ In the following the courses required at “national level” are described under the heading “university level”.

²¹ Pancasila is the official, foundational philosophical theory of Indonesia. It is composed of five principles and contends that they are inseparable and interrelated: Belief in God, Humanity, Unity of Indonesia, Democracy and Social Justice.

At the university level, study programmes should also provide Religion 2 and Philosophy of Science to develop moral awareness of the graduates. These courses are aimed at achieving learning outcomes that are focused on attitudes and general skills.

Moreover, each study programme can offer courses that are aimed to achieve the programme's specific learning outcomes. For the Communication programme there are in particular two tracks available: Media Studies and Corporate Communication.

Specific Skills in Bachelor of Communications (BoC)

Areas of Interest	Number of courses / credits	
	Compulsory	Elective
Media Studies	35 Courses / 101 sks credits	43 sks credits
Corporate Communication	35 Courses / 101 sks credits	43 sks credits

The curriculum of BoC contains 19 compulsory courses that are required at national level and by the University and 16 compulsory courses that are required by the study programme. The latter ones are courses that aim to teach students core knowledge and skills in communication studies for both tracks. With the elective courses students can also choose any subject based on their personal interest such as journalism, television or radio production, communication, and social media. While doing this, students are required to achieve a workload of 43 sks credits/ 69 ECTS credits or more with elective courses. This means that the total number of gained credits may differ from semester to semester. Therefore, in the following course plan these total sks credit numbers per semester and for the whole programme are estimated only. For each of the two different tracks students can choose elective courses (MS = Media Studies; CC = Corporate Communication). There are other elective courses that are open to different interests such as cultural communication.

Curriculum Bachelor of Communication, 8 semesters

Course number	Course name	sks credits (ECTS credits)
Semester 1		
Compulsory required by University		
1	Religion 1	2
2	Pancasila	2
3	Civics	2
4	Social and Political Ethics	2
5	Indonesian Language	2
6	Philosophy of Science	2
7	Introduction to Sociology	3
8	Scientific Writing Technique	2
Compulsory required by Study Programme		
9	Introduction to Communication Science	3
Total sks credits	per semester	20 (= 32 ECTS credits)
Semester 2		
Compulsory required by University		
1	General English	2
2	Introduction to Political Science	3
3	Introduction to Social Statistics	3
Compulsory required by Study Programme		

4	Introduction to Public Relations	3
5	Introduction to Journalism	3
Electives offered by Study Programme		
6	Interpersonal Communication	3
7 CC	Public Relations Program Planning	3
8 CC	Public Speaking	2
9 MS	Visual Communication Design	3
Total sks credits	per semester	20 (= 32 ECTS credits)
Semester 3		
Compulsory required by University		
1	Introduction to Social Research Methodology	3
Compulsory required by Study Programme		
2	English for Communication Studies	2
3	Communication Theories	3
4	Political Communication	3
5	Communication and Sociology	3
6	Communication Technology and Society	3
Electives offered by Study Programme		
7	Interpersonal Communication	3
8	Online Marketing Communication	2
9 CC	Public Speaking	2
10 MS	Visual Communication Design	3
Total sks credits	per semester	21 (= 33.6 ECTS credits)
Semester 4		
Compulsory required by Study Programme		
1	Communication and Social Psychology	3
2	Marketing Communication	3
3 MS	Introduction to Media Studies	3
4 MS	Photography	2
Electives offered by Study Programme		
5	Family Communication	3
6 MS	Creative Writing	3
7 CC	Business Communication	2
8	Event Planning	3
9 MS	Media and Law	3
10 MS	Journalism Photography	3
11 MS	Communication and Consumer Behaviour	3
12	Media and Society	3
13 MS	Visual Communication Media	3
14	Public Management and Policy	3
15	Cosmopolitanism, Nationalism and Fundamentalism	3
Total sks credits	per semester	21 (= 33.6 ECTS credits)
Semester 5		
Compulsory required by Study Programme		
1	Advertising Industry	3

2	Communication and Modernity	3
3	Communication Research	3
Electives offered by Study Programme		
4	Information Policy	2
5	Ethnography Methods	2
6	Health Communication	3
7 CC	Communication and Corporate Culture	3
8	Organisational Communication	3
9 MS	Print Media Journalism	3
10 MS	Online Journalism	3
11 MS	Print Media Production	3
12	Branding	2
13	International Communication	3
14 MS	Mass Media Industry	3
16	Communication and Multiculturalism	3
17	Media and Anthropology	2
Total sks credits	per semester	17 (= 27.2 ECTS credits)
Semester 6		
Compulsory required by University		
1	Religion 2	2
2	Thesis Proposal	3
3	Communication Ethics	3
4	Communication and Philosophy	3
5	Research on Media and Cultural Studies	3
Electives offered by Study Programme		
6	Teaching Assistance in Communications	3
7 CC	Public Relations Program Application	2
8	Communication and Public Policy	2
9 CC	Public Relations Writing	3
10	Communication and Consumer Culture	3
11 MS	Cinema Studies	3
12	Media, Gender, and Identity	3
13	Cyber Culture: Internet, Multimedia, and Culture	3
Total sks credits		20 (= 32 ECTS credits)
Semester 7		
Compulsory required by University		
1	Community Services (KKN)	3
2	Thesis	6
Compulsory required by Study Programme		
3	Internship (Magang)	4
Electives offered by Study Programme		
4	Communication and Political Marketing	2
5	Indonesian Cinema	3
6	Media Planning	3
7	Creative Advertising Planning	3

8	Digital Photo Production	2
9	Film Production	3
Total sks credits	per semester	18 (= 28.8 ECTS credits)
Semester 8		
Electives offered by Study programme		
1 CC	Communication and Corporate Social Responsibility (CSR)	3
2 MS	Creative Arts and Visual Culture	3
3 MS	Radio Programme Production	3
4 MS	Television Programme Production	3
5	Multiculturalism Politics	3
6	Globalisation and Information Society	3
Total sks credits	per semester	6 (= 9.6 ECTS credits)
	Colloquium	1 (= 1.6 ECTS credits)
Total sks credits for all semesters (as a minimum)		144 (= 230 ECTS credits)

As for the degree and programme name (Bachelor of Communications) the latest regulation, namely the Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia (Permenristekdikti)²², has fixed the naming of study programmes in Indonesia. All names must be reported to ensure that they are listed in the Attachment to Kepmenristekdikti Number 257/M/KPT/2017.

Bachelor of Communications is named Strata 1 Ilmu Komunikasi (bachelor programme), and the awarded degree is Sarjana Ilmu Komunikasi (Bachelor of Communications) based on the Rector's Decree Number 23/2017. The name of the study programme is in line with the nomenclature of the Indonesian Ministry of Education and Culture.

The BoC curriculum combines courses that are focussing on theoretical understanding and others that train students with practical skills needed to be professionals in the communication sector. For courses that are highly oriented at theory (T), lecturers commonly implement role plays and/or case methods to encourage students thinking and discussing the relevance of concepts and theories in communication studies with the everyday life of society. Other courses of the BoC combine theoretical approach and practical uses of communication theories in mini-research (TP-R) or practical training for producing various creative content (TP-C).

Targeted Skills in Bachelor of Communications (BoC)

No.	Skills	Practical Objectives	Sample of courses (Dominant Approach)
1	Researcher or Analyst Skill	Able to analyse scientific data that reflects actual communication phenomenon based on deep understanding of communication theories and concepts	<ul style="list-style-type: none"> ▪ Philosophy of Science (T) ▪ Communication Theories (T) ▪ Communication Research (TP-R) ▪ Ethnography Methods (TP-R) ▪ Research on Media & Cultural Studies (TP-R) ▪ Introduction to Social Statistics (TP-R) ▪ Introduction to Social Research Methods (TP-R) ▪ Scientific Writing Technique (TP-R) ▪ Thesis Proposal (TP-R)

²² Number 15 of 2017 Article 6 concerning Naming Study programmes in Higher Education

No.	Skills	Practical Objectives	Sample of courses (Dominant Approach)
2	<i>Creative Communicator Skill</i>	Able to plan and execute a creative communication campaign strategy , whether in a form of oral public presentation, written text, visual design, audio and/or audio-visual content, as well as conducting particular event for the purpose of mass communication practices	<ul style="list-style-type: none"> ▪ Thesis (TP-R) ▪ Introduction to Journalism (TP-C) ▪ Marketing Communication (TP-C) ▪ Online Marketing Communication (TP-C) ▪ Branding (TP-C) ▪ Public Speaking (TP-C) ▪ Creative Writing (TP-C) ▪ Photography (TP-C) ▪ Digital Photo Production (TP-C) ▪ Visual Communication Design (TP-C) ▪ Radio Programme Production (TP-C) ▪ Television Programme Production (TP-C) ▪ Film Production (TP-C) ▪ Journalism Photography (TP-C) ▪ Print Media Journalism (TP-C) ▪ Online Journalism (TP-C) ▪ Visual Communication Media (TP-C) ▪ Internship (TP-R or TP-C)
3	<i>Communication Regulator Skill</i>	Able to identify actual communication problems in the society and proposing alternative solutions (e.g. policy interventions) in order to lessen and prevent the occurrence of problems	<ul style="list-style-type: none"> ▪ Pancasila (T) ▪ Civics (T) ▪ Communication and Social Psychology (T) ▪ Social and Political Ethics (T) ▪ Public Management and Policy (T) ▪ Media and Law (T) ▪ Information Policy (T) ▪ Mass Media Industry (TP-R) ▪ Advertising Industry (TP-C) ▪ Political Communication (TP-R) ▪ Communication Technology and Society (TP-R) ▪ Communication and Consumer Behaviour (TP-R)
4	<i>Managerial Skill</i>	Able to organize resources, manage conflicts, as well as taking decisions in the field of communication and media industries	<ul style="list-style-type: none"> ▪ Introduction to Public Relations (T) ▪ Organizational Communication (TP-R) ▪ Business Communication (TP-C) ▪ Communication and Corporate Culture (TP-R) ▪ Public Relations Writing (TP-C) ▪ Mass Media Industry (TP-R) ▪ Advertising Industry (TP-C) ▪ Marketing Communication (TP-C) ▪ Public Relations Programme Planning (TP-C) ▪ Public Relations Programme Application (TP-C) ▪ Event Planning (TP-C) ▪ Media Planning (TP-R) ▪ Creative Advertising Planning (TP-R) ▪ Communication and CSR (TP-R)
5	<i>Community Leader Skill</i>	Able to identify real communication problems in the society and further initiate particular society empowerment activism in order to lessen and prevent the occurrence of problems.	<ul style="list-style-type: none"> ▪ Communication Ethics (T) ▪ Communication and Public Policy (T) ▪ Interpersonal Communication (T) ▪ Organizational Communication (T) ▪ Introduction to Sociology (T) ▪ Introduction to Communication Science (T) ▪ Introduction to Political Science (T) ▪ Political Communication (TP-R) ▪ Communication and Sociology (T) ▪ Media and Society (T) ▪ Public Speaking (TP-C) ▪ Community Services (TP)
<p>T : Theoretical approach TP-R : Combine theoretical and practical approach in the type of Research TP-C : Combine theoretical and practical approach in the type of Communication Project</p>			

Interdisciplinary thinking is trained in extracurricular activities and in class learning sessions. Students of UNAIR are required to fulfil University-level activities, including new student orientation (PPKMB), a community empowerment programme, and a variety of Service Learning (KKN) as compulsory activities at the University level. KKN requires students to live in less developed villages/places. Together with residents in the area, students in groups are asked to apply everything they learn during lectures in university to solve problems and find innovation points that can be developed in the area. In addition, after completing their studies, students will also receive a Student Activity Transcript (SKP) certificate, which contains information about the non-academic activities performed by the students during their studies.

Apart from this, the BoC is inherently a multidisciplinary subject. UNAIR policy has encouraged all study programmes to develop multidisciplinary curricula. As a result, in the first and second semester, the curriculum of the BoC offers university compulsory courses which deliver general knowledge (including Religion, Pancasila, Civics, Indonesian Language and General English). The BoC curriculum also offers courses belonging to different disciplines such as Sociology and Political Science. In conjunction, some BoC courses have combined knowledge from the communication sector with other subjects, such as Marketing Communication, Political Communication, Communication and Social Psychology, Media and Law, and Health Communication.

The BoC also provides the opportunity for students to choose elective courses that integrate communication studies with other disciplines such as Communication and Corporate Culture, Communication and Cyberculture, and Communication and Multiculturalism.

UNAIR believes that ethical aspects are vital both in academic and non-academic life. Article 79 of Government Regulation Year 2014 Number 30 states that all academics should comply with norms and ethics, both academic and non-academic. The UNAIR Academic Senate Regulation Number 01/H3/SA/P/2008 and the Rector Regulation Number 18/H3/PR/2009 (the last one is concerning the Ethics Board of UNAIR) stipulate academic norms and ethics. Thus, UNAIR has its policy and regulations to fulfil the ethical requirements. Each Faculty has its own Ethics Board. The study programme implements ethical aspects at every level in teaching, research, and community service. These three areas must follow the rules of the applicable guidelines. Rules and ethics regarding these three aspects are regularly informed and available for all parties.

The curriculum of the BoC has seriously considered ethical conducts as a critical competence of its graduates. This includes general norms, academic ethics, and professional code of ethics. Further education regarding academic ethics is also done through the Scientific Writing Technique (TPI) course. Here, students of BoC are introduced to the citation process in writing, and the dangers of plagiarism. Moreover, there are courses that specifically aim to educate students with particular regulations and a code of ethics related to communication professions, such as: (1) Communication Ethics, and (2) Media and Law. In other courses, they may not specifically discuss ethics, but they integrate ethical considerations in soft skill assessments.

In IQF (Indonesian Qualification Framework) level 6, students are required to have achieved scientific skills including scientific writing and data analysis. To promote scientific practice, interactions between students and lecturers are encouraged via activities of both inside and outside the classroom, for example through seminar activities and the internship programme.

As set in the BoC curriculum, several courses should be gradually taken by students which are aimed for shaping students' research skills. In the first semester, students are introduced to Scientific Writing Techniques (TPI), a course which also trains students in transforming ideas into coherent academic narrative.

In semester 3 to 5, courses such as Communication Research Methodology prepares students how to conduct various communication research methods such as audience analysis methods, textual analysis methods, case studies method, ethnography method. Also, students will enrol in courses that discuss various communication theories, which equip them with the ability to critically analyse particular communication phenomena. A number of courses at those semesters often require students to conduct mini-research as a type of project-based learning, such as:

- a. Communication Technology and Society,
- b. Communication Research,
- c. Creative Advertising Planning.

In addition to those regular courses that train student scientific skills, the BoC has also conducted guest lectures about various research topics and methods in communication studies. These guest lectures are supposed foster research tradition among BoC academics and students. Finally, the BoC lecturers have to provide opportunities for students to participate as research assistants in their projects. With the experience of being research assistant, it is expected that students will have better skills in conducting research for their Bachelor thesis.

The assessment methods will be varied for each course in regard to the LO that it wants to achieve. As stated in the Academic Study Guide, students will be assessed for both academic and non-academic performances. Assessment for academic performance or hard skill usually consists of written and/or oral examinations. For courses that combine theory and practice, the assessment criteria can be more complex, for example seminar, project-based examination with practitioner, research report.

Starting from semester 6, students are required to write a Bachelor thesis. This is the culmination of how to apply their academic writing technique, data gathering skill, and also critical analysis capability. The assessment of the Bachelor thesis will then consider (1) the novelty and/or significance of the study, (2) the clarity of research questions, (3) the adequateness of literature review, (4) the relevance of research methods and finally (5) the depth of critical analysis.

There are three types of examination for Mid-Term and Final Exam assessment, including:

- a. Written examination,
- b. Oral examination, and
- c. Project-based examination

Types of written examinations are multiple choice exams, and essay writing exams. Multiple choice exams are usually applied for introductory courses, as a recollection tests. Written exams range from a simple essay with max. around 1000 - 1500 words and are for intermediate level students. Here, the students are learning how to formulate arguments with very basic analytical skills. At the advanced level courses, students are asked to do a more complex essay. In these kinds of essays, they are required to do basic research and to incorporate relevant theories when presenting their

analysis and arguments. The quality of the essays is also judged from the quantity and the quality of the resources cited and listed on the Bibliography.

Oral examinations are usually used in combination with written exams. For example, in the Internship course, apart from writing an internship report, the students would also be participated in an oral exam where lecturers arrange a one-to-one Q&A session with the students about their experience during internship programmes.

Project-based examinations are the more complex of the three types of exams applied in the BoC. In the project-based exams, students are required to produce creative media products or to present critical research analysis. Often, a project-based examination involves professional of communication industries, with the course coordinators providing rubric of the assessment.

As for the final thesis assessment, all study programmes in FISIP follow the Faculty regulation PP-UNAIR-PBM-04 of the AIMS Guideline and Academic Study Guide at Faculty. There is also a thesis writing guide compiled by the Faculty for students. After the students have presented their thesis, a questions and answer session of about one hour will follow. Aspects that are assessed in the thesis exam include the correspondence of title and content, the explanation of the thesis question as well as the solution based on theoretical and methodological foundation. Also assessed is the ability of students to argue in answering questions posed by examiners, the originality of the thesis and the accumulation of the number of consultations with the thesis supervisor. Overall, the assessment of the thesis exam includes writing skill, presentation, and scientific comprehension, understanding of the thesis and related knowledge. Students who are not complying with the minimum standard are given one more opportunity. The guideline for writing the thesis can be accessed online on the faculty's website. Students can pass the Bachelor examination through a judiciary after passing all courses, submitting the thesis report, and publishing a research article.

For excellent Bachelor theses, UNAIR and FISIP developed mechanisms to support their publications as journal articles. At the university level, there is *The Institute of Innovation, Journal Development, Publishing and Intellectual Property Rights* (LIPJPHKI). At the faculty level, there is the Research, Publication, & Innovation Office (P4I). Both institutions assist students and lecturers to collaborate in the Bachelor thesis reworking process to be published either in national or international journals.

Appraisal:

The panel welcomes that the curriculum adequately reflects the qualification objectives of the study programme. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation with compulsory electives and optional electives enable students to acquire additional competences and skills that they are interested in and that may become a track for their professional future (employability). The panel recommends also providing informatics as a compulsory course of the study programme.

The degree and programme name correspond to the contents of the curriculum and the programme objectives and meets the Ministry's requirements.

Theoretical questions are, where possible, explained by means of practical examples. The panel welcomes that theory and practice in the study programme are systematically interrelated throughout the curriculum, as shown in the transparent graphic above. Theoretical discourse and practical application complement each other in developing the students' qualification profile.

There is evidence that the programme qualifies for interdisciplinary thinking.

The study programme puts an emphasis on preparing the students for an occupation requiring trans- or interdisciplinary knowledge.

Ethical implications are appropriately communicated. The identification and reflection of ethical aspects are strongly promoted and considered key competences and an integral part of the study programme's qualification objectives.

Students acquire methodological competences and are enabled to do scientific work on the required level. Methodological competences and scientific practice are thoroughly trained. Students are equipped with the necessary skills for research-oriented work 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 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.

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

3.2 Structure

Projected study time	4 years / 8 semesters
Number of Credit Points (CP)	144 sks credits / 230 ECTS credits
Workload per CP	170 minutes (60 minutes of independent study, 60 minutes of assignment, 50 minutes of contact hours)
Number of courses	Not fixed, dependent on students' choice
Time required for processing the final thesis and awarded CP	On average 6 months
Number of contact hours	1,681

In Indonesia, the workload that students have to achieve is between 144 and 160 sks credits to successfully finalise their study and has been fixed by the Regulation of the Ministry of Research, Technology and Higher Education²³. Based on this and according to the [UNAIR Educational Guideline 2018](#), one sks credit describes a workload of 170 minutes, which is divided into a 50-minute lecture, a 60-minute students' structured activity, and a 60-minute students' independent activity. In every regular semester, there will be 14 lessons in class. Thus, 1 sks credit per semester means 170 minutes x 14 (2,380 minutes or 39,7 hours). Therefore, 144 sks credits correspond to a total workload of about 230 ECTS credits for the whole study programme.

144 sks credits	230 ECTS credits	$144 \times 39.7 = 5,716$ hours of study activities in total
-----------------	------------------	--

One ECTS credit corresponds to a workload of around 25 hours. The equivalence between both the Indonesian credit system and the ECTS will be 39,7 divided by 25 which is equal to 1,6. This means, 1 ECTS is comparable to 1.6 credits in UNAIR.

In addition to the compulsory courses, students choose as many elective courses as they need for the minimum of 144 sks credits (236 ECTS) up to the maximum of 160 sks credits (256 ECTS credits). Thus, there is room for some elective courses that students can choose in addition to the minimum. Students must also achieve a level of 450 TOEFL ITP.

The programme offers a course description for each course in terms of syllabi. These descriptions provide detailed information and contain elements, such as course content, name of the lecturer(s), teaching and learning methods, expected learning outcomes, mode of teaching, workload / the number of credits (in sks and ECTS), and a list of obligatory and additional literature in terms of recommended reading. The language of instruction is not mentioned because all courses are conducted in Indonesian.

Students are accepted by having transfer credits from an 'A' accredited corresponding study programme of another Indonesian university. Graduates from foreign tertiary education institutions may attend higher education in Indonesia based on equivalence²⁴. Converting workloads from other institutions into credits of the study programme is possible under the supervision of the head of the study programme.

²³ Number 3, year 2020 concerning National Standard of Higher Education.

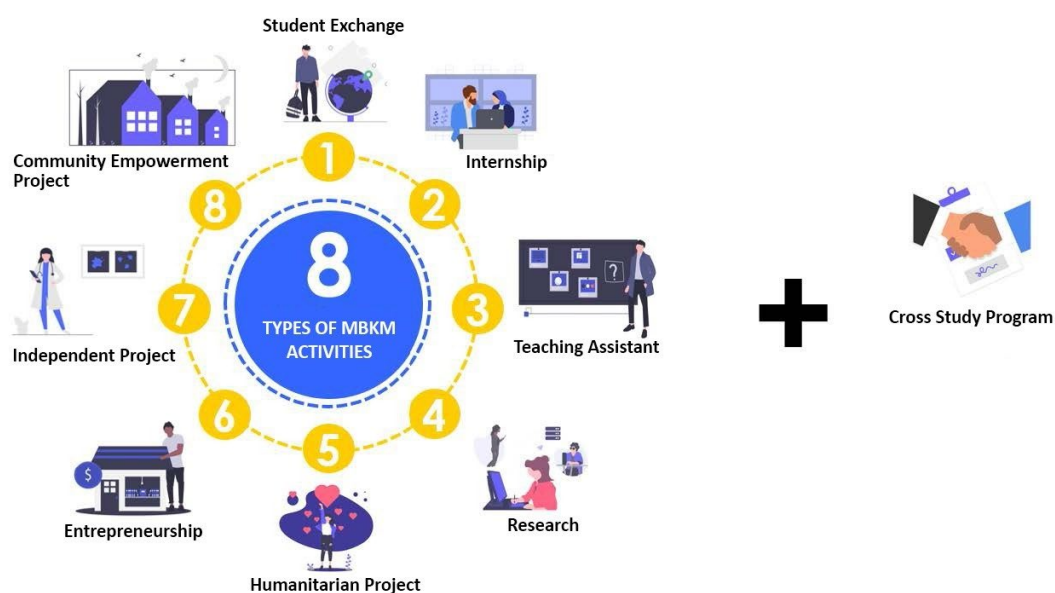
²⁴ Indonesian Law No. 12 on Higher Education, Section 40.

The curriculum contains an internship in the seventh semester²⁵. When looking at UNAIR's SER, the MBKM requirements have not been included²⁶. Otherwise, the programme would have to allow (as well) a longer internship based on the MBKM which could last up to six months or even longer and would be an elective part, not a compulsory one. This also applies to other MBKM components such as the student mobility and student exchange. The respective regulations of UNAIR do not include these possibilities.

When commenting on the draft report UNAIR expressed the view that this study programme accommodates the MBKM requirements. The MBKM policy requires universities to provide students with the opportunity for:

- One semester or equivalent to 20 SKS (32 ECTS) of studying outside the study program within the university; and
- A maximum of two semesters or equal to 40 SKS (64 ECTS) of studying in other universities, at the industries, or in the society.

In 2020, UNAIR launched a MBKM Study Guide named the Airlangga SMART Education (ASE) Book. The MBKM Programme consist of eight activities.



This means that for example an internship can have a duration of up to six months and a student exchange may last up to one year.

According to UNAIR's comments, the implementation of the MBKM in the curriculum has already been supported by several standard operating procedures (SOPs) to assure that the implementations are aligned with the achievements of the programme learning outcomes. The FISIP has implemented SOPs as detailed guidelines for the implementation of various MBKM Programmes. They are as follows:

1. SOP of International Internship
2. SOP of National Internship

²⁵ See above chapter 3.1.

²⁶ See above chapter "Further development of the programme".

3. SOP of Research Project
4. SOP of Student Exchange (National and International)
5. SOP of Teaching Assistant at Formal Educational Institution
6. SOP of Humanitarian Project
7. SOP of Entrepreneurship
8. SOP of Independent Project
9. SOP of Community Empowerment Project
10. SOP of MBKM Credit Conversion

To prove this and other details UNAIR attaches appendices with a volume of overall 373 pages, that are mainly written in the Indonesian language, in other parts in English. Among them are “Internship Guidelines” for the Communications programme dating 2018 and a “Curriculum Structure of BoC”.

UNAIR describes examples that are aiming to show that the curriculum with several courses accommodates the MBKM requirements, such as Social and Political Ethics, Introduction to Sociology, Introduction to Political Science or Public Management and Policy. Some of those courses are offered by other study programmes at UNAIR.

The Internship Guidelines stipulate in chapter 1.4: “The internship program at the S1 Communication Studies Program FISIP Universitas Airlangga is carried out for a minimum of 1 (one) month and a maximum of 3 (three) months, or the equivalent of 66 working days for work practices in companies.”

The Curriculum Structure includes in semester seven a compulsory course “Internship (Magang)” with 4 sks credits. This fully corresponds with the above-mentioned curriculum²⁷. However, in the new comments the Internship as a compulsory course is provided with 4 to 20 sks credits / 6.4 to 32 ECTS credits and UNAIR apparently for this cutting only has added a column “MBKM Credits”.

BoC Courses as Integration Part of MBKM Requirement Through Internship and Project-based Learning Method²⁸

No.	Courses		Study Load	MBKM Credits
	Code	Name		
(1)	(2)	(3)	(5)	(6)
Semester IV				
Elective Majors				
33	SOK335	Event Planning	3/4.8	1/1.6
Semester V				
Elective Majors				
49	SOK342	Print Media Journalism	3/4.8	1/1.6
50	SOK344	Online Journalism	3/4.8	1/1.6
51	SOK345	Print-Media Production	3/4.8	1/1.6
Semester VII				
Compulsory				

²⁷ See above chapter 3.1.

²⁸ This graph is part of UNAIER’s comments on the draft report.

71	SOK407	Internship (<i>Magang</i>)		4-20/6.4-32	4-20/6.4-32
Elective Majors					
75	SOK452	Media Planning		3/4.8	1/1.6
76	SOK453	Creative Advertising Planning		3/4.8	1/1.6
77	SOK468	Digital Photo Production		2/3	1/1.6
78	SOK470	Film Production		3/4.8	1/1.6
Semester VIII					
Elective Majors					
81	SOK465	Radio Program Production		3/4.8	1/1.6
82	SOK469	Television Program Production		3/4.8	1/1.6
Total Study Load of Courses Outside the University through Internship and Project-based Learning Method					14-30 SKS 22.4-48 ECTS

Moreover²⁹, as for the credit conversion mechanism, students begin their MBKM programme by choosing which MBKM activities that they want to participate in and projecting their credit conversion plan through Airlangga Online Enrolment System (Cyber Campus). Following the completion of their MBKM activities, students should submit their activity reports for assessment to the BoC Conversion Team. A Conversion Team will assess the MBKM activities to ensure that the courses' learning outcomes are achieved.

The Study and Examination Regulations stipulate the essential elements of assessments. The academic assessment for courses should consist of at least 3 components, including mid-exam, final exam and assignment assessments. All assessments are processed using Criterion-Referenced Score (CRS) and converted in seven grade-letters, as presented in table below:

Criterion-referenced Score (CRS) FISIP UNAIR

Score	Letter Value	GPA Equivalent
≥ 75	A	4
70.0 – 74.9	AB	3.5
65.0 – 69.9	B	3
60.0 – 64.9	BC	2.5
55.0 – 59.9	C	2
40.0 – 54.9	D	1
< 40.0	E	0

In the first semester students are obliged to take 20 sks credits (32 ECTS) which consist of University Compulsory Courses (MKWU). In the subsequent semesters, students' workloads in each semester are determined by their achievement in the previous semester. Only students who perform well, by achieving at least GP 3 in the previous semester, are allowed to take a maximum of 24 sks (38.4 ECTS) for the next semester. Those who did not perform well should take fewer sks/ECTS.

²⁹ Ibidem.

To support students in dealing with this study workload, UNAIR requires all study programmes to appoint lecturers as student learning advisors. Besides that, students who fail in compulsory courses are given the opportunity to re-enrol the courses. As for elective courses, students may decide to enrol to other elective courses that better suit their interest and ability.

UNAIR helps students who are economically disadvantaged through offering scholarships. It has additionally furnished centers for disabled persons. Also, at Faculty level identical opportunities for working, studying, advancement, and edges to everyone are ensured without discrimination.

The BoC accepts students of minority political groups in Indonesia such as students from Papua or students of Chinese descent. Funding support is also provided through UNAIR, namely the ADik (Higher Education Affirmation) scholarship and the Bidik Misi scholarship which is intended for students who are below the poverty line.

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 as the internship in the seventh semester are designed and integrated in such a way that CP can be acquired. The course descriptions provide detailed explanations of intended learning outcomes and the information defined in the ECTS Users' Guide. The panel recommends paying more attention to updated literature recommendations in the course descriptions.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. The final grade is supplied with an ECTS grading table.

The panel members welcome that - according to its comments on the draft report - UNAIR has developed a concept for the BoC accommodating MBKM requirements, although they were not able to read the diverse documents that have been passed on to them in the Indonesian language. They also appreciate that UNAIR has found a solution for ensuring that the programme's learning outcomes will be achieved when a student opts for a six-months internship or an even longer other activity within the MBKM programme. They consider it legally necessary that UNAIR completely fulfils the MBKM requirements in the curriculum and with respective study regulations. However, the panel has the impression that by now UNAIR has not made this goal a full reality in a convincing way. For example, the implementation of the Internship as an important element of the MBKM programme in the curriculum is inconsistent as the graphics of the curriculum show. Also, the Internship Guidelines dating 2018 are still determining a time frame of three months only although the MBKM frame allows six months. It is also not clear how the other MBKM elements are structurally integrated into the curriculum. What exactly are the requirements for the award of the sks credits?

The panel members consider it legally necessary that UNAIR includes the MBKM requirements into the curriculum of this study programme and into the respective study regulations.

Therefore, the panel members recommend the following **condition**:

The University

- a) integrates the eight MBKM elements as options into the curriculum;
- b) defines in the study regulations the requirements of the MBKM elements and the conditions for the award of credits.

The panel is convinced that the feasibility of the study programme's workload is ensured by the suitable curriculum design, by a plausible calculation of the 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 HEI also takes into account evaluation findings and the programme's success rate.³⁰

The HEI ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. Students in special circumstances, 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)			Condition		
3.2.2*	Study and exam regulations (Asterisk Criterion)			X		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity			X		

3.3 Didactical concept

The teaching instruments and methods have been designed and implemented in order to support the achievement of the learning outcomes (LO). The instruments to be used are print media, electronic media, and e-learning models.

The BoC promotes the implementation of a student-centred learning strategy. Teaching and learning methods used are as follows:

5. Lectures as oral presentations for the purpose of delivering teaching materials prepared by teaching teams as well as by academic guests. Lectures are conducted synchronously and asynchronously by providing audio or audio-visual recordings for students to access. Generally, lecturers of the Communication Studies Programme use the [Massive Open](#)

³⁰ See also the condition in chapter 5 below.

[Online Course \(MOOC\)](#)³¹ portal and the BoC YouTube Channel to deliver video recordings of lectures.

6. Tutorials are providing sessions with individual students or with small groups of students on specific topics or assignments related to course material. Special courses in the BoC continue to apply tutorials, especially if the course requires students to do mini research or aims to produce communication texts in the form of visual, audio and/or audio-visual.
7. Other methods are also used, such as: Presentation by students, role plays, case studies, problem-based learning through class discussion, problem-based learning, project-based learning and assignments.

All lecturers of the BoC have to pass two pedagogical trainings that aim to ensure that lecturers achieve the competence in applying didactic methods and using instruments to improve the intended LO. The lecturer's performance index in the learning process can be used as an indicator of whether the teaching staff has been able to apply the didactic method and make maximum use of the instrument.

The tasks of lecturers in the teaching-learning process include curriculum design and redesign, organising teaching teams made up of lecturers with the same expertise, design of learning contracts, learning plans, and evaluations, as well as overseeing the learning process. One LO may be supported by several courses, the achievement of which is assessed by the faculty team through exams (interim exams, final exams, quizzes, assignments).

Course materials can be accessed via the university network³² and the programme's website. Several teaching and learning methods, such as group discussion / interactive discussion, assignment, and quiz, can be conducted with this platform. 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 course materials for every course/ subject are designed and provided by the team of lecturers responsible for those lectures. They are usually reviewed every semester by the Subject Coordinator who will after discussion with the team of lecturers make necessary adjustments and updates.

The BoC regularly conducts guest lecture sessions, which allows the lecturers to collaborate with national and international academics, as well as with alumni and users that professionally work in various communication sectors. About 58 guest lectures were invited in 2020 to give online lectures for BoC students, involving national and international scholars, as well as alumni, titled "[Webinar Series 2020](#)"³³. With permission of the guest lecturers, the video recording of the lecture was uploaded in [the BoC official YouTube account](#)³⁴. UNAIR has presented a long list of guest lectures who have been involved as scholars and professionals, from the national and international

³¹ <https://mooc.unair.ac.id/>

³² www.aula.unair.ac.id

³³ http://komunikasi.fisip.unair.ac.id/en_GB/public-lecture/webinar-berseri-2020/

³⁴ <https://www.youtube.com/channel/UCsfm5bkdEx9OJuLEyoTwHOQ/featured>

level, such as from the University of Melbourne (Australia), from Monash University and Kebangsaan University (both Malaysia), University of Sydney (Australia), Missouri Valley College (USA), Catholic University Atma Jaya (Jakarta, Indonesia) and others. The guest lecturers represent a variety of subjects such as marketing, communication, media development, or cinema.

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.

Additionally, the panel welcomes that the didactical methods are systematically derived from the study programme objectives and are oriented towards the intended learning outcomes of each course, for instance by regularly using case studies and/or practical projects.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date and digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies.

Guest lecturers are regularly 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. Moreover, the panel appreciates that the guest lecturers' contributions form an integral part of the study programme's didactical concept. They come from a variety of occupations, which enhances students' chances of employment.

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

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

3.4 Internationality

The BoC programme offers courses with international content such as International Communication and Cyber Culture: Internet, Multimedia and Culture³⁵. This also automatically includes intercultural connections.

BoC has regularly conducted guest lectures or sessions as webinar collaboration by inviting international academic fellows. In 2020, the BoC invited 17 international academics from various universities abroad for the purposes of webinar collaborations, such as on “Communication of the Eastern Indian Ocean” and “Communication of the Eastern Indian Ocean”. Most guest lecturers came from countries in South-East Asia. Having the consent from all speakers, most of the guest lecture or webinar collaboration sessions involving international academics were video recorded and then uploaded in UNAIR’s Public Lecture website and the Official YouTube Channel³⁶.

BoC encourages and facilitates students to participate in international competitions. Often, information about international competitions is delivered within relevant courses. For example, recently a student of the BoC awarded the 1st Winner of Visual Design Communication Competition funded by the European Union. BoC also facilitates students to participate in international student mobility programmes, for example supported by the IISMA³⁷ programme.

There are no foreign students studying BoC full-time. Between 2019 and 2021, twenty BoC students attended courses abroad in Taiwan, the Philippines, Malaysia, Netherlands, Pakistan, South Korea, Taiwan, Singapore, and The United Kingdom. They participated in various activities such as:

- a. Asia University Summer Programme 2019,
- b. International Model United Nations 2019,
- c. The 3rd International Youth Summit Lahore,
- d. Student Exchange Programme at Rotterdam University of Applied Science,
- e. 2021 Spring Virtual Exchange Programme at Asia University.

At the Faculty level, FISIP has continuously invited adjunct professors from universities abroad to assist study programmes in FISIP in teaching, research, and community empowerment projects.

There are no foreign lecturers who belong to the academic staff. But many of the staff members studied abroad and made their Doctorate or a Master degree. In this context:

- a. UNAIR has encouraged its junior lecturers to pursue a doctoral degree abroad. A number of the BoC lecturers have graduated from universities overseas, such as in University of Western Australia, Curtin University (Perth, Australia), Monash University (Melbourne, Australia), Utrecht University (The Netherlands), Oakland University of Technology (USA), and Clemson University (USA). At the moment, three lecturers of the BoC are pursuing doctoral degrees in Kings College London, Leeds University (both UK), and Edith-Cowan University (Perth, Australia).

³⁵ See above the curriculum in chapter 3.1.

³⁶ See also chapter 3.4 below.

³⁷ Indonesian International Mobility Awards, a scholarship scheme by the government of Indonesia.

- b. The BoC has continuously supported lecturers to participate in international conferences. For example, between 2019 to 2021, the BoC has sent lecturers to go to Turkey, South Africa, France, the Philippines, China, Netherlands, Belgium, UK, and Egypt, with various activities such as presenting in conferences, teaching, and conducting educational exhibitions.
- c. All lecturers at the BoC are part of both national and international communication science associations. At the national level, all lecturers are part of the ISKI (Indonesian Communication Graduate Association) which is an association of communication scholars in Indonesia. At the international level, all lecturers are members of the IAMCR (International Association for Media and Communication Research)
- d. All lecturers of the BoC are encouraged to publish their works internationally. Also, BoC lecturers have been active in producing academic articles submitted as journal articles or book chapters to publishers, such as Routledge, Sage Publication, and Citepress.

The two courses on General English (2nd semester) and “Academic English for Communication” (3rd semester) aim to support students to achieve the minimum of English Proficiency as a requirement for graduation. Also, students are trained to master English in daily life conversation.

Appraisal:

International contents are an integral part of the curriculum. Students are thus prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment.

The composition of the student body corresponds to the programme concept. Although there are no foreign full-time students enrolled in BoC, outbound students are studying abroad for a short period. The panel welcomes that UNAIR promotes international orientation of the programme.

Most faculty teachers gathered international academic and professional experience abroad which can support and promote the students’ acquisition of international competences and skills.

The panel notes that all courses of the full-time study programme are taught in Indonesian. The panel also supports that students can improve their English language skills both in general and subject-specific. The proportion of required foreign language materials corresponds with the qualification objectives of the study programme. However, the panel recommends including courses in the BoC programme that are conducted in English, taking into account that BoC strives to become more international in terms of teaching, students and staff.

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

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.4.4 Foreign language contents			X		

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

At the university level, KKN (Community Services) is a compulsory course (3 sks credits/ 4.8 ECTS credits) for students in their final year. The KKN course gathers students from various study programmes in groups to plan and implement various community empowerment projects. The projects are based on community needs such as the youth activism programme and the health promotion programme. In addition, UNAIR has encouraged all study programmes to provide chances for students to take courses from other study programmes within the Faculty.

Moreover, all study programmes are encouraged to implement various learning methods (such as project-based learning, case study and role playing). Soft skills assessments have been implemented. For example, in the Civics course, as a compulsory university course for all study programmes, students are encouraged to produce creative projects, such as short film production related to the nationalism and multiculturalism in line with the state ideology, *Bhinneka Tunggal Ika* or “Unity in Diversity”.

The elective course Public Speaking trains technical communication skills combined with the art of rhetoric. In addition, the Communication and Modernisation course allows students to get directly involved in rural society empowerment. These activities provide students with experience to enhance their teamwork and conflict handling capabilities. Another example is the Film Production course which combines cinematographic creative skills with creative production organisation and financial budgeting. There is also an Event Planning (MICE) course that combines lobbying skills, leadership, collaboration, creative content production, and financial budgeting.

The BoC offers courses from other study programmes within FISIP, such as: 1) Information Policy; 2) Human Resource Management; and 3) Ethnographic Methods. Besides that, students of the BoC are encouraged to participate in various non-academic activities such as student competitions, conferences, art performance, in order to train their leadership and organisation skills. To support their students in any competition and conferences, the BoC appointed lecturers as student advisors.

Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the module/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)			X		

3.6 Skills for employment / Employability (Asterisk Criterion)

To ensure that the students and graduates achieve the skills necessary for the working positions and searching for employment UNAIR established the Centre for Career and Entrepreneurship Development (PPKK). The purpose of PPKK is to facilitate graduates who are responsive, creative, innovative, and independent. PPKK, invites stakeholders, to synchronise the needs of both parties. Therefore,. PPKK organises seminars and workshops for students³⁸ to encourage them to compete in the local and global job market. As a result, the data shows that around 11 - 14% of graduates work in multinational companies. PPKK cooperates with student organisations from each faculty and study programme.

At post-semester (graduation), PPKK holds an Airlangga Career Fair (Job Fair) to establish a relationship between graduates and stakeholders. As a benefit of the Airlangga Career Fair the waiting time for each graduate to enter a certain career field can be reduced.

The curriculum created for each study programme is tailored to the needs of the industry. To better prepare the BoC graduates for future employment, UNAIR collaborates with communication-related industries to provide them with internship placements. UNAIR designed advanced level courses to implement project-based learning methods where students are required to practice various communication skills as part of their academic assignments or exams. The BoC often invites professionals from various industrial sectors, to take a role in project-based activities. Those clients provided students with particular communication projects, such as formulating public relation strategies, formulating marketing communication strategies, and producing creative contents. Later on, the client may participate in the assessment of the students' project-based activities.

Appraisal:

The promotion of employability – for instance through the integration of theory and practice and through the promotion of multidisciplinary competences and skills – runs as a common thread of the study programme through all its modules/courses.

In addition, the programme enables the students to actively apply the acquired skills in new areas of work and to develop them further. The programme is systematically oriented towards meeting the anticipated requirements of the dynamic job market and makes use of the results of graduate evaluations.

³⁸ <http://ppkk.unair.ac.id/event>

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

4. Academic environment and framework conditions

4.1 Faculty

At present, the BoC has been supported by 19 full-time lecturers, including two Professors, eleven lecturers with Doctoral qualifications, four lecturers who are currently pursuing their Ph.D. degrees at international universities, and two lecturers with master's degrees. The study programme has also involved twelve professionals from the communication industry to support the teaching process. The professions of those part-time lecturers are varied, ranging from filmmakers, journalists, photographers, Public Relations, and entrepreneurs in the communication sector. In the case of MKWU (University Compulsory Courses) Lecturers, there are at least two to three lecturers in charge of University Compulsory Courses dispatched from other faculties at UNAIR.

Structure of the Faculty Members of BoC

Academic Occupation	Bachelor of Communications (BoC)
Full Time Lecturers	
Professor(s)	2 from BoC
Doctor(s)	11
Master(s)	6
MKWU Lecturer(s) ³⁹	2 – 3 for MKWU Courses
Total	21 - 22
Part Time Lecturers	
Retired Former Lecturer(s)	3
Professional(s)	12
Total Lecturers	36-37

In terms of teaching capacity all courses are covered by these lecturers.

The government and UNAIR have issued regulations regarding the academic qualifications of staff. UNAIR has the authority to recruit its own human resources. The recruitment method and strategies are regulated in the Rector Decree No 45 Year 2015. For the relevant positions and occupations as associated professors, assistant professors and lecturers UNAIR has defined the requirements in compliance with the legal background by itself. All full-time lecturers for this study programme have a formal lecturer certificate.

Based on this UNAIR strives to make sure that the pedagogical / didactical qualifications of its staff are well established and continuously improved. UNAIR wants to ensure that its staff members are in a position and capable to perform under the goal of achieving the university's vision and mission. The study programme operates under the common understanding and compliance towards the programmes', the faculties', and also the university's vision, mission, procedures.

At University level, the selection process for permanent academic staff members includes an administrative selection, an academic potential test, a psychological test, and a language proficiency test. At study programme level the selection process is continued with a pedagogical ability test.

³⁹ For compulsory courses at University level.

UNAIR aims to make sure that the pedagogical/ didactical qualifications of its staff are well established and continuously improved. Therefore, the Directorate of Educational Innovation and Development (DIPP)⁴⁰ has the duty to ensure that every academic staff at UNAIR meets the pedagogical/didactical requirements. Such efforts are maintained by providing trainings and developing a web platform for e-learning within the form LMS. With Lembaga Sertifikasi Profesi (LSP) UNAIR has a skilled certification body with the particular task to make sure that all lecturers at UNAIR are certified and fulfil the requirements of the Regulation of the Ministry of Higher Education Number 47, Year 2009.

At Faculty level, the lecturers are required to conduct community service (Pengabdian Masyarakat) in the form of training and assistance. Some of its units conduct commission-based projects activities related to Social or Political studies, such as the Centre for Security and Welfare Studies (CSWS) which is involved in many projects of urban planning, public policy consultancy and policy evaluation.

Individually, lecturers who have special expertise in a particular fields are recruited to become advisors or experts in private companies or public institutions or entities.

Internal cooperation in the programme can be summarised as follows:

Internal Cooperation at UNAIR

	Aspects/Levels	Examples
Tri Dharma (Three Main Obligation)	Teaching	Parts of team teaching, formulating lesson plans, materials,
	Research	Collaborating in research projects
	Community Service	Collaborating in community service projects
Managerial/ Administrative (additional, not compulsory)	Programme	Becoming head or secretary of the programme; managing the programme
	Faculty	Becoming parts of the board of the faculty managers
	University	Becoming members or leaders of university organs
	Others (research centres, supporting units)	Becoming managerial staff of a supporting unit

To ensure harmonious internal cooperation, the BoC faculty members take both formal and informal approaches. The formal approach is carried out in terms of periodic and incidental meetings. Regular meetings are usually held every three months to evaluate performance indicators and the process of organizing academic activities. There is also a meeting at the beginning of the semester where they discuss planning for the implementation of academic activities. Incidental formal meetings can be held at any time depending on the needs of the BoC. Also, the faculty members cooperate with each other for the purpose of tuning the courses towards the overall qualification objectives.

⁴⁰ See also above chapter 3 introduction.

Faculty members aim at getting students satisfied with the academic and organisational support they receive. As academic advisors for all students they supervise, guide, and advise the students during their academic journey to graduation. The services of scientific advisors are supported by the secure internal online platform UACC. Students must also be proactive and can join various student organisations. Faculty members are available for students during fixed office hours but also outside these hours.

The students get support for all different needs, such as: Financial assistance is provided to students who are below the poverty line through the *Bidik Misi* scholarship programme. If students experience an emergency, they can apply for financial assistance or submit tuition fee waivers to the finance director. Psychological consultation is provided for students who have problems with their mental health through the Help Centre. All UNAIR students have a health insurance which guarantees their health services during their studies. In the field of talent interest, UNAIR facilitates students with UKM (Student Activity Unit) to channel their extracurricular activities, for example in the fields of sports, arts and culture.

Appraisal:

The panel is convinced that even when their teaching assignments in other study programmes are taken into account, the structure and number of the faculty 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 (visiting) lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

The academic qualification of the faculty corresponds to the requirements and objectives of the study programme. The HEI verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented.

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programme. The HEI verifies the qualifications of the faculty members by means of an established procedure. The HEI 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 practical business experience of the faculty corresponds to the requirement of the programme to integrate theory and practice.

Within UNAIR 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. Also, during the online conference the panel got the impression that academic and administrative staff are highly motivated to guide and support students during their studies. The faculty members are available for the students outside the specified office hours as well. The students 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)			X		
4.1.2* Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3* Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4 Practical business experience of faculty			X		
4.1.5* Internal cooperation (Asterisk Criterion)			X		
4.1.6* Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*) Student support in distance learning (only relevant and an Asterisk Criterion for blended learning/distance learning programmes)					X

4.2 Programme management

Based on Article 58 of Government Regulation Number 30 of 2014, the programme director (KPS) organises and manages all matters relating to the programme. The KPS oversees coordinating every activity in each programme as a whole to be reported to the Dean. On the other hand, the KPS acts as an operational leader who is tasked with managing the programme, including lecture planning, providing feedback based on the regulations and implementing guidelines that are used as standards to realise the programme's vision and mission. The various functions of coordination include inter alia:

- a. Planning class schedules, practical components including internships, and evaluations of learning outcomes
- b. Implementing the study programme
- c. Monitoring the continuity of the teaching and learning process in accordance with the curriculum
- d. Evaluating the ongoing study programme management system
- e. Preparing accountability reports to the Dean.

Evaluation is carried out periodically every semester as a series of learning processes whose results will be reported as a self-evaluation report, which includes:

- a. Performance Evaluation for the Chair of Department
- b. Performance Evaluation of the faculty administration unit
- c. Performance Evaluation of lecturers in lectures, final project guidance, and practical components.

The study programme management is integrated into the organisational structure of UNAIR under the coordination of the Dean who is assisted by three Vice Deans as follows:

- a. Deputy Dean for Division I with the task of assisting the Dean in leading the implementation of activities in the academic, student, and alumni fields within the Faculty.
- b. Deputy Dean for Division II with the task of assisting the Dean in leading the implementation of activities in the fields of resources, finance, and information systems.
- c. Deputy Dean for Division III with the task of assisting the Dean in conducting activities in the fields of research, publication, community service, and Cooperation and other fields outside the fields as referred to in paragraph a. and paragraph b.

Administratively, the study programme is supported by staff members at programme level and non-academic staff members at faculty level conducting data processing, administration, and finance as well as infrastructure, also digitally. A sufficient number of administrative staff members is available. UNAIR also supports all lecturers and non-academic staff members to develop their competencies specifically in professionalism such as continuing studying for a doctoral degree or participating in an academic professional training.

Appraisal:

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

Faculty members and students are supported by the administration in the organisation of the study programme. Sufficient administrative staff is available. Decision-making processes, authority, and responsibilities are clearly defined. 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. The HEI offers the administrative staff opportunities for continuous professional development.

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

4.3 Cooperation and partnerships

UNAIR in collaboration with FISIP has concluded 18 Memoranda of Understanding or agreements with foreign universities, including the Edith Cowen University (Australia), the University of Teknologi MARA (Malaysia), the College of Management, Tatung University (Taiwan), the Universiti Sultan Zainal Abidin (Malaysia), and the University Tunku Abdul Rahman (UTAR, (Malaysia).

Some of them have a direct connection to the Communication Department of FISIP and thereby an impact on the BoC. They mainly refer to student and staff exchange and to research collaboration. They also aim at exchanging academic materials for teaching and research as well as at training of postgraduate students.

Some staff members have been sent to participate in training or other capacity-building events. For example, currently there are two staff members of FISIP who are ongoing fellows in Taiwan as a result of cooperation with National Chengchi University. Moreover, in 2021 the Faculty initiated a research collaborative partnership to be conducted in each study programme. The result shall be published in Scopus indexed journals.

Relating to the collaboration with commercial companies and organisations, UNAIR has built alliances with more than 20 commercial enterprises. In addition to offering jobs to graduates some companies also pay scholarships. The study programme collaborates with several enterprises and organisations in providing guest or part-time lecturers to teach courses, give talks, or supervise projects related to their professional or practical skills and experiences, conducting internships at their offices, funding academic activities, and organizing webinars. This also includes conducting community services, social works, and human rights activities.

Appraisal:

The scope and nature of cooperation with HEIs, other academic institutions and networks relevant for the programme are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students' qualification and skills.

The panel welcomes UNAIR's cooperation with HEIs, other academic institutions and networks related to the study programme. It is aligned with the strategy of the study programmes and actively promoted. By means of specific measures (student and staff exchange, exchange of academic materials for teaching and research as well as training of postgraduate students) they significantly contribute to the development of qualifications and skills. The panel recommends widening such cooperation in the direction of European and US institutions.

The scope and nature of cooperation with business enterprises and other institutions relevant to the programme are plausibly presented. The agreements forming the basis of the cooperation are not documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students' qualification and skills.

Cooperation with business enterprises and other organisations is actively promoted (for example by means of regular meetings of those who are involved in the study programme in responsible positions, in order to discuss the further development of the programme. Such cooperation has a formative impact on the contents of the programme and on the profile of the graduates. By means of specific measures (e.g. appointment of professionals in teaching), they significantly contribute to the development of qualifications and skills and to the quality of the final theses.

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

4.4 Facilities and equipment

As the on-site visit had to be replaced by an online conference because of the Covid-19 pandemic UNAIR made available to the panel photos of its building, rooms, and the library as well as descriptions in the self-evaluation report thereof.

The Faculty of Social and Political Sciences has three main buildings, namely Building A, Building B, and Building C. The Orange Campus (as the Faculty of Social and Political Sciences is called) is connected with the Democracy Park. Located right in the middle of Building A, Taman Democracy is designed as a platform for giving speeches and demonstrations. Also, critical discussions on various academic and public discourses have become a tradition for the Orange Campus academic community. This was also facilitated by Discussion Gallery units that surround the outer courtyard and corridor of the FISIP UNAIR building complex A, where the Student Centre and the Alumni Centre can be found.

Located in Building B, FISIP has installed a Communication Laboratory which enables students to develop graphic, design, and other related visual communication skills. There are also a Broadcasting Laboratory as well as a Radio Laboratory that allow to simulate radio and television broadcasting. These facilities managed by the BoC also include a Mini Theatre that contains a seating capacity of 20 people, a digital projector, a plug-in screen, and a sound system like in a cinema.

Details on Infrastructure Spread across FISIP

No.	Infrastructure Type	Amount	Building Area (m ²)
1	Classrooms	25	2.498,3
2	Administration Rooms	21	764,57
3	Laboratories, Studios, and more	20	1.991,59
4	Prayer Rooms (<i>musholla</i>)	2	96
5	Reading Room/Library	1	388,49
6	Galleries (Social spaces for students)	39	350
7	Health Care Room	1	12
8	Building Center for Students (Student Centre)	1	104
9	Lecturer Rooms	7	2.198,99

Room Details of Bachelor of Communications (BoC)

No.	Teaching Accommodation	Amount	Total Area (m ²)
1	Lecturers' Room	1	216
2	Administration Office		
3	Lecturers' Desks	20	
4	Broadcasting Lab.	1	73,8
5	Graphic Design Lab.	1	87,63
6	Audio Visual Lab.	1	83,17
7	Comm. Simulation Lab.	2	71,55
8	Mini Theatre	1	83,52

At the University level, there are three libraries located on each campus, Campus A, Campus B, and Campus C. The Campus B library is the main library of UNAIR. The library opening hours are from 7.30 am until 10 pm for Monday-Thursday, 7.30 am until 9.30 pm for Friday, and 8 am until 4 pm for Saturday. This library offers 90,049 titles with 139,500 copies. The library's stock of books can be accessed using the Online Public Access Catalogue (OPAC). OPAC is open for anyone to borrow available literature for researching activities, except the "Special Collection" that can only be borrowed directly from the library. To be able to download e-journals and papers directly from the website (lib.unair.ac.id), students should log in first with their CYBER CAMPUS ID. Above that, anyone is free to browse the collection on the website and then to borrow it.

To access digital literature, UNAIR offers Airlangga's E-Book Collections services⁴¹. This service contains 1,423 titles from digital book collections about social and political sciences. and the dissertations are also accessible via the [UNAIR REPOSITORY](#). Students and teachers can also access international journals that UNAIR has subscribed to (through various providers such as ProQuest, Science Direct, Sage Publication, UNAIR Journal). The library has provided a [tutorial class](#) for users to learn about this off-campus access network. Also, the library has installed services for users with disability by providing a special digital room.⁴²

Besides accessing the literature provided by UNAIR through the library's online and offline services, BoC students have access to a collection of printed books in the field of communication studies in the BoC Mini Library. A digital catalogue has been provided to assist students in searching relevant book topics. Finally, students can also access webinar videos when the BoC lecturers conducted public lectures in collaboration with national and international academics fellows.

Appraisal:

Since the online conference was conducted replacing an on-site visit, the panel did not have the opportunity to visit the UNAIR's buildings. Instead, UNAIR provided photos and descriptions of its premises and facilities. Based on the materials provided, the panel formed the view that a smooth running of programmes is ensured regarding the capacities for teaching, research, studies, and administration.

⁴¹ [collection of digital books](#)

⁴² Zoomax Aurora HD and Voice for NVDA.

The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programme, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms is available.

Services for adequate support of the participants are documented.

The opening hours of the library take students' needs sufficiently into account. Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured. The literature expressly required for the study programme is available in the library and 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)			X		
4.4.2*	Access to literature (Asterisk Criterion)			X		

4.4 Additional services

UNAIR has a unit called Career and Entrepreneurship Centre (PPKK) for career counselling and placement service for all UNAIR students studying majors. PPKK aims to improve students' talents both in entrepreneurship and career preparation. Therefore, PPKK has implemented programmes to ensure students' placement in the job market, such as:

a. Career Counselling (CC)

CC is conducted offline and online. The offline CC takes place once a month, while the online CC can be accessed on <http://ppkk.unair.ac.id/programme/consultation>. PPKK has a psychologist to deal with all students' complaints online, and a psychology lecturer to deal with the offline CC.

b. Airlangga Career Fair (ACF)

ACF is conducted once a year to accommodate a meeting between companies and job seekers. It is usually held a week after the graduation ceremony and participated by approximately 30-40 companies and more than one thousand job seekers.

c. Airlangga Career Club (ACC)

ACC is conducted regularly, four times a month. The purpose of ACC is to introduce students into career fields, such as banking, education, industries. The participants of ACC are from all majors in UNAIR.

d. Career Preparation (CP)

CP is conducted in two ways, a week before the graduation ceremony and a week after the graduation ceremony. The purpose of these activities is to introduce students to the

technical aspects of job seeking, such as enhancing their Curricula Vitae, cover letters, and preparation for Interviews and assessment tests.

e. Campus Recruitment (CR)

Campus recruitments are conducted regularly at least once a month. In this activity, the companies offer job vacancies to students.

The study programme builds and maintains relationships with its stakeholders. Important stakeholders are the alumni whether for fundraising activities, networking purposes, or as the future employers for BoC students. Also, alumni are invited to participate in workshops, seminars, talks and also to guest lectures. One of those activities is called [KOAR⁴³](#) (Airlangga Communication Online Lecture).

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. The HEI provides sufficient resources.

In addition, career counselling and placement services are offered to the students and graduates, as events and on an individual basis. Such activities are planned on a long-time basis, performed regularly, and are actively marketed. Sufficient staff is available for this purpose. Students have access to the HEI-wide corporate network. The HEI brings its graduates in contact with representatives from business enterprises at regular events.

An alumni organisation has been set up with the aim of developing an alumni network. Alumni activities are planned on a long-term basis, performed regularly, and are actively used for assessing and evolving the programme. Sufficient resources are available for this purpose.

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

4.6 Financing of the study programme (Asterisk Criterion)

UNAIR has financial sources that are in accordance with its legal status as a state university. All financial aspects are fixed based on the Government Regulation No. 26 of 2015 concerning Financing Mechanisms for national PTNs. The sources of the yearly income for UNAIR include:

- a. Government funds as special budgets, grants, subsidies, and cooperation or partnership funds, research and community service funds,
- b. Public funds in the form of tuition fees and other costs are regulated in PP-UNAIR-MUN-03-06.

⁴³ http://komunikasi.fisip.unair.ac.id/en_GB/public-lecture/koar/

Also, there are funds generated by UNAIR from services and work contracts with the community or other institutions.

Appraisal:

The panel is convinced that UNAIR as a state university and the study programme at hand are funded for the entire accreditation period so that students will definitely be able to complete their studies.

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

5. Quality assurance and documentation

Based on the Law of the Republic of Indonesia No 12/2012 (article 53), a university must have an internal quality assurance system and conduct external accreditations. UNAIR developed a Quality Assurance Information System Management (SIM QA). Within UNAIR, the quality assurance system is led by the Quality Assurance Board (QAB) that involves the Quality Assurance Boards at the Faculty level (SPM) and at the study programme level (GPM). The students are not involved in these boards.

For UNAIR the quality management is a strategic matter which intends to:

- assure that the educational processes and outcomes consistently comply with laws and regulations both in terms of quality and in professional matters;
- increase stakeholder's satisfaction through implementation of the effective quality management, including continuous improvement in all processes;
- ensure consistency of the research process and community services to achieve the vision and mission that have been set.

By using the SIM QA, the QAB and QA units (QAU) conduct a regular quality control in all UNAIR units. The quality control activities include:

Annual quality control

- Study programmes fill out self-evaluation online reports with supervision from the QAU. The respective form adopts national accreditation board assessment items.
- The QAB forms an audit committee to do a desk review of the self-evaluation reports submitted by the study programmes.
- The audit committee conducts this audit assessing the compliance of study programmes with quality standards and the supporting evidence.

Semi-annual quality control

- 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 the QAU to be discussed with the study programmes.
- The Directorate of Career Development conducts a tracer study of alumni and to assesses the output of the education process and the satisfaction of employers.

There are two processes of internal evaluation:

The structured evaluation by students is categorized into three parts:

- (1) first-year evaluation,
- (2) class evaluation, and
- (3) graduation evaluation.

The results of these evaluations are available online. The 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 lecturers who are responsible for each respective class.

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 the graduation processes. Results of these evaluations are accessible for the QAU. These bodies use the data to evaluate how the education processes are done and experienced by students.

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

The results of the evaluation will be discussed by the study programme and the QAU. This meeting will decide upon measures that are necessary and actions to improve the quality of the study programme. The QAU at Faculty level will discuss necessary actions with the Faculty heads (Dean and Vice Deans).

Every semester, student representatives are invited to a meeting conducted by the study programme. In this meeting, the programme will describe the student evaluation of the previous semester and explain which measures had been taken.

Special attention is then given to lecturers who get quantitative scores below 3 (scale 1-4). The study programme will take measures to improve the 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 the teaching activity of the said lecturer. Measures taken are documented in the programme's minutes.

Students will have the chance to evaluate lecturers in their classes through an online survey on UACC at the end of each semester. The evaluation focuses on each lecturer's performance in planning, communicating, and evaluating the learning process, as well as lecturers' time management, teaching methods, and learning media. In addition, students are asked to rate the course materials used by each lecturer.

Students should also evaluate the availability and the update methods of the study materials used in each lecture during the learning process. This evaluation gives feedback and recommendations to all lecturers for consideration to improve the next academic semester.

Faculty members are asked to rate the Faculty management as well as the facilities and services. There are seven indicators to measure the Faculty's leadership (Deans and Vice Deans) including vision and strategies, dissertation process, research, service to society, transformative leadership, efficient management, and interpersonal skills. The assessment result is recorded and tracked and can also be downloaded from the cyber campus system. The evaluation process is overseen by the

SPM at the faculty level and the QAB at the University level. The result is sent to the Rector of UNAIR and the whole QAB. The faculty members are informed of the results via the regular meeting mechanisms. The document can also be accessed individually.

External stakeholders are important parties during the curriculum design process, including the formulation of goals. Feedback, evaluation, and suggestions from graduates and employers can be provided by direct communication, inviting alumni and employers to come to the Faculty. These events include annual events, focus group discussions, and others.

Also, external stakeholders are asked to fill out questionnaires intended to collect feedback from alumni and employers. The programme uses the Google form format to receive the alumni and employer data. Various aspects are identified, such as the first salary, the performance of the faculty, the effectiveness of the teaching methods, and the applicability of the CV.

UNAIR launched the Airlangga Integrated Management System (AIMS). The system is based on the process method and efficiency method Baldrige National Quality Award. The AIMS certifications are conducted by an external independent certification body, such as Bureau Veritas, British Standards Institution and JASANZ. The recertification of AIMS is updated every three years. The new standard incorporates the assessment of risk management into the current theme.

As far as the programme documentation is concerned, as a general rule, the documentation is partitioned into three parts as follows:

- For the public, information regarding study programmes can be found on the websites such as <http://komunikasi.fisip.unair.ac.id/>, <http://dip.fisip.unair.ac.id/>, and <http://ppmb.unair.ac.id/en>. Faculty and programme profiles, academic manuals, curriculum structure and content, information on test kinds and regulations, academic conduct and regulations, and facilities are included in the content.
- For internal but still general purposes, the data is located on [UACC](#) (UNAIR *Cybercampus*). This includes student's data such as academic data, study plan, academic advisors, and financial data, also lecturers' data, such as academic supervision, evaluation, study plan, and the *Airlangga Integrated Management System* (AIMS).
- Managed by DIPP, specific data are accessible through <https://genap2020.aula.unair.ac.id/>. It contains the entire e-learning process as well as its documentation.

The websites are all accessible to the public to see general and public information. Anybody who has further inquiries according to that should be directed to each faculty's helpdesk. Before every first academic term, all information will be delivered to the new students during orientation activities through deliberation, discussion, and manual distribution of information.

Information regarding activities during the academic year can be accessed on the web and in printed materials, such as in the Academic Manual. Information related to programme activities can also be accessed through the website address http://dip.fisip.unair.ac.id/en_US/. It shows diverse information ranging from the menu as follows:

- The main page contains each study programme's activities, such as guest lecturers, student profiles, student projects, alumni profiles, scholarship information, and new student admission information links.
- The profile contains the vision, mission, history, organisational structure, faculty, identities of each study programme objectives.
- “Education” contains information regarding curriculum, academic calendar, and class schedule.
- “Student Affairs” includes information on student association activities, alumni, scholarships, and student achievement.
- “Research” contains a description of research activities and community services carried out by the programme.

On the other hand, there is also information related to programme activities on the website address <http://center.fisip.unair.ac.id/>. It presents diverse features ranging from each menu:

- The main page contains learning support information such as student affairs, facilities and infrastructure, academics, announcements, news, and e-complaints.
- “Student Affairs” itself provides information related to student needs during the academic year.
- There is a feature that can provide information about alumni data, outstanding students, and scholarships.

Appraisal:

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes, has been set up. It takes into account the evaluation results, success rate, and graduate employment as well as the profile of the student population. Faculty members participate in the respective committees to plan and assess the quality assurance and development procedures but not students. Responsibilities are clearly defined. Student representatives are invited to a meeting conducted by the programme. In this meeting, the programme will describe the student evaluation results of the previous semester and explain which measures had been taken.

Questions 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) should be included in the questionnaire for students.

As part of its comments on the draft report, UNAIR has presented a questionnaire for a “Post Course Workload Assessment Survey” that students will be asked to fill out. It refers to face-to-face activities, to self-study times, to performing tasks as well as to the semester exams, apart from questions on the achievement of learning objectives. The Faculty Quality Assurance Unit has to conduct this survey at the end of the semester.

Evaluation by the students is conducted on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the students and provide input for the quality development process.

Quality control by the faculty is conducted on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

An 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.

The study programme's content, curriculum and examination scheme have been suitably documented and published (course plan and exam regulations). Moreover, the panel appreciates, that the study programme 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 HEI regularly publishes current news and information – both quantitative and qualitative – about the study programme.

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

Quality profile

HEI: Universitas Airlangga (UNAIR), Indonesia

Bachelor programme: Bachelor of Communications

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

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

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