

# Decision of the FIBAA Accreditation Committee for Programmes



**114<sup>th</sup> Meeting on 20 March 2020**

<b>Project Number:</b>	18/085
<b>Higher Education Institution:</b>	Universitas Airlangga
<b>Location</b>	Surabaya, Indonesia
<b>Study Programme:</b>	Bachelor of Law (S.H. Sarjana Hukum) Bachelor of Psychology (S.Psi. Sarjana Psikologi) Master of Linguistics (Master of Humanities (M.Hum.))
<b>Type of Accreditation</b>	initial accreditation

The FIBAA Accreditation Committee for Programmes has taken the following decisions:

According to § 12 (2) in conjunction with § 16 (1) of the “Special Conditions for awarding the FIBAA Quality Seal for Programme Accreditation “FIBAA Programme Accreditation””, the study programmes are accredited.

Period of Accreditation: March 20<sup>th</sup>, 2020 until March 19<sup>th</sup>, 2025

The FIBAA Quality Seal is awarded.



## Assessment Report

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**Higher Education Institution (HEI):**

Universitas Airlangga, Surabaya, Indonesia

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**Study programmes:**

Bachelor of Law

Bachelor of Psychology

Master of Linguistics

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**Qualification awarded on completion:**

Bachelor of Law (S.H. Sarjana Hukum)

Bachelor of Psychology (S.Psi. Sarjana Psikologi)

Master of Linguistics (Master of Humanities  
(M.Hum.))

# General Information on the study programmes

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## **Brief description of the study programme Bachelor of Law:**

The Bachelor of Law Programme is a four-year undergraduate academic programme which prepares its students as professional experts in Law who possess competence and skills in legal practice and high morality. Students should learn to have a strong comprehension on national and international legal system and how it influences society. The programme provides five specialisations (Business Law, Judiciary, Governmental Law, International Law or Islamic Business Law) from which one can be chosen by the third year.

## **Brief description of the study programme Bachelor of Psychology:**

The Bachelor of Psychology Programme is a four-year undergraduate academic programme which prepares its students to work as professionals in the area of psychology (Assistant psychologist, Counselor, Assistant Researcher etc.). Students should learn to have the basic knowledge of psychology and objective observation techniques. To support the objective of the programme, there are 4 areas offered for the students: Clinical Psychology and Mental Health, Developmental and Educational Psychology, Industrial and Organizational Psychology, and Personality and Social Psychology.

## **Brief description of the study programme Master of Linguistics:**

The Master of Linguistics Programme is a two-year graduate academic programme. The curriculum of this programme gives emphasis to Linguistics and culture in the studies, such as Lexicography, Translation, Language Teaching, and Interdisciplinary Linguistics. Through its curriculum, the programme aims to prepare its students for their future job market. The study programme ensures the acquisition of methodological competences and of the ability to do scientific work by including research methodology in the courses.

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## **Type of study programme:**

Bachelor programme (Law, Psychology) and Master programme (Linguistics)

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## **Projected study time and number of ECTS points assigned to the study programme:**

Bachelor of Law Programme – 4 years, 230 ECTS

Bachelor of Psychology Programme – 4 years, 230 ECTS

Master of Linguistics Programme – 2 years, 70 ECTS

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## **Mode of study:**

full-time

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## **Didactic approach:**

Study programme with obligatory class attendance

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## **Double/Joint Degree programme:**

optional

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

Bachelor of Law Programme – 250 per year

Bachelor of Psychology – 225 per year

Master of Linguistics – 25 per year

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## **Programme cycle starts in:**

summer semester (August)

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**Initial start of the programme:**

Bachelor of Law Programme – 1952

Bachelor of Psychology – 1983

Master of Linguistics – 2013

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**Type of accreditation:**

Initial accreditation

# Procedure

A contract for the accreditation of the Bachelor of Law Programme S.H. (Sarjana Hukum – Bachelor of Laws), Bachelor of Psychology Programme S.Psi. (Sarjana Psikologi – Bachelor of Psychology) and the Master of Linguistics (Master of Humanities – M.Hum.) was made between FIBAA and the Universitas Airlangga on April 1<sup>st</sup>, 2019. On July 24<sup>th</sup>, 2019, the HEI submitted a self-evaluation report, which included a detailed description of the programmes and further documents in order to prove that the criteria for programme accreditation are met.

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

**Prof. Dr. Achim Gmilkowsky**

Hamburg Distance Learning University of Applied Science, Hamburg, Germany  
Professor of Economic Law  
(Economic Law, especially Civil Law, Commercial Law, Company Law, Labour Law, Copyright and Media Law)

**Dr. Ha Nguyen Duy Mong**

Vietnam National University of Ho Chi Minh City, Vietnam  
Lecturer  
(Linguistics and Literature, Cultural studies, cross-cultural communication, Educational Management and Leadership)

**Prof. Dr. Martin Beckenkamp**

HMKW University of Applied Sciences, Cologne, Germany  
Professor for Media- and Business Psychology  
(Psychology, Media Psychology, Business Psychology, Philosophy)

**Ute Walter**

Law Firm – Fachanwaltsskanzlei Alte Elbgastrasse, Hamburg, Germany  
Lawyer  
(Specialist for Family Law, Inheritance Law, Company Law, Tax Law)

**Dr. Fosa Sarassina**

Gadjah Mada University, Yogyakarta, Indonesia  
Lecturer  
(Management, Entrepreneurship)

**Nurul Huda Gustema**

Yogyakarta State University, Yogyakarta, Indonesia  
Student of Linguistics (Master of Arts)

FIBAA project manager:  
Daniel Günther

The assessment is based on the self-evaluation report, amended by further documents, requested by the panel, and an on-site visit. The site visit took place on September 25<sup>th</sup>/ 26<sup>th</sup>, 2019 at the HEI's premises in Jawa Timur, Indonesia. At the end of the on-site visit the panel gave a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on February 7<sup>th</sup>, 2020. The statement on the report was given up on February 26<sup>th</sup>, 2020; it has been taken into account in the report on hand.

# Summary

The Bachelor of Law Programme S.H. (Sarjana Hukum – Bachelor of Laws), the Bachelor of Psychology Programme S.Psi. (Sarjana Psikologi – Bachelor of Psychology) and the Master of Linguistics (Master of Humanities – M.Hum.) offered by Universitas Airlangga fulfil the FIBAA quality requirements for bachelor and master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on March 20<sup>th</sup>, 2020 and finishing on March 19<sup>th</sup>, 2025. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid at the time of opening of the procedure, and with the Bologna declaration.

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

## Bachelor of Law Programme:

- The panel recommends that the University continues to attract more international students (see Chapter 3.4).

## Bachelor of Psychology Programme:

- The panel recommends to further expand the literature references in the course descriptions and to inform students about relevant literature in each course for better orientation (see Chapter 3.1).
- The panel recommends that the University continues to attract more international students (see Chapter 3.4).

## Master of Linguistics Programme:

- The panel recommends UNAIR to introduce more elective courses for example “Computational Linguistics”, “Comparative Linguistics” and “Research Methodology in Linguistics” to offer students a larger specialisation spectrum (see Chapter 3.1).
- The panel recommends the University to appoint lecturing tutors during the learning process for foreign students with bilingual courses (see Chapter 3.3).
- The panel recommends the University to strengthen the international relevance of this programme. For instance, a course such as “Comparative Linguistics”, more language courses as well as courses with multicultural content, could be added to the modules in this programme (see Chapter 3.4).
- The panel recommends that the University continues to attract more international students (see Chapter 3.4).

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

There are many criteria in which the programmes exceed the quality requirements:

## Bachelor of Law Programme:

- Objectives of the study programme (see Chapter 1.1)
- Positioning of the study programme (see Chapter 1.3)
- Contents (see Chapter 3.1)
- Didactical concept (see Chapter 3.3)
- Internationality (see Chapter 3.4)
- Faculty (see Chapter 4.1)
- Programme Management (see Chapter 4.2)
- Cooperation and partnerships (see Chapter 4.3)
- Facilities and equipment (see Chapter 4.4)

- Additional Services (see Chapter 4.5)

Bachelor of Psychology Programme:

- Positioning of the study programme (see Chapter 1.3)
- Contents (see Chapter 3.1)
- Didactical concept (see Chapter 3.3)
- Internationality (see Chapter 3.4)
- Programme Management (see Chapter 4.2)
- Facilities and equipment (see Chapter 4.4)

Master of Linguistics Programme:

- Contents (see Chapter 3.1)
- Didactical concept (see Chapter 3.3)
- Faculty (see Chapter 4.1)
- Programme Management (see Chapter 4.2)

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

# Information

## Information on the Institution

Universitas Airlangga (UNAIR), is a state-owned and autonomous University, which is located in Surabaya, Indonesia. It was established in 1954 and is one of the oldest universities in Indonesia. Currently, UNAIR has 14 faculties and one Graduate School with a total number of approximately 36,000 students.

According to UNAIR, it is one of the top five universities in Indonesia. UNAIR commits itself to enhance the quality of education towards global standard, to improve the quantity and quality of research and innovation and to conduct community service.

Furthermore, the University aims to be among the Top 500 World Class Universities (WCU). For this purpose, the University is planning acceleration in various areas, including the internationalisation of study programmes. In order to reach the rang of Top 500 WCU, UNAIR has a vision: To become an independent, innovative and a leading University at national and international level as well as the pioneer of the development in science, technology and humanities in Indonesia based on religious morality.

In order to reach this target the University pursues the following mission:

- Organising and developing academic education, professional education, and/or vocational education with a high quality based on national and international standards;
- Carrying out basic research, applied research, and innovative policy research with high quality based on national and international standards to support the development of education and to conduct community service;
- Sharing its expertise in the field of science, technology, and humanities with the society;
- Managing the University independently with good governance through institutional development, which shall be oriented towards international standards.

International partnerships with foreign universities (Australia, China, Malaysia, New Zealand, Timor Leste, Netherlands, and Japan) have been established. It includes international classes, joint research and double-degree programmes.

Furthermore, for internationalising its student body, Universitas Airlangga also offers Airlangga Development Scholarship (ADS) for international students to study a Master or Doctorate programmes at Universitas Airlangga. Finally, UNAIR believes that international accreditation and certification will be a foundation for the development of quality management at UNAIR.

Universitas Airlangga has been applying Airlangga Integrated Management System (AIMS) to assure the quality of academic management. AIMS is a benchmarking of ISO 9001: 2015, ISO 21001, and Education Criteria for Performance Excellence based on Malcolm Baldrige National Quality Assurance (MBNQA).



## Statistical data and evaluation results

### Bachelor of Law Programme (BLP):

		2018	2017	2016	2015
# Study Places		260	260	260	260
# Applicants	Total	1000	845	554	0
	Female	477	412	219	
	Male	523	433	335	
Application rate		384.62%	325.00%	213.08%	0.00%
#First year students	Total	258	258	241	235
	Female	145	144	133	129
	Male	113	114	108	106
Rate of Female Students		0.56	0.56	0.55	0.55
#Foreign Students	Total	0	0	0	0
	Female				
	Male				
Rate of Foreign Students		0	0	0	0
Percentage of occupied study places		99.23%	99.23%	92.69%	90.38%
#Graduates	Total	217	207	132	204
	Female	106	111	77	99
	Male	111	96	55	105
Success Rate		84.11%	80.23%	54.77%	86.81%
Dropout Rate		15.89%	19.77%	45.23%	13.19%
Average duration of study					
Average grade of final degree		3.42	3.39	3.61	3.34

### Bachelor of Psychology Programme (BPP):

		2015/2016	2016/2017	2017/2018	2018/2019
# Study Places		225	225	225	225
# Applicants	Σ	3481	3451	5428	5763
	f	2549	2527	3975	4220
	m	932	924	1453	1543
Application rate		1547.11%	1533.78%	2412.44%	2561.33%
# First-Year Student	Σ	238	243	285	256
	f	183	185	232	216
	m	55	58	53	40
Rate of female students		0.77	0.76	0.81	0.84
# Foreign Students	Σ	0	0	0	0
	f				
	m				
Rate of foreign students		0	0	0	0
Percentage of occupied study places			108.00%	126.67%	113.78%
# Graduates	Σ	170	141	262	343
	f	131	107	209	266
	m	39	34	53	77
Success rate		71.43%	58.02%	91.93%	133.98%
Dropout rate		28.57%	41.98%	8.07%	-33.98%
Average duration of study		4.96	4.91	5.35	5.15
Average grade of final degree		3.16	3.2	3.15	3.22

Master of Linguistics Programme (MLP):

		2015/2016	2016/2017	2017/2018	2018/2019
<b># Study Places</b>		20	25	25	25
<b># Applicants</b>	$\Sigma$	44	43	32	36
	f	34	29	25	29
	m	10	14	7	7
<b>Application rate</b>		220.00%	172.00%	128.00%	144.00%
<b># First-Year Student</b>	$\Sigma$	21	21	22	28
	f	16	14	19	22
	m	5	7	3	6
<b>Rate of female students</b>		0.76	0.67	0.86	0.79
<b># Foreign Students</b>	$\Sigma$	0	1	0	2
	f		1		0
	m		0		2
<b>Rate of foreign students</b>		0	0.048	0	0.07
<b>Percentage of occupied study places</b>			84.00%	88.00%	112.00%
<b># Graduates</b>	$\Sigma$	19	15	0	0
	f	15	11		
	m	4	4		
<b>Success rate</b>		90.48%	71.43%	0.00%	0.00%
<b>Dropout rate</b>		9.52%	28.57%	100.00%	100.00%
<b>Average duration of study</b>		2.84	2.2		
<b>Average grade of final degree</b>		3.47	3.46		

# Programme Description and Appraisal in Detail

## 1. Objectives

### 1.1 Objectives of the study programmes (Asterisk-Criterion)

For all the study programmes:

The objectives of the study programmes in general must be in compliance with general procedures at University level. All procedures are accommodating the guidelines of standard curriculum design by Professional Association, Indonesian Qualification Framework (IQF), National Accreditation Board, and Specific Degree Programme Association.

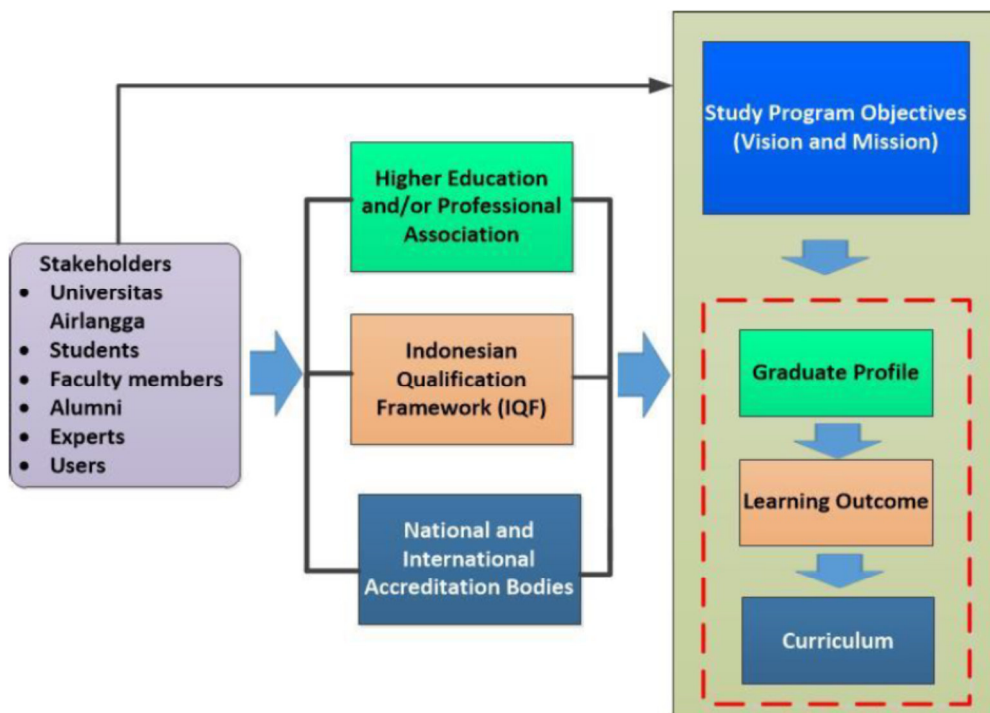


Figure 1. Design Mechanism Scheme of Programme Learning Outcomes

#### Bachelor of Law Programme (BLP):

The Learning Outcomes (LOs) of this study programme are based on the national Indonesian Qualification Framework. The Bachelor programme is designed to train and educate qualified staff, which is able to practice in legal professions such as judges, prosecutor, lawyer, legal consultant and government officials at national and international level.

The core competencies that shall be provided are:

- **Professionals:** the graduates shall have the ability to analyse legal concepts, theories, principles, norms, rules of law and legal reasoning as the basis for mastering competencies and applying it to solve a wide range of legal issues through litigation and non-litigation mechanism.
- **Researcher:** the graduates shall have the ability to conduct innovative research, community services and the development of law;
- **Manager:** the graduates shall have the ability to develop their skills and be ready to work independently or in a team with high legal competency;
- **Leader:** The graduates shall have sensitivity to the development of law in the society where he/she also has ability to solve legal problems.

The Learning Outcomes that are stated in the curriculum are established to educate qualified graduates as professional jurists. Professional jurist means that the graduates of the programme are expected to master law both in theory and in practice. According to UNAIR, there is an added value for the graduates of the programme as UNAIR is the first Law school that offers LPHK (*Laboratorium Pendidikan Hukum Klinik*) as part of the study process. LPHK is specialised in practical activities organised by undergraduate and master programmes in the Faculty of Law, where three laboratories (Simulation Laboratory, Documents, Laboratory, Moot court room) are available.

In the area of study, the Bachelor programme does conform to the study market as the curriculum of the programme is continuously updated. The curriculum is organised by involving the Dean Board of BLP, internal stakeholders consisting of lecturers and students and alumni, so the curriculum can be suitable with the needs of society and scientific developments in the field of law. Additionally, the curriculum development of the Bachelor of Laws Programme is conducted through the national legal education policy (BKS) involving dean boards of law faculties of the state universities. Through this forum, the BKS may recommend improvements in order to develop the curriculum.

#### Bachelor of Psychology Programme (BPP):

The BPP aims to produce scientist-practitioner graduates, mastering both psychological theories and practical skills. The BPP is designed to provide qualification to practice as employee in Human Resource Management, as psychological consultant, facilitator or motivator in psychological training, also as researcher and teacher.

The graduate's profile of BPP are described as follows:

- **Problem Solver:** The graduates are able to analyse non-clinical psychological problems and behavioural problems and provide alternative solutions to individuals, groups, organisations, and society. They use counselling methods, psychoeducation, or training which are based on theoretical concepts of psychology and the Indonesian Psychology Code of Ethics.
- **Psychologist Assistant:** The graduates are able to design and conduct psychological assessment (e.g. interviews, observations, psychological test) and psychological intervention (e.g. counselling, psychotherapy, psychoeducation) in accordance with psychodiagnostic principles and the Indonesian Psychology Code of Ethics.
- **Researcher:** The graduates are able to conduct psychological research through qualitative or quantitative methods by paying attention to scientific ethics.

According to the Curriculum, the Expected Learning Outcomes should provide the following qualifications:

- A personal character with integrity, responsibility, and professionalism;
- Universal and local understanding of psychological concepts and theories;
- Research and psychological assessment skills by applying principles of scientific and practical frameworks;
- Ability to provide solution alternatives to solve psychological problems of individuals, groups, organisations, and communities.

The General competencies as stated in the description of the LOs are based on the National Standards for Higher Education SNPT (*Standar Nasional Pendidikan Tinggi*), while the specific competencies are adapted from the consensus of the Association of Indonesian Psychology Higher Education Institution.

### Master of Linguistics Programme (MLP):

The MLP aims to produce graduates with the following profiles:

- **Researcher:** Able to conduct research on linguistic aspects encompassing the aspects of language grammar (sound, words, and sentences), language acquisition, language usage, and relations between the language and society.
- **Decision Makers:** Able to make decisions on language teaching aspects, translation, and language planning either for the purpose of language preservation or for the purpose of appropriate language usage in certain contexts, for example for product advertisements.

The programme also has three main learning outcomes. The following learning outcomes are based on Indonesian Qualification Framework Level 8 (for students of Master programmes).

- to apply a linguistic approach to implement professional and academic expertise as linguists
- to develop innovative concepts through research and independent studies in linguistics
- to provide solutions to problems in the field of theoretical linguistics and applied linguistics

To achieve these outcomes, the study programme provides relevant specific subjects leading students to experience linguistic researches, such as corpus linguistics, cultural linguistics, sociolinguistics, and thesis proposal. Those subjects require students to collect linguistic data and conduct observation which benefit them in fulfilling their final task in achieving graduation. Tasks on corpus linguistics subject, for example, instruct students to investigate dictionary's entries and spot the specific culture represented in the dictionary. This kind of activities could become an intra-curricular activity that can refine students' skills in research and decision making.

### Appraisal:

The qualification objectives of the Bachelor of Psychology and Master of Linguistics Programme are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. The panel appreciates that the programmes aim at obtaining abilities necessary for managing the tasks at the operational level.

The objectives embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality, especially of ethical thinking and morality. 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.

Especially in the Bachelor of Law Programme, the panel sees that the University systematically bases the qualification objectives of the programme on the specific requirements of the target group. The University has systematically documented its aims. These are based on the established Programme Learning Outcomes. They are constantly reviewed for their adequacy and up-to-dateness 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)		BLP	BPP, MLP		

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

Universitas Airlangga's strategic target is to become a leading University at national and international level. In order to achieve this target, the University actively engages in institutional development oriented towards quality in all aspects, including teaching/learning activities and producing high quality graduates that are able to compete not only nationally, but also internationally.

According to UNAIR, this is particularly important as graduates have not to deal only with regional markets but also on a global basis. UNAIR wants to actively involve its students, lecturers and staff in conducting international academic and non-academic programmes. Through its academic programmes, the University encourages its responsible persons of the study programmes to establish Double Degree or articulation programmes with various partner universities. In addition, the University encourages its students to actively participate in national and international competitions, cultural exchanges and other international activities such as international moot court or business plan competition. This includes both inbound and outbound activities.

At the faculty and study programme levels, internationalisation is manifested through various ways. Double Degree Programmes (Netherlands, Australia, and Taiwan) and other academic/non-academic programmes are actively conducted university-wide. The international orientation of the study programmes can be seen in the following aspects:

### Bachelor of Law Programme (BLP):

The International Law Department is one of the departments that continuously introduce, discuss and evaluate International Law with students. There are more than 20 subjects directly connected with International aspects such as International Organisation Law, Humanitarian Law, Diplomatic and Consular Law, International Environmental Law etc. Also in other departments aspects of International Law are included into their courses.

As a part of the faculty policy, the Dean always encourages and supports lecturers to study abroad in order to receive LL.M or PhD degrees. Here, not only the extended knowledge plays a role, but also the experience of the lecturers which can be transferred into the faculty environment and the teaching process. Currently, more than 40 lecturers of International Law Department have obtained their PhD and LL.M. degree abroad.

The International class of the programme is relatively new and is aimed at attracting foreign students to study the BLP at UNAIR. For the last two years, the BLP has successfully implemented exchange programmes and summer class programmes for foreign students. Lecturers and students of the BLP are members of International organisations such as SEAHRN (South East Asia Consortium on Human Right), ALSA (Student Association in South East Asia) and ILSA (International Law Student Association). The department regularly invites guest lectures from overseas universities. There were 22 visiting lecturers (2018) which came from Australia, the Netherlands and Germany. Currently the programmes are preparing for a Double Degree.

### Bachelor of Psychology Programme (BPP):

BPP encourages its lecturers to take further education at well-known universities abroad to improve the quality of education and also to expand the global network of lecturers. Until now, 16 out of 48 lecturers are graduates from overseas universities with a MSc and/or PhD. BPP also provides the opportunities for lecturers to attend seminars, workshops and trainings abroad.

The BPP collaborates with the School of Psychology and Counselling. Queensland University of Technology (QUT), Australia, offers a 2+2 Programme where students spend their first 2-years of study at UNAIR and the last 2-years of study at the QUT. The BPP also collaborates with the University Utara Malaysia (UUM) to offer a one-semester exchange programme through international class. The BPP is also incorporated into the Academic Mobility Exchange for Undergraduate programme at Airlangga (AMERTA), by opening 4 courses each semester for foreign students who are conducting student exchange at UNAIR.

There is an inbound-outbound exchange programme where several lecturers from the BPP are teaching at other universities as guest lecturers. On the other side, BPP also invites guest lectures from overseas universities to UNAIR. The faculty provides financial support for lectures and students for participation in international conferences. The lecturers are involved as speakers in international forums, as well as in research articles which are published in international reputable journals.

### Master of Linguistics Programme (MLP):

Regularly, the MLP invites guest lecturers from overseas universities to enable the exchange knowledge and experience for students and lecturers. The Master of Linguistics Study Programme has been able to organise international conferences enabling lecturers and students to actively participate as presenters imparting their related contributions in research findings at international forums. The MLP also encourage lectures and students to publish their research findings at international journals. The publication also includes joint publications with scholars from other universities in the world.

Managing inbound and outbound programme qualifies lecturers and students to earn international experience. Inbound programme is outlined to acquire either international lecturers or students to engage themselves in teaching-learning environment at UNAIR. While outbound programme offers opportunities for lecturers and students of MLP to gain international experience at overseas universities.

The Double Degree Programme (Taiwan) has been incorporated into the Master of Linguistics Study Program to establish exclusive cooperation with a particular university aiming at reaching higher possibilities in exchanging knowledge and expertise among students and lecturers.

### Appraisal:

The programme design appropriately takes into account international aspects. The international content, the international environment during the studies and the English language courses/materials promote the graduates' employability in an international context. The learning outcomes of the three programmes are in line with the international benchmarks enabling the students to acquire the necessary international knowledge and expected skills.

		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)	BLP, BPP, MLP				

### 1.3 Positioning of the study programme

#### Bachelor of Law Programme (BLP):

The Programme is one of the oldest and leading institutions in the eastern region of Indonesia that provides legal education. Regionally the BLP is according to the university the first Faculty of Law that consistently produced high profile graduation in the region. Most of senior lawyer within the region are alumni of this programme with high reputation such as Indonesian Ambassador for Canada and Deputy of Indonesian Public Prosecutor. The current Governor of East Java is also a BLP alumni. The alumni of the programme are also spread to other University in the region to become academician in their field. In the private sector such as banking and corporate, alumni of the programme also hold strategic position within their legal division.

The Programme has good national reputation. The Programme has a long history as a legal institution of higher education that contributes to educate jurists in developing legal structures in Indonesia. The programme has comprehensively adjusted the Programme specification to national legal education policy (BKS) and international policy (Global Dean's Forum) in the field of competency of knowledge, skills and values. At international level, curriculum applied in the BLP refers to the agreement of Global Law Deans' Forum initiated by the International Association of Law Schools (IALS). This agreement has been outlined in 2013 in the Singapore Declaration on Global Standards and Outcomes of a Legal Education.

The declaration emphasizes the implementation of curriculum based on local needs, specifically:

- compliant with the criteria and local policies;
- comprehensive and flexible;
- in accordance with the outcome's standards of a legal education that emphasizes on: knowledge, skills, values;
- adaptive to the development of the regulations in the domestic and international scale;
- customizable to the needs of domestic developments on a regular basis and internationally.

The curriculum refers to the demand of the market which will minimise the number of graduates who are not covered in the job market. The graduates of the programme are prepared to work in various fields of legal profession such as: judges, prosecutors, advocates, and in-house counsel, legal staffs in government offices, public notaries, as well as academics in several universities on national or international level.

To support the vision and mission of UNAIR, the programme has the vision to be independent, innovative and to produce graduates oriented as a jurist professional and have high legal competence and morality. The vision is formulated by a variety of internal and external stakeholders.

#### Bachelor of Psychology Programme:

According to UNAIR, the BBP has a good positioning in the educational market. For example, the curriculum redesign process in this programme is a comprehensive and structured process, where feedback from various stakeholders (students, graduates, experts etc.) is systematically collected and taken into consideration for composing the curriculum. This is done to ensure that the study programme is regularly updated with needs of the stakeholders. Geographically, UNAIR is in the eastern part of Indonesia. Therefore, BPP also became a pioneer in the development of psychological science in Eastern Indonesia. BPP is a member of the executive board of AP2TPI which is consensus of the Association of Indonesian Psychology Higher Education Institution.



In the aspect of work attitude, BPP graduates are considered to be able to work together with the team and have adequate communication skills and demonstrate work behaviour with integrity. According to the university, the average of BPP graduates will get their first job within 3 months after they graduate. 90% of graduates have jobs that are in accordance with the scientific field of psychology.

BPP follows UNAIRs overall strategic concept to achieve the 500 best universities in the world. The efforts of BPP to reach the world class status can be seen in some international activities. The programme sent 69 students to an outbound programme in various universities abroad. BPP also brought 16 guest lecturers from various universities (University of Malaya, Universiti Utara Malaysia, Asia University, University of Warsaw, Colorado State University etc.). BPP also encouraged its lecturers to publish their research articles in international reputable journals. In addition, BPP has collaborated with the Queensland University of Technology (QUT), Australia, for a double degree programme.

#### Master of Linguistics Programme:

Currently, there are only ten colleges in Indonesia that have a Master of Linguistic Programme. From these colleges, MLP is the only one situated in East Java. Aiming at concentration on language and culture, MLP tries to separate its interests from its other competitors, which focus on Theoretical Linguistics and Sociolinguistics.

MLP graduates earn prospects to work in the field of Lexicography, Translation, Language Teaching, and other practical fields. Corpus Linguistics course, for instance, allow graduates professional ventures as lexicographers writing bilingual dictionaries. Working as a professional translators or interpreters are favourable for MLP graduates either as an independent professional or a part of corporate. Several sectors such as the government sector, health, tourism, and legal requiring translation service may become alternative job opportunities for MLP graduate. In addition, graduates also have the opportunity to enter media business as they may be employed as language editors on television stations or in publishers.

MLP is integrated into the HEI's overall strategic concept which shall include innovation and world class status. According to UNAIR, the innovation can be seen in the determination of MLP to focus its interest on language and culture.

Embracing this concentration, the study programme targets the research and innovation in the field of relationship between language and culture, specifying urban culture as the field shaping the uniqueness of MLP. The MLP supports its students and lectures to participate in international conferences and publications.

In addition, MLP has collaborated with a foreign university for a double degree programme.

#### **Appraisal:**

The Bachelor of Law and Bachelor of Psychology Programmes have a clear profile consisting of structural and content elements, which convincingly position the programme profile in the education market with regard to the desired qualification and competence objectives. In the panel's view, the study programmes can be seen as a positive example in the field of Law and Psychology.

In the view of the panel, the Master study programme position within the Indonesian education market is plausible. The Master of Linguistics Programme is the only one offered in East Java.

The positioning of the programmes in the education market can also be rated as positive. The future fields of employment for graduates are plausibly set forth. All three programmes provide students with job opportunities in Indonesia and abroad.

In the area of study, the Bachelor of Law Programme does conform with the study market as the curriculum of the programme is continuously updated. The panel appreciates that the curriculum is organised by involving the Dean Board, internal stakeholders, consisting of lectures and students and the alumni. In their view, the curriculum is a good example for the requirements of society and scientific development in the field of law.

The programmes are clearly integrated into the University's strategic concept. Each study programme's qualification goals are in line with the UNAIR mission and strategic planning for an international University profile.

		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		BLP, BPP	MLP		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)		BLP	BPP, MLP		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			BLP, BPP, MLP		

## 2. Admission

### Bachelor programmes:

The Student admission system at UNAIR is organised by the Student Admission Centre called PPMB. There are three types of selection:

1. SNMPTN (Seleksi Nasional Masuk Perguruan Tinggi Negeri) - A committee of SNPMTN appointed by the government invites outstanding students from all over Indonesia based on their academic and non-academic achievements during their high school studies and their school accreditation status (National Level).
2. SBMPTN (Seleksi Bersama Masuk Perguruan Tinggi Negeri) - Prospective students have to pass the national written tests (National Level).
3. Mandiri Selection - The University has set the quota for SNMPTN, SBMPTN and Mandiri selection in percentage of 50%, 15%, and 35%. Prospective students for the bachelor programmes of the Faculty of Law and the Faculty of Psychology must be graduated from the National Education and Examination Unit (SMA/MA/SMK/MAK). The graduation must not exceed more than two years (University Level).

In addition, there is a forth selection for the international class. The Bachelor of Law Programme has an International Class (BLP-International) which offers International Business Law and International Law. For this programmes there is an admission test with an English interview which is integrated in the Mandiri Selection.

### Master Programme:

There are two types of admission tests: a written test and an interview. The written test includes TPA (Academic Potential Test) and an English test about the Standard Value of the English Language Proficiency Test for Students of Master Programmes and Doctoral Programmes at Universitas Airlangga. The passing grades for both tests then are centrally determined by a meeting between the Rector and all deans. All Indonesian citizens or foreign citizens can apply for the admission for the MLP.

For foreign citizens there are special requirements. Applicants need a recommendation letter from Indonesian Embassy of their country. Besides, there are also specific criteria for student admission in the MLP including:

- (a) Bachelor-level study programme graduates in department of all languages and literatures as well as in language education majors (all languages);
- (b) Achievement Index (IP)  $\geq 2.75$  since the objectives of the programme is to provide graduates as researchers and decision makers in language issues.

UNAIR has an online and an offline help desk to provide services for prospective students. At the website the prospective students can find all the necessary information they need. If they have further questions they can interactively ask their questions by using the "contact us" menu or they get help at the Student Admission Center. In addition, there are also information events at many high schools around Indonesia where prospective students can get necessary information.

Prospective students will get informed about the selection procedure on the website. To ensure that the prospective students are well qualified, the selections procedure through National Selection for Entering State University Based on High School Grade (SNMPTM) is based on the Student Index and School Index. The Student Index consists the grade of the National Examination subjects (Semester I-V), the Minimum Completion Criteria, Academic Achievement, the Non-Academic Achievement and community empowerment. The School

Index consists on School Accreditation, Class Type, SNMPTN Index and Independent Index. For each component of the Student and School Index, a score is given by the Rector. The final value of the SNMPTN selection is based in the weight of the Student Index and School Index determined by the Rector. The selection is carried out by the Validation and Processing of the Test Results. The admission procedure and decision can be accessed by all responsible services on the website.

As part of the international orientation several measures are implemented.

	BLP	BPP	MLP
Requiring English language skills for admission	<ul style="list-style-type: none"> <li>- TOEFL IBT (Score 60)</li> <li>- TOEFL CBT (Score 173)</li> <li>- IELTS (Score 5.5)</li> <li>- Airlangga English Language Proficiency Test – ELPT / TOEFL (Score 500) (BLPInternational)</li> </ul>	<ul style="list-style-type: none"> <li>- TOEFL IBT (Score 60)</li> <li>- TOEFL CBT (Score 173)</li> <li>- IELTS (Score 5.5)</li> <li>- Airlangga English Language Proficiency Test – ELPT / TOEFL (Score 500) (DD Programme)</li> </ul>	
Requiring students to achieve certain level TOEFL-like (ELPT) score	450	450	475
Conducting lectures in English	(BLP- International)	(DD Programme)	(Bilingual)
Providing teaching materials and references in English	(BLP- International)	(DD Programme)	yes
Requiring students to write assignments and final assignments in English	(BLP- International)	(DD Programme)	(Certain Courses)

## Appraisal:

The University has clearly regulated the admission requirements for the programmes. The national legal requirements were taken into account. These regulations can be viewed and downloaded on the Internet by University members and the general public. Additionally, the admission requirements are oriented towards the strategic goals of the study programmes.

Applicants can directly turn to a Student Admission Center or to the helpdesk at the University for clarification of specific questions. Personal dialogue between applicants and the HEI is provided by defined office hours, by telephone and via e-mail. There is also a “contact us” menu at the homepage of UNAIR where to get in contact with the University.

The selection procedure is target-oriented, the individual components are comprehensively weighted. The selection criteria reflect the University's special requirements and the profile-giving characteristics.

The admission requirements such as the need to proof certain language proficiency ensure that students are able to successfully complete the study programmes.

The admission procedure is described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing.

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

### 3. Contents, structure and didactical concept of the programme

#### 3.1 Contents

Structure of the study programme Bachelor of Law:

##### **SEMESTER 1**

Code	Subject	Credits
AGI101	Religion	2
BAI 101	Bahasa Indonesia	2
HKD 100	Introduction to Jurisprudence	4
HKD 103	Introduction to Indonesian Law	2
HKN 100	Politics Theory	2
HKN 201	Law and Human Rights	2
NOP 103	Pancasila	2
NOP 104	Civics	2
<b>Total credits</b>		18

##### **SEMESTER 2**

Code	Subject	Credits
HKA100	Administrative Law	4
HKD 102	Adat Law	2
HKI 101	International Law	4
HKN 101	Constitutional Law	4
HKP 100	Criminal Law	4
HKT 100	Private Law	4
HKT 103	Islamic Law	2
<b>Total credits</b>		24

##### **SEMESTER 3**

Code	Subject	Credits
HKA 104	Administrative Procedural Law	4
HKA103	Environment Law	2
HKN200	Law of Legislation	2
HKP101	Criminal Procedure	4
HKT101	Private law procedure	4
HKT102	Commercial Law	4
HKT200	Law of Obligations	4
Total credits		24

**SEMESTER 4**

Code	Subject	Credits
HKP203	Crime against Human life and property	4
HKP204	Anti corruption Law	2
HKA102	Agrarian Law	2
HKI202	International Trade Law	4
HKI200	The law of the Sea	2
HKT205	Contract Law	2
HKT208	Company Law	4
HKT202	Banking Law	4
<b>Total credits</b>		24

**SEMESTER 5**

Code	International Law Concentration	Credits
HKD 202	Legal Argumentation	2
HKN 103	Legislative Drafting	2
ETH 102	Professional Ethics of Law	2
HKA 202	Local Government Law	4
HKP 202	Mootcourt on criminal procedure and Private Law prosedure	2
HKT 206	Inheritance law	4
HKT 301	International Organization Law	2
HKI 302	Diplomatic and consular law	2
HKI 306	International Humanitarian Law	2
HKI 305	International Dispute Settlement	2
		24

**SEMESTER 6 International Law Concentration**

Code2	International Law Concentration	Credits3
KNH101	KKN	3
HKT204	Alternative Dispute Resolution	3
HKT207	Religion Procedural law	2
PHH103	An Introduction of the philosophy of Law	2
PNH497	Legal Research	2
HKI308	Drafting on International Treaty	4
HKI303	International Environment Law	2
HKI412	Cyber law	2
HKT308	Transportation Law	2
HKT309	Labour Law	2
	Total Credit	24

### **Semester 7 International Law Concentration**

Code	Subject	Credits
PNH499	SKRIPSI	4
HKT104	Contract drafting	2
HKI414	International Arbitration	2
HKI413	ASEAN comparative contract law	2
HKT407	Private International Law	2
HKI408	International Human Rights	2
HKI409	Nuclear Law	2
		<b>16</b>

### **SEMESTER 8 International law concentration**

Code	Subject	Credits
HKN306	Immigration and citizenship law	2
HKI417	Air and Space Law	2
HKI418	Transnational and International Crime	4
HKN301	Comparative Constitutional Law Theory	2
HKN401	Law of Asean Countries	2
HKT408	International Business Transactions	2
		<b>14</b>

The curriculum of the Programme is designed to empower students to work as professional jurists, prosecutors, advocates, and in-house counsel, legal staffs in government offices, public notaries, as well as academics in several universities on national or international level.

The programme aims to emphasize the learning process by providing theoretical and practical skills for solving legal problems on a professional level. The contents of the curriculum are divided into: National Compulsory, Faculty Compulsory, Area of Interest's Compulsory and Elective (based on Area of Interest).

To support the objective of the programme, there are 5 areas of study: Business Law, Judiciary, Governmental Law, International Law, and Islamic Business Law. Hence, the curriculum is mainly divided into two general course groups: one group for the general and compulsory courses and five groups are those of specific skills and interests.

The name of study programme in Indonesia is regulated by the Ministry of Research and Higher Education. The Bachelor of Law Programme is named "Strata 1 Ilmu Hukum" (Undergraduate) and the awarded degree is S.H. "Sarjana Hukum" (Bachelor of Laws).

The curriculum of the programme should encourage the theoretical and practical skills. The LOs have been adapted to the competences based on the interest of study. The integration is manifested in the skills:



	Skills	Practical objectives	Samples of courses
1	Skills of substantive law; procedural law; and drafting of legal documents	Able to work and continue to develop themselves through research and practice that aims to resolve legal disputes	Criminal Procedural Law, Private Procedural Law, Research Methods, Contract Drafting, Legislation Drafting
2	Skills of dispute resolution	Able to conduct litigation practice (through moot court) and non-litigation practice (negotiations, mediations and conciliations)	Criminal Procedural Law, Private Procedural Law, Administrative Procedural Law Alternative Dispute Resolutions
3	Skill of simulation of practice of law firm	Able to solve problems related to the ethics of the law profession properly and correctly	Clinical for Environmental Law, Clinical for Anti-Corruption
4	Skills of legal practice	Able to experience in solving legal problems in the society	Clinical for Environmental Law, Clinical for Anti-Corruption

The specific methods and scientific practice in the Bachelor of Law Programme are:

- Application of student centred learning strategy which demands students' active participation during the learning process such as: discussion, simulation, practice, and demonstration (both litigation and non-litigation procedure).
- Application of problem based learning approach which demands students to apply their competence and capability and applying their scientific knowledge for practical purposes such as: drafting (contract, legislative, and memorial, and bill) and internship at various institutions, for instance in the Ministry of Foreign Affairs, Ministry of Law and Human Rights, Ministry of Communications and Information Technology, Bank Indonesia, State Oil and Natural Gas Mining Company (PERTAMINA), State Natural Gas Company (PGN) as well as some law firms and public notary offices.

Structure of the study programme Bachelor of Psychology:

<b>SEMESTER 1</b>				
<b>National/ Faculty Compulsory Courses</b>				
1a	AGB101	Religion of Buddhism I	2	National
1b	AGI101	Religion of Islam I		
1c	AGK101	Religion of Catholic I		
1d	AGP101	Religion of Christian I		
1e	AGH101	Religion of Hinduism I		
1f	AGC101	Religion of Kong Hu Chu I		
2	SOA102	Anthropology	2	National
3	SOS102	Sociology	2	National
4	BAE110	English Language	2	National
5	PSU104	History and Schools of Psychology	2	Faculty
6	PSU106	Individual Behaviour and Mental Process	3	Faculty
7	PSU107	Biopsychology of Behaviour	4	Faculty
8	PSS104	Social Cognition	2	Faculty
9	PSS105	Social Interaction	3	Faculty
<b>Total Credit</b>			<b>22</b>	
<b>SEMESTER 2</b>				
<b>National/ Faculty Compulsory Courses</b>				
1	NOP103	Pancasila	2	National
2	NOP104	Citizenship Education	2	National
3	PHP101	Philosophy of Knowledge	2	National
4	BAI101	Indonesian Language	2	National
5	PHP102	Human Philosophy	2	Faculty
6	PSS106	Social Influence and Group Dynamics	2	Faculty
7	PSU105	Psychology of Learning	2	Faculty
8	PSU108	Psychology of Personality	4	Faculty
9	PSD101	Theories of Developmental Psychology	3	Faculty
10	SOK105	Communication Skills	2	Faculty
<b>Total Credit</b>			<b>23</b>	
<b>SEMESTER 3</b>				
<b>National/ Faculty Compulsory Courses</b>				
1	PSD203	Human Development, Education, & Family	4	Faculty
2	PSC202	Healthy Behavior	2	Faculty
3	PSC305	Mental Health	3	Faculty
4	PSA207	Psychological Measurement	5	Faculty
5	PSA208	Basics of Psychological Assessment	4	Faculty
6	PSA209	Basics of Psychological Intervention	4	Faculty
<b>Total Credit</b>			<b>22</b>	
<b>SEMESTER 4</b>				
<b>National/ Faculty Compulsory Courses</b>				
1	PSE202	Educational Psychology	3	Faculty
2	PSI201	Industrial and Organizational Psychology	3	Faculty
3	PSC203	Psychopathology	3	Faculty
4	PNP205	Basics of Research Methodology	2	Faculty

5	PSA210	Assessment & Intervention of Children and Adolescents	4	Faculty
6	PSA211	Assessment & Intervention of Adults and Elderly	4	Faculty
7	PSA212	Assessment & Intervention of Community	4	Faculty
<b>Total Credit</b>			<b>23</b>	
<b>SEMESTER 5</b>				
<b>National/ Faculty Compulsory Courses</b>				
1a	AGB401	Religion of Buddhism II	2	National
1b	AGI401	Religion of Islam II		
1c	AGK401	Religion of Catholic II		
1d	AGP401	Religion of Christian II		
1e	AGH401	Religion of Hinduism II		
1f	AGC401	Religion of Kong Hu Chu II		
2	PSS303	Indigenous Psychology	3	Faculty
3	PNP206	Method and Data Analysis of Quantitative Research	7	Faculty
4	PNP207	Method and Data Analysis of Qualitative Research	4	Faculty
5	PSA304	Assessment & Intervention of Organization	4	Faculty
6	PSO301	Leadership and Decision Making	2	Faculty
7	PSD305	Self-Development	2	Faculty
<b>Total Credit</b>			<b>24</b>	
<b>SEMESTER 6</b>				
<b>National/ Faculty Compulsory Courses</b>				
1	KNP401	KKN-BBM (Community Service Field Work)	3	National
<b>Area of Interest: Developmental and Educational Psychology</b>				
1	PSD403	Seminar of Educational and Developmental Psychology	2	-
2	PSE301	Early Childhood Education	2	Elective
3	PSE302	Adult Education	2	Elective
4	PSE303	Psychology of Giftedness	2	Elective
5	PSD303	Psychology of Playing	2	Elective
6	PSC309	Mental Health of Children and Adolescents	3	Elective
<b>Area of Interest: Personality and Social Psychology</b>				
1	PSS405	Social Psychology (Seminar)	2	-
2	PSK301	Community Mental Health	3	Elective
3	PSS304	Cyber Space Psychology	2	Elective
4	PSS305	Psychology of Peace	2	Elective
5	PSS306	Psychology of Disaster	3	Elective
<b>Area of Interest: Industrial and Organizational Psychology</b>				
1	PSI404	Community Mental Health	2	-
2	PSC310	Mental Health and Psychology of Working Behavior	3	Elective
3	PSO302	Psychology of Entrepreneurship	3	Elective
4	PSO303	Individual Development in Organization	5	Elective
<b>Area of Interest: Clinical Psychology and Mental Health</b>				
1	PSC403	Seminar of Clinical Psychology and Mental Health	2	-

2	PSC311	Stress Management	2	Elective
3	PSC309	Mental Health of Children and Adolescents	3	Elective
4	PSC102	Forensic Psychology	2	Elective
5	PSC312	Therapeutic Counselling	2	Elective
6	PSK301	Community Mental Health	3	Elective
<b>Total Credit</b>			<b>15-17</b>	
<b>SEMESTER 7</b>				
<b>Area of Interest: Developmental and Educational Psychology</b>				
1	PSE304	Inclusive Education	3	Elective
2	PSD306	Optimization of Human Development	3	Elective
<b>Area of Interest: Personality and Social Psychology</b>				
1	PSK302	Community-based Healthy Behavior	2	Elective
2	PSS307	Human Trafficking and Family Resilience	3	Elective
3	PSS308	Psychology of Mass	2	Elective
<b>Area of Interest: Industrial and Organizational Psychology</b>				
1	PSO304	Group in Organization	2	Elective
2	PSO305	Organizational Development	4	Elective
<b>Area of Interest: Clinical Psychology and Mental Health</b>				
1	PSC313	Family Mental Health	2	Elective
2	PSC314	Mental Health of Adults and Elderly	3	Elective
<b>Total Credit</b>			<b>5-7</b>	
<b>SEMESTER 8</b>				
1	PNP499	Thesis	6	National
<b>Total Credit</b>			<b>6</b>	
<b>Minimum Credit For Graduation</b>			<b>144</b>	

To support the objective of the programme, there are 4 areas offered for the students: Clinical Psychology and Mental Health, Developmental and Educational Psychology, Industrial and Organizational Psychology, and Personality and Social Psychology. Each area has its specific competences.

The contents of the curriculum accommodate: National Compulsory, Faculty Compulsory, Area of Interest Compulsory, and Elective Courses. Area of Interest Compulsory Courses could be Elective Courses for students of other specialisations.

The Bachelor of Psychology Programme is named “Strata 1 Psikologi” (Undergraduate) and the awarded degree is S.Psi. “Sarjana Psikologi” (Bachelor of Psychology). This name corresponds to the contents of the curriculum and the programme objectives as regulated in the Decree of Indonesian Association of Higher Education in Psychology about the core curriculum of psychology study programme on undergraduate level.

Through its curriculum, the programme aims to prepare its students for their future job market. The integration of theory and practice is manifested in the skills:



No	Skills	Practical objectives	Samples of courses
1	Skills of self-awareness and character building	Able to apply psychology-specific content and skills inline to contextual values and professional standard.	Social Interaction; Communication Skills; Psychology of Personality;
2	Skills of research	Able to respond to problems critically and conduct scientific research ethically.	Basics of Research Method; Quantitative Research Method and Data Analysis; Qualitative Research Method and Data Analysis
3	Skills of psychological assessment	Able to design and conduct psychological assessment based on the result of need identification.	Basics of Psychological Assessment; Basics of Psychological Intervention; Assessment and Intervention

4	Skills of psychological intervention	Able to create innovative programmes or products to optimize wellbeing based on the result of psychological assessment.	for Children and Adolescence; Assessment and Intervention for Adult and Elderly; Assessment and Intervention for Organization; Assessment and Intervention for Community
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The specific methods and scientific practice in the Bachelor of Psychology Programme are:

- The implementation of an active-didactic learning strategy which allows the integration of knowledge and practical skills. They can be delivered through lecture, discussion, group presentation, field trip, case studies, role play, reflection, and peerlearning.
- The opportunity to gain hands-on experience and practical knowledge through research and internship such as applying for a position as a research assistant in any research project conducted by lecturers or develop a thesis research from a part of the research project they have participated in the past.

### Structure of the study programme Master of Linguistic:

Number	Courses Code	Course Name	Credits	Compulsory/ Elective	Semester
1	LIE601	Contemporary Linguistics Theory	3	C	1
2	PHB601	Philosophy of Linguistics	3	C	1
3	LIE604	Psycholinguistic Theory	3	C	1
4	SSU609	Critical Discourse Analysis	3	C	1
		Sub-total of credits 1st Semester	12		
5	BUK607	Cross-Cultural Pragmatics	3	C	2
6	LIE605	Sociolinguistics Theory	3	C	2
7	LIE602	Corpus Linguistics	3	C	2
8	LIE607	Applied Linguistics	3	C	2
		Sub-total of credits 2nd Semester	12		
9	LIE608	Cultural Linguistics	3	C	3
10	PNB698	Writing and Seminar on Thesis Proposal	3	C	3
11	LIE609	Language Planning	3	C	3
12	LIE602	Issues on Japanese Language Teaching	3	E	3
13	LIE612	Issues on Indonesian Language Teaching	3	E	3
14	LIE 610	Issues on English Language Teaching	3	E	3
15	LIE611	Issues on Translation	3	E	3
		Sub-total of credits 3rd Semester	12		
16	PNB669	Thesis	8	C	4
		Sub-total of credits 4th Semester	8		
		Total of Study Program Credits	44		

The LOs in the first year are focused on analysing linguistic phenomena from different approaches. In the second year, the focus of the LOs is that students can promote a solution to solve linguistic problems using an appropriate linguistic approach through a research which can be achieved through elective courses.

The name Master of Linguistics Programme of the study programme is in line with the linguistics association and the nomenclature of Ministry of Research, Technology, and Higher. It is named “Magister Humaniora” and the awarded degree is M.Hum. (Master of Humanities). According to the University, the curriculum contains courses on linguistics so the name of the programme corresponds to the courses and the syllabi.

The courses include discussions on theoretical questions and practical examples. Through its curriculum, the programme aims to prepare its students for their future job market. The integration of theory and practice is manifested in the skills:

Skills	Practical objectives	Samples of courses
Determining the morphemes of any languages.	determining the morphemes of Turkish, Japanese, Local Languages or other which are foreign to the students	Contemporary Linguistics Theory
Determining and Making a sound inventory of languages	Identifying the speech sounds of languages which are foreign to the students	Contemporary Linguistics Theory
Determining/identifying the translation strategies or methods applied by a translator	Identifying the translation strategies of a text written in bilingual languages.	Current issues on Translation

Interdisciplinary is a feature of the courses in the Master of Linguistics Study Programme. Most of the courses in this programme are macro linguistics courses that associate linguistics with particular fields or disciplines outside linguistics. The characteristics of interdisciplinary thinking are seen in the subjects such as Sociolinguistics, Cross-Cultural Pragmatics, Applied Linguistics, Cultural Linguistics, Critical Discourse Studies, Psycholinguistics, Corpus Linguistics and other subjects.

The study programme ensures the acquisition of methodological competences and of the ability to do scientific work by including research methodology in the courses. For example, the Thesis Proposal course includes meetings discussing and research methods in general. In addition, the students are also thoroughly trained in research methods with the assignments given in the courses. In a number of courses the students were asked to present research papers which reflect their abilities to implement the right research methods and conduct scientific work.

In the third semester, the students will take the Thesis Proposal Writing and Seminar Course as an initial step to decide their thesis topic. The output from this course is a thesis proposal which will be evaluated in a thesis proposal defence. If the student has passed the defence they can conduct the research to collect data.

#### All Programmes:

UNAIR believes that ethical aspects are vital in academic and non-academic life. UNAIR has its policy, regulation, and organisation to guard the ethical aspects. Each Faculty has its own Ethics Board. At the study programmes level, this ethical aspects are implemented in teaching, research and community services. The programmes ensure that ethical aspects are well embraced by the students and graduates. At the study programmes level, this ethical aspects are implemented in teaching, research, and community services.

To promote scientific practice, the interaction between students and lecturers are encouraged in class and outside class, for instance by conducting seminars and internship. Moreover the study programmes provide facilities that support an academic atmosphere, such as rooms and spaces for academic and non-academic activities, internet access in open areas and reading rooms with access to online literature.

UNAIR has a strong commitment to make sure that students are exposed and familiar with interdisciplinary thinking. This can be seen from its intracurricular activities and extra-curricular activities. The compulsory activities at University level include Student orientation, Community Service – Service Learning, Student Creativity Programme, International and

Field Study. The integration of theory and practice as described requires interdisciplinary thinking. This is applied to the whole faculties including Faculty of Law and Faculty of Psychology.

Students of Bachelor of Law Programme and Bachelor of Psychology programme are obliged to carry out undergraduate thesis. The thesis is written based on an independent research, carried out by a student under two supervisors or collaborative. Students should defend their thesis in front of 4 examiners. The assessment rubric includes writing skills, presentation, scientific comprehension, understanding of the thesis and related knowledge. The guideline for writing thesis can be accessed online in the faculty's website. Students receive their bachelor degree during a ceremony "Yudisium" (Graduation), after passing all courses, submitting the thesis report and publishing a research article.

## Appraisal:

The contents of the modules in the Bachelor of Law and Bachelor of Psychology Programme consistently reflect the strategic orientation of the study programmes. They clearly meet the requirements of the job market. Additional electives enhance the graduates' employability.

The curriculum of the Master of Linguistics Programme adequately reflects the qualification objectives of the study programme. The contents of the modules are well-balanced for the first and second year, including both compulsory and optional courses. Optional electives enable students to acquire additional competences and skills. The panel **recommends** UNAIR to introduce more elective courses for example "Computational Linguistics", "Comparative Linguistics", and "Research Methodology in Linguistics" to offer students a larger specialisation spectrum.

The programme is aligned with the learning outcomes and has a good balance between theory and practice. The contents of the master programme take into account the students' prior professional experience and refer to it.

The degree and programme names correspond to the contents of the curriculum and the programme objectives.

Theory and practice are sufficiently combined throughout each curriculum. Theoretical questions are geared towards application fields to promote employability. Many lectures bring their practical experience skills with up-to-date knowledge into the programmes. The panel especially welcomes the use of laboratories in the Bachelor of Law and Bachelor of Psychology Programmes. In its view, this will particularly strengthen the connection between theory and practice.

There is evidence that the Bachelor of Law Programme qualifies for interdisciplinary thinking. Interdisciplinary thinking is an important feature of the Bachelor of Psychology and Master of Linguistics Programme and partly because a variety of interdisciplinary modules are given. The panel observed that the focus of these two programmes is on preparing students for a profession requiring trans- or interdisciplinary knowledge.

Ethical implications are appropriately communicated in the Master of Linguistics Programme. 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 in the Bachelor Programmes.

Methodological competence and the ability to work scientifically are taken into account to an



appropriate extent in the curriculum. However, the panel sees potential to further strengthen the research work in the study programmes. In the Psychology course of studies, it is also **recommended** to further expand the literature references in the course descriptions and to inform students about relevant literature in each course for better orientation.

All exams, as they are defined for the modules, 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. At the end of study the students must prepare a final thesis. The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures. The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives.

	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)		BLP, BPP	MLP	
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			BPP, BLP, MLP	
3.1.3*	Integration of theory and practice (Asterisk Criterion)		BPP, BLP	MLP	
3.1.4	Interdisciplinary thinking		BPP, MLP	BLP	
3.1.5	Ethical aspects		BPP, BLP	MLP	
3.1.6*	Methods and scientific practice (Asterisk Criterion)			BLP, BPP MLP	
3.1.7*	Examination and final thesis (Asterisk Criterion)			BPP, BLP, MLP	

## 3.2 Structure

	Bachelor of Law Programme	Bachelor of Psychology Programme	Master of Linguistics Programme
Projected study time	7 semesters	7 semesters	4 semesters
Number of Credit Points (CP)	230 ECTS	230 ECTS	70 ECTS
Workload per CP	1 ECTS = 25 hours	1 ECTS = 25 hours	1 ECTS = 25 hours
Number of modules	116 modules	69 modules	14 compulsory modules/ 4 electives modules
Time required for processing the final thesis and awarded CP	3 months	6 months	6 months

### Bachelor of Law Programme:

The programme offers 144 Indonesian SKS credits in minimum and 160 SKS credits for maximum that can be completed within 7-8 semesters. The maximum study load for each semester is 24 SKS credits.

The Learning objectives are guided by the Manual for Assessment Process. The LOs for all subjects are written down in the Handbook of Curriculum, Lesson Plans (LP) and Learning Contract (LC).

The assessment method includes: (a) assignment given by lecturer on specific topics, (b) quiz to detect readiness and/or students' comprehension of specific LO, (c) working report that must be submitted after conducting a series of activities or practical works, (d) pre- and post-test at the beginning and end of class to measure student comprehension as result of learning, (e) seminars in which students present their learning on specific topic and discussed with other students, (f) soft skills assessment, (g) practical exam, and (h) mid- and end-term examination. All assessments are processed using Criterion-Referenced Score (CRS) and converted in seven-grade Letters, i.e. A ( $\geq 75$ ); AB (70-74,9); B (65-69,9); BC (60-64,9); C (55-59,9); D (40-54,9) and E ( $< 40$ ).

	Credits	(%)	ECTS cr-eg
Lectures	120	83.4	192.0
Practical	14	9.7	22.4
Fieldwork	10	6.9	16.0
Total	144	100.0	230.4

#### Bachelor of Psychology Programme:

The study programme requires students to accomplish 144 credits in at least 7 semesters and no longer than 14 semesters. Students are required to take 10 courses (21 credits) of university compulsory, 31 courses (102 credits) of faculty compulsory, 6-8 courses (19 credits) of the area of interest compulsory and at least 1 course (2 credits) of the elective courses.

The Learning objectives are guided by Manual for Assessment Process. The LOs for all subjects are written in the Handbook of Curriculum, Lesson Plans (LP), and Learning Contract (LC). The assessment method includes: (a) assignment given by lecturer on specific topics, (b) quiz to detect readiness and/or students' comprehension of specific LO, (c) working report that must be submitted after conducting a series of activities or practical works, (d) pre- and post-test at the beginning and end of class to measure student comprehension as result of learning, (e) seminars in which students present their learning on specific topic and discussed with other students, (f) soft skills assessment, (g) practical exam, and (h) mid- and end-term examination. All assessments are processed using Criterion-Referenced Score (CRS) and converted in seven-grade Letters, i.e. A ( $\geq 75$ ); AB (70-74,9); B (65-69,9); BC (60-64,9); C (55-59,9); D (40-54,9) and E ( $< 40$ ).

#### Master of Linguistic Programme:

The programme offers 44 credits (70 ECTS) that can be completed within 4 semesters. Students are required to take 14 compulsory courses of the university and 4 of elective courses.

The assessment components on learning outcome in the MLP includes Midterm Exam, Final Exam, assignments and soft skill assessment. The Percentage of each component will be delivered in the beginning of the class in the syllabus. Every course has its different percentages depending on the course objectives and the agreement among the teaching team.

#### All programmes:

The Indonesian SKS credit point system can be converted into the European Credit Transfer System. 1SKS consists of 170 minutes per week that are (50 minutes face to face lecture, 60 minutes of structured academic activities, 60 minutes of self-study activities.) 1SKS = 170 minutes x 14 weeks = 2380 minutes (39,7 hours) – 1 ECTS = 25 hours. So the credit equivalence is:  $39,7/25 = 1.6$  ECTS.

Equality of opportunity is guaranteed by UNAIR as stated in the Decision of UNAIR Academic Senate about the general regulation in administering the University and the Rector Decree regarding admission requirements. All prospective students have equal opportunity to enter and finish their study at UNAIR. In practice, UNAIR supports those who are economically disadvantaged by providing scholarships. UNAIR has also provided facilities for disabled people.

## Appraisal:

The programme structure of all programmes supports the smooth implementation of the curriculum and help students to reach the defined learning outcomes. The programmes consist of modules and assign Credit-Points (CP) per module on the basis of the necessary student workload. The module descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. The study programmes are designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The recognition of degrees and periods of study at other HEIs is regulated in accordance with the Lisbon Recognition Convention; the recognition of periods of practical work – insofar intended – is also clearly defined. The HEI handed in documents which show Indonesian Credits and the conversion to the European ECTS system. During the on-site visit, no diploma supplement with a relative grade or an ECTS grading table could be presented to the panel members. Within the UNAIR's statement on the report, for each study programme a diploma supplement including a relative grade was submitted. The panel revised and approved the documents.

The feasibility of the study programme's workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling.

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)			BLP, BPP, MLP		
3.2.2*	Study and exam regulations (Asterisk Criterion)			BLP, BPP, MLP		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			BLP, BPP, MLP		
3.2.4	Equality of opportunity			BLP, BPP, MLP		

### 3.3 Didactical concept

The logic and plausibility of the didactical concept is oriented on the curriculum of each study programme. Teaching instruments and methods are designed and implemented to support the achievement of the LOs. They are defined in each study plan. Instruments that are used are printed media, electronic media and E-Learning Models. The Learning methods are a combination of Teaching Centred Learning (e.g. class teaching, demonstration, practices), Student Centred Learning (e.g. group discussion, problem based-learning) and Research Methodology (e.g. find research ideas, write proposals/ research reports/ papers, give presentation). The University provides relevant trainings to ensure that all lectures are competent in applying didactical methods and using the instruments to increase the achievement of the intended LOs.

#### Bachelor of Law Programme:

Each course has its own description of the learning strategy to achieve the LOs. Lectures may combine different methods such as seminar, presentation, group decision, case studies, internship, role-playing, student projects, field practice etc. Through a student centred learning strategy the student participation is highly required within the learning process.

Guest lecturers are regularly involved in this programme. Each Department proposes the invited professors/scholars once. In general the guest lectures can be divided into two groups. National - The invited professors/scholars are selected based on expertise and from various occupations such as judge, general prosecutors, high rank police officer and other related position. International - These are invited guest lecturer from overseas university on regular basis by using faculty scheme (inbound mobility) or AGE (Airlangga Global Engagement) scheme. Many professors from well-known universities in Europe, Australia, Japan, and Malaysia are contributed as guest lectures.

#### Bachelor of Psychology Programme:

Learning methods and strategy in this programme are designed to facilitate the achievement of the LOs. Some common learning methods in this programme are lecture, discussion, group project and presentation, field trip, e-learning, case studies, role play, reflection, research project, and peer-learning. Common methods are:

- Combination - Lecturers will typically start a course with some lectures to introduce psychological concepts or theories to the students. It can later be followed with case study by exposing students with real-life cases related to the previously learned theories and using the cases as discussion materials. Examples of these courses are Mental Health and Psychology of Personality.
- Research - This method is implemented in some courses with research proposal and research report such as Quantitative Research Method and Data Analysis, Qualitative Research Method and Data Analysis. Typically, lecturers will combine this method with other learning strategies such as presentation or peer-learning.
- Project - It aims to develop students' creativity, interpersonal communication skills, and problem-solving skills. With this method, students are required to work in a group on a creative project related to the previously learned materials. For instance, in the course Theories of Developmental Psychology, groups of students are assigned to review one theory of psychology and design an indirect non-training psychoeducation (e.g. poster; leaflet; brochure; pamphlet; article in newspaper, magazine, or journal; or short films).

Some courses in the Psychology Programme invite guest lecturers with special qualifications. The Forensic Psychology invites a wide range of professionals, from police officer, legal scholar, and health workers, as a guest lecturer in class to talk about current issues and comprehensive perspective in forensic settings, and Psychology of Entrepreneurship course also typically invites various entrepreneurs as guest lecturers for

the students. The programme also invites professionals for future careers in the labour market such as an alumnus of the programme who can inspire students to have a great career. A number of reputable professors from Europe, Australia, and Asia had been invited to give guest lecture for the programme. Aside from giving lecturer inbound professors are typically also involved in several other activities, such as workshop, seminar, conference, and joint research and publication.

In the Psychology Programme, some courses may include an internship. In this courses some students are selected to be the tutors. Tutorial is a structured learning activity in class where students of the course interactively discuss a certain topic with their tutor. For example, in one tutorial, students are assigned to design a pamphlet to promote mental health literacy. Tutors will show the students some instances of mental health pamphlet, provide a tutorial video on how to make good pamphlets, and supervise groups of students during the making of the pamphlet draft.

#### Master of Linguistics Programme:

In order to achieve the determined objectives, the study programme adopts teaching and learning process that encourages lecturer-student and also student-student interaction. Therefore, each course is designed to involve students in questions and answers, group discussion, individual projects and group projects. With such a teaching and learning approach students are required to take active participation. Furthermore, students also learn to evaluate the works of other people. For instance, in the course Applied Linguistics, students raise questions and give comments on their friends' mini-projects reported in the class. Thus, students obtain hands-on training in doing research, presenting the result and evaluating others 'work.

Guest lecturers who are invited in MLP are not only from professional practice such as doctors, but also from culture and politics such as cultural scientists. The lectures given by the guest lecturers contribute to the achievement of learning outcomes, especially by articulating the graduate profile.

#### All programmes:

The LOs may be supported by several courses and its achievement evaluation is conducted by teaching team through exams (mid- exam, final exam, quizzes, and assignments). Learning process and achievement of the LOs are monitored by Quality Assurance Unit at Faculty Level (SPM).

Relevant trainings are provided to ensure that all lecturers are competent in applying didactical methods and using the instruments to increase the achievement of intended LOs. Lecturer performance index in teaching learning process is used as an indicator whether the teaching staff has been able to implement the didactical methods and to make the most out of the instrument.

Course materials can be accessed in a special online teaching-learning method through the university network and the web of the programme. Using this platform several methods of teaching and learning may be employed such as group discussion, interactive discussion, assignment and quizzes. The contents of the materials are managed and updated regularly at the beginning of each semester. Course materials may include presentation slides, book chapters, e-books, journal articles and videos.

#### **Appraisal:**

The didactical concept of the study programmes is described, plausible, and oriented towards the programme objectives. Variety of didactical concepts and methods are applied, including E-Learning/ Blended Learning. It allows for the application of different teaching and

learning methods. Students are encouraged to take an active role in creating the learning process. However, the panel formed the view that in the MLP the Blended Learning format could be used more extensively.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. Various course materials in both printed and electronic versions/ English and local languages are used (more in English) which are updated regularly. Many of the course materials can be accessed online. They are user-friendly and encourage students to engage in further independent studies. In the view of the panel, the selected course materials are especially suitable for the Bachelor of Law Programme. Through interactive work with the materials, the students are enabled to develop their own theory-based problem solving strategy.

Guest lecturers are regularly invited, their contribution forms an integral part of the study programme's didactical concept. They come from a variety of occupations, which enhances students' chances of employment thanks to the profound insights they gain.

During the on-site visit, the panel formed the view that there is no tutoring system implemented for MLP students. Within the University's statement on the report, UNAIR states that MLP conducts tutorials which are embedded in the programme of HIMA (the MLP Student Association), PUSBA (Language Center) and Housing and Dormitory Department. The forms of tutorials are various, such as language learning for academics, article writing and journal selection for publication as well as buddies for international students. The panel appreciates that there exists a form of a tutoring system. However, the panel encourages the University to reconsider whether the tutoring processes could be more systematised. From the panel's point of view, especially the international students in bilingual courses in the MLP would benefit from it.

		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)			BLP, BPP, MLP		
3.3.2*	Course materials (Asterisk Criterion)		BLP	BPP, MLP		
3.3.3	Guest lecturers		BLP, BPP, MLP			
3.3.4	Lecturing tutors			BLP, BPP, MLP		

### 3.4 Internationality

The University indicates that internationalising education has become a part of UNAIR strategic plan. UNAIR encourages and supports that each study programme incorporates internationalisation as a significant aspect of the curriculum. The following table shows the implementation of the internationalisation of each programme:

	Bachelor of Law Programme	Bachelor of Psychology Programme	Master of Linguistics Programme
<b>Language</b>	Compulsory English Competence	Compulsory English Competence	Compulsory English Competence
<b>Courses</b>	12 courses IB Program Courses	20 courses	Corpus Linguistics Contemporary Linguistics
<b>Elements of courses</b>	Dean Forum; International Association of Law School (IALS)	American Psychological Association (APA) Diagnostic and Statistical Manual of Mental Disorder (DSM) International Classification of Diseases and Related Health Problems (ICD)	American Psychological Association (APA)
<b>Classes</b>	Airlangga Mobility Exchange (AMERTA), Airlangga Summer Programme (ASP)	Double degree Airlangga Mobility Exchange (AMERTA) UUM-UNAIR International Class	Double degree
<b>Activities</b>	Guest lecturers (inbound & outbound), Seminars, conferences, trainings, exchanges (Error! Reference source not found.)	Guest lecturers (inbound & outbound), seminars, conferences, trainings, exchanges (see Error! Reference source not found., Error! Reference source not found., Error! Reference source not found.,& Error! Reference source not found.)	Guest lecturers (inbound & outbound), seminars, conferences, trainings, exchanges (see Error! Reference source not found.)

#### Bachelor of Law Programme:

The programme is fully aware on the urgency of bringing international aspect into law teaching. Besides the fact that the discussion of various cases (national and international) are embedded in the learning process, the programme provides a range of courses in which students are positioned to explore practices from other jurisdiction (Constitutional Law, ASEAN Law, International Trade Law, Nuclear Law, International Humanitarian Law International Human Rights etc.). To ensure an intercultural environment the programme increases guest lecturers mobility, conducts international conferences and actively involves in the AMERTA (Academic Mobility Exchange for Undergraduate at Airlangga) programme.

The study programme has not had any international students. However, measures taken towards internationalisation have been started since the study programme increases interaction with international student body for years. The faculty policy related to this issue is to provide the student outbound programmes and student exchange programmes. In addition, students were also actively involved in international competitions. On the other hand there is also an inbound student programme where students from foreign universities come to UNAIR to study. The student inbound programme is implemented with the university programmes through the AMERTA programme and Airlangga Summer Programme. The courses offered in the programme are: Introduction to Indonesian Law, Customary Law, Constitutional Law, Human Rights, Cyber Law and Nuclear Law. This inbound and outbound activity ensures reciprocity between study programmes and partners.

A policy towards internationalisation has been initiated and implemented at UNAIR. There are several main activities of the internationalisation:



- Sending lecturers to study for a degree abroad such as the USA, the Netherlands, Germany, Australia, Poland, Russia, Thailand, India, Singapore and Malaysia. This diversity is the first step towards bridging further cooperation with foreign universities in addition to the small scope of international exposure as well as in order to improve capabilities in terms of language and academic culture. The capital is then used to enrich international content in the curriculum and discussion in classroom learning.
- Establishing collaboration with a number of universities. With this framework, visiting lecturers and adjunct professors become part of the curriculum which is run every semester to support lectures, writing training, and research collaboration. Besides, Faculty of Law also sends its lecturers for outbound programmes all over the world.

The foreign language content is implemented in the use of literature, course materials and during lectures.

#### Bachelor of Psychology Programme:

The Psychology Programme is aware of the importance of integrating intercultural aspect and international content into its learning process. An English Language course is given to students in their early semester in order to prepare them for the international academic atmosphere at the campus. The programme also uses international standards and references such as the use of American Psychological Association (APA) and the Diagnostic and Statistical Manual of Mental Disorder (DSM) as the reference when learning about nosology of psychopathology.

To improve intercultural environment, this programme has sent 69 students to attend various student outbound programmes (2017-2019) in foreign universities such as the University of Malaya, Universiti Utara Malaya, Kumamoto University, Kyoto University, Asia University, etc. The study programme has also brought guest lecturers from various universities. In addition, students and lecturers are also actively involved in the internal programme, AMERTA, where students and lecturers can be involved in intercultural academic environments.

The Psychology Programme basically has no international student at the moment, but a number of attempts have been made to improve the internationality of the programme by actively participating in several international activities. The programme has established a set of policies regarding inbound and outbound programme. Students and lecturers actively participate in international conference and student exchange programme. The policy about internationalisation of the study programme has been established and implemented since a few years. Following there are some main activities of the internationalization:

- Sending lecturers to study for a degree abroad such as the USA, the Netherlands, Australia, Poland, Russia, and Malaysia. Until 2019, 34% of lecturers in this programme have international education qualification.
- Assigning lecturers to get involved in the staff outbound programme in various countries, such as the Netherlands, Poland, Australia, Moldova, Malaysia, Brunei Darussalam, Thailand, Taiwan, and East Timor both for capacity building and networking
- Establishing collaboration with a number of universities, associations and international publishers. This collaboration is manifested in the student inbound programme, visiting lecturers and staff outbound programme. Some outputs are visiting lecturers and staff outbound programs, joint research and publication and capacity building.

The foreign language content is manifested in the use of literature and course materials. The regular classes are given in Indonesian and English. The double degree classes, collaboration classes, and AMERTA classes are offered completely in English.



### Master of Linguistics Programme:

According to the University, the MLP has included international contents. Some courses like “Contemporary Linguistics” and “Sociolinguistics” are dealing with linguistic issues from various countries such as Spain, Japan, Turkey, Africa, Arabia, along with their various characteristics. International contents and intercultural aspects that are implemented in the curriculum can be reflected in the DD program between MSLP and Asia University as the host university. The programme allows the students to gain competences from the host university.

The study programme has had a few international students from Thailand and from Yemen. The measures taken to promote internationality are goal-oriented. Some steps to promote the internationalisation of the study programmes have been coordinated by the Airlangga Global Engagement (AGE). The promotion has successfully brought an internship in the MLP. The internationality of faculty is promoted by inviting international faculty members from universities as a part time lecturer, guest lecturer and workshop facilitator. The course materials and references are mostly in the English language.

### Appraisal:

International contents are an integral part of the curriculum of each programme. The implementation of UNAIRs concept of internationalisation in the Bachelor of Law Programme and Bachelor of Psychology Programme was clearly visible for the panel during the on-site visit and within the documents delivered by UNAIR. In these programmes international and intercultural aspects run like a thread through the different parts of the programmes. Also in the Master of Linguistics Programme international contents and intercultural aspects are reflected in the curriculum. In this regard, the panel **recommends** the University to strengthen the international relevance of this programme. For instance, a course such as “Comparative Linguistics”, more language courses as well as courses with multicultural content, could be added to the modules in this programme.

The international composition of the student body corresponds to the programme’s concepts. The measures taken to promote internationality are goal-oriented. The panel **recommends** that the University continues to attract more international students.

The international composition of the faculty (teachers from different countries, teachers with international academic and professional experience) promotes students’ acquisition of international competences and skills. The measures taken are goal-oriented. The expert team welcomes the fact that international guest lecturers are appointed to the programmes and that exchange of lecturers from different countries is promoted. In this regard, the team of experts sees potential to extend the Internationality of the faculty to Europa and USA.

English as the instruction language in almost all lectures and course materials is clearly a key element of the study programmes’ profile.

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

### 3.5 Multidisciplinary competences and skills (Asterisk Criterion)

The Directorate of the Academic Affairs of UNAIR has issued Satuan Kredit Prestasi (SKP-Credit Unit Achivement) to ensure that its graduates achieve multidisciplinary competence and skills, especially in terms of communication, public speaking, cooperation and conflict handling.

The SKP are introduced during the orientation programme for new students. UNAIR states that referring to the objectives of the programmes, integration of theory and practice, interdisciplinary thinking, methods and scientific practice, assessment as well as multidisciplinary competences and skills are vital parts of the whole process of learning.

#### Appraisal:

The curriculum is aligned to the skills objectives and a qualification awarded on completion for a profession which has a clear profile in terms of content. This is supported by means of suitable didactical and methodological measures. The content of the programmes and the reachable learning outcomes are implemented in a way in which the students achieve employability.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)		BLP, BPP, MLP		

### 3.6 Skills for employment / Employability (Asterisk Criterion)

UNAIR has established a Career Development and Entrepreneur Center (PPKK) with the mission to enable graduates who are independent, innovative, creative and able to compete in the national and international labour market.

The employability for graduates is designed in three steps (pre-semester, during-semester, and post-semester (graduation)). In the pre-semester period, especially when the new curriculum is designed, each study programme at UNAIR invites several stakeholders and relevant companies to synchronise the needs from all participants. Therefore the curricula that are created for each study programme are well matched to the needs of the companies.

During the semesters, PPKK has conducted several seminars and workshops for students to encourage them to compete in local and global labour market. In conducting this seminars and workshops, PPKK collaborated with the student organisation from each faculty and also with the department.

In the post-semester (graduation), PPKK conducted Airlangga Career Fair (Job Fair) to establish connection between graduates and stakeholders. The benefit of Airlangga Career Fair is to reduce the length of waiting time for each graduate to be able to enter a specific career field. In each study programme the implementation of skills for employability has been illustrated in the objectives of the programmes, the integration of theory and practice, the interdisciplinary thinking, the methods and scientific practice and the assessment. Thus, according to UNAIR, skills for employment are vital parts of the whole process of learning in the study programmes.

### Appraisal:

According to the panel, UNAIR is engaged to provide skills for employment of its graduates. 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 programmes through all their modules. During the on-site visit, the committee was able to convince itself through interview with the alumni that the graduates of the programs will find a job after graduation. In addition, the programmes enable 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.

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

## 4 Academic environment and framework conditions

### 4.1 Faculty

Based on the Government Regulation, UNAIR has the authority to recruit its own human resources. The following table shows the structure of faculty members of the three programmes:

	Bachelor of Law Programme	Bachelor of Psychology Programme	Master of Linguistics Programme
<b>Full time lecturers</b>			
Professor	12	3	1
Doctors	43	13	8
Masters	40	29	
Total	95	48	9
<b>Part time lecturers</b>			
Retired former Lecturers and Professionals	36	3	1
<b>Total full time + part time</b>	134	51	10

BLP currently consists of 95 full-time lecturers including 12 Professors and 36 part-time lectures. Part-Time lectures come from working fields such as Notary, Advocates, Prosecutors and Judges.

On a faculty level, the lecturers are required to carry out community service. In this activity the lecturers apply their knowledge to the real problems existing in the community. BLP also has several units that conduct business activity related to the law application. For instance Unit of Legal Consultancy and Advocacy, Centre of Legal and Contract Drafting, Legal Profession Education and Training Center.

Individually, many lecturers who have special competence in a particular field are asked to provide expert information in the trial process. Part-time lecturers are recruited based on BLP cooperation with various professional associations. Besides teaching, Part-Time Lecturers are doing their own occupancy in particular legal area such as Lawyer, Notary, Police Officer etc.

The BPP has currently 48 full-time and 3 part time lectures. Among the full-time lecturers, 13 of them has a doctoral degree qualification, 29 has a master degree qualification and licenses to practice as a psychologist, while the remaining others has master degree qualification in various fields. The part time lecturers are from retired former lecturers and professionals who have specific competencies.

The Psychology Faculty has an Applied Psychology Unit consisting of the Institute for the Assessment and Development of Applied Psychology, the Psychology Services Unit, the Centre for Applied Educational Psychology and the Community Crisis and Development Centre where lecturers of the undergraduate study programme of Psychology are involved as consultant. The involvement of lecturers of the undergraduate study programme of Psychology in the business activities of the Applied Psychology Unit gives lecturers practical experience that helps to develop their learning strategies in the classroom.

The Master of Linguistics Programme has 10 lectures (9 full-time, 1 part-time). The number of full-time lecturers is sufficient, even more than the standard lecturer-to students ratio

required by the regulation of the Ministry of Research and Higher Education. The part-time lectures are from the University of Macquarie.

The Faculty members of MLP engage in various professional activities and/or associations. These activities and associations are in line with the lecturers' core expertise, such as in the field of translation, interpreting, lexicography and language teaching. These engagements enrich the lecturers' experience, which is very useful in the integration of theoretical- and applied linguistics in class.

As stated in the table above, the regulations regarding academic qualification of the staff have been established from the government and from UNAIR. The three study programmes comply with all the regulations as reflected in the structure of the staff and their corresponding CV in the respective web addresses.

UNAIR has its Golden Triangle in which the Centre of Learning Innovation and Certification has the main duty to ensure that all academic staffs at UNAIR meet the pedagogical/didactical requirements. Such efforts are maintained by providing trainings and developing web platform for e-learning. UNAIR also has Lembaga Sertifikasi Profesi (LSP) or Professional Certification Body with a specific task to make sure that all lecturers at UNAIR are certified and comply with the Regulation of the Ministry of Higher Education.

Internal cooperation in the three programmes can be summarised as follow:

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

Tri Dharma (the three main duties) of lecturers consists of three aspects of Indonesian Higher Education obligations as stated in the Law on Higher Education. This includes teaching, research and community service. Most internal cooperation are conducted in the aspect of teaching since many courses are conducted in team-teaching in which several lecturers work together as teams from the preparation, implementation until the evaluation. Almost 100% of research and community services are done in a team which require collaboration and cooperation among its members. Many of these activities also include students.

Student support by the faculties of the three study programmes can be divided into two main categories:

<b>Activities</b>	<b>Internal</b>	Providing academic supervision and guidance, support from DSA, orientation programs, training, job affairs, career counselling, and free English courses
	<b>National</b>	Becoming counselling lecturer for competitions joined by students
	<b>International</b>	Providing and disseminating information on outbound, exchange, and double degree programs Providing counselling services to prepare students in such programs

Each faculty ensures that students are fully satisfied with the supports they receive. The academic advisor is vital for the journey of each student by supervising, guiding and advising the best in each semester and every step of academic journey of the student. This starts from the day the student entered the faculty until the final stage of the study.

Students are also obliged to be active. They have the opportunity to join several student organisations. The faculties are also active in encouraging and supporting students to join many different kinds and level of competitions. Furthermore, international activities are also available and supported such as outbound, exchange and double degree.

## Appraisal:

The structure and number of the study programmes correspond to the programmes requirements and ensure that 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's corresponds to the requirements and objectives of the study programmes. The staff's pedagogical and didactical qualifications are in line with their tasks and have been verified. Measures for the further qualification of the faculty members are implemented.

The expert team appreciates that in the Master of Linguistics Programme the academic qualification of the faculty especially corresponds to the objectives of the programme as they not only hold Doctorates Degrees in various linguistics related field but are also very active in their professional field (e.g. Members of Editorial Board) with contributions to many national and international publications, receiving many research awards and grants. The faculty's outstanding academic qualification is underlined by scientific publications.

The pedagogical and didactical qualification of the faculty corresponds to the requirements and objectives of the study programmes. The HEI verifies the qualifications of the faculty members by means of an established procedure.

The practical business experiences in the Bachelor of Psychology Programme and Master of Linguistics Programme correspond to the requirements of the programmes to integrate theory and practice. During the on-site visit, the panel conducted interviews with the faculty staff. The panel members especially appreciated the above average business experience of the faculty staff in Bachelor of Law Programme, which is implemented in the daily teaching activities.

The faculty members cooperate with each other for the purpose of tuning the modules towards the overall qualification objectives. Meetings of all those teaching in the programme

take place regularly. During the on-site visit, the expert team was also able to convince itself that an active interaction between faculty members is lived.

The supervision of students by administrative and teaching staff is an integral part of the service. The positive impression was confirmed by the discussions with the teachers, the administration staff as well as the students.

	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)			BLP, BPP, MLP		
4.1.2* Academic qualification of faculty (Asterisk Criterion)		MLP	BPP, BLP		
4.1.3* Pedagogical / didactical qualification of faculty (Asterisk Criterion)			BPP, BLP, MLP		
4.1.4 Practical business experience of faculty		BLP	BPP, MLP		
4.1.5* Internal cooperation (Asterisk Criterion)			BLP, BPP, MLP		
4.1.6* Student support by the faculty (Asterisk Criterion)			BLP, BPP, MLP		
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

### All study programmes:

Based on the Government, the Programme Director manages and organises the programmes and reports to the Dean. All activities in every programme are coordinated by the Head of the Programme who reports directly to the Dean. The Head occupies the role of operational leader who manages the programmes, including the process of planning lectures, supervising and evaluating, as well as providing feedback, based on regulations and implementation guidelines as the standard for realising the vision and mission of the programme.

In regards to organisational relations, the Head of the Programme is responsible for the bachelor/ master/ doctoral degree that perform various coordinative functions with other departments in a faculty. Such coordination function is carried out by:

- Planning class schedules and evaluation of learning outcomes;
- Coordinating the implementation of lectures in the field of study in the programme study environment
- Coordinating the process of implementing education, research and community service programmes in the Faculty in related fields of study;
- Coordinating the planning, provision and proposal of the need for lecture, facilities and as well as educational infrastructure;
- Monitoring the course of the teaching and learning process in accordance with the curriculum;
- Evaluating the management system of the study program that has been running;



The Management of the three study programmes are integrated into the organisational structure of UNAIR under the coordination of the Dean who is assisted by three vice deans (Dean for student affairs, Dean for the field of human and financial resources, Dean for the fields of cooperation, research and publication).

#### Bachelor of Law Programme:

Administratively, the programme is supported by 67 supporting staff at faculty level. In specific, the administrative support is handled by the Academic Division, consisting of Sub-Division of Academic and Sub-Division of Student Affairs. The technical support is handled by the Facilities Division and Financial Division. According to UNAIR, all administrative staff members are given the opportunity for continuous professional development.

For the student support, the main functions of the supporting staff are: organising the courses and exam schedule, providing official letter for students either in academic or non-academic purposes, organising the requirements for graduating, handling the integrated IT system for academic purposes, providing information for scholarship, handling the outbound student exchange, handling infrastructure booking service.

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

All support systems are integrated in online by *e-service*. Therefore student or lecturers are able to request particular support easily. The student also can call the faculty helpdesk during the working hour to get particular services. BLP also provides opportunity for the supporting staff to enhance their skills.

#### Bachelor of Psychology Programme:

The Administration Section has 4 sub-sections: the Finance and HR sub-section with 10 staff members, Academic sub-section with 4; Student sub-section with 2, and Infrastructure sub-section with 25 staff members.

In addition, the Faculty also has several supporting units to provide particular service for the study programme: Quality Assurance Unit, Psychology Research and Publication Unit, Psychology Learning Study and Development Unit (UP4), Student Development Unit, Information System Unit (USI) Thesis Unit and Student Dissertation and the Faculty Ambassador.

Related to counselling services for students, each student has an academic advisor who helps them to plan the academic studies or discuss difficulties faced by students during lectures. For matters outside the academic field, students can also get counselling services with psychologists.

According to UNAIR, all administrative staff members are given the opportunity for continuous professional development. Career and Entrepreneurial counselling services can be obtained by students at the Career Development and Entrepreneurship Centre (PPKK) which is under the coordination of the University.

Within the scope of the study programme, decision making and policy making is carried out in a coordinative manner involving various parties. Coordination can be done formally or informally. Formal coordination is carried out through coordination meetings that are held regularly (Academic and Student Affairs, Resources and Finance, and Cooperation and Information Systems). Informal coordination is done through the lecturer mailing list, WhatsApp group or SMS gateway. Input from alumni and alumni users is also considered in



decision making related to curriculum development. Students can also be involved in policy making through an audience forum coordinated by the Student Legislative Body (BLM).

Master of Linguistic Programme:

Students and faculty members are supported by the administrative staff in the teaching learning process. There are 43 staff members who are responsible in the administration including finance, facility and infrastructure, academic and student affairs.

According to the Job Description Guide Book of the University, the job descriptions of the administrative staff includes receiving, recording, achieving documents and administrating academic activities based on the University regulations to ensure that the administrative process at the faculty level runs well. In addition, there are 32 librarian staffs spreading to the faculty library and University library.

According to UNAIR, all administrative staff members are given the opportunity for continuous professional development. The faculty along with the study programme provides some amount of financial aid to those who would like to continue their study. The administrative staff is also required to join some training that relate to education management and other fields which are adjusted based on the needs. The training is annually conducted in the faculty or in the University. These trainings are aimed at increasing the administrative staff competence.

**Appraisal:**

As confirmed during the on-site visit, the heads of the study programme coordinate the processes of all participants in the study programme and ensure that the study programmes run smoothly. The organisational as well as all decision-making processes are defined and implemented correspondingly.

The administrative staff acts as a service provider for students and faculty during the entire study programme. Sufficient administrative staff is available and opportunities for continuous professional development of the administration staff are assured. Teachers and students are included in the decision-making processes where their areas of work are involved.

		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)	BLP, BPP, MLP				
4.2.2	Process organisation and administrative support for students and faculty	BLP, BPP, MLP				

**4.3 Cooperation and partnerships**

Referring to the guest lectures and to the internationalisation of the study programmes, cooperation with HEI and other academic institutions or networks have been established in the programmes.

Bachelor of Law Programme and Bachelor of Psychology Programme:

Cooperation and partnerships of this programme are divided into the following main categories:

1. Outbound - The faculty has collaborated with some institutions to conduct outbound programmes. Some staff members are sent to participate in training or other capacity building events.
2. Inbound - The faculty has many guest lecturers from many different HEIs. These guest lecturers teach, supervise, train and collaborate.

The cooperation with business enterprise in the Bachelor of Law programme can be divided into three main categories:

- Teaching (Part Time Lecturer) - Part-time lecturers recruited by BLP are from cooperated legal professional associations. The part-time lecturers recruited from practitioners are allocated to teach courses that required practical skills in legal practices for instance (Criminal Procedure, Civil Procedure, Criminal Justice Practice and Civil Judicial Practice and Legal Ethic).
- Employment opportunities - UNAIR has built strong cooperation with more than 20 business enterprises. These companies also provide scholarship and funding academic activities, which are related to legal issues from the private sector.
- Research and Publication - Aside from the collaboration with business enterprise, BLP also built cooperation with Non-governmental Organisations (NGO). The cooperation between BLP and NGOs are built in order to promote human right teaching methodology.

The cooperation with business enterprise in the Bachelor of Psychology programme can be divided into two main categories:

- Academic programme - In the industrial sector the Faculty of Psychology has collaborated with many organisations such as universities, government institutions, state-owned and private companies to conduct several activities such as internships aimed to support the academic performance of the programme.
- Applied programme - The faculty collaborates with many institutions, (national and international) to conduct several activities related to applied psychology, such as psychological assessment and intervention.

#### Master of Linguistics Programme:

The MLP has built cooperation and networks with educational and professional institutions. This cooperation is in form of internship programmes, joint projects and guest lectures. Internship programmes and joint projects shall bring students outside the class and give them real-world experience. Guest lectures are held to implement real-world cases and examples in the courses.

According to UNAIR, MLP continuously strives to expand its cooperation. All cooperation is in direct alignment with the programmes' objectives. One of the business companies which collaborate with the programme is The British Institute (TBI). As publication in international journals has become a graduation requirement, the ability to promote academic writing in English is essential for the students. A TOEFL training which is given by teachers from TBI supports students to understand and sharpen their ability in academic writings with the right grammar. A collaboration in proofreading is also done by the programme.

#### Appraisal:

UNAIR has various cooperation agreements with higher education institutions. The agreements forming the basis of the cooperation are documented. On-site the cooperation agreements in forms of internships, joint projects and conferences were presented to the panel. Especially, strong cooperation was found in the Bachelor of Law Programme. These deliver through student and faculty exchange valuable results like knowledge and experience transfer.

Furthermore, the University uses its network of companies and industry to invite guest lecturers, which benefits students by providing insights into practice. Both kinds of cooperation with companies and industry bring benefits to students.

Cooperation with enterprises and other organisations with effects on the programmes are actively pursued. Such cooperation has a formative impact on the contents of the programmes and on the profile of the graduates. By means of specific measures they significantly contribute to the development of qualifications and skills.

During the discussions on-site, the panel was able to convince itself that the cooperation in form of “Part Time Lectures”, “Employment opportunities” and “Research and Publication” is being used particularly in the Bachelor of Law Programme and that the students benefit from the cooperation.

	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)		BLP	BPP, MLP		
4.3.2(*) Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)		BLP	BPP, MLP		

## 4.4 Facilities and equipment

### Bachelor of Law Programme:

The BLP occupies three buildings which are used for academic activities. The building has 16 classrooms on the second and the third floor which can accommodate approximately 30-60 students. Besides, the building also has two halls used for lectures or seminars which can accommodate 100-250 students. The first floor of the building is equipped with a multipurpose room used for meetings and another room called Faculty Club specifically used for meeting conducted by the teaching staff/lecturers. The BLP also has a room for video conference used to watch live broadcasts of trials from the Constitutional Court or to join classes conducted by collaboration with partner law faculties from local and overseas universities.

All of the rooms feature Air Conditioner and multimedia devices such as computers, LCD projectors and audio systems. The building also provides free Wi-Fi access for the students and lecturers.

In order to support a professional-oriented law education, the BLP has specifically designed a laboratory. In this lab students can do practices under supervision of the lecturer to solve certain problems in the context of law. The lab consists of two rooms used for Law Office Simulator; six computer rooms for Law Document Management and seven Court rooms. The laboratory is significantly essential to support the improvement and development of students' legal skills to be a professional jurist. In addition to that, the BLP also has supporting facilities such as musholla (praying room) and integrated sport facilities such as basketball stadium, badminton court, tennis court, wall climbing and a jogging track. The BLP also provides a special building used as a student centre to facilitate various students' activities. In this building there is also the Secretary of Students Executive Board and the Secretary of Student Legislative Board located. For health service, UNAIR provides a Health Centre

serving primary health care for all members of the University. There are also Dental and Mouth Health Care and an Educational Hospital which provide further health care for the University members and the public.

One of the important facilities is the BLP's library (Law Faculty's Reading Room). It provides various law literatures from local and international book collections. At University's level, UNAIR has three main libraries which are located at Campus A, B and C. The Law Faculty's Reading Room is integrated into the main Library which is managed by UNAIR through a library automation programme. Through the programme students are able to track books, journals and other academic literatures.

The library opens during the working-days (Monday-Friday) from 8 am until 9 pm, and on Saturday from 8 am until 12 pm. The library has 23,985 copies of book collection consisting 1,058 books published by government, 978 journals (hardcopies and online sources), and the access to the online journal to support the teaching material and research. Besides, it also provides a representative reading room supported with internet-connected desktop computers and self-study rooms for those who need more private and quiet atmosphere.

#### Bachelor of Psychology Programme:

The infrastructure owned by the Faculty of Psychology consists of three buildings. For lecture activities, the Faculty of Psychology provides 17 undergraduate lecture halls, two meeting rooms and one hall. Classrooms are more used for teaching and learning activities in the undergraduate study programme of Psychology.

All existing lecture rooms are also equipped with supporting facilities such as blackboards, computers, sound systems, LCDs and air conditioners. The building also provides free Wi-Fi access for the students and lecturers. CCTV (closedcircuit television) technology has been used to support psycho-physical practicum in the Laboratory so that the lecturers can directly monitor the individual practicum process through laptops.

The Faculty of Psychology Laboratory consists of a Psychology Laboratory and a field laboratory. The current laboratory conditions have been used to support students to further explore the lecture materials. In addition, as an educational institution, the PAUD laboratory is a laboratory owned by the UNAIR Psychology Faculty which provides services for the community. The Faculty of Psychology Laboratory consists of a number of spaces that have their respective functions:

- experimental room - which is equipped with various psychological experimental devices;
- observation room - which is equipped with "one way screen" that is a means to hone student observation skills
- discussion room - which provides facilities for students to discuss after their practical experience
- playroom - equipped with tables and chairs for children, as well as various educational games
- casuistic space - consisting of 20 small rooms used by students for counselling and individual tests
- computer rooms - used by students for computer practice related to statistics and research methods.

All rooms in the laboratory are equipped with CCTV (closed circuit television). Psychology laboratories are equipped with various kinds of psychodiagnostic tools and experimental devices. Management of academic activities related to the internet network has also been carried out. For example, PsyCHE, which stands for Psychology Classroom Hybrid Education, is an e-learning management system developed to help for the learning process.

Universitas Airlangga and the Faculty of Psychology provide several alternatives for students and lecturers to access the literature. At the University level, UNAIR provides three main libraries located on each campus. UNAIR library service opening hours are from 7.30 am to 10:00 pm (Monday-Thursday), 7:30 am until 9:30 pm (Fridays), and 8.00 am to 4.00 pm (Saturdays). The collection of books related to the field of psychology is located in the Campus Library B. This library has 83,847 titles with 126,315 copies. Among these collections, 5152 copies are collections of philosophy and psychology. Searching library book collections can be done through the Online Public Access Catalogue (OPAC) which can be accessed anywhere.

In addition to the main library, the Faculty of Psychology also has a Reading Room that provides psychology reference books. The Faculty Reading Room is open from 8.00 am to 7:30 pm (Monday-Thursday) and 8:00 am to 7:00 pm (Fridays). The Reading Room is equipped with tables, chairs and "lesehan seating" (on-floor sitting). The Faculty Reading Room has 803 collection titles with a total of 2095 copies. This literature collection is also integrated and can be traced through the University's OPAC system. In addition, visitors can also access student's undergraduate theses and graduate theses. For the access to digital literature, UNAIR provides Airlangga E-Books Collections services where lecturers and students can access a collection of digital books. In this service, there are 887 titles of digital book collections related to the field of Psychology. Students and lecturers can also access international journals through various providers such as Proquest, Science Direct, Sage Publication, UNAIR Journal, etc.

#### Master of Linguistics Programme:

There are two types of facilities (academic and non-academic) in the Faculty of Humanities, in which the Master of Linguistics Programme resides. The academic facilities in the main building includes: 18 classrooms, two language laboratories, two computer laboratories, two libraries – main library and special collection library, three seminar rooms, a Faculty of Humanities' Journal Centre, a Discussion room and a Common Room. Meanwhile, the non-academic facility includes supporting facilities such as: 11 administration offices, two parking lots, a Student centre, a Mini theatre room, a Gamelan (Javanese traditional instrument) room, a Band and Music Studio and a Praying room.

All of the rooms feature multimedia and technological advancements, LCD projectors, microphones, a sound systems and amplifiers. The building also provides free Wi-Fi access for the students and lecturers.

The two language laboratories (Noam Chomsky and Saussure Laboratory) are equipped with voice server and master control desk. The computer lab is also equipped with the latest virtuoso language software. The rooms are properly equipped for disabled students and give them barrier-free access. At University-level, for some lectures which take place in the second or third floor stairs with ramps are available.

Common rooms are available for students to have a discussion whether for academic or non-academic purposes. The official common rooms for Master's students is located on Lecturers Room, but there are many open gazebos available in Faculty. In front of the Faculty, there are 5 open gazebos with Wi-Fi connection and electrical outlets. All programmes including MLP in the University have implemented Universitas Airlangga Cyber Campus (UACC) for students' admission and registration every semester. Besides UACC delivers some websites that can be accessed by the students, the academic staff and the support staff - UNAIR Website, Airlangga University E-Learning Application and Library Website. It provides a collection of academic articles that are adequate to support research and education.

At Faculty level, there are two libraries: Ranggawarsita and MLP with special collection that is already integrated to UNAIR's Libraries through LARIS (online library automation program) which is located in the main building. Besides these two libraries, there are three main

libraries which are available in Campus A, B, and C of Universitas Airlangga. The students can access all subscribed online journals freely by any gadgets connected to the UNAIR's network or from their home. The journals include *Springer Link*, *ScienceDirect*, *SAGE*, *EBSCO*, *Proquest*, and *Cengage*. Besides, they can access some e-books provided by the National Library or the Directorate General of Higher Education.

To maximise the process of learning the main library's business hours has been prolonged due to students' needs: (Monday–Thursday) 07.30 am – 22.00 pm, (Friday) 07.30 am – 21.30 pm and (Saturday) 07.30 am – 16.00 pm. The librarians are also ready to advise students on their daily needs. They can be contacted via email, WhatsApp and Facebook.

## Appraisal:

During the on-site visit, the panel had the opportunity to see the facilities of each faculty. The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programmes, 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 are available.

The teaching rooms and labs for the Bachelor of Law Programme and Bachelor of Psychology Programme are equipped with state-of-the-art technology. The panel was able to convince themselves on-site that for special contents of the curriculum the University possesses appropriate rooms (e.g. room for video conference to watch live broadcast and trials from the Constitutional Court, Law Office Simulator, experimental room, observation room, discussion room, playroom etc.) with specific technical components needed. This helps to combine theory and practice and to promote students' employability. As for MLP, more tables with chairs around for group work activities in class can be taken into consideration.

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)		BLP, BPP	MLP		
4.4.2*	Access to literature (Asterisk Criterion)			BLP, BPP, MLP		

## 4.4 Additional services

UNAIR has a Career and Entrepreneurship Centre (PPKK) with a career counselling and placement service for all their students. For the Career preparation PPKK has implemented several activities to ensure that the students get a placement in the job market.

- Career Counselling (CC): CC is conducted online and offline. The online CC can be accessed on <http://ppkk.unair.ac.id/program/consultation>, while the offline CC is being conducted once a month. For this purpose PPKK has its own intern psychologist to deal with all students' complaints.
- Airlangga Career Fair (ACF): ACF is conducted once in a year to initiate a meeting between companies and job seekers. It is usually held a week after the graduation ceremony and participated by approximately 30-40 companies.
- Airlangga Career Club (ACC): ACC is conducted four times in a month. The aim of ACC is to introduce students to several career fields, such as banking, education, industries, etc.
- Career Preparation (CP): CP is conducted in two ways, a week after the graduation ceremony and a week before the graduation ceremony. The aim of these activities is to introduce students to the technical aspects of job seeking, such as improving their Curriculum Vitae, Cover Letter, and the preparation for Interview and Assessment Tests.
- Campus Recruitment (CR): CR is conducted regularly at least once a month. In this activity, the companies offer job vacancies to students in which they are targeting.

UNAIR has a number of alumni activities. The input and suggestions from the alumni is used to monitor the progress of the graduates. It is conducted once in two and four years periodically as a reference to detect the latest developments of the graduates.

As a support system to those feedbacks, the Bachelor of Law programme has an alumni association that mainly contribute to support through providing facilities, donation for supporting students' activities and other activities. The feedback is used to measure their satisfaction regarding the graduates' competence as a workforce. BLP has also a programme that gives the high qualified alumni the opportunity to teach for several courses that relates to legal practices.

The Faculty Psychology of the University has an alumni association called Psychology Alumni of Airlangga University (APSILANGGA). For this alumni association there is a mailing list as a forum for communication between alumni and a blog in order to inform about the latest information related to their world of work.

In general, there is an alumni organisation in the faculty of the Master of Linguistics Programme whose activities are integrated with the alumni association at the University level. Some meetings are regularly conducted every year. In addition, there is a programme called outstanding alumni award at the faculty level. It aims to give an appreciation for the alumni for their contribution to the university and the community.

In particular, the activities of MLP alumni are integrated with the activities organised by the Student Association of MLP. Every year there is a programme called GATMILA (Gathering Magister Ilmu Linguistik). In this programme, there is a session for the alumni to share what they have learned, what they have achieved and what they have undertaken for publications. According to UNAIR, the networking between the study programme and the alumni will be strengthened for a long-term period.

## Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. UNAIR provides sufficient resources, uses its network to provide the students and graduates with helpful contacts and specific work options.

An alumni organisation has been set up for all programmes with the aim of developing an alumni network. Alumni activities are particularly strong in the Bachelor of Law Programme. Alumni activities in this programme are planned on a long-term basis, performed regularly, and are actively used for assessing and evolving the programme. Sufficient (staff) resources are available for this purpose. The resources are used in a beneficial way to support the students.

		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			BLP, BPP, MLP		
4.5.2	Alumni Activities		BLP	BPP, MLP		

#### 4.6 Financing of the study programme (Asterisk Criterion)

All financial issues at UNAIR are regulated based on Government Regulation Number 26 (Year 2015) – financing mechanism of national HEI. There are three income sources for UNAIR.

1. Government fund - which is derived from government in the form of specific budget, grant, subsidy, and collaborations/partnership fund such as research and community services funds.
2. Public fund - which comes from the public, especially for students in the form of tuition fees.
3. UNAIR generated fund - comes from services and working contracts with the public and other institutions.

#### Appraisal:

The study programme is 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)			BLP, BPP, MLP		



## 5 Quality assurance and documentation

The quality assurance system of the University is coordinated at the University level by BPM (Quality Assurance System at University Level), at the Faculty level by SPM (Quality Assurance System at Faculty level) and at the study programme level by GPM (Quality Assurance System at Programme Level). The implementation of the quality management system is a strategic decision of the Department which is intended to:

- Assure the educational processes whose outcomes consistently meet the requirements and comply with laws and regulations in terms of quality and in professional matters.
- Increase stakeholders' satisfaction through implementation of effective quality management system, 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.

The higher education Quality Assurance is based on the Law of the Republic of Indonesia. Evaluation is a very important aspect for UNAIR. The students are obliged to complete the evaluation form in the cyber-campus-system. If they do not complete the evaluation form, they cannot proceed their study to the next semester. There are two processes of evaluation (structured and unstructured). The structured evaluation by students is categorised into:

- **Frist year evaluation:** The first year evaluation is done by freshmen by the end of their first year of study. The objective of this evaluation is to validate if their prior expectations are met during their first year of experience.
- **Class evaluation:** Class evaluation are done 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 evaluation are available for the responsible lecture.
- **Graduation evaluation:** Graduation evaluation is done by graduates once they have joined the graduation ceremony. The purpose of this evaluation is to validate the management and organisation of graduation processes.

The results of all these evaluations are accessible by SPM and GPM. They use this data to evaluate how education processes are done and experienced by students. SPM and GPM will then make reports used as recommendation for the improvement of the programmes. The outcomes are communicated to the students

The unstructured evaluation is a non-schedule evaluation. Students can fill in the form and put it inside the complaint box. Unstructured evaluation are available not only for students, but for all faculty members including teaching staff and academic staff. Special attention is given to lecturers and/or courses who get quantitative score less than 3 (scale 1-4). The Head of the Study Programme will take measures to improve the lecturer's performance. Such measures may include assigning the lecturer to participate in pedagogic/andragogic workshops, assigning the lecturer to other class, limiting the number of class taught by the lecturer and suspending teaching activity of the lecturers.

Measures taken are documented in the programmes minutes. Every semester, student representatives are invited into meetings conducted by the programme. In these meetings the programme will describe student evaluation in the previous semester and explain certain measures taken by the programme.

Faculty members are supposed to write an evaluation which is provided by the cyber-campus-system. The members of faculty are asked to evaluate the leadership of the faculty as well as the facilities and services. There are 7 indicators in measuring the leaders (Dean and vice Deans) of the faculty including the vision and strategies, the lecturing process, the research, the society service, the transformational leadership, the efficient management and the interpersonal skill. The evaluation result is recorded and is available at the cyber campus system.

Additionally, the institution also held several regular and incidental meetings which involve lecturers to response several circumstances. The result will be forwarded to the Rector of UNAIR. Faculty members will be informed of the results or the document can be accessed individually.

In addition, there are evaluations with the stakeholder and the alumni of the programmes. For this purpose there is a direct communication in which alumni and employers are invited to come to the faculty. Indirectly, external stakeholders are also invited to fill in the E-questionnaires which are designed to gain the response of the alumni and the employers.

According to Law of the Republic of Indonesia every higher education institution has the obligation to be accredited at least by National Accreditation Agency for Higher Education. This national standard of education is intended to encourage educational institutions to improve their performance in providing quality education services. Moreover, the objective of this standard is to support transparency and accountability in the implementation of national education system. Once the institution has been accredited, the accreditation has to be renewed every five years. UNAIR implements Airlangga Integrated Management System (AIMS) which refers to the compliance with international ISO standard 9001:2015, ISO 21001:2018.

UNAIR has a policy that all implementations and evaluations are well documented and regularly updated. In general the documentation is divided into the following three main parts:

- Information for the general public: The content includes the faculty and programme profile, academic manual, curriculum structure and content, details on examination regulations, academic conduct and regulations, facilities etc. They are located on the website.
- Internal Information: The content includes student data, academic data, study plan, academic advisors, financial data, academic supervision, evaluation, study plan etc. They are located on Universitas Airlangga Cyber Campus.
- Specific data managed by PIPS (Center of Learning Innovation and Certification). It contains the whole process and documentation of e learning.

General and public information can be accessed by the website of the University. For further questions each faculty has helpdesks with competent staff who will answer the questions. All students have to participate in the orientation activities where they can ask their questions.

All Information on activities during the academic year can be found online on the website. Also some of them are printed e.g. in the Academic Manual.

## Appraisal:

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programmes with respect to its contents, processes, and outcomes, has been set up. It takes into account the evaluation results and the analysis on student workload, success rate, and graduate employment as well as the profile of the student population. Faculty members and students participate in the respective committees

to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined.

Evaluation by the students is carried out 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 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.

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.

UNAIR 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)			BLP, BPP, MLP		
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			BLP, BPP, MLP		
5.2.2	Evaluation by faculty			BLP, BPP, MLP		
5.2.3	External evaluation by alumni, employers and third parties			BLP, BPP, MLP		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			BPP, BLP, MLP		
5.3.2	Information on activities during the academic year			BPP, BLP, MLP		

# Quality profile

HEI: Universitas Airlangga

Bachelor of Law Programme (BLP)  
 Bachelor of Psychology Programme (BPP)  
 Master of Linguistics Programme (MLP)

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

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

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