Decision of the FIBAA Accreditation and Certification Committee

13th Meeting on March 06, 2024

PROGRAMME ACCREDITATION

Project Number:	22/115, Cluster 1
Higher Education Institution:	Universitas Airlangga
Location:	Surabaya, Indonesia
Study programme:	Bachelor of Sociology (Bachelor of Arts (Sociology) (S.Sosio)) Bachelor of Anthropology (Bachelor of Arts (Anthropology) (S.Ant.))
Type of accreditation:	Initial accreditation

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

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

Period of Accreditation: March 06, 2024 till March 05, 2029.

The FIBAA Quality Seal is awarded.

FOUNDATION FOR INTERNATIONAL
BUSINESS ADMINISTRATION ACCREDITATION
FIBAA – BERLINER FREIHEIT 20-24 – D-53111 BONN

Assessment Report

Higher Education Institution:
Universitas Airlangga, Indonesia

Bachelor programme:
1. Bachelor of Sociology
2. Bachelor of Anthropology

Qualification awarded on completion:
1. Bachelor of Arts (Sociology) – Sarjana Sosiologi (S.Sosio.)
2. Bachelor of Arts (Anthropology) – Sarjana Antropologi (S.Ant.)

General information on the study programmes

Brief description of the study programmes:

Bachelor of Sociology (BoS) (S.Sosio.)

The four-year Bachelor programme provides a comprehensive education in sociological theories, research methods, and practical skills to analyse social issues and develop solutions to social problems. Graduates work as social researchers or practitioners, social and community development planner, analysts and consultants for public policy makers, journalist and academics/education practitioners.

Bachelor of Anthropology (BoA) (S.Ant.)

BoA is a four-year Bachelor programme with a holistic learning perspective, including the two streams physical and sociocultural anthropology. Students study various issues in society in different fields such as ecology, politics, arts, visuals, tourism, and education, as well as anthropometry, social biology, dental anthropology, and forensics. Graduates work as community empowerment leader, researcher/analyst, forensic anthropologist and cultural heritage conservator.

Type of study programme:

Both study programmes: Bachelor programme

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

4 years (8 semesters), 144 SKS credits[1]/ 230 ECTS credits

Mode of study:

Both study programmes: full-time

Didactic approach:

Both study programmes: study programme with obligatory class attendance

Double/Joint Degree programme:

Both study programmes: no

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

BoS: 100 student intakes per year
BoA: 100 student intakes per year

Programme cycle starts in:

Both study programmes: August (winter semester)

Initial start of the programme:

BoS: 1978
BoA: 1984

[1] SKS: Satuan Kredit Semester (semester credit unit)

Type of accreditation:
Both study programmes: initial accreditation

Procedure

A contract for the initial accreditation of the Bachelor of Sociology (S.Sosio.) and the Bachelor of Anthropology (S.Ant.) was made between FIBAA and Universitas Airlangga on October 14, 2022. On April 8, 2023, 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[2]. The HEI has agreed with the chosen experts. The panel consisted of:

Marc-Dirk Harzendorf
Friedrich-Schiller-University Jena, Germany
Student of Sociology (M.A.)

Prof. Dr. Mark Lutter
University of Wuppertal, Germany
Professor of General Sociology (Sociology, Economic Sociology, Analytical Sociology, Social Network Analysis, Social Capital, Social Inequality, Sociology of Diffusion, Organisational Theory, Causal Inference, Quantitative Methods, Computational Social Science)

Prof. Dr. Dominik Mueller
FAU Erlangen-Nürnberg, Germany
Chair of Cultural and Social Anthropology (LawTech in Global Legal Cultures)

Dr. Julian Rossig
Capgemini Invent, Hamburg, Germany
Director

Arifin, Achmad Zainal, M.A., M.Ag., Ph.D.
UIN Sunan Kalijaga, Indonesia
Lecturer at Sociology Department, Faculty of Social and Humanities
Head of Research and Publication, Institute of Research and Community Services (LPPM)

FIBAA project manager:
Maya Köhler

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference. The online conference took place on November 21-23, 2023 via the video conferencing tool *Zoom*. At the end of the online conference, the panel has given a short feedback on its first impressions to representatives of the HEI.

[2] The panel is presented in alphabetical order.

The assessment report based on this was delivered to the HEI for comment on February 02, 2024. The statement on the report was given up on February 19, 2024. It has been taken into account in the report at hand.

Summary

For Bachelor programmes

The Bachelor of Sociology (S.Sosio.) and the Bachelor of Anthropology (S.Ant.) offered by Universitas Airlangga fulfils with few exceptions the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on March 6, 2024 and finishing on March 5, 2029 . The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified some areas where the programmes could be further developed: The panel recommends

- taking measures to attract more international fulltime students (see chapter 3.4);
- developing more outgoing mobility opportunities for students (see chapter 4.4).

Furthermore, the quality requirement that have not been fulfilled –3.4.2 Internationality of the student body – is not an asterisk criterion and therefore does not lead to a condition.

The measures the HEI takes to solve the identified problem are to be considered during the re-accreditation.

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

- Positioning of the study programme in the educational market (see chapter 1.3.1)
- Counselling for prospective students (see chapter 2.2)
- Integration of theory and practice (see chapter 3.1.3)
- Methods and scientific practice (see chapter 3.1.6)
- Student support by the faculty (see chapter 4.1.6)
- Process organisation and administrative support for students and faculty (see chapter 4.2.2)
- Access to literature (see chapter 4.4.2)
- Career counselling and placement service (see chapter 4.5.1)

Additionally, for the **Bachelor of Anthropology (S.Ant.):**

- International contents and intercultural aspects (see chapter 3.4.1)

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

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Abbreviations

AA: Applied Approach

AGE: Airlangga Global Engagement

AIMS: Airlangga Integrated Management System

AMA: Akademik, Mahasiswa dan Alumni/ Academics, Students and Alumni

ASEAN: Association of South East Asian Nations

ASIC: Accreditation Service for International Schools, Colleges, and Universities

Bahasa Indonesia: Indonesian Language

BIDIK MISI: Scholarship for disadvantaged students

BoA: Bachelor of Anthropology

BoS: Bachelor of Sociology

BPELL: Bachelor Programme in English Language and Literature

BPF: Faculty level board of ethics

BPM: Quality Assurance Board

CEFR: Common European Framework of Reference

CEO: Chief Executive Officer

DIPP: Directorate of Educational Innovation and Development

DPKKA: Directorate of Career Advancement, Entrepreneurship Incubation, and Alumni Services

DSI: Directorate of Information System - university level

DVI: Disaster Victim Identification

ELPT: English Language Proficiency Test of Universitas Airlangga

FAQ: Frequently Asked Questions

FISIP: Faculty of Social and Political Science

GPA: Grade-Point Average

GPM: Quality Assurance Unit at Study Programme Level

HEBAT UNAIR: Learning Management System in Universitas Airlangga System

IISMA: Indonesian International Student Mobility Awards

IKA: Alumni Association

IMO: International Maritime Organisation

IQF/KKNI: Indonesian Qualification Framework

KKN: Student Community Outreach Course

LMS: Learning Management System

LO/ELO: Learning Outcome / Expected Learning Outcome

LSP: Universitas Airlangga Professional Certification Institute

LTMPT: National University Admission Test Institute

Mandiri Selection: Universitas Airlangga computer-based admission scheme

MBKM: Merdeka Belajar Kampus Merdeka / Independent Learning Independent Campus

MKWF: Faculty general compulsory courses

MKWU: University general compulsory courses

MSIB: Magang dan Studi Independen Bersertifikat / Certified Independent Internship and Study

MoU: Memorandum of Understanding

NAB-HE/BAN-PT: National Accreditation Board for Higher Education

NGO: Non-governmental Organisation

OBE: Outcome-Based Education

PEKERTI: Training on basic instructional skills and techniques

PKL: Internship

PPKMB: Student orientation

PPMB: Universitas Airlangga Student Admission Centre

PUSBA: Universitas Airlangga Language Centre

QAB/BPM: Quality Assurance Board at university level

QAU/SPM & GPM: Quality Assurance Unit at faculty level (SPM) and programme level (BPM)

RPS: Semester lesson plan

SBMPTN: National computer-based written test admission scheme

SIM QA: Quality assurance management system

SKP: Achievement credit unit

SKPI: Diploma supplement

SKS: Semester credit unit (equivalent to 1.6 ECTS)

SMA/MA/SMK/MAK: High school institutions

SN DIKTI: National Standard for Higher Education

SNMPTN: National portfolio analysis admission scheme based on the Student Index and School Index

SBMPTN: National portfolio analysis admission scheme based on computer-based exam

SPM: Quality Assurance Unit at Faculty Level

SPMS: Strategic Performance Management System

Tri Dharma: Three Pillars of the Indonesian Higher Education (education, research, community outreach)

UACC: Universitas Airlangga Cyber Campus

UN: United Nation

UNAIR: Universitas Airlangga

UNDP: United Nations Development Programme

USI: Unit of Information System - faculty level

Information

Information on the Institution

Universitas Airlangga (UNAIR) is a state-owned autonomous university in Surabaya, East Java. Established on 10 November 1954 under Government Decree No. 57/1954, UNAIR is one of the oldest and in the top five universities in Indonesia.[3] UNAIR has 15 faculties with 180 study programmes and one graduate school with approximately 41.251 students. 75 study programmes gained international accreditations in 2023, and four study programmes have been internationally certified to achieve international recognition.[4]

UNAIR aims to enhance the quality of education towards international standards, to improve the quantity and quality of research and innovation, and to conduct community services for broader society. This is represented in UNAIR's vision to become an independent, innovative, and leading university at the national and international levels and a pioneer in science, technology, and humanities. UNAIR's vision is reflected in the following missions:

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

By 2022, UNAIR has achieved the top 369 in QS World University Rankings (QS WUR) for 2023's World Best Universities.[5] The University aims to further accelerate in various fields, including the internationalisation of study programmes, international accreditations, and developing cooperations with global academic institutions under the Internationalisation Roadmap of UNAIR 2020-2025.

In 2022, UNAIR's achievements and performance were highlighted in the following rankings:

- 369 in QS World University Ranking (WUR) 2023;
- 110 in QS Asian University Ranking (AUR) 2022;
- 18 Southeast Asia based on QS WUR 2023;
- 101-150 (Law and Legal Studies) in QS WCU by Subject 2022;
- 301-350 (Business & Management Studies) in QS WCU by Subject 2022;
- 401-450 (Medicine) in QS WCU by Subject 2022;
- 2nd rank best university in Indonesia by the Indonesian Government;
- 201-300 for the overall score in Times Higher Education (THE) Impact Ranking;
- 139 UI Green Metric in 2022.

[3] See self-evaluation report p. 14.
[4] See self-evaluation report p. 15.
[5] See self-evaluation report p. 14.

UNAIR aims to reach the top 300 World Class Universities by 2025. In the context of national quality assurance, UNAIR has been accredited 'A' by the National Accreditation Body for more than 15 years, with 136 of its study programmes accredited A/Excellence, while 28 have been accredited B/Very Good

International collaboration comprises international classes, joint research, double-degree programmes, and community service programmes. UNAIR actively initiates international programmes such as Airlangga Global Day, AIRVENTURE (Airlangga Adventure), and INHERIT (Indonesia Heritage); international credit mobility/semester programme, namely AMERTA (Academic Mobility Exchange) for undergraduates; Community Development programmes, such as SDG COP (Sustainable Development Goals Community Outreach Programme) and CERIA (Community Empowerment Programme at Airlangga). UNAIR offers the Airlangga Development Scholarship (ADS) for international students to study master or doctorate degrees at UNAIR.

UNAIR has established 385 partnerships with more than 228 leading universities overseas in approximately 52 countries worldwide. Particularly Japan, Australia, the Netherlands, Malaysia, the United States, France, Thailand, Taiwan, and South Korea.[6] To further increase academic mobility activities, UNAIR is also a member of numerous higher education consortiums and associations of global academic institutions, such as ASEAN University Network (AUN), Association of the Southeast Asian Institutions of Higher Learning (ASAIHL), Association of Universities of Asia and Pacific (AUPS), ASEA-UNINET (ASEAN European Academic University Network), Western Australia East Java Universities Consortium (WAEJUC), Australian-Indonesia Centre (AIC), ASEAN Network on Microbial Utilisation (AnMicro), EPI-UNET (Eastern Part of Indonesia University Network), Erasmus+, ASEAN-European Academic University Network, SATU President's Forum, The Australia-Indonesia Centre, and University Mobility in Asia and the Pacific. In 2022, the number of inbound and outbound students reached 1.034 and 1.801, while inbound and outbound staff amounted to approximately 400 and 1.000.

Lecturers are actively involved in several international professional or academic associations: The International Association of Law School (IALS), the ASIAN Law Institute (ASLI), the International Federation for Tropical Medicine (IFTM), the Southeast Asian Human Rights Studies Network (SEAHRN), and International Association of Dental Research.

The **BoS** and **BoA** are located at the Faculty of Social and Political Sciences and were accredited as "Premier Institution" by The Accreditation Service for International Schools, Colleges and Universities (ASIC) in 2019. In 2023, the **BoS** was ranked globally at #251-300 by the Quacquarelli Symonds World University Rankings (QS WUR) by Subject 2023, making it the second-best in Indonesia.

[6] See self-evaluation report p. 15.

Statistical Data

Table 1: Statistical Data of the Bachelor of Sociology

		2017	2018	2019
# Study Places		100	100	100
# Applicants	Female	445	501	595
	Male	448	465	407
	Total	**893**	**966**	**1002**
Application Rate		1:9	1:10	1:10
#First Year Students	Female	56	54	60
	Male	44	46	40
	Total	**100**	**100**	**100**
Rate of Female Students		56%	54%	60%
#Foreign Students	Female	0	0	0
	Male	0	0	0
	Total	0	0	**0**
Rate of Foreign Students		0 %	0 %	0 %
Percentage of Occupied Study Places		100 %	100 %	100 %
#Graduates	Female	54	54	57
	Male	40	41	38
	Total	**94**	**95**	**95**
Success Rate		94%	95%	95%
Dropout Rate		6%	5%	5%
Average Duration of Study		4.2	4.2	4
Average Grade of Final Degree		3.41 / 4.00	3.47 / 4.00	3.52 / 4.00

		2020	2021	2022
# Study Places		100	100	100
# Applicants	Female	385	753	905
	Male	371	354	665
	Total	**756**	**1107**	**1560**
Application Rate		1:7	1:11	1:15
#First Year Students	Female	55	63	68
	Male	45	37	32
	Total	**100**	**100**	**100**
Rate of Female Students		55%	63%	68%
#Foreign Students	Female	0	0	0
	Male	0	0	0
	Total	0	0	**0**
Rate of Foreign Students		0 %	0 %	0 %
Percentage of Occupied Study Places		100 %	100 %	100 %
#Graduates	Female	N/A	N/A	N/A
	Male	N/A	N/A	N/A
	Total	**N/A**	**N/A**	**N/A**
Success Rate		N/A	N/A	N/A
Dropout Rate		N/A	N/A	N/A
Average Duration of Study		N/A	N/A	N/A
Average Grade of Final Degree		N/A	N/A	N/A

Table 2: Statistical Data of the Bachelor of Anthropology

		2017	2018	2019
# Study Places		100	100	100
# Applicants	Female	631	701	491
	Male	310	340	250
	Total	**941**	**1041**	**741**
Application Rate		1:9	1:10	1:7
#First Year Students	Female	66	68	67
	Male	34	32	33
	Total	**100**	**100**	**100**
Rate of Female Students		66%	68%	67%
#Foreign Students	Female	0	0	0
	Male	0	0	0
	Total	0	0	**0**
Rate of Foreign Students		0 %	0 %	0 %
Percentage of Occupied Study Places		100%	100%	100%
#Graduates	Female	62	68	66
	Male	34	30	32
	Total	**96**	**98**	**98**
Success Rate		96%	98%	98%
Dropout Rate		4%	2%	2%
Average Duration of Study		4.4	4.2	4
Average Grade of Final Degree		3.25	3.41	3.43

		2020	2021	2022
# Study Places		100	100	100
# Applicants	Female	630	470	554
	Male	310	241	335
	Total	**940**	**711**	**889**
Application Rate		1:9	1:7	1:8
#First Year Students	Female	69	66	69
	Male	33	34	31
	Total	**100**	**100**	**100**
Rate of Female Students		69%	66%	69%
#Foreign Students	Female	0	0	0
	Male	0	0	0
	Total	0	0	**0**
Rate of Foreign Students		0 %	0 %	0 %
Percentage of Occupied Study Places		100%	100%	100%
#Graduates	Female	N/A	N/A	N/A
	Male	N/A	N/A	N/A
	Total	N/A	N/A	N/A
Success Rate		N/A	N/A	N/A
Dropout Rate		N/A	N/A	N/A
Average Duration of Study		N/A	N/A	N/A
Average Grade of Final Degree		N/A	N/A	N/A

Appraisal

The number of applicants shows a solid development for both programmes. The dropout rate is at a low level and the rate of female students points to a balanced gender distribution with an increasingly upward trend to a higher number of female students in the programmes. However, there are no foreign fulltime students.

Programme Description and Appraisal in Detail

1. Objectives

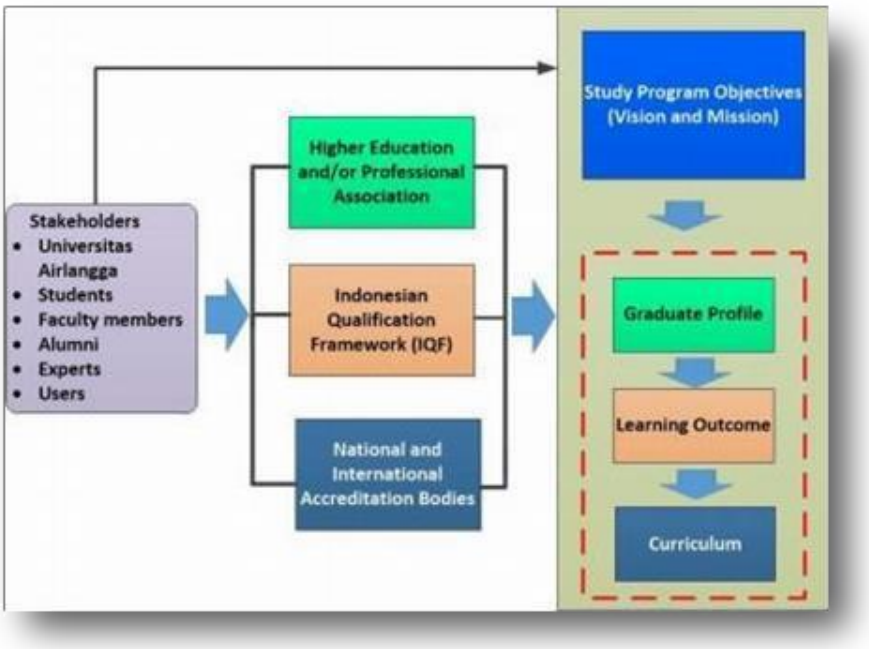
1.1 Objectives of the study programme (Asterisk Criterion)

For all programmes

The study programmes must follow the University's strategic vision, objective, and procedure. The synchronisation and integration of the University's standards will then be interpreted in the study programme's curriculum design, learning outcomes, and graduate profiles. All study programme activities should align with professional and scientific association standards, the Indonesian Qualification Framework (IQF), and National Accreditation Board's criteria. An academic board supervises and verifies all higher education activities at the faculty level.

At the external level, the procedure is also consulted with the stakeholders, including the University and faculty academic and support staff, alumni, students, expert staff, and other relevant stakeholders. These mechanisms, as presented in Figure 1.

Figure 1: Design Mechanism of Programme's Objectives Figure 2: Design Mechanism of Programme's Objectives



Bachelor of Sociology (BoS) (B.A. Sociology)

The programme aims to produce qualified scholars and scientific studies that align with moral values and respond to the changes that occur at the local, national, and international levels.

Attitude

- LO1[7]: Able to apply academic values and norms that uphold the principle of excellence with morality in their work.
- LO2: Able to apply a professional attitude and be responsible for duties or work according to the existing code of professional ethics.

[7] Learning Outcome

General Skills

- LO 3: Applying concepts, theories, and methodologies according to the academic standards in the discipline of sociology.
- LO 4: Conducting qualitative and quantitative analysis and interpret the dynamics of change and social problems faced according to the principles adopted in the discipline of sociology.
- LO 5: Able to practice how to compile designs and conduct research both independently and in group research.
- LO 6: Drawing conclusions from the results of the analysis and formulate recommendations.
- LO 7: Analysing various social problems using relevant sociological theories and methods.

Knowledge

- LO 8: Able to explain theories, methodologies and identify sociological problems.
- LO 9: Able to explain how to conduct analysis both quantitatively and qualitatively according to the discipline of sociology.
- LO 10: Mastering knowledge and explaining how to compile designs, procedures, or stages of social research and elements in social research according to academic standards.
- LO 11: Able to correctly explain and parse sociological concepts and theories based on perspectives and paradigms.

Special Skills

- LO 12: Design research, compile research instruments, expertly collect and process research data by utilizing computational programmes according to the research methods.
- LO 13: Analysing data and writing down research results by applying appropriate sociological theories, conclude research results based on scientific rules correctly, and publish them in accredited scientific journals at the national and international levels.
- LO 14: Designing and planning strategies for the implementation of community development programmes to solve various social problems using the principles of planning or community management in a correct and accountable manner.
- LO 15: Building networks with various actors, both by using the principles of scenario building to plan programmes correctly.

Main profiles of graduates:

1. **Social Researcher**: Ability to design, implement, write, and disseminate research on various social phenomena using relevant theories and methods in social sciences.
2. **Social and Community Development Planner**: Able to plan programmes and strategies for implementing community development, develop networks with various parties, and use the principles of scenario development to carry out planned community development programmes.
3. **Analysts and Consultants for Public Policy Makers**: Able to identify relevant social problems, compile research proposals, conduct qualitative and quantitative analysis, interpret and draw research conclusions as a basis for formulating public policies and practical recommendations to help solve social problems.
4. **Journalist**: Ability to identify problems and interview speakers, conduct analysis and write news or reports, check data and report events.

5. **Academics/Education Practitioners**: Able to understand theories, methodologies, problems, and master the basic principles in scientific logic to conduct critical, creative, and innovative analysis in the education field.

Bachelor of Anthropology (BoA) (B.A. Anthropology)

The curriculum aims to develop humanistic professionals in the workforce and to produce graduates who are adaptable to various sectors and environments, both nationally and internationally. Such as research institutions, educational institutions, NGOs, and government institutions.

The BoA has three main objectives for graduate characteristics:[8]

1. Humanistic professionals who possess social sensitivity, responsibility, independence, and entrepreneurship skills.
2. Theoretical and methodological knowledge in anthropology, both sociocultural and physical. Able to analyse and solve problems based on data and developing networks.
3. Critical, creative, and independent professionals who can adapt to social, political, and cultural developments and provide expert services through research and methodological fields.

Attitude

- LO 1: Upholding human values in carrying out duties based on religion, morals, and ethics.
- LO 2: Cooperating and having social sensitivity for society and the environment.
- LO 3: Demonstrating a responsible attitude towards work in their area independently and entrepreneurship based on human values.

General Skills

- LO 4: Conducting research and bio-socio-cultural studies using anthropological theories and methods.
- LO 5: Analysing bio-socio-cultural issues for community development.
- LO 6: Implementing applied Anthropology.

Knowledge

- LO 7: Understanding and explaining concepts and theories in Anthropology.
- LO 8: Analysing problems with the concepts and theories of Anthropology.

Specific Skills

- LO 9: Creating ethnographic writing.
- LO 10: Formulating strategic solutions for socio-cultural problems.
- LO 11: Designing and conducting physical anthropology practices.
- LO 12: Identifying bio-cultural issues.

Each learning experience is supposed to develop soft skills, such as adaptability, pluralism, teamwork, leadership, and integrity.

[8] To achieve the objectives, the goals include growing the number of outbound students and staff per year, raising the number of international publications per year, increasing international collaborative research and community service with reputable universities, encouraging lecturers to take part in training and self-development, short courses, post-doc programmes, international conferences, and adjusting the curriculum to the conditions and needs of the job market by conducting regular evaluations and redesigning the curriculum.

The programme identified four main profiles for its graduates:

1. **Community Empowerment Leader**: Able to assist with issues related to cultural diversity.
2. **Researcher/Analyst**: Planning short- and long-term projects, writing grant proposals, and assessing results to produce scientific findings.
3. **Forensic Anthropologist**: Ability to identify human remains and to gather information from human skeletons based on demographic data.
4. **Cultural Heritage Conservator**: Managing cultural heritage, museums, and tourism interests.

Most BoA alumni work in the government sector as cultural administrators, community culture empowerment assistants, and museum staff. Furthermore, they work in the research sector, as principal researchers, research assistants, or in NGOs and companies engaged in CSR that often carry out community empowerment programmes.

Appraisal:

The qualification objectives of the programmes are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. The Learning Outcomes are structured into four groups: Attitude, general skills, knowledge and specific skills. Each study programme defined main profiles for their graduates and the areas they will be working in.
They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality.
The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level of Bachelor programmes at graduation.
The Learning Outcomes take into account the requirements of the national qualification framework.

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

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

For all programmes

UNAIR has a strategic goal to become a leading university at the national and international levels. To produce graduates that will be able to compete in local, regional, and global markets, UNAIR is actively involved in developing quality-oriented institutions in all aspects, including optimally carrying out teaching and learning activities. The work unit responsible for internationalisation at UNAIR is Airlangga Global Engagement (AGE), which follows the Rector's Regulation of Universitas Airlangga No. 42 of 2016 concerning Organisation and Work Procedures at UNAIR.

Each faculty and study programme must set targets to achieve internationalisation goals. The targets are systematically monitored using a Strategic Performance Management System (SPMS) that reflects the progress of Key Performance Indicators (KPI). Some examples of KPIs are student mobility programmes, teaching mobility, joint research, and credit transfer.

Graduates are expected to be able work in international environments, conducting research addressing global issues, and participating in international academic activities such as conferences and collaborative projects. The programmes establish a global perspective in the following manners to achieve these objectives:

1. **Curriculum**: The curriculum includes international course contents.
2. **Student mobility**: Students can participate in international mobility programmes such as conferences, study exchanges, short course programmes, or other specific trainings.
3. **Staff mobility**: The academic staff participates in international mobility programmes such as conferences, post-doctorate studies, and more. The aim is to get in contact with different cultures and ways of thinking and to provide opportunities for the academic staff to network with international colleagues.
4. **Research and publication**: Lecturers actively publish in several reputable international and national journals, next to writing articles, book chapters, and other academic writings. Collaboration with international universities and research institutions to carry out research that addresses global issues.
5. **Webinars and guest lectures**: To support the learning process on an international level, webinars and guest lectures are held by academics from universities abroad.

Appraisal:

The programme design of both study programmes appropriately takes into account the required international aspects, with respect, too, to its graduates' employability.

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

1.3 Positioning of the study programme

<u>Educational market</u>

Bachelor of Sociology (BoS) (B.A. Sociology)

BoS is recognized as one of the pioneers of sociological education in Indonesia, and it competes with other institutions such as Universitas Indonesia (UI) and Universitas Gajah Mada (UGM):[9]

1. **Accreditation**: BoS has been accredited as an "Excellent" programme by National Accreditation Board for 15 years. It is the only Sociology study programme in Indonesia that is accredited by Accreditation Service for International Colleges & Universities

[9] See self-evaluation report p. 24.

(ASIC) in 2019. It is also ranked at #251 – 300 globally by the QS World University Rankings by Subject 2022.

2. **SDGs-related curriculum**: Students learn sociological theories and methods that are relevant for understanding and addressing issues related to the 17 Sustainable Development Goals (SDGs). These include poverty, inequality, gender, climate change, education, health, rural development, and urbanisation. Currently, the programme also offers unique courses such as Sociology of Corruption, Sociology of Children, Sociology of Crime, Sociology of Disasters, and Sociology of Digital Society.
3. **Fieldwork-oriented learning activities**: The students are trained to be excellence social researchers by conducting fieldwork research starting in their first year. All semester fieldwork activities are offered in various courses (Social Typology, Qualitative Research Methods, Quantitative Research Methods, Rural Sociology).
4. **Excellence in research**: The programme has a well-known reputation in doing social research that contribute to the development of sociology as a science and to the community development in Indonesia.
5. **Quality of academic staff**: The department's lecturers possess post-graduate degrees from reputable universities in Indonesia and other parts of the world. Their diverse competencies align with the programme's learning outcomes, resulting in an increase in both the quantity and quality of publications. Furthermore, their competencies enable the use of innovative teaching methods both inside and outside the classroom.
6. **Use of technology in learning activities**: Information technology is integral to the academic activities. The Universitas Airlangga Cyber Campus (UACC) is the primary system used for all activities, and the Learning Management System (LMS) and Airlangga Blog (a student's blog) are utilized during the learning process.
7. **Strong network and partnership**: BoS' teaching staff are involved in the policymaking process in both national and local governments. Regularly, BoS' experts are asked to provide policy recommendations by Major, Governor, or even Ministry. The BoS has an international-level partnership in education and research.

Bachelor of Anthropology (BoA) (B.A. Anthropology)

As a field of science that studies humans both physically and culturally, the BoA produces graduates with a diverse spectrum of knowledge. BoA is the only anthropology programme in Indonesia that facilitates holistic learning of anthropology, both physically and socioculturally.[10] The curriculum enables students to study various issues and social studies in society in different fields such as ecology, politics, arts, visuals, tourism, and education, as well as in the fields of physical anthropology, such as anthropometry, social biology, dental anthropology, and forensics. Students choose a concentration of specialization through a range of courses supported by field lectures to enhance their knowledge and abilities as prospective anthropologists.

Additionally, BoA conducted studies on ethnicities, such as Javanese ethnography, Madurai ethnography, Balinese ethnography, to help students understand the diverse characteristics of ethnic culture in Indonesia.

BoA UNAIR has several advantages and unique characteristics compared to its competitors, such as Universitas Indonesia and Universitas Gadjah Mada, including:

1. **Accreditation**: BoA has been accredited as an "Excellent" programme by National Accreditation Board for 15 years and received accreditation as a "premier institution" from The Accreditation Service for International Colleges (ASIC).

[10] See self-evaluation report p. 25.

2. **Curriculum**: The current curriculum has been designed following the IQF (Indonesian National Qualification Framework), the SN DIKTI (National Standard for Higher Education), and the ADJASI (Association of Indonesian Anthropology Departments) meeting and workshop. It is reviewed every five years and updated based on feedback from all stakeholders. BoA UNAIR focuses on studying humans as a whole from a physical and socio-cultural perspective. To implement learning outcomes and the curriculum in the classroom, BoA conducts community service by collaborating with the local government to raise socio-cultural issues and problems in the region. This activity involves not only lecturers and the government but also students who are actively involved in applying their practical skills, such as anthropometry, to measure the scale of stunting among children under five and conduct interviews with local communities regarding the issues discussed.
3. **Fieldwork-oriented learning activities**: From the first semester students conduct simple interviews and research on issues in the surrounding environment. In the fifth semester, students begin to practice field lectures on ethnographic methods. In physical anthropology, students are trained to practice excavation in the anthropogenesis and palaeoanthropology course to support student competition as forensic experts in the future.
4. **Competitiveness of the admission process**: The average competitive ratio has been around 1:7 to 1:9 in the last three years, and this year, BoA is among the top ten programmes with the highest stringency at UNAIR. According to UNAIR, this indicates that BoA has a good reputation and is a desirable destination for students interested in studying anthropology from all over Indonesia.[11]
5. **Quality of academic staff**: The lecturers in the department hold post-graduate degrees from leading universities in Indonesia and around the world. Their competencies align with the programmes learning outcomes and enhance creative teaching methods both inside and outside of the classroom.
6. **Use of technology in learning activities**: Information technology is integral to the academic activities. The Universitas Airlangga Cyber Campus (UACC) is the primary system used for all activities, and the Learning Management System (LMS) and Airlangga Blog (a student's blog) are utilized during the learning process.
7. **BioKultur**: BoA provides a journal publication facility named BioKultur that has a scope of study in anthropology and socio-culture. BioKultur facilitates the publication of articles by lecturers and students.

Job market

For all programmes

At the university level, DPKKA conducts a tracer study that is distributed to all alumni and users.

Bachelor of Sociology (BoS) (B.A. Sociology)

BoS enhances the employability of its students through practical lessons and experiences, such as fieldwork assignments, study excursions, internships, and guest lectures delivered by professionals, social researchers, and academics. These experiences equip students with the necessary knowledge, competencies, and skills to compete in the job market.

According to the latest tracer study, more than 65 % of BoS graduates have obtained their first employment within six months after graduation, and 86.5 % of BoS graduates work in fields

[11] See self-evaluation report p. 26.

related to the study programme. BoS graduates work in various fields including government bodies, state-owned enterprises, non-government organisations, research institutions, universities, and private companies. These graduates have various roles such as researchers, community development planners, consultants, and analysts for public policies, journalists, and academics.
The majority of users of BoS graduates stated that they are satisfied with the graduates' skills and competencies, which highlights the programme's reputation and success in preparing graduates for the job market.

Bachelor of Anthropology (BoA) (B.A. Anthropology)
The potential and capabilities of BoA graduates in the job market are considered strategic, particularly in the social, cultural, and community sectors. BoA ensures that its curriculum remains relevant to job market demands by updating course contents and communication skills taught to students. Every five years, the curriculum is evaluated, and a redesign process is implemented to keep it up to date with new developments.
The internship is a compulsory course to introduce students to their prospective careers and provide them with relevant experiences from the anthropology field. BoA also often involves professionals from anthropology-related work to participate in teaching and assessing student projects.
The tracer study results show that most BoA graduates (70 %) have secured employment within six months of graduation. BoA graduates can work in various sectors, including government institutions, state-owned enterprises, non-governmental organisations, research institutions, and private companies. These graduates have various roles, such as community empowerment leader, researcher, analyst, forensic anthropologist, and cultural heritage conservator. The majority of BoA graduates' employers state that the graduates are highly skilled and satisfy their needs.

HEI's overall strategic concept
For all programmes
The core of UNAIR's vision is reflected in its study programmes' qualification goals. These goals aim to make the University an independent, innovative leader in national and international academia, known for pioneering advancements in science, technology, humanities, and arts.[12] This vision is based on religious morality and aims for sustainable implementation.

Bachelor of Sociology (BoS) (B.A. Sociology)
The programme is actively engaged in contributing towards achieving the Sustainable Development Goals (SDGs) by raising awareness about intersectional issues. It is represented in the curriculum which comprises the issues related to SDGs. It also has contributed significantly to the establishment and development of various research centres, including the Indonesian Association of Women/Gender and Child Studies Centres, Centre for Gender Studies and Social Inclusion, Centre for Development Studies and Conflict Management, and Centre for African Studies.
The programme is committed to bridge the gap between academics and industry, and thus it has established partnerships with government bodies, non-government organisations, and private institutions. Furthermore, BoS is committed to improve the quality of education,

[12] See self-evaluation report p. 28.

research, and community service, which is also part of UNAIR's Key Performance Indicators (KPI).

Bachelor of Anthropology (BoA) (B.A. Anthropology)
The BoA plays an important role in the scientific and academic development of the University, especially in the field of social and political sciences. In line with the vision and mission of UNAIR (which is to be independent, innovative, and a leader at the national and international levels) BoA is the centre and destination for the study and development of human studies.
The establishment of the BoA was derived from several factors:

- To study humans both physically and socially.
- To strengthen Indonesian cultural values, which are rich in multiculturalism and multiethnicity, so that graduates can take on the role of empowerment.
- Social problems in need of overcoming are opportunities for BoA graduates to become facilitators in dealing with problems in society.

BoA positions itself as a networking amplifier for academic cooperation with leading national and international universities, as well as linking and matching with industry, government, and NGOs. Several BoA teachers are part of the Disaster Victim Identification team (DVI) and are involved in cases that require forensic qualifications, and some have been expert staff to the Indonesian Ministry of Women's Empowerment and Child Protection for several periods.
To encourage students to leave academic footprints, BoA runs the BioKultur journal as a forum that can facilitate the ability and interest in academic writing of students.

Appraisal:

The University has thoroughly examined the educational market and used the results in establishing its own unique and competitive profile. The **BoS** has a strong focus on field work and research which gives it a unique standing and makes BoS an attractive study programme for future students. The two streams of anthropology (physical and sociocultural) are a unique feature in the **BoA** and makes it standout from other study programmes of anthropology in Indonesia.

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. Students are prepared for the job market through internships, field trips and guest lectures of practitioners. The future fields of employment for graduates are plausibly set forth and are tracked through tracer studies.

The study programmes are convincingly integrated into the HEI’s overall strategic concept and follow and support the University’s vision and mission.

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

2. Admission

For all programmes

Admission requirements

According to The Indonesia Minister of Education and Culture Number 6 of 2020 about New Student Admissions for Undergraduate Programmes at State Universities, the main requirements of the prospective students to be admitted in a bachelor programme are cognitive ability and previous achievements (academic and non-academic). To meet the general entry requirements for bachelor's studies, prospective students should graduate from high school or equivalent no more than two years prior to admission, have excellent academic potential as measured by their High School Academic Report/transcript, and prepare a health certificate as proof that the student is in good condition. The admission period opens once a year in June.

There are four schemes of admission tests:

- National Selection for Entering State University based on High School Grade (or SNMPTN in Indonesian). SNMPTN is also carried out nationally by Higher Education Entrance Test Institute (LTMPT) under the Ministry of Education and Culture of the Republic of Indonesia. In this scheme, the selection is based on the applicant's previous academic and/or non-academic portfolio and the number of seats or study places available in each university. There is no written test in this scheme. This scheme gives the opportunity to potential applicants living in remote areas with limited access to infrastructure to join the computer-based tests.
- National Selection for Entering State University (or SBMPTN in Indonesian). SBMPTN is conducted and managed nationally by LTMPT. This regular scheme is a computer-based written test that consists of the Scholastic Aptitude Test, English Proficiency Test and Academic Test. The selection process is based on the results of the written test and the number of seats available.
- University-based written test or Mandiri scheme; the admission for the Mandiri scheme is independently managed by the Universitas Airlangga Student Admission Centre (PPMB). The PPMB administers a written test to select candidates who best fit the programme.
- International track: is specialised for applicants who want to join the international programme. The selection process consists of a written test, English proficiency, and an interview, which is administered by the PPMB. The international track aims to produce globally competitive graduates with an international experience by participating in double or joint degree programmes and exchange studies in partner universities.

Counselling for prospective students

Prospective undergraduate students can seek consultations through both offline and online channels. In-person help is available at the Student Admission Center (PPMB) from Monday to Friday. It is located at the Universitas Airlangga Management Office Building, Campus C Universitas Airlangga, Mulyorejo, Surabaya, and is available during working hours. Students can also reach out via phone.

The PPMB arranges an annual education exhibition called AEE (Airlangga Education Expo), offering various access to detailed information of UNAIR Faculties and Directorate. The AEE

lasts two weeks and allows prospective students to meet faculty representatives, receive curriculum information, study prospects, teaching methods, and the facilities of each faculty.

Other than an interactive channel for communication through WhatsApp, the PPMB also takes advantage of social media such as Instagram and YouTube as a platform to advertise the programmes and provide two-ways direct communication for prospective students. Student admission staff replies to inquiries made during office hours. For 24-hour service, prospective students may visit the FAQ section on www.ppmb.unair.ac.id.

They can also contact the Centre for Communications and Public Information of Universitas Airlangga through WhatsApp or Email for information about the admission process. The inquiries will then be forwarded to the student admission centre to respond. Information through the website for prospective students is complete, so no physical visits during the pandemic are required. Prospective students can also contact a registration helpdesk on site and via several communication channels (e.g., WhatsApp, Telp, E-Mail, Twitter, Facebook).

The study programmes provide facilities for high school students to visit and gather information about studying at UNAIR. For Bachelor programmes, high schools typically organise group visits for prospective students to specific study programmes and faculties. **BoS** and **BoA** frequently host visits from high schools across Indonesia to provide information and encourage students to apply to their respective faculties.

Selection procedure

The PPMB website contains information pertaining to admission and selection procedures. The selection process for regular (SBMPTN) and Mandiri types relies on the written test (scholastic aptitude and academic test). On the other hand, SNMPTN considers the students' previous academic and non-academic records and high school accreditation. These records include

- the students' grades from semester 1-5,
- results from the high school national examination,
- non-academic achievements, and
- community empowerment activities.

After a calibration meeting, which includes various university officials such as Vice Rectors, the Secretary of the University, Chair of the Academic Senate, Deans, Director of Education, Chair, and Secretary of the PPMB, the Rector determines the results. The PPMB then makes an official announcement regarding the admission results.

Ensuring foreign language proficiency

New students are required to take the English Language Proficiency Test (ELPT) before the semester begins. The test is facilitated in Universitas Airlangga’s Language Centre. Students do not have to reach a certain score for the admission. However, before graduation, students must pass the ELPT with a minimum score of 450 (see chapter 3.4 International outlook).

Transparency and documentation of admission procedure and decision

The admissions follow national regulations. The PPMB website, http://www.ppmb.unair.ac.id, contains comprehensive information regarding admission policies and selection criteria for prospective students. The University follows Standard Operating Procedure (SOP) as stated

in PP-UNAIR-PMB-01 and PP-UNAIR-PMB-02 to ensure that students who are admitted meet the criteria set by the university and the study programmes.

Information regarding enrolment, admission policy, and selection criteria is available on various platforms such as the PPMB website, social media, leaflets, brochures, posters, newspapers, and radio advertisements. The admission process involves online registration, examination by PPMB, and announcement of the selection results.

The National University Admission Test Institute (LTMPT) announces the selection results for the National type (SBMPTN and SNMPTN) nationwide. The PPMB website publishes the list of admitted candidates and provides detailed procedures for new student enrolment. To ensure quality and transparency, the decision-making process is documented, and the final results are accessible to all candidates through their registration account.

The procedures and processes in PPMB are audited by external auditors based on ISO 9001:2008/IWA 2:2007 standard to ensure transparency and documentation. Hotline services are available for inquiries regarding admission tests managed by UNAIR.

Appraisal:

The admission requirements are defined and comprehensible. The national requirements are presented and taken into account. Ways to apply, are SNMPTN, SBMPTN Mandiri scheme or the international track.

Applicants can directly turn to a student counselling service, or to whatever other helpdesk at the HEI, for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and the HEI is provided by defined office hours, by telephone and via e-mail. The HEI offers an exception number of communication channels, including social networks as new platforms to communicate with student enquiries directly. These enquiries are being answered systematically and fast and are highly accessible. Hence, the HEI ensures a constant availability for prospective students. The counselling options are based on the target group’s needs.

The selection procedure for the above-described ways of admission is transparent and ensures that qualified students are admitted.

The admission requirements (required language proficiency level or required result in a concrete language test) ensure that students are able to successfully complete the study programmes (courses, additional literature, utilisation of counselling services and extracurricular activities).

The University follows Standard Operating Procedure (SOP). The admission procedure is described, documented, and accessible for interested parties. Information can be found on the PPMB website. The admission decision is based on transparent criteria and is communicated through their registration account.

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

3. Contents, structure and didactical concept of the programme

3.1 Contents

Logic and conceptual coherence

Students participate in the Freedom to Learn (*Merdeka Belajar – Kampus Merdeka*, MBKM) programmes. The activities include intra-curricular, co-curricular and extra-curricular activities. This includes:

1. Learning from other study programmes at Airlangga University
2. Studying from similar study programme outside Airlangga University
3. Learning in other study programmes outside Airlangga University
4. Learning at non-educational institutions

Bachelor of Sociology (BoS) (B.A. Sociology)

The curriculum is designed to support the learning outcomes (LO) of the study programme (see curriculum overview in the appendix). It comprises of five main parts: (1) mandatory courses at the national/university level, (2) mandatory courses at the faculty level, (3) mandatory courses for the programme, (4) elective courses for the programme, and (5) elective courses for the faculty. The programme provides a comprehensive education in sociological theories, research methods, and practical skills to analyse social issues and develop solutions to social problems.

In the first and second semester, the students take compulsory courses (nine courses in the first semester and eight courses in the second semester). Additionally, they choose elective courses starting from the third semester (five compulsory courses and up to three elective courses[13]). In the fourth semester, the students take five compulsory courses and up to two elective courses. In the fifth semester, students do four compulsory courses and up to three elective courses. In the sixth semester, students complete three compulsory courses, including Thesis Proposal, and up to four elective courses. In the seventh semester, students take two compulsory courses, including Thesis, and up to three elective courses. In the eighth semester, students have one compulsory course and up to three elective courses.

Table 3: Distribution of Courses that Support the Learning Outcomes (LO) (BoS)

Learning Outcomes (LO)	Number of Courses	SKS credits	ECTS credits
(1) Able to apply academic values and norms that uphold the principle of excellence with morality in their work.	4	8	12.8
(2) Able to apply a professional attitude and be responsible for duties or work according to the existing code of professional ethics.	7	14	22.4
(3) Able to apply concepts, theories, and methodologies according to the academic standards in the discipline of sociology.	3	9	14.4
(4) Able to conduct qualitative and quantitative analysis and	2	6	9.6

[13] Most of the elective courses are worth three credits, but specific courses, like English II, are exceptions and are valued at two credits each. Students take elective courses with a total of eight sks credits.

interpret the dynamics of change and social problems according to the principles adopted in the discipline of sociology.			
(5) Able to design and conduct independent and in-group research.	2	6	9.6
(6) Able to draw conclusions from the results of the analysis and formulate recommendations.	4	12	19.2
(7) Able to analyse various social problems using relevant sociological theories and methods.	4	12	19.2
(8) Able to explain theories and methodologies, and identify sociological problems.	14	42	67.2
(9) Able to explain how to conduct quantitative and qualitative analysis according to the discipline of sociology.	10	30	48
(10) Mastering knowledge and explaining how to compile designs, procedures, or stages of social research according to academic standards.	3	9	14.4
(11) Able to correctly explain and parse sociological concepts and theories based on each perspective and paradigm.	3	9	14.4
(12) Able to design research, compile research instruments, collect data and process the data by utilizing computational programmes according to the research methods.	2	6	9.6
(13) Able to analyse data and write the research results by applying appropriate sociological theories, correctly conclude the research results based on scientific rules, and publish them in accredited scientific journals at the national and international levels.	4	12	19.2
(14) Able to design and plan strategies for implementing community development programmes using the principles of planning or community management in a correct and accountable manner.	4	12	19.2
(15) Able to build networks with various actors by using scenario-building principles to plan programmes correctly.	7	14	22.4

Bachelor of Anthropology (BoA) (B.A. Anthropology)

The curriculum is structured into four primary areas of interest (see curriculum overview in the appendix): (1) Community Empowerment Leadership, (2) Research/Analysis, (3) Forensic Anthropology, and (4) Cultural Heritage Conservation. Students are not restricted to one area and are free to explore multiple interests.

Table 4: Distribution of Offered Courses by Area of Interest (BoA)

Areas of Interest	Number of Courses / credits	
	Compulsory	Elective
Community Empowerment Leader	31 courses and 79 credits (126,4 ECTS)	21 courses and 62 credits (76.8 ECTS)
Researcher/Analyst	19 courses and 57 credits (91,2 ECTS)	7 courses and 20 credits (32 ECTS)
Forensic Anthropologist	25 courses and 65 credits (104 ECTS)	19 courses and 47 credits (75.2 ECTS)
Cultural Heritage Conservatories	21 courses and 57 credits (91.2 ECTS)	25 courses and 63 credits (100.8 ECTS)

In the first and second semester, the students take compulsory courses (nine courses in the first semester and eight courses in the second semester). Additionally, they choose elective

courses starting from the third semester (six compulsory course, two specific compulsory courses for the specialisation physical anthropology, one specific compulsory course for the specialisation sociocultural, and up to two elective courses). In the fourth semester, the students take two compulsory courses, two specific compulsory courses for physical anthropology, two specific compulsory courses for sociocultural anthropology, and up to six elective courses. In the fifth semester, students do three compulsory courses, one specific compulsory course for physical anthropology, two specific compulsory courses for sociocultural anthropology, and up to four elective courses. In the sixth semester, students complete three compulsory courses, three specific compulsory courses for physical anthropology, and up to four elective courses. In the seventh semester, students take two compulsory courses, including Thesis Proposal, one specific compulsory course for sociocultural courses, and up to five elective courses. In the eighth semester, students have one compulsory course and up to six elective courses. The curriculum is periodically evaluated and redesigned every five years, incorporating insights from students, alumni, stakeholders, expert staff, and graduate users.

Rationale for degree and programme name

For all programmes

The naming of the study programmes in Indonesia is regulated by the Ministry of Research and Higher Education and the regulation is updated from time to time to accommodate the latest development in science and education. The rationale behind the decision to choose the name of study programme and its degree is based on the Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia (Permenristekdikti) Number 33 of 2018 Article 4 concerning Naming Study Programmes. In the event the study programme wants to change its name and its given degree, notification should be sent to the Directorate of Higher Education in the ministry.

Bachelor of Sociology (BoS) (B.A. Sociology)

The Bachelor of Sociology, which goes by the name of Program Studi Sosiologi in Indonesian, awards graduates with the degree title of Sarjana Sosiologi (Bachelor of Arts in Sociology) in accordance with the Ministry of Education and Culture's naming conventions. This naming convention is commonly used in government agencies, particularly for civil service recruitment purposes. The BoS' name is also reflective of its curriculum, which is predominantly focused on Sociology as a field of study (more than 90 % of the courses). The BoS aligns with the Indonesian Qualification Framework (IQF) for undergraduates at level 6, which requires the completion of 144 SKS credits over a four-year period. Therefore, the BoS programme satisfies national qualification regulations and undergoes both internal and external evaluations conducted by the National Accreditation Board.

Bachelor of Anthropology (BoA) (B.A. Anthropology)

Upon graduation from the Bachelor of Anthropology, also known as Program Studi Antropologi in Indonesian, students receive the degree Sarjana Antropologi (Bachelor of Anthropology). The nomenclature of this degree aligns with the Ministry of Education and Culture's guidelines. The curriculum consists of 90 % anthropology-related courses and offers students four graduate profiles representing the expertise of anthropology specialists. Additionally, the curriculum conforms to IQF level 6 and requires a minimum of 144 SKS credits, which can be completed in four years. The National Accreditation Board has evaluated the quality of the BoA programme's compliance with national qualifications and regulations through internal and external periodic evaluations.

Integration of theory and practice

Bachelor of Sociology (BoS) (B.A. Sociology)

The curriculum incorporates theoretical knowledge and practical experience to provide students with a comprehensive learning experience. The programme is designed to enhance two specific skills:

1. **Scientific skill**: The Department of Sociology offers various courses to support the development of this skill, such as Basic Methodology of Research, Quantitative Research Method, Qualitative Research Method, Scientific Writing Technique, Introduction to Social Statistics, Social Typology. The students are taught about the principles of conducting research in general in these courses, and also are given assignments that require practical lessons such as data collection, software usage, fieldwork, and knowledge management. The students conduct fieldwork research each semester, which allows them to practice their research skill. For example, students who participate in the Social Typology course will conduct field work in a chosen village for several weeks, which includes the process of formulating research questions, preparing research elements, collecting and processing data, and writing a research report.
2. **Analytical skill**: Emphasis on students' ability to identify sociological issues and analyse research data using relevant sociological theories. Some compulsory courses that highlight the skill are Classical Social Theories, Modern Social Theories, Social Problems, Logic and Critical Thinking, and other elective courses. This skill is enriched with practical method such as writing research report, research analysis, policy analysis and recommendation. For example, students who participate in the Modern Social Theories course will conduct group works to discuss about a chosen modern social theory to be reviewed and criticized. In addition, students can take an internship programme from governmental and private institutions, such as the Agency of Social Affairs, the Provincial Government Office, as well as the MBKM programmes, which can help them practice and sharpen these skills.

Bachelor of Anthropology (BoA) (B.A. Anthropology)

To facilitate practical learning experiences, BoA offers joint field lectures, field assignments, and invites guest speakers. The BoA also provides internship opportunities to students to explore the workforce and its intersection with anthropology. The curriculum focuses on developing three key skills:

1. **Analytical skills**: To equip graduates with the capability to identify problems, analyse, and interpret data and information gathered through research, fieldwork, and other sources. To refine this skill, students can enrol in various courses that involve extensive reading, writing final papers, and conducting basic independent research or field assignments that utilise pertinent anthropological theories. Among these courses are Ethnographic Writing, Logic and Critical Thinking, and Osteology. In Ethnographic Writing, for instance, students go through various types of ethnographic literature, analyse them, and present their findings in class discussions.
2. **Communication**: Anthropologists require communication skills to effectively communicate with people from diverse cultures, communities, and backgrounds. They need to understand the communication patterns and practices of the people they study and convey their research findings and ideas to various audiences. Active listening, asking questions, and conveying information clearly and effectively are essential communication skills. Building trust and establishing relationships with research participants and stakeholders require effective communication skills. To support the

development of these skills, students take courses that involve discussions and presentations, such as Inter-Ethnic Relations, Communication, and Multiculturalism. For example, students learn to communicate by roleplaying and explaining a forensic analysis case to a victim's family.

3. **Decision-making**: Those skills are crucial for anthropologists to critically evaluate a situation by considering various perspectives, information, and options to make sound and ethical decisions. Anthropologists encounter intricate situations that require them to consider cultural, social, and ethical factors while making decisions. For instance, anthropologists working on community development projects must determine which interventions are culturally appropriate and sensitive, while those working in archaeological research must balance scientific interests with preservation and cultural sensitivity. Students can improve this ability through courses such as Community Development, Development Anthropology, Introduction to Scientific Collaboration, and Social and Cultural Change. In the Community Development class, students typically analyse cases related to empowering a community in groups and discuss using paper presentations.

Interdisciplinary thinking

For all programmes

UNAIR has committed to ensuring that its students acknowledge and understand the concept of interdisciplinary thinking. It is represented in the University's intra-curricular and extra-curricular activities. There are several compulsory university student activities, including Student Orientation (PPKMB), Community Service, Field Study, and Internship. For Community Service, the University under the Research and Community Service Board provides several platforms for students to conduct the activity according to their preference, such as Service-Learning (KKN-BBM), Back to Village, National Programme, Student Creativity Programme, and International Programme.

For these activities, students earn two official recognitions, a grade stated in the GPA transcript, and a certificate of achievement credit unit (satuan kredit semester/SKP), which contains information about non-academic activities carried out by students during the study. During the first year, students are obligated to partake in compulsory university courses (MKWU), which provides the opportunity to meet and collaborate with other students from various programmes.

Bachelor of Sociology (BoS) (B.A. Sociology)

The curriculum in BoS is designed inherently as an interdisciplinary subject. While the sociology subject is mainly constructed by social sciences disciplinary, the students are also offered with courses from other disciplines, such as Introduction to Political Science, Economic System of Indonesia. Structurally, the curriculum design encourages students to take courses delivered by other study programmes whose participants come from various backgrounds. In Political Science, students will be taught about political system in Indonesia, and essential concepts and theories in Political Science. There are also other elective courses that the students can participate in the following semesters that are managed by other study programmes. In addition, there is a compulsory course called "community service" that requires the students to work together with their peers from other faculties. The community service project usually takes a place in a rural or disadvantaged area where group of students will organise development programmes for local inhabitants in the field of education, economic, social, and cultural.

Bachelor of Anthropology (BoA) (B.A. Anthropology)

At the faculty level, the institution has established regulations for all students to take compulsory courses offered by the faculty, including Introduction to Political Science offered by the Bachelor of Political Sciences, Introduction to Social Statistics offered by BoS, Social Political Ethics, and Introduction to Sociology and Philosophy. These subjects are taught by lecturers from other Bachelor programmes at the faculty and are offered at the beginning of the students' first year.

BoA offers several interdisciplinary courses with fields of study from other faculties at UNAIR. For example, the Forensic Anthropology course collaborates with the field of medical science at the Faculty of Medicine. In addition, the Physical Anthropology Research Methods course is offered in collaboration with lecturers from the Faculty of Medicine, Faculty of Dentistry, and Faculty of Veterinary Medicine.

To support interdisciplinary practice, students do community service. The course's management is under the supervision of a special unit at the university level. Students carry out work practices from the learning material and theory in class to get a comprehensive learning experience. For example, students from various study programmes at UNAIR work together to create local community empowerment programs.

Ethical aspects

For all programmes

The University regularly socialises ethical guidelines to all its units, and each Faculty has an ethics committee to process and make decisions on allegations of violations of academic ethics and norms. The University's tagline, "Excellence with Morality," emphasises the importance of ethical aspects in shaping graduates' profiles. Bachelor programmes integrate moral values into compulsory courses such as Citizenship, Religion, and Pancasila, and ethics and academic norms. BoS and BoA consider ethical guidelines for research, and researchers must obtain research permission from local authorities and must seek ethical clearance from the Vice Dean 1 of FISIP UNAIR as well before conducting research in the field.

Bachelor of Sociology (BoS) (B.A. Sociology)

Students are required to be mindful of ethical considerations when conducting research. They need to ensure their research adheres to ethical guidelines and principles, including obtaining ethical clearance, obtaining permission from relevant authorities before conducting research in the field, providing informed consent for research participants, and avoiding plagiarism. BoS has implemented rules to ensure that ethical considerations are considered, and students are expected to comply with these guidelines.

Furthermore, ethical considerations are an important part of the curriculum, and students must integrate these principles into their research projects. Courses that strengthen general ethical aspects are Scientific Writing Technique, Social and Political Ethics, Sociology of Law, and Indonesian Cultural and Social System. The essence of ethics and norms that have been fostered through these courses are manners in professionalism and have empathy in conducting research, public service, anti-plagiarism, anti-corruption, transparency, privacy preservation, complying the law and local customs, and respecting human rights. These aspects of academic and non-academic ethics always need to be considered by students, teachers, and staffs of the University.

Bachelor of Anthropology (BoA) (B.A. Anthropology)

To ensure ethical practices in research, students are advised to obtain permission from the community and local authorities for research locations, prioritize obtaining consent during

interviews, and consider the willingness of the local community for student fieldwork activities. Before students carry out fieldwork, they usually obtain permits and ask for consent from informants regarding their willingness to be interviewed during fieldwork.
The curriculum includes compulsory and elective courses that emphasise ethical aspects such as Scientific Writing Techniques, Social and Political Ethics, Customary Law, Personality Ethics, the Legal System in Indonesia, and Legal Anthropology. The ethical values that have been cultivated include proper communication and interaction, avoiding plagiarism in scientific writing, respecting customary laws of each region, human rights, and complying with the law.

Methods and scientific practice

For all programmes

The study programmes promote several strategies to maximise academic skills among students such as through constructive collaboration between students and lecturers in research, community service, and academic projects. Each study programme provides a research log for students to record and monitor their progress and outcomes in academic projects and research. The study programmes regularly monitor and evaluate these logs to ensure that the research and projects are completed on time. To support research that requires specific technology, each faculty offers a computer laboratory equipped with the latest devices and software.

Bachelor of Sociology (BoS) (B.A. Sociology)

As stated in chapter 1.1 Objectives of the study programme, the LO include conducting quantitative and qualitative analysis, designing research, processing and analysing data, while a main job profile is a social researcher. BoS offers a broad range of courses that focus on research skills, such as Scientific Writing Technique, Statistics, Quantitative Research Method, and Qualitative Research Method. These courses are designed to help students improve their scientific abilities through individual or group research projects.

Bachelor of Anthropology (BoA) (B.A. Anthropology)

BoA supports its graduates' abilities and character by providing various opportunities for them to collaborate on research, community service, and joint projects. The programme encourages students to assist their lecturers in research projects to gain further experience.
In addition to community service, the BoA offers courses aimed at enhancing students' scientific skills, such as Scientific Writing Techniques, Ethnographic Writing Studies, Methods of Ethnography, and Physical Anthropology Research Methods.

Examination and final thesis

UNAIR has basic regulations on assessing the teaching-learning process and LOs used for the study programmes. It refers to the procedures stated in the PP- UNAIR-PBM-03, which regulates the examination of diploma and bachelor programmes, and PP- UNAIR-PBM-04, which regulates undergraduate thesis and a final project. For Master programmes, the procedures derive from PP-UNAIR-PBM-27, which guides examination, and PP-UNAIR- PBM-25, which regulates rules regarding thesis. Learning objectives are based on the PP- UNAIR-PBM-03 concerning Manual for Assessment Process. LOs for all subjects are stated in the Handbook of Curriculum, Course Description (CD), and Course Agreements (CA). The assessment method includes

- assignments;
- quizzes;

- working reports;
- pre- and post-tests;
- presentations and discussions;
- written/oral exams; and
- mid- and final examinations.

Students will be assessed according to academic and non-academic aspects in the Bachelor Programme Academic Handbook. Soft skills assessment is integrated into the learning process, which include elements such as activeness, discipline, communication skills, teamwork, and self-confidence. All assessments are conducted using Criterion-Referenced Score (CRS) and converted in alphabetical grade.

Students in BoS and BoA are required to complete a Bachelor thesis, which is based on independent research supervised by a faculty member and defended in front of three examiners. The assessment rubric includes criteria like writing skills, presentation, scientific method, understanding of the thesis topic, self-motivation, and publication prospects. Students who do not meet the minimum requirements can retake the thesis course once. A thesis writing guide is provided to students in their first semester and more technical aspects of the guide are taught in the Thesis Proposal course. Students are granted their bachelor's degree upon completion of all academic requirements, including passing all courses, defending their thesis, and submitting their final thesis. This process is known as Judicium.
When students are working on their thesis, they are assigned a research supervisor. The students prepare a research proposal for the final thesis, which is reviewed before being assigned to a lecturer with relevant research experience and interest. The research supervisor then guides and evaluates the student's research through regular sessions. Students are provided with research logs to systematically record their progress. Students are expected to defend their thesis in front of three examiners, and the assessment rubric includes factors such as writing skills, presentation, scientific method, understanding of the thesis and related knowledge, self-motivation, and publication prospects.

Bachelor of Sociology (BoS) (B.A. Sociology)
To measure the success of student learning, students are assessed according to the following assessment system as stated below:

- **Written test**: Assessments in written form may consist of impromptu or take-home essay writing, as well as multiple-choice questions. Courses that use this assessment are for example: Classical Social Theory, Modern Social Theory.
- **Oral test**: To evaluate a student's understanding and capability to provide well-reasoned responses and defend them in real-time. Some courses that use this assessment are: Sociology of Development, Sociology of Communication.
- **Project-based assessment**: Students are assigned individual or group projects, such as book reviews, case analyses, or mini research. Courses that use this type of assessment are for example: Social Typology, Rural Sociology, Community Development, Qualitative Research Methods, Quantitative Research Methods.

Bachelor of Anthropology (BoA) (B.A. Anthropology)
The following is an explanation of the different types of assignments used in the BoA:

- **Written test**: Students are required to write on-the-spot or take-home essays in courses such as Introduction to Anthropology, Tourism Anthropology, and Dental Anthropology.
- **Oral test**: This type of test requires students to answer questions directly and defend their answers in the present moment. An example of a course that uses this test is Anthropometry. Communication skills can also be evaluated through student presentations and discussions in seminars in courses such as Indonesian Ethnography, Social Biology, and Corporate Culture.
- **Project-based assessment**: Students are given individual or group project assignments, such as conducting mini-research on certain topics like Ethnographic Methods, Rural Anthropology, and Palaeoanthropology.
- **Case-based assessment**: Students are given specific cases to discuss and analyse in class, often assuming roles in courses such as Community Development, Development Anthropology, and Forensic Anthropology.

Appraisal:

The curriculum of both study programmes adequately reflects the qualification objectives of the respective study programme. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation (compulsory electives) or optional electives enable students to acquire additional competences and skills.

The degree and programme name correspond to the contents of the respective curriculum and the programmes objectives.

Theory and practice are systematically interrelated throughout the curriculum, for example through roleplays, research or field work. Theoretical discourse and practical application complement each other in developing the students' qualification profile.

There is evidence that the programmes qualify for interdisciplinary thinking. Students take classes of other study programmes at the faculty, like Political Science. **BoA** collaborates also with the Faculty of Medicine for some courses.

Ethical implications (for example those of research) are appropriately communicated in several courses in both curricula.

Methodological competences and scientific practice are thoroughly trained in several courses and through conducting research. Students of both programmes are equipped with the necessary skills for research-oriented work and for applying those skills in the respective vocational fields.

All exams, as they are defined for the courses, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level of Bachelor programmes. The exams are characterised by a wide variety of test formats, including written and oral tests as well as group project assignments and more.
The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures (the thesis guidelines).

The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programmes' qualification objectives.

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

3.2 Structure

Projected study time	Both programmes: Eight semester
Number of credits (national credits and ECTS credits)	Both programmes: 144 SKS / 230.4 ECTS credits
Workload per credit	Both programmes: 170 minutes (60 minutes of independent study, 60 minutes of assignment, 50 minutes of in-class activities)
Number of courses	BoS: 50 BoA: 51
Time required for processing the final thesis/project and awarded credits	Both programmes: Average of six months, six SKS credits

For all programmes

Bachelor programmes offer 144 SKS credits (230 ECTS credits) at the minimum and 160 SKS credits at the maximum that can be completed within 7-8 semesters. One SKS credit corresponds to 1,6 ECTS credits.

Study and exam regulations

Nationally, the study and examination are regulated in Law No. 20 Year 2003 concerning National Education System and Law No. 12 Year 2012 concerning Higher Education. In UNAIR, the study and exam are regulated in Rector Decree No 11 Year 2020 concerning Education Guideline Universitas Airlangga. The Academic and Thesis Writing Guidelines are always given and explained to the students in their first semester, during their orientation. Each student will also have a supervisor to monitor and supervise their academic process during their study period.

The academic regulations allow students to take academic leave when they follow activities such as an exchange programme or a double degree. Credit from other universities/institutions can be converted and recognised as student's performance. The student will receive the study

result at the end of the semester. The academic guidelines document further explains all the study methods and types of exams, including standardised English proficiency, community service, internship, publication, fast track, outside study programme activities, and diploma supplement.
All the details of the document can be downloaded here: Pedoman Pendidikan Universitas Airlangga - (unair.ac.id)

Feasibility of Study Workload
The maximum student study load is 24 SKS credits (38.4 ECTS). Students can only take full credit with a GPA of 3.00 and above. While those who have a GPA of 2.51-2.99 are only able to take 21 SKS credits. Students with a GPA of 1.51-2.50 can take 18 SKS credits. Students with a GPA of 0.0-1.50 can only take 15 SKS credits.
There are ways for the student to finish their study earlier than 4-year standard:

- The students always take 24 SKS credits at the maximum per semester starting from the third semester.
- Due to the first condition, the students can enrol in advanced courses earlier.
- The study programmes facilitate some courses to be offered each semester.
- If the students finish all mandatory courses in the 6th semester, they can complete their bachelor's thesis in the 7th semester.

The programmes conduct learning evaluations, including learning media and teaching materials, teaching methods, and lecture activities, through a survey link that can be accessed via Cybercampus. This evaluation must be carried out by students as a prerequisite for completing the KRS (Semester Plan Card) in the next semester.

Bachelor of Sociology (BoS) (B.A. Sociology)
On average, the study workload is divided into 50 % lecturing sessions, 30 % discussions and presentations, and 20 % group works or individual projects.
Results from recent surveys on study workload show that 95.6 % of students find their workload for attending class activities feasible, while 91.8 % assess their workload for self-study feasible. Additionally, 95 % of students evaluate their workload for completing weekly assignments feasible, and 94.8 % find their workload for exam preparation feasible.

Bachelor of Anthropology (BoA) (B.A. Anthropology)
The workload is divided into 45 % lecturing, 25 % independent or group assignments, 20 % discussions and presentations, and 10 % fieldwork.
The majority of students graduate in semester eight.[14]

Equality of opportunity
Equality of opportunity is warranted by UNAIR as expressed within the UNAIR Educational Senate 07/J03/SAU/HK/2006 concerning the General Regulation in Administering the University and Rector's Decree No. 5 Year 2017 on Admission Requirements. UNAIR also complies with Act No. 2 Year 2012, Government Regulation No. 4 Year 2014, and Regulation of the Ministry of Research and Higher Education No. 126 Year 2016. All prospective students are guaranteed civil rights to enter and end their study at UNAIR.
UNAIR provides equal opportunities to all prospective students, regardless of their gender, ethnicity, economic background, disability, and other characteristics. The University offers scholarships to economically disadvantaged students. FISIP has made provisions to support

[14] See self-evaluation report p. 45.

students with disabilities (e.g. adaptive forms of exams that use computer programmes to read exam questions).
Equal of Opportunity Policy Number 553/UN3.1.7/PPd/2018 has been established on the faculty level which ensures identical opportunities for working, studying, and advancement to everyone without discrimination. UNAIR also formed a task force on the Prevention and Handling of Sexual Violence (Satgas PPKS) as a form of the university's commitment to prevent and resolve with sexual violence according to the Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia No 30 of 2021.

Appraisal:

The respective programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programmes consist of courses and assigns credits per course based on the necessary student workload. Practical components, as internships and community service, are designed and integrated so that credits can be acquired. The course descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide. However, there is room for improvement with regard to the literature presented, which is outdated in the documents (see chapter 3.3 Didactical concept).

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

The feasibility of the study programmes' 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 (see chapter 4.2 Programme management). The University also considers evaluation findings, including student feedback and the programme's success rate.

The HEI ensures gender equality and non-discrimination through official regulations. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations, e.g. adaptive forms of exams that use computer programmes to read exam questions. 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, e.g. trough scholarships.

		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)			X		
3.2.2*	Study and exam regulations (Asterisk Criterion)			X		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity			X		

3.3 Didactical concept

For all programmes

Logic und plausibility of the didactical concept

The Directorate of Educational Innovation and Development (DIPP) at UNAIR provides pedagogical training (AA/PEKERTI) to improve their performance. The Quality Assurance Unit evaluates the lecturers' competence periodically.

The teaching instruments and teaching methods used have been designed and implemented to support the implementation of the LO and the study plan. The instruments to be used are Printed Media, Electronic Media, and E-learning Models, while the learning methods to be used are a combination of Teaching Centre Learning (TCL, for example, class teaching, demos, and practice), Student Centre Learning (SCL, for example, group discussion, problem-based learning), and Research Methodology (i.e., students search for literature, find research ideas, write proposals, research reports, and papers, and presentations). The programmes have applied various teaching methods which are determined by courses when they were discussed and agreed upon during the curriculum redesign process, as an academic agenda that is usually held every five years.

The course coordinators will be appointed with other teaching fellows. Then, each course teaching team will have a meeting to discuss topics, updated references, and assignment design for the students. In the midsemester, the quality assurance unit will monitor the course progress. Meetings about course performance will be held whenever necessary to ensure learning outcomes of the students achieved.

Teaching methods for each course are designed to achieve the learning outcomes (LOs). In addition to the course description, lecturers provide students with a course agreement that includes details such as course credit, course code, LOs, schedule, teaching team, and references. Specific learning methods are used to ensure the achievement of the learning outcomes, which are based on the graduate profiles. Lecturers typically combine various methods in teaching, such as:

Table 5: Methods of Teaching

Method of Teaching	Bachelor of Sociology Programme	Bachelor of Anthropology Programme
Seminar	Course Sociology of Gender, so students acquire learning outcome number 10.	Course Cognitive and Linguistic Anthropology, to acquire learning outcome number 8.

Presentation	Course Sociology of Education: Presentations of individual and group works in the class (learning outcome number 8).	Course Indonesian Ethnography: Presentations of individual and group works in the class (learning outcome number 9).
Group discussion	Classical Social Theory course: Group discussions and presentations which is in line with learning outcome number 9.	Community Development course: Group discussions and presentations which is in line with learning outcome number 5.
Case study	Problems of Poverty and Inequality course: Conducting a case study encourages students to develop skills that are in line with the learning outcomes number 10.	Physical Anthropology II course: Conducting a case study encourages students to develop skills that are in line with the learning outcomes number 11.
Roleplay	Course Community Development: Students conduct a company visit, role-playing as a community development agent and create presentations regarding these activities. This teaching method helps the students to develop skills and acquire learning outcome number 15, which is to build networks with various actors by using scenario building principles to plan programmes correctly.	Course Tafonomy: Students take roles of forensic scientists (anthropologist, pathologist and forensic team). Roleplay activities are carried out like activities of the DVI team when they are out in the field handling cases (reconciliation), which means dealing with victims' families and journalists. Students learn acting like forensic scientists who interact with different parties. This teaching method helps the students to develop skills and acquire learning outcome number 15.
Fieldwork	Qualitative Research Methods course: Students execute individual fieldwork, which will encourage them to develop skills that are in line with learning outcome number 13.	Rural Anthropology courses: Students are invited to take part in the field. The aim is to think critically to describe problems in society. This teaching method is in line with learning outcome number 10.

Course materials

The University has a learning management system where lecturers share course materials and track student progress. The materials are created by teams of lecturers responsible for the course and reviewed each semester by the course coordinator. Details for all course materials used by all courses/ subjects in every semester can be accessed through https://hebat.elearning.unair.ac.id/ (presentations, book chapters, videos, and journal articles). The materials are updated regularly, and a learning module is provided to students that contains information about the schedule, lectures, assignments, and tutorials.[15]

Bachelor of Sociology (BoS) (B.A. Sociology)

Course materials in BoS are updated periodically and available in various formats, including PPT slides, videos, books, and related scientific journal articles. Most courses rely on references published within the last five years. By using the latest references and materials, students stay up-to-date with the latest developments in their field of study and can address contemporary challenges. Additionally, knowing new developments in the field helps students to develop critical thinking skills and encourages them to think creatively about new and emerging issues in society.

[15] See self-evaluation report p. 47.

Bachelor of Anthropology (BoA) (B.A. Anthropology)
To support scientific development, BoA routinely updates teaching materials and references in the form of PPT slides, books, journals, and several related articles with an average of the last five years. Reference updates help students to update their knowledge and perspectives on socio-cultural anthropological phenomena in society.

Guest lecturers
Bachelor of Sociology (BoS) (B.A. Sociology)
The BoS regularly organises guest lectures for students to participate but furthermore to widen opportunities for lecturers to collaborate with other academics and professionals. The guest lecturers have different backgrounds such as policymakers, national scholars, international academics, and alumni. The topics chosen for the guest lectures are in line with the learning outcomes of available courses that run that semester.
Examples of guest lectures (2020-2022):

- A practitioner of community development and founder of Grahatma Semesta (communication and training consultant), gave several lectures about community development practice, which is in line with the LOs of Sociology of the Development and Community Development courses.
- Speakers from Wellesley College (USA) gave lectures regarding Sociology of Politics and Research Methods and Political Sociology.
- A professor from the University of Western Australia (Australia) gave several lectures regarding gender studies and qualitative research methods.
- A lecture about Scientific Writing Method by a speaker from the Monash University (Australia).
- A professor from Notre Dame University (USA) gave a lecture about Sociology of Religion.

Guest lectures are held each semester and are open to the public, but students enrolled in specific courses are obliged to attend guest lectures that relate to the topics of the course.

Bachelor of Anthropology (BoA) (B.A. Anthropology)
Guest lecturers come from academia and industry. BoA collaborated intensively with BoA programmes from other universities both national and international. In 2021, the BoA programme invited a professor from Gadjah Mada University (Indonesia) with the topic Rituals of Death: Theoretical Perspective. This topic is in line with the Theory of Anthropology and Indonesian Ethnography courses.
Also, international guest lecturers were invited. For example, a speaker from the University of Sheffield (UK) discussed the topic Investigating 'Eaves-Drip' Burials: Integrating Science and Humanities Based Archaeological Approaches to Explore A Unique Form of Infant Burial in Early Medieval England. This topic is one of the materials following the Taphonomy and Archaeothanatology course.
Guest lecturers were also coming from the Purdue University (USA), Monash University (Australia), Otago University (New Zealand), the National Museum of Kenya, and from Universiti Putra Malaysia (Malaysia).
The BoA programme has also invited alumni to share their career experiences after graduating from the study programme (e.g. topic Education and the Role of Women in Caring for the Environment). This topic is in line with the Ecological Anthropology course.
Guest lectures support students to understand and explain anthropological concepts and theories and be able to analyse problems with anthropological concepts and theories.

Lecturing tutors

Bachelor of Anthropology (BoA) (B.A. Anthropology)

The lecturing tutor is an integral part of the learning process in the BoA. In the course Anthropology Assistance students can be lecturer assistants. The purpose of this course is to help students understand more deeply the material for writing a Bachelor thesis.

Students in semester six and above can take this assistantship and become lecturer assistants. Students who apply for assistant positions must at least get an AB grade in the intended subject. The course lecturers assign the lecturer assistant with tasks such as organising the class, collecting the assignment, tutoring the students outside the class, and maintaining a lively discussion in each meeting. The benefit of students participating in this activity is that they can train students' soft skills in the world of education such as responsibility, initiative and time management.

Appraisal:

The didactical concept of the study programmes is described, plausible, and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies, field work or presentations. Students are encouraged to take an active role in creating the learning process.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are user-friendly and encourage students to engage in further independent studies. They are digitally accessible for the students. The current literature that is used in the courses is included in the necessary documents (such as the course descriptions). To ensure that the included literature is adapted regularly und contains up-to-date references, the panel suggests that the necessary documents (a.o. syllabi and course descriptions) could include a validity period as well as a changelog.

(International) guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work, but also, for example, from culture and politics.

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

3.4 International outlook

For all programmes

International contents and intercultural aspects

Internationalising education has become part of UNAIR's strategic plans for the period of 2021-2026. Hence, UNAIR encourages and supports each study programme to incorporate internationalisation as a significant aspect of the curriculum. The following is the implementation of the internationalisation in the study programmes.

Table 6: Internationalisation Aspects

	Both study programmes
Language	Indonesian (First language) and English (Second Language)
Courses	• Including international contents • Some reading materials are in English
Classes	Regular class and exchange class (AMERTA)
Activities	Guest lectures, seminars, conferences, exchanges

Bachelor of Sociology (BoS) (B.A. Sociology)

While the curriculum is not specifically designed to prepare graduates to work abroad, the programme aims to equip graduates with sufficient knowledge and skills necessary to work in an international setting.[16] Graduates are expected to contribute to the achievement of international development goals, such as sustainable development, through international cooperation. Additionally, they should be able to compete with an international workforce.

The programme covers global issues in topics to enhance the students' horizon and knowledge regarding social, cultural, and political issues. For example, in the Sociology of Development course, students learn about the global community development issue in developed and developing countries. The aim is also to attract more international prospective students by covering international contents.

Bachelor of Anthropology (BoA) (B.A. Anthropology)

BoA conducts international oriented teaching-learning activities, such as hosting guest lectures with foreign colleagues, as well as encouraging students to write scientific papers and join international conferences. Several students won awards at the international level in 2021-2022.[17] Webinars and guest lectures have been regularly held since 2020, both online and offline, and in hybrid formats. Some of the latest webinars and guest lectures include a Paleontological Research and Early Human Sites in Kenya webinar with a speaker from the National Museum of Kenya and a guest lecture on the topic of "Urban Ethnography and the Development of Anthropological Theory." Information about webinars or guest lectures is conveyed on social media and the study programme website.

A research collaboration with Universiti Putra Malaysia (Malaysia) is related to tourism villages and the SDGs. BoA maximizes collaboration in the field of journal writing owned by BoA, BioKultur, to produce collaborative international articles between two scientific fields.

[16] See self-evaluation report p. 59.
[17] See self-evaluation report p. 51.

On a practical level, the Physical Anthropology stream handled a forensic case with international collaboration, where students got a chance to see how a professional forensic scientist works.
Several courses contain content and knowledge on global issues to support scientific development and anthropological studies globally:

- The course Ethnography of Nations explains the life of people in different countries including their socio-cultural phenomena and issues.
- In the Ethnographic Writing Studies Course, students learn ethnographic writing from various paradigms and phenomena in various countries.

With anthropological global content students are supported to be able to study and work internationally in the future.

Internationality of the student body

Students can attend summer courses, exchanges, international internships, community service and competitions, which are supported by the faculty and the University. The University offers financial assistance (amount of support is depending on the programme).
According to the statistical data, there are no fulltime students from other countries enrolled in the study programmes.

Bachelor of Sociology (BoS) (B.A. Sociology)

The curriculum includes discussions on global socio-political issues to attract foreign students and foster student internationalisation. Students from cooperation partners, like the Universiti Teknologi MARA Malaysia (Malaysia) and Chulalongkorn University (Thailand), attend student exchange programmes at UNAIR and conferences organised by BoS.

Bachelor of Anthropology (BoA) (B.A. Anthropology)

Several students succeeded in contributing to international conference activities, winning international awards and participating in exchange programme activities at Jeonbuk University (South Korea) and Dublin University (Ireland) through the IISMA Programme.
In 2019-2020, the Physical Anthropology stream conducted an international workshop with the University of Otago and Max Planck Institute for Evolutionary Anthropology (Leipzig, Germany). In 2022, eight inbound students from Sultan Zainal Abidin University (Malaysia) did internships at UNAIR.

Internationality of faculty

All academic and supporting staff have the opportunity to gain international experience. Lecturers are provided with various opportunities for international experience such as fellowships, conferences, seminars, research collaborations, and other projects abroad, which are supported by both the faculty and the University.
The staff can participate in international training and receive support from the faculty. The University provides scholarships for the staff to pursue higher degrees abroad.
Furthermore, foreign lecturers from other universities have been given the opportunity to become adjunct professors and guest lecturers. Adjunct professors not only give guest lectures, but also provide trainings on academic writing for both faculty members and students, collaborate in research, and discuss curriculum development.

Bachelor of Sociology (BoS) (B.A. Sociology)
30 % of the lecturers graduated from well-known universities abroad, such as Lund University (Sweden), Flinders University (Australia), Doshisa University (Japan), and Mahidol University (Thailand). BoS sends lecturers to international conferences and trainings almost every year. Collaborative research is also part of the internationalisation efforts. For example, BoS has collaborated in researching disasters and in researching gender.
BoS collaborates with international universities and research institutions to carry out research that addresses global issues. In 2022, BoS lecturers had 15 international research projects, published 20 articles on reputable international journals and presented 27 articles on international seminars.

Bachelor of Anthropology (BoA) (B.A. Anthropology)
18 % of the lecturers graduated from well-known universities abroad, such as Hamburg Universitaet (Germany), The University of Adelaide (Australia), and University of Durham (UK). Lecturers participate in international conferences both domestically and abroad, such as the 22nd Indo-Pacific Prehistory Association in Chiang Mai (2022), the 8th International Conference on Contemporary Social and Political Affairs in Indonesia (2022), and the International Union of Anthropological and Ethnological Sciences (IUAES) World Congress in Brazil (2018).

Foreign language contents
Students are required to take the English Language Proficiency Test (ELPT) before the first semester begins. The test is facilitated in Universitas Airlangga's Language Centre. Before graduation, students are required to meet an English language proficiency requirement of 450 on the TOEFL test. For those who wish to improve their English proficiency, language courses are available through the Language Training Unit (PUSBA).

All courses include reading materials in English. Assignments and papers can be submitted in English when applicable.

Bachelor of Sociology (BoS) (B.A. Sociology)
International lectures are regularly organised by the study programme. In the last three years academics were invited from University of Western Australia (Australia), Warren Wilson College (USA), Wellesley College (USA), and Monash University (Australia).

Bachelor of Anthropology (BoA) (B.A. Anthropology)
BoA regularly hosts 59 international lectures.[18] In the past two years, scholars from Purdue University (USA), Monash University (Australia), the University of Otago (New Zealand), the University of Sheffield (UK), the National Museum of Kenya (Kenya), and the University of Putra Malaysia (Malaysia) were invited. The lectures are usually held online. Lecturers inform about online classes that are in line with their students' interests.

Appraisal:

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

[18] See self-evaluation report p. 53.

Furthermore, the acquisition of intercultural competences and skills are at the core of the programme's learning objectives of the **BoA** and are strongly promoted. In line with sociocultural anthropology being known as a discipline that at its very core studies diversity from an intercultural perspective, students of the BoA are exposed to an exceptional range of subjects in this regard. This also pertains to the students' opportunities for gaining knowledge and fieldwork experience related to Indonesia's intra-national cultural and linguistic diversity. Furthermore, students are e.g. encouraged by the HEI to apply for attending international conferences.

Regarding the internationality of the student body, the University sets out in their statement that they actively engage in promoting collaborations with neighbouring countries through partnerships to foster a more diverse and inclusive student community.[19] There are inbound and outbound students, for example, in 2023 in both programmes were 18 inbound students from two universities in Malaysia. Additionally, 24 students from the Griffith University (Australia) and Liverpool John Moores University (UK) took part in two summer courses of the BoA study programme.[20] However, the panel members identified that there are no international fulltime students. For this reason, they **recommend** that the HEI should take measures to attract more international fulltime students. According to the panel, this could be achieved by offering a fixed number of courses in English language, promoting the programmes abroad, advertising the existing international aspects of the programmes on the website in English language, strengthening and building networks. The University points out that they are currently improving their English website to ensure information about the faculty and study programmes is accessible to a global audience and to highlight existing international aspects of the programmes.[21]

Lecturers of both study programmes graduated at universities abroad. The international composition of the faculty promotes the acquisition of international competences and skills. The measures taken are goal-oriented. The University and faculty provide various opportunities for international experience such as fellowships, conferences, seminars, research collaborations, and other projects abroad.

The proportion of foreign language used in courses and for assignments, as well as for the required foreign language materials corresponds with the qualification objectives of the study programmes.

		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)		BoA	BoS		
3.4.2	Internationality of the student body				X	
3.4.3	Internationality of faculty			X		
3.4.4	Foreign language contents			X		

[19] See HEI's statement on the report p. 1 f.
[20] See "BoS & BoA List of Inbound Students"..
[21] See HEI's statement on the report p. 1 f.

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

For all programmes

UNAIR requires its final year students to take a compulsory KKN (Community Services) course with four SKS/6.4 ECTS credits. The KKN course brings together students from various study programmes and groups them to plan and implement community empowerment projects based on community needs (such as youth activism, health promotion, and other community empowerment activities). Moreover, UNAIR encourages study programmes to allow students to take courses from other programmes within the same faculty.

To enhance the learning experience, UNAIR encourages to adopt various teaching methods such as project-based learning, case studies, and role-playing, which are integrated with soft skill assessments. For example, in the compulsory Civics course, students create creative projects like short films related to nationalism and multiculturalism that align with the state ideology, Bhinneka Tunggal Ika or "Unity in Diversity."

Bachelor of Sociology (BoS) (B.A. Sociology)

Students are provided with training to acquire multidisciplinary abilities, which include:

- **Decision-making**: Graduates develop this practical skill from their practical experience during their study (e.g. role-playing and case studies). This skill will help them to enhance their ability to identify problems and formulate the most suitable solutions for them. Courses, where students develop this skill are Social Change and Globalization; Community Development; Social Planning, Social Engineering, and Scenario Development; Problems of Poverty and Inequalities; Community Development; and other elective courses.
- **Communication skill**: Courses that help students to strengthen their communication skill are the ones involving discussions and presentations, such as Sociology of Digital Society; Media, Gender, and Identity; Sociology of Communication; Sociology of Politics; Sociology of Development; Gender and Human Right Issues; and other elective courses.
- **Organisational skill**: Courses that highlight this skill are courses including collaborative work and field work, such as Social Typology, Rural Sociology, Social Stratifications, Community Service, and other elective courses.

The Independent Learning-Independent Campus (MBKM) programme also facilitates students to develop multidisciplinary skills. The programme aims to provide students with opportunities to engage in independent learning and explore various fields of study beyond their major.

Bachelor of Anthropology (BoA) (B.A. Anthropology)

Multidisciplinary competencies and skills, such as communication, public speaking, cooperation, and conflict handling, are imparted through various activities in the study programme. The courses use study cases, project-based learning, and discussions whereby students enhance not only their communication and public speaking skills but also collaboration and problem-solving skills. Multidisciplinary competencies and skills are a vital part of the learning process:

- The course Methods of Ethnography trains students with effective communication skills to explore information from informants in depth. It also teaches students to establish a good rapport with informants.
- The Social and Cultural Change course allows students to be involved in analysing the phenomenon of changes in society and culture following the development of society

and today's culture. These activities provide students with the experience to enhance their teamwork abilities and critical analysis of a process of sociocultural change that takes place in society.

- The Community Development course combines sensitivity skills to assess and evaluate community development practices that ignore the principles of the Community Problem Base and Community Asset Base. Simultaneously, the course aims to create development models based on Community Capital.
- Students can engage in cross-study courses provided by the faculty to broaden their competencies. The cross-study courses include Introduction to Sociology, Introduction to Social Statistics, Introduction to Political Science, and Basics of Social Research Method.
- Students are encouraged to participate in various non-academic activities such as student competitions, conferences, art performances, etc., to train their leadership and organisation skill.

Appraisal:

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

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

3.6 Skills for employment / Employability (Asterisk Criterion)

For all programmes

The department Directorate of Career Development, Entrepreneurship Incubation and Alumni (DPKKA UNAIR) aims to enhance the career prospects of students and alumni, to prepare them for the business world, to build relationships with alumni and to encourage an entrepreneurial spirit and professionalism among students (see chapter 4.4 Additional services).

Bachelor of Sociology (BoS) (B.A. Sociology)

BoS emphasises the integration of theory and practice, which is implemented in learning methods and specific courses. The programme encourages students to conduct fieldworks integrated into various courses, provides opportunities to visit relevant institutions and gain first-hand experience on how they operate. For example, in the Community Development course, students visit companies to learn about their community development programmes.
Students can do internships independently or through the MBKM programme. These activities and experiences aim to enhance graduates' employability and advance their careers.

Bachelor of Anthropology (BoA) (B.A. Anthropology)

Fieldwork is integrated into various courses, in which the students visit relevant institutions and experience directly how they work and operate. Thereby, students are supposed to learn being responsible, adaptive, responsive, socially sensitive, and able to think critically based on field conditions.

In the course Methods of Ethnography and Rural Anthropology, students visit a village in Trenggalek Regency, to learn about the lives of people in mountainous areas along with their socio-cultural lives. Students who take part in field lectures learn about life and problems in society. Students can show the results of field findings to the local government regarding crucial issues such as stunting, early marriage, and other socio-cultural problems.

BoA programme students take part in internships in the MBKM programme from the Ministry and regular internships facilitated by the study programme. At the end of the internship, the students will be rewarded a certificate.

Appraisal:

The promotion of employability is integrated in the study programmes in the courses and by a main part through the carried-out field work and (MBKM) internships.

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

4. Academic environment and framework conditions

4.1 Faculty

For all programmes

The following table shows the number and structure of the faculty members.

Table 7: Structure of the Faculty Members

Faculty Member	Bachelor of Sociology (BoS)	Bachelor of Anthropology (BoA)
Full time lecturers		
Professors	13	10
Doctors	14	20
Masters	10	24
Total	37	54
Part time lecturers		
Professionals	1	1
Total full time + Part time	38	55

Academic qualification of faculty

The academic qualification of faculty has been regulated both in national level and university level. Law Number 14 of 2005 on Teacher and Lecturer. Based on this regulation the qualification to be lecturer in Bachelor Programmes is Master graduates. Meanwhile, the lecturer qualification for a Master programme is Doctoral graduates. Candidates must also demonstrate academic excellence through publications and professional experience, and pass written, personality, and interview tests during the recruitment process.

Based on Rector Regulation No. 2 of 2017 on Obligation to Publish Scientific Articles for Lecturers Research, Students of Bachelor Programme, Master Programme, Specialist Programme and Doctoral Programme in Universitas Airlangga, all lecturers are requested to publish their research as one of three principles of the Indonesian higher education or the Tri Dharma. The lecturer's workload contained in Tri Dharma, includes the main activities, namely planning to learn, implementing the process of learning, evaluating learning, guiding and training, conducting research, performing tasks addition, as well as doing community service.

As the status of UNAIR is a state university, therefore, the recruitment procedure must follow the government regulation as well as university standards. The recruitment is open to the public, has to be transparent, and competitive with outstanding standards decided by The Ministry of Education. The applicants must obtain a master’s degree for being undergraduate lecturers while a doctorate is a minimum requirement for a master’s or doctorate lecturer.

The recruitment process varies from administrative selection, academic tests, and practical tests such as micro-teaching and research skill demonstration. The successful candidates participate in civil servant and pedagogical training before officially delivering lectures training. **BoS** provides support for faculty members to continue their education to a doctoral degree, offering scholarships and regular writing training. **BoA** lecturers take part in trainings held by

the University as well as independent trainings to support their teaching skills, such as training in writing international journals, training in ethnographic writing, and others.

To achieve a professorship, a lecturer must obtain 750 credit points consisting of activities from three pillars of higher education: education, research, and community service. In this regard, both faculty and university provide funds for inviting guest lecturers, as well as provide research grants and community service grants each year to support the implementation of these three pillars. Some academic requirements must be recognised internationally, for example, publishing in top-tier academic journals. A candidate for professor also must have and apply high standards of academic ethics and moral codes. For instance, a professor must be free from allegations such as criminal records, academic misconduct, and fraud.

Lecturers publish articles in reputable national and international journals, are authoring books on various topics, do collaborative research, attend international conferences and conduct community service.

Pedagogical / didactical qualification of faculty

To ensure quality teaching and learning, the university has ensured that all the faculty members are equipped with sufficient and cutting-edged pedagogical and didactical qualifications. This is necessary to help the faculty perform their main tasks to achieve the educational goals set by the University. All members of the faculty, who have qualified, are obliged to join the Programme Sertifikasi Dosen Nasional (National Lecturer Certification Programme) by the Ministry of education.

Lecturer Certification is the process of providing educator certificates for lecturers. Lecturer Certification aims to

- assess the professionalism of lecturers to determine the feasibility of lecturers in carry out their duties,
- protect the profession of lecturers as agents of learning in universities higher education,
- improving educational processes and outcomes,
- accelerating the realisation of goals national education, and
- increasing lecturers' awareness of the obligation to uphold high honesty and academic ethics, especially the prohibition of plagiarism.

The lecturers also receive pedagogical training. They are scholars but also get briefing on how to teach by Centre for Learning Innovation and Certification/ DIPP (Direktorat Inovasi dan Pengembangan Pendidikan). DIPP UNAIR held PEKERTI and AA training in improving new recruits of lecturers' pedagogical abilities. Each lecturer has to be trained by a proper knowledge and capabilities of pedagogic through AA/PEKERTI organised by the University to enhance the possibility of further qualification for the lecturers.

In this regard, the faculty provide trainings to develop their ability to conduct proper pedagogy education and stimulate the achievability of the learning outcomes, such as training about Outcome-Based Education (OBE). UNAIR has adopted different learning platforms to cater students’ needs. Since 2015, the learning process has been combined by the online learning platform to complement the classical learning activities (https://elearning.unair.ac.id). This addition allows the faculty to integrate technological aspects such as digital tools and materials to their teaching process.

This effort is supported by the University by establishing continual training programmes regarding the technologies and applications in online learning. When the COVID-19 pandemic forced the University to change into a full online learning, the faculty has been adjusted to the changes with minor difficulties. This situation encourages the faculty members to search more training programmes to improve the skills in managing online learning. To ensure the pedagogical or didactical qualification, FISIP routinely holds evaluations. Furthermore, the faculty qualification is shown by evaluation results.

Bachelor of Sociology (BoS) (B.A. Sociology)
In addition, lecturers in BoS are required to have a professional lecturer certification and additional competency certificates, or scholarly publications. For example, lecturers have a certification in community development from the National Professional Certification Agency (BNSP). Furthermore, lecturers are required to participate in various training programmes such as academic writing, statistical software, e-learning utilisation, and English language proficiency improvement. These trainings are part of UNAIR and FISIP's efforts to support the development of lecturers' pedagogical skills and competencies.
Every semester, the Quality Assurance Group (GPM) of the study programme conducts monitoring and evaluation of lecturers' teaching performance. The faculty provides special rewards for high performing lecturers. If a lecturer exceeds the required teaching load (six credit hours per semester), they will receive an honorarium for the excess teaching load.

Bachelor of Anthropology (BoA) (B.A. Anthropology)
BoA lecturers have supporting certifications as the cultural heritage expert certification, museum curator certification, and forensic certification. Several lecturers got the lecturer certification through a competency test of academic and professional experience portfolio assessment, and some have become BKD assessors (Lecturer Workload) who have authority in evaluating BKD plans and reports or BAN PT assessors, who are in charge of adequacy assessments and/or university field assessments.
BoA conducts a survey evaluating the performance of lecturers, both as teaching staff and as academic guardian lecturers, which is carried out routinely at the end of each semester.

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

Bachelor of Sociology (BoS) (B.A. Sociology)
Lecturers worked as:

- Consultant for the national government of RI, the government of East Java Province, and local government of various cities/districts in East Java; Public communication advisor for the president of The Republic of Indonesia.
- Consultant for UNICEF, ILO, Wahana Visi, Rotary Club, Pita Putih and other national and international NGOs.
- Consultant for national and multinational companies, such as PT. Solusi Bangun Indonesia, PLN (PJB), PT. Tanjungenim Lestari Pulp and Paper, PT. Cargill.
- Founder of ASWGI and PSG study centers.

Bachelor of Anthropology (BoA) (B.A. Anthropology)

BoA lecturers carried out Tri Dharma obligations and other academic activities collaboratively with other parties, for example:

- Team of experts in several specialisations such as cultural heritage and local cultural data collection of East Java with the East Java Culture and Tourism Office.
- DVI team with forensic experts and police working together in dealing with cases of death or homicide that require identification of the skeleton.
- Expert staff at the Indonesian Ministry of Women's Empowerment and Child Protection
- Study centres such as PUSAF (Center for African Studies FISIP UNAIR) and expertise in collaboration with companies such as Pertamina and SKK MIGAS (Special Task Unit for Upstream Oil and Gas Business Activities).

Internal cooperation

Collaboration between lecturers from different study programmes takes place through exchange courses, multidisciplinary research, and collaborative community service. UNAIR has co-working spaces, open spaces, coffee shops, and online platforms, where lecturers from different study programmes can meet and hold informal lectures or discussions.

To ensure there is no overlapping content in the courses, the study programmes hold regular meetings and evaluations mandatory for all lecturers to attend. The regular meeting is conducted monthly, while evaluation is conducted annually for every five years. Each course has a teaching team consisting of one coordinator and several members. The coordinator is responsible for determining the course plan.

Student support by the faculty

Table 8: Student Support by the Faculty

Activities	Internal	Providing academic supervision and guidance for students during their study period.
	National	Becoming counselling lecturer for competitions joined by students.
	International	Providing and disseminating information regarding academic outbound studies, exchanges, and double degree programmes. Providing counselling services to prepare students for such programmes.

The faculty support students in terms of individual academics, infrastructure, and student activities. For the academic side, the lecturers are available for the students both during the lecture and for further consultation at an agreed time during office hours. Also, for thesis consultation and academic consultation, the student may contact the lecturer through e-mail or other means to make an appointment.

Additionally, each student has an academic advisor who supervises and guides them throughout their academic journey. UACC, a secure and internal online platform for students, supports services performed by Academic Advisors. In addition, the academic administration bureau (BAA) assists student administration, starting from registration, managing the teaching process, registration of graduations, and legalisation of student certificates.

In relation to publications, there is a student scientific publication media in all study programmes. All students in each study programme can utilise this platform to publish their scientific articles as a requirement for scientific publications.

At the study programme level, counselling and supervision in academic and non-academic matters are provided to students in need; further, the study programme is also responsible for giving students programme orientation, training, and disseminating information related to opportunities (internship, scholarship and job opportunities). The faculty allocates a portion of the budget for student activity support annually by covering travel expenses or conference/programme fees for a national or international event. This support aligns with UNAIR's commitment to fostering student activity outside the classroom by establishing MoU with other Universities.

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

Bachelor of Sociology (BoS) (B.A. Sociology)

- Consultation for academic and personal problems: Students can consult with any lecturer during office hours for advice and guidance on any issue they may be facing. These consultations are confidential and aim to support students in overcoming any difficulties that may arise during their academic journey.
- Guidance for students participating in competitions or PIMNAS (Pekan Ilmiah Mahasiswa Nasional or National Student Scientific Week). Lecturers act as mentors to these students and provide support and guidance to help them prepare for and participate in these events.
- Specific training sessions for the students hard and soft skills organised with the help of the student association. These training sessions may focus on communication skills, leadership skills, or other skills that are beneficial to students' personal and professional development.

Bachelor of Anthropology (BoA) (B.A. Anthropology)

- Student activities: HIMA (Student Association), and SURVIVOR magazine as student media and information related to other student activities that can be accessed through the study programmes social media.
- Mentoring and assisting student activities: Internships, competitions, student exchanges and others.
- Financial support: Scholarships.

Appraisal:

The structure and number of the faculty correspond to the requirements of both study programmes and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and part-time (visiting) lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

The academic qualification of the faculty corresponds to the requirements and objectives of the study programmes. The HEI verifies the qualifications of the faculty members by means of

an established procedure. Candidates must demonstrate academic excellence through publications and professional experience, and pass written, personality, and interview tests during the recruitment process. Specific measures for the further qualification of the faculty members are implemented, such as training for writing international journal articles.

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programmes. The HEI verifies the qualifications of the faculty members by means of an established procedure. All members of the faculty, who have qualified, are obliged to join the National Lecturer Certification Programme by the Ministry of education. The HEI ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for the further qualification of the faculty members are implemented. The lecturers receive pedagogical training.

The practical business experience of the faculty corresponds to the requirement of the programmes to integrate theory and practice. All lecturers are required to carry out community service.

The faculty members cooperate with each other for the purpose of tuning the courses towards the overall qualification objectives. Monthly meeting take place to ensure there is no overlapping content in the courses.

Student support is an integral part of the services provided by the faculty. It includes consultation for academic questions, mentorship for competitions and student activities as internships. It is offered on a regular basis and serves to help students study successfully. The faculty members are available for the students outside the specified office hours as well. The students are “fully content” with the support they receive. During the assessment students confirmed that lecturers are available when they need advice, even outside of office hours, and that their doors are always one for them.

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

4.2 Programme management

For all programmes

Programme Coordinator

The Programme Coordinator manages all the business processes within the programme and ensures that the programme runs smoothly. The Programme Coordinator successfully takes initiatives to promote the study programme's systematic development in a manner that includes all relevant groups. Article 58 Government Regulation No. 30 of 2014 on the Statute of Universitas Airlangga. Article 31 Rector Regulation No. 42 of 2016 on Organisation and Work Procedure of Universitas Airlangga states that the Study programme is coordinated by a coordinator responsible to the Dean through the vice dean AMA.

The Study programme Coordinator is tasked with providing administrative services for study programmes related to planning, implementing, developing, and evaluating lecture activities. A programme secretary assists the programme director.
Further responsibilities of the Programme Coordinator:

- **Strategy and Vision**: Realising the department's vision, developing the department's long-term strategy and conveying information to department members regarding the planning.
- **Leadership, Teaching and Research**: Encouraging the continuation of good research and teaching.

The performance of the Programme Coordinator is evaluated periodically through self-evaluation reports that cover various aspects of their work.

Additionally, the Programme Coordinator plays a role in managing conflicts that may arise between stakeholders, including conflicts between lecturers, lecturers and institutions, and students and institutions.

Process organisation and administrative support for students and faculty

Each study programme receives administrative support for students and teachers. The administrative staff

- organises courses and exam schedules,
- provides official letters,
- handles technical matters related to teaching,
- manages graduation application processes,
- helps with administrative problems,
- manages the correspondence with faculties and universities, and
- examination processes such as schedules and rooms.

All the support systems, teaching applications, and applications for faculty, students, and academics are integrated online, to facilitate to request and receive services.

At the end of each semester, lecturers and students evaluate the performance of the administrative staff to identify areas for improvement. The University provides training and expertise development opportunities for the administrative staff.

Appraisal:

All study programmes have a Programme Coordinator who is responsible for coordinating the activities of everyone involved in the programme and ensures that the programme runs smoothly.

Faculty members and students are supported by the administration in the organisation of the study programmes. Sufficient administrative staff is available. Decision-making processes, authority, and responsibilities are clearly defined. Teachers and students are included in the decision-making processes where their areas of work are involved. They regularly evaluate the performance of the administrative staff.
The opportunities of electronic service-support are used and supplement personal one-to-one counselling. The HEI offers the administrative staff opportunities for continuous professional development. The administrative staff acts as a service provider for students and faculty. Both groups expressed their great satisfaction with the support of the administrative staff during the online assessment.

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

4.3 Cooperation and partnerships

For all programmes

Cooperation with HEIs and other academic institutions or networks
According to the Rector's Decree Number 39 of 2017, faculties can engage in cooperation with other parties with the approval of their Rector. It will be carried by Airlangga Global Engagement (AGE), a supporting element of UNAIR that assists the Chancellor in optimising the function of cooperation and international affairs at UNAIR. At the faculty level, optimising the cooperation function is carried out under Vice Dean III, assisted by the Faculty Ambassador.

All the cooperation manifested in Memory of Agreement (MoA) between UNAIR, the Faculty, and other institutions. Through cooperation with other universities, students can broaden their knowledge and gain more skills by participating in student exchange programmes. The cooperation benefits students in the form of scholarships and the chance to continue their education abroad. Institutions benefit from the cooperation, as it can be used to improve education management and infrastructure to support special education programmes.

The University submitted together with its statement on the report a list of conducted cooperations including the name of the respective partner, the validity period of the cooperation as well as the objectives and benefits of the partnership.[22]

Bachelor of Sociology (BoS) (B.A. Sociology)

[22] See „BoS & BoA List of Cooperation".

Cooperation and partnerships are divided into two main categories:

1. **Outbound**:
    - The faculty collaborated with institutions to conduct outbound programmes. Two of BoS lecturers give lectures at Universitas Indonesia, Universitas Gadjah Mada, Universiti Teknologi MARA Malaysia.
    - Occasionally, the lecturers of BoS also delivered guest lectures during international visits for partnership between two universities.
    - BoS has an MoU that includes the status of one Faculty member holding the status of an Adjunct Professor with the Department of Political Science, Wellesley College, USA in 2021.
    - BoS has MoA with University of Mataram 2022 to collaborate in the Implementation of MBKM.
2. **Inbound**:
    - BoS regularly invites guest lecturers to deliver their knowledge and professional experience in some of the courses. The guest lecturer varies from researchers, foreign academics, policymakers, public manager, or nonprofit consultants. Some notable academics were offered a one-year contract to be an adjunct professor.
    - BoS has collaborated with the Faculty of Social Sciences, Yogyakarta State University to organise student exchange, lecturers exchange, research and community service, conferences and seminars, and joint publication. These collaboration with other HEIs provides the opportunity for students to gain more knowledge and skills from various experts and to participate in many national and international activities.

Bachelor of Anthropology (BoA) (B.A. Anthropology)

The programme currently engages in various activities with other academic institutions in three areas:

1. **Outbound**:
    - Two of BoA programme's lecturers participated in a conference in Chiang Mai, Thailand.
    - Students engage in various outbound activities such as summer events or exchange programmes, for example, in Jeonbuk National University and Dublin University, Ireland (IISMA).
2. **Inbound**:
    - BoA invites and collaborates with experts from various Universities abroad to give lectures, classes, and workshops. Some of the partnerships in these activities are with the Universiti Putra Malaysia (Malaysia) and University of Shieffield (UK).
3. **Mixed collaborations**:
    - A joint research programme serves as a platform for lecturers to learn and harness their writing skills through guidance from other experts in the fields.
    - BoA currently engages in a joint research programme with Universiti Putra Malaysia (Malaysia) about development tourism village at Ketapan Rame, Trawas, Mojokerto, East Java.
    - MoU with Max-Planck-Institute (MPI) for Evolutionary Anthropology (Leipzig, Germany) (Department for Archaeogenetics) from 2019 to 2023.
    - MPI and FISIP UNAIR are planning future collaboration within the framework of the Indonesian aDNA and Isotope Research Programme. This project will

generate scientific interest from several fields, including archaeological science, bioarchaeology and human evolution.
- MoU with the University of Vienna (Austria) in 2022 for a period of five years within the framework of a collaborative research project entitled “Scientific Collaboration on the Archaeogenetics and Anthropology of Prehistoric Population from Indonesia”.

Cooperation with business enterprises and other organisations

Bachelor of Sociology (BoS) (B.A. Sociology)

In the field of research is a cooperation with the Regional Government and the private sector, such as the East Java Regional Development Planning Agency (BAPPEDA), PT. Tanjungenim Lestari Pulp and Paper, and other institutions. These kinds of collaborations allow students to acquire practical skills in their field of sociology, both in terms of research and community development.

Bachelor of Anthropology (BoA) (B.A. Anthropology)

There are three forms of collaboration between the programme and business enterprises and other organisations:

- Teaching process: BoA incorporates experts and practitioners from various businesses and organisations as part of the learning method. Experts share their first-hand experiences to complement the theory and textbook knowledge in the class.
- Community service: BoA involves and invites various businesses and organisations in the process.
- Internship and career recruitment: BoA manages internship and job opportunities provided by business enterprises or organisations for the students.

Appraisal:

The University maintains several cooperations, that are documented and actively pursued. Most of the cooperations cover staff exchanges and guest lecturers who provide students with valuable international and intercultural perspectives as well as experiences. Some mobility opportunities are available to students. To further improve the development of the student’s qualification and skills, the panel **recommends** developing more outgoing mobility opportunities for students.

The scope and nature of cooperation with business enterprises and other institutions relevant to the programmes are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programmes. All such activities contribute to the development of the students’ qualification and skills.

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

4.4 Facilities and equipment

For all programmes

Quantity, quality, media and IT equipment of teaching and group rooms

UNAIR has the following facilities:

- Common lecturing building (used for first-year students)
- parking lots
- praying facilities
- student centre
- UNAIR Bus
- dormitory for the students
- health centre facilities
- canteen and the sharing common working space
- library

Most classrooms are connected to an N-computing system, internet access (Wi-Fi access), LCD projectors, sound systems, and amplifiers. Common rooms are provided for students and used for academic and non-academic discussions. In addition, there are open gazebos around UNAIR with the size of 2 x 2 meters along with a Wi-Fi connection and electrical outlets.

Facilities in FISIP UNAIR include:

- Lecture rooms: Ranging from 40 to 100 seats, which are equipped with computers, projectors, whiteboards, and speaker systems to facilitate teaching and learning activities.
- Two main auditoriums: Located in the Adi Sukadana and Soetandyo rooms.
- Discussion rooms: Used for group assignments, projects, or discussions.
- Library: It provides a wide range of books, academic journals, and other resources that support the learning process.
- Computer labs: Equipped with modern computers and software. Students can use the labs to complete assignments, conduct research, and access online resources.
- Student area: To relax, socialize, and recharge. The area is equipped with seatings and tables.
- Prayer rooms: For daily prayers.
- Parking area: For students, faculty, and staff.
- WiFi access: Free WiFi access for students to access online resources, download academic materials, and complete online assignments.

FISIP UNAIR is also equipped with facilities that support inclusivity for persons with disabilities:

- Lifts provide access to different floors in the buildings.
- Ramps are located at entrances and exits, and in areas with stairs.
- Accessible restrooms are designed to meet the needs of individuals with disabilities.

UNAIR also offers students online learning resources through two primary learning management systems (LMS):

- Cybercampus (https://cybercampus.unair.ac.id), serves the academic and administrative needs of both students and lecturers.
- LMS is a distance learning platform available at https://hebat.elearning.unair.ac.id/.

Bachelor of Anthropology (BoA) (B.A. Anthropology)
In the University's own Ethnographic Museum of Death students learn about the culture of death from a physical and socio-cultural perspective. Besides that, the students can learn about museums to become a cultural expert or museum curator/employee.
BoA also has access to several physical laboratories in collaboration with the Faculty of Medicine for physical anthropology specialisation courses.

Access to Literature
Students can access the main library of the University, which is open for extended hours to cater to their needs. The library has a vast collection of literature and journals, both in physical and digital formats. The university library's official website stores a collection of academic and scientific articles accessible as reference sources for research and education (https://lib.unair.ac.id/wplib). The librarians are available for consultation during and outside working hours, through email, WhatsApp, Instagram, and Facebook. The library is regularly updated with the literature required for the courses.

The University has two libraries, the central library managed by the University and the faculty library managed by the faculty.

1. The central library has a collection of more than 145,000 titles. In addition, the University subscribes to various online journals from different sources, which can be accessed using the Remotexs platform. The University's digital collection of academic papers and local content, such as thesis, journal articles, books, and research papers by lecturers, can be accessed through http://repository.unair.ac.id/.
2. The FISIP has a dedicated library with co-working spaces for academic activities.

BoS and **BoA** have a "mini library". This mini library provides students with a variety of resources, including books, research papers, and other materials to deepen their understanding of concepts and theories.

Appraisal:

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

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 students with disabilities and give them barrier-free access (e.g. lifts and ramps).

Access to the internet via wireless LAN is provided free of charge. Enough group rooms are available by the University and Faculty.

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 though the different libraries and digital literature access. The literature expressly required for the study programme is available in the library and kept up to date. Access to relevant digital media is available from the students' home. This was also confirmed in the interview round with students. Qualified library staff is there to advise students, also via email, WhatsApp, Instagram, and Facebook.

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

4.5 Additional services

For all programmes

Career counselling and placement service

UNAIR has a Directorate of Career Development, Entrepreneurship Incubation and Alumni[23] as a supporting unit to all Faculties. It has the main task to provide services and counselling to all UNAIR's students. Therefore, PPKK always conducted many activities in order to increase students' talents, either in entrepreneurship or career preparation. PPKK then executed several programmes to help the students in preparing their careers, such as:

- Career Counselling (CC): The online methods can be accessed on http://ppkk.unair.ac.id/programme/consultation, while the offline methods are carried out once a month. A psychology lecturer handles the offline methods, and intern psychologist handle online complaints from students.
- Airlangga Career Fair (ACF): ACF has the aim to accommodate a meeting between job seekers and companies that is held once a year. This programme is usually held a week after the graduation ceremony. There are so many participants in the AFC, including 30-40 companies and more than a thousand jobseekers.
- Airlangga Career Club (ACC): The aim is to introduce students to any career fields, such as education, industries, banking, and other relevant fields. This programme is participated by all UNAIR's students and conducted four times a month.

[23] Direktorat Pengembangan Karir, Inkubasi Kewirausahaan, dan Alumni/DPKKA

- Career Preparation (CP): It has the purpose to introduce students to preparations of job seeking, including how to make curriculum vitae and cover letter correctly, and how to prepare for assessment tests and interview. This programme is usually conducted a week before and a week after the graduation ceremony.
- Campus Recruitment (CR): Companies can offer job vacancies to students which being their target. CR is usually conducted at least once a month.

During the online assessment it was also communicated, that the study programmes invite experts to talk about career opportunities. Furthermore, students can participate in the career buddy programme, where they get a two-week training for work life (including mentorship and coaching).

Bachelor of Sociology (BoS) (B.A. Sociology)
BoS helps its alumni with regards to their career opportunities. Through an alumni WhatsApp group, graduates receive job vacancy updates shared by other alumni in the group. Additionally, BoS shares job vacancy information with current students through its student association.

Bachelor of Anthropology (BoA) (B.A. Anthropology)
BoA assists prospective graduates in the job market. Assisted by the study programme administrative staff, BoA created a WhatsApp group to maintain the alumni network. BoA provides information related to job training and job vacancies for alumni through the WhatsApp group.

Alumni Activities
UNAIR has always maintained relationships with its alumni which are vital in future partnerships and higher education development. The alumni contributed to the redesign of the curriculum through alumni tracers and alumni meetings. In the alumni meeting, the alumni express their criticism and suggestions such as redesigning the curriculum by including courses that relate to the development of theories, practices and technologies. There is an alumni association called IKA UNAIR (Ikatan Alumni Universitas Airlangga) while at the faculty level there is IKA FISIP. The profile of FISIP's alumni can be found on the website's alumni page.
The University is committed to maintaining relationships with alumni through regular activities. Some activities that are periodically organised comprise; talks, workshops, sharing session, seminars, guest lecturers, and infrastructure development. For example, prominent alumni are invited to share their experience with the fresh graduates in graduation ceremony.
At FISIP, the faculty regularly organises alumni gathering which invite well-known national public figures. With strong partnership with local government, there has been infrastructure development, such as academic building for lectures, which is funded by the East Java Government.

Bachelor of Sociology (BoS) (B.A. Sociology)
BoS frequently invites its alumni to speak to students and share their career experiences, providing insight into career opportunities for graduates and real-world applications of the concepts studied. This helps students gain valuable perspectives and prepares them for their future careers. In sharing session activities, alumni also offer suggestions for the development

of the sociology curriculum. Some alumni offer temporary employment opportunities at their offices for graduates until they find permanent employment.

Bachelor of Anthropology (BoA) (B.A. Anthropology)
To facilitate and provide an overview of the job market and establish the networks, BoA involves dedicated alumni to contribute insight to students. BoA invites alumni to share their experiences in their fields in various ways, such as being a speaker in guest lectures, alumni and student gatherings and involving alumni in BoA academic and student activities.

Appraisal:

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

There is an alumni association called IKA UNAIR (Ikatan Alumni Universitas Airlangga) and IKA FISIP at faculty level.

An alumni organisation has been set up with the aim of developing an alumni network. The alumni contribute to the redesign of the curriculum through alumni tracers and alumni meetings. They furthermore share their experiences with students and sometimes provide career opportunities.

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

4.6 Financing of the study programme (Asterisk Criterion)

For all programmes
UNAIR's financial matters are regulated according to the government regulation No. 26 of 2015 on financing mechanisms for state-owned universities.
UNAIR has three sources of income:

- revenue from the state budget,
- revenue from public funds, and
- revenue from services and business.

UNAIR publishes its financial statements every year for public transparency and responsibility. In 2020, UNAIR earned more than 1.8 trillion rupiahs in revenue, which was 30 % higher than

what it earned in 2019.[24] UNAIR uses a budgeting policy that provides funding to each study programme based on their tuition contributions, size of faculty and staff, and strategic factors determined by the university executives.
UNAIR offers scholarships to students with financial difficulties, either from its own funds or third-party resources. In case of a study programme closure, students and staff will be transferred to other programmes with similar disciplines, and alumni will have access to academic or postgraduation services provided by the university or other authorized institutions.[25]

Appraisal:

The income related to the programmes ensures that each cohort of students starting within the accreditation period can complete the study programme.

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

[24] See self-evaluation report p. 70.
[25] See self-evaluation report p. 70.

5. Quality assurance and documentation

For all programmes

Quality assurance and quality development with respect to contents, processes and outcomes
UNAIR recognises the importance of a robust academic quality assurance system to were assured in each academic and all related activities. The purpose of implementing this system is to enable the effective and efficient monitoring and evaluation of academic standards and improve the quality of the students' experience concerning internal imperatives and external requirements. This system also provides a mechanism for a comprehensive review and promotes good practice across study programmes. Hence, it encompasses self-evaluation activity, external evaluation (including inspection), the evaluation of faculty members and leaders, and students, alumni, and employer assessments.
To ensure the effectiveness of the QA system at all levels of the organisation, UNAIR established a QA governance framework called the Airlangga Integrated Management System (AIMS). AIMS regulates the scope of quality assurance in each organisational unit, the mechanism, and the governing authority. At the study programme level, the QA system is specifically directed to ascertain the content which is updated to the latest development of knowledge in the area, provide opportunities for improvement in the teaching-learning process, and maintain and monitor data on student performance.

Within the study programme, all quality assurance activities are carried out by a quality assurance task force (GPM). This task force has the main responsibility to coordinate all QA cycles during the semester.

Structurally GPM coordinates with the Quality Assurance Unit at the Faculty Level (SPM) and Quality Assurance Unit at the University Level (BPM), the unit that is responsible for implementing and developing the QA framework. At the programme level, the QA cycle involves activities such as developing a self-evaluation online report and an internal quality audit to assess the compliance of study programmes with quality standards and supporting evidence. Audits are conducted in ten areas:

- vision and mission;
- governance;
- students;
- human resources;
- finance, advice and infrastructure;
- education;
- research;
- community service;
- performance levels;
- risk management.

The University also conducts performance audits on all institutional support systems with a focus on performance levels, business processes, compliance with regulations and standard operating procedures. According to the requirement in Chapter 9.0. Quality Guideline (Pedoman Mutu/PM) Universitas Airlangga and Guideline Procedure (PP-UNAIR-MSM-05, PP-UNAIR-MSM-06, PP-UNAIR-MSM-07) monitoring and evaluation of the curriculum implementation have to be continuously performed.

The early monitoring and evaluation process is performed at the end of the year, including the evaluation of the lecturer's performance during the class by obliged the students to fill in certain online questionnaires through UACC[26]. The assessment aspects of this evaluation are including punctuality, the teaching method, the interaction between lecturer and students, and the objectivity of the learning assessment. On the other hand, evaluation at the course level includes the percentages of students who pass the course.

Instruments of quality assurance

The instruments of quality assurance are described below. The evaluation results are reported in an annual Self Evaluation Report, and non-faculty auditors are involved in the internal audit for objectivity.[27] The audit findings are followed up by the University Quality Assurance Board, and the processes are integrated into the University's data management platform.

Evaluations by students

One of the keys to the successful implementation of the QA framework is the effectiveness of the evaluations carried out by students. In AIMS, students are actively involved in several stages of evaluation as follows.

- Teaching evaluation. Teaching evaluation is carried out at the end of each semester, where students fill out an evaluation questionnaire for each course they take. Evaluation is attained on the aspects of course content, class delivery, lecturers' performance in teaching, and marking transparency
- Academic counselling and thesis supervisory evaluation. This survey is conducted to identify students' perceptions of the academic counselling and supervisory final thesis process
- Student requirement and expectations survey. This survey identifies the needs and expectations of first-year students at UNAIR in terms of content aspects of learning programmes, student activities, and the provision of in and off-campus services.
- Student learning experience survey. This survey is conducted prior to the students taking part in the graduation ceremony. This survey is intended to obtain student assessments of the study programme they are participating in. The survey also asks students to rate a variety of services during their studies. These services include quality and access to dormitories, libraries, inter-campus transportation, career and personal development and other services.

The opportunity for improvement obtained from the survey results becomes a part of the next semester/year cycle of operational plans at the level of study programmes, faculties and units responsible for the institutional support system. The performance and process internal audit mechanism at these levels will ensure whether measures are regularly taken and effectively addressed at any opportunities for improvement that have been identified through the survey process.

Evaluation by faculty

Faculty members are required to complete an evaluation provided by the UACC system, which assesses the leadership of the faculty, as well as the facilities and services. The evaluation measures the performance of the leaders of the faculty, including

[26] Universitas Airlangga Cyber Campus https://cybercampus.unair.ac.id (last access on January 12, 2024)
[27] See self-evaluation report p. 71.

- their vision and strategies,
- the quality of teaching,
- research,
- societal contributions,
- leadership style,
- management efficiency, and
- interpersonal skills.

The results of the evaluation are recorded and accessible through the UACC system. Regular and ad hoc meetings are also held to provide opportunities for lecturers to give feedback. The evaluation process is overseen by the QAU, and faculty members are informed of the results through regular meetings or individual access to the document.

External evaluation by alumni, employers and third parties

In terms of the external evaluation, the faculty is involving alumni and the third party (the user). E-questionnaires known as Tracer Study is designed to gain the response of the alumni and the employers (these programmes use the term "user"). The Tracer Study can provide useful information to evaluate higher education outcomes which can then be used to improve and ensure the quality of higher education institutions.

In addition, the Tracer Study also provides important information about the relationship between higher education and the world of professional work. Several aspects are pinpointed, such as the grace period for graduates, the first salary, the services of the faculty, the effectiveness of teaching methods, and the applicability of the curriculum. The task force for the programme reports the result to the Dean annually. As for the user (the employer), the programmes evaluate the satisfaction of the users regarding the performances of the graduates.

The programme involves third parties in evaluating the process. Evaluation by the National Accreditation Board (BAN-PT) is conducted every five years for each study programme.

Programme documentation

UNAIR is committed to transparency therefore all policy, implementation and evaluation should be well documented in accordance with quality standard. Further, information and documents must be regularly updated, easily accessible and should be maintained in accordance with its relevance. In line with this principle, information related to the study programmes is conveyed through various platform:

- For public audiences, information related to the study programmes is available on the website[28]. Information about UNAIR, in general, is available on the University website[29]. Those websites comprise information about the general admission process, academic manual, faculty staff, updates on student activity, and other academic-related information.
- For internal audiences, information is provided through Universitas Airlangga Cyber Campus (UACC)[30]. This website serves as a platform for both students and lecturers. For students, this website provides information and access to their academic progress (student data, their semester plan, and other academic-related data). For lecturers, this website provides them with features such as academic supervisor, academic evaluation, study plan, and Airlangga Integrated Management System (AIMS).

[28] http://sosiologi.fisip.unair.ac.id for BoS and https://antro.fisip.unair.ac.id/program-studi/ for BoA (last access on January 12, 2024)
[29] https://unair.ac.id/ (last access on January 12, 2024)
[30] https://cybercampus.unair.ac.id (last access on January 12, 2024)

- Other very specific data could be accessed through LMS. These websites are managed by PIPS, and they served as a platform for e-learning (online lectures, online assignments, and other online learning activities).

Information on Activities during the Academic Year is conveyed through both the programme websites (as stated above) and the programme's social media (Instagram and Twitter). On the websites, there is various information during the academic year such as the study programme activities, curriculum and other academic-related information, student affairs, and research activities. For quick and fast information dissemination, the study programmes' social media is providing students with up-to-date information about the ongoing opportunities (events, scholarships, exchange programmes). Information about academic activities can be accessed on the website. Anyone can access information about academic activities through the official website of the study programmes.

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 considers 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 through several evaluation surveys 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 though an evaluation provided by the UACC system 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. Alumni evaluate the programmes with a Tracer Study. Employers rate the graduate's performance. The outcomes are communicated and provide input for the quality development process.

The study programmes content, curriculum and examination scheme have been suitably documented and published (e.g. course plan and exam regulations). Students can access information on the University website and on the websites of the study programmes.
The University regularly publishes current news and information about the study programmes on their website and on social media.

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

Quality profile

HEI: Universitas Airlangga, Indonesia

Bachelor programmes: Bachelor of Sociology (BoS) (S.Sosio.)
Bachelor of Anthropology (BoA) (S.Ant.)

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

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

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

Appendix

Curriculum Overview Bachelor of Sociology (BoS) (S.Sosio.)

No	Courses		Credits/ECTS per semester								Workload		Methods of Teaching: Lecturing, Seminar	Form and Duration of Examinations
	Code	Name									Minutes in class	Minutes self-study		
(1)	(2)	(3)	(4)								(5)	(6)	(7)	(8)
											Semester 1 Compulsory Courses			
1	BAI103	Indonesian Language	2/ 3.2								100	120	Lectures, Scientific Presentations, Discussions, Assignments, Exercises	Written Exam, Oral Exam, Practical Assignment
2	AGI101 AGP101 AGK101 AGH101 AGB101 AGC101	Religion I	2/ 3.2								100	120	Lectures, Discussions, Practical Assignments	Written Exam, Oral Exam, Practical Assignment
3	BAE110	English I	2/ 3.2								100	120	Lectures, Discussions, Assignments, Exercises	Written Exam, Oral Exam, Practical Assignment
4	NOP104	Civics Education	2/ 3.2								100	120	Lectures, Discussions,	Written Exam, Oral
													Practical Assignments	Exam, Practical Assignment
5	NOP103	Pancasila	2/ 3.2								100	120	Lectures, Discussions, Practical Assignments	Written Exam, Oral Exam, Practical Assignment
6	SIP107	Data and Libraries	3/ 4.8								100	120	Lectures, Discussions, Practical Assignments	Written Exam, Practical Assignment
7	SOS101	Introduction to Sociology	3/ 4.8								150	180	Lectures, Discussions, Practical Assignments	Written Exam, Oral Exam, Practice Exam
8	PNS 101	Scientific Writing Technique	3/ 4.8								100	120	Lectures, Discussions, Practical Assignments	Written Exam, Practice Exam
9	PHS101	Philosophy	2/ 3.2								100	120	Lectures, Discussions, Assignments, Exercises	Written Exam, Oral Exam, Practice Exam

Subtotal of Credits for Compulsory Courses in Semester 1			**19 Credits/30.4 ECTS**								950	1.140	2.040	
Total of Study Load on Semester 1			**19 Credits/30.4 ECTS**								950	1.140	2.040	
Semester 2 Compulsory Courses														
10	MNM107	Introduction to Scientific Collaboration		2/ 3.2							100	120		
11	PHP103	Logic and Critical Thinking		2/ 3.2							100	120		
12	MNM106	Communication and Self-Development		2/ 3.2							100	120		
13	ETS102	Social and Political Ethics		2/ 3.2							100	120	Lectures, Presentations, Discussions, Reading Report	Written Exam, Practice Exam, Oral Exam
14	PNS105	Basic Methodology of Research		3/ 4.8							150	180	Lectures, Presentations, Discussions, Field Study	Written Exam, Practice Exam
15	SOP111	Introduction to Political Science		3/ 4.8							150	180	Lectures, Presentations, Discussion, Group work	Written Exam, Oral Exam, Practical Assignment
16	SOA101	Introduction to Anthropology		3/ 4.8							150	180	Lectures, Presentations, Discussions, Group work	Written Exam, Oral Exam, Practical Assignment
17	SOS211	Social Typology		2/ 3.2							100	120	Lectures, Presentations, Discussions, Group work	Written Exam, Oral Exam, Practical Assignment
Subtotal of Credits for Compulsory Courses in Semester 2			**20 Credits/32 ECTS**								1.050	1.260		
Total of Study Load on Semester 2			**20 Credits/32 ECTS**								1.050	1.260		
Semester 3 Compulsory Courses														
18	SOS240	Classical Social Theories			3/ 4.8						150	180	Lectures, Presentations, Discussions	Written Exam, Practice Exam
19	MAS107	Introduction to Social Statistics			3/ 4.8						150	180	Lectures, Presentations, Discussions, Group work	Written Exam, Practice Exam

20	PNS202	Quantitative Research Method			4/ 6.4						200	240	Lectures, Presentations, Discussions, Group work, Field Study	Written Exam, Oral Exam, Practical Assignment
21	SOS205	Indonesian Cultural and Social System			3/ 4.8						150	180	Lectures, Presentations, Discussions, Field Study	Written Exam, Oral Exam, Practical Assignment
22	SOS212	Rural Sociology			3/ 4.8						150	180	Lectures, Presentations, Discussions, Field Study	Written Exam, Oral Exam, Practical Assignment
Subtotal of Credits for Compulsory Courses in Semester 3			**16 Credits/25.6 ECTS**								800	960		
Semester 3 Elective Courses (8 Credits)														
23	SOS223	Sociology of Education			3/ 4.8						150	180	Lectures, Presentations, Discussions, Group work	Written Exam, Oral Exam, Practical Assignment
24	SOS224	Sociology of Gender			3/ 4.8						150	180	Lectures and Discussions	Written Exam, Oral Exam, Practical Assignment
25	SOS227	Sociology of Industry			3/						150	180	Lectures,	Written
					4.8								Exercises, Discussions, Assignments (Group and Individual)	Exam, Oral Exam, Practical Assignment
26	SOS230	Political Sociology			3/ 4.8						150	180	Lectures, Discussions, Presentations	Written Exam, Oral Exam, Practical Assignment
27	SOS226	Economic Sociology			3/ 4.8						150	180	Lectures, Discussions, Exercises and Off-Site Learning	Written Exam, Practical Assignment
28	SOS229	Sociology of Health			3/ 4.8						150	180	Lectures, Discussions, Assignments (Individual and Group)	Written Exam, Oral Exam, Practical Assignment
29	SOS231	Sociology of Law			3/ 4.8						150	180	Lectures, Exercises, Discussions, Assignments (Individual and Group)	Written Exam, Oral Exam, Practical Assignment
30	SOS314	Problems of Poverty and Inequality			3/ 4.8						150	180	Lectures, Discussions, Presentations	Written Exam, Practical Assignment

31	BAE213	English II (Advanced)			2/ 3.2						100	120	Lectures, Presentations, Quiz	Written Exam, Oral Exam, Practical Assignment
32	PSS103	Introduction To Social Psychology			3/ 4.8						150	180	Lectures, Discussions, Presentations	Written Exam, Oral Exam, Practical Assignment
33	MNU103	Principles of Management			3/ 4.8						150	180	Lectures, Discussions, Presentations	Written Exam, Oral Exam, Practical Assignment
Subtotal of Credits for Elective Courses in Semester 3			**8 Credits/12.8 ECTS**								1.600	1.920		
Total Study Load on Semester 3			**16-24 Credits/25.6-38.4 ECTS**								2.400	2.880		
Semester 4 Compulsory Courses														
34	SOS213	Urban Sociology				3/ 4.8					150	180	Lectures, Presentations, Discussions, Group work, Off-site Learning	Written Exam, Oral Exam, Practice Exam
35	SOS312	Social Problems				3/ 4.8					150	180	Lectures, Discussions,	Written Exam, Oral
													Group work, Off-site Learning	Exam, Practical Assignment
36	SOS256	Modern Social Theories				3/ 4.8					150	180	Lectures, Discussions, Practice assignments	Written Exam, Practice Exam
37	PNS203	Qualitative Research Method				4/ 6.4					200	240	Lectures, Presentations, Discussions, Group work, Q&A, Off-site Learning	Written Exam, Oral Exam, Practical Assignment
38	SOS351	Social Change and Globalization				3/ 4.8					150	180	Lectures, Discussions, Assignments.	Written Exam, Oral Exam, Practical Assignment
Subtotal of Credits for Compulsory Courses in Semester 4			**16 Credits/25.6 ECTS**								800	960		
Semester 4 Elective Courses (6 Credits)														
39	SOS222	Sociology of Family				3/ 4.8					150	180	Lectures, Discussions, Practice assignments	Written Exam, Practice Exam, Oral Exam
40	SOS225	Sociology of Communication				3/ 4.8					150	180	Lectures, Discussions,	Written Exam,

													Brainstorming, Online Classes	Practice Exam, Oral Exam
41	SOS261	Sociology of Population				3/ 4.8					150	180	Lectures, Discussions, Practice assignments	Written Exam, Practice Exam, Oral Exam
42	SOS311	Sociology of Crime				3/ 4.8					150	180	Lectures, Discussions, Practice assignments	Written Exam, Practice Exam, Oral Exam
43	SOS233	Sociology of Culture				3/ 4.8					150	180	Lectures, Presentations, Discussions, Group work	Written Exam, Practice Exam, Oral Exam
44	SOS232	Sociology of Religion				3/ 4.8					150	180	Lectures, Discussions, Practice, Assignments	Written Exam, Practice Exam
45	SOS315	Sociology of Corruption				3/ 4.8					150	180	Lectures, Presentations, Discussions, Group work	Written Exam, Practice Exam, Oral Exam
46	SOS316	Social Welfare				3/ 4.8					150	180	Lectures, Discussions,T	Written Exam,
													asks, Off-site Learning	Practice Exam, Oral Exam
47	HKN203	Indonesian Law System				3/ 4.8					150	180	Lectures, Class Discussions	Written Exam
48	SOP212	Indonesian Political System				3/ 4.8					150	180	Lectures and Discussions	Written Exan, Presentation, Group Assignment
49	SOA252	Ethnography of Indonesia				3/ 4.8					150	180	Lectures, Discussions, Tasks, Presentations	Written Exam, Practice Exam
Subtotal of Credits for Elective Courses in Semester 4			**6 Credits/9.6 ECTS**								1.650	1.980		
Total Study Load on Semester 4			**16-22 Credits/25.6-35.2 ECTS**								2.450	2.940		
Semester 5 Compulsory Courses														
50	SOS281	Contemporary					3/				150	180	Lectures,	Written

		Social Theory					4.8						Discussions, Practices, Assignments	Exam, Practice Exam
51	SOS341	Sociological Themes and Perspectives					3/ 4.8				150	180	Lectures, Discussions, Practice assignments	Written Exam, Practice Exam
52	SOS355	Community Development					3/ 4.8				150	180	Lecture, Off-site Learning, Presentation	
53	SOS456	Planning, Social Engineering and Development scenarios					4/ 6.4				200	240	Lectures, Discussions, Off-site learning	Written Exam, Practice Exam
Subtotal of Credits for Compulsory Courses in Semester 5			**13 Credits/20.8 ECTS**								650	780		
Semester 5 Elective Courses (9 Credits)														
54	SOS321	Social Stratification					3/ 4.8				150	180	Lectures, Discussions, Practices, Assignments	Written Exam, Practice Exam
55	SOS353	Sociology of Conflict					3/ 4.8				150	180	Lectures, Discussions,	Written Exam,
													Practices, Assignments	Practice Exam
56	SOS361	Labour and Mobility					3/ 4.8				150	180	Lectures, Discussions, Practice, Assignments	Written Exam, Practice Exam
57	SOS362	Elderly Population Problems					3/ 4.8				150	180	Lectures, Discussions, Library sources review, Off-site Learning	Written Exam, Practice Exam
58	SOS302	Sociology of Disaster					3/ 4.8				150	180	Lectures, Presentations, Discussions, Group work	Written Exam
59	SOS313	Sociology of Child					3/ 4.8				150	180	Lectures, Presentations, Discussions, Group work	Written Exam
60	SOS303	Sociology of Digital Society					3/ 4.8				150	180	Lecture, Presentation, Discussion, Group work	
61	SOS228	Sociology of Organizations					3/ 4.8				150	180	Lectures, Presentations, Discussions, Group work	Written Exam, Practice Exam, Oral

														Exam
62	SOS301	Environmental Sociology					3/ 4.8				150	180	Lectures, Presentations, Discussions, Group work	Written Exam, Practice Exam, Oral Exam
63	MNM305	Leadership					3/ 4.8				150	180	Lectures, discussions, practice, assignments	Written Exam, Oral exam, Practice Exam
64	EKP314	Indonesia's Economic System					3/ 4.8				150	180	Lectures, Presentations, Discussions, Group work	Written Exam, Practice Exam, Oral Exam
Subtotal of Credits for Elective Courses in Semester 5			**9 Credits/14.4 ECTS**								1.650	1.980		
Total Study Load on Semester 5			**13-22 Credits/20.8-35.2 ECTS**								2.300	2.760		
Semester 6 Compulsory Courses														
65	SOS452	Sociology of Development						3/ 4.8			150	180	Lectures, Presentations, Discussions, Group work	Written Exam, Oral Exam, Practical Assignment
66	PNS 498	Thesis Proposal						3/ 4.8			150	180		
67	KNS401	Community Service Program (KKN)						3/ 4.8			150	180		
Subtotal of Credits for Compulsory Courses in Semester 6			**9 Credits/14.4 ECTS**								450	540		
Semester 6 Elective Courses (12 Credits)														
68	SOA301	Ethnographic Methods						3/ 4.8			150	180	Lectures, Discussion, Field Study	Written Exam, Presentation
69	SOS331	Sociolinguistics						3/ 4.8			150	180	Lectures, Discussions, Assignments	Written Exam
70	SOS363	Employment and Unemployment Issues						3/ 4.8			150	180	Lectures, Discussions, assignments	Written Exam, Oral Exam, Practical Assignment
71	SON412	Sociology Guided Literature Studies (Reading Course)						3/ 4.8			150	180		
72	SON421	Development Planning						3/ 4.8			150	180	Face-to-face, distance learning	Written Exam, Oral Exam,

														Practical Assignment
73	SOK 438	Risk and Disaster Communication						3/ 4.8			150	180		
Subtotal of Credits for Elective Courses on Semester 6			**12 Credits/19.2 ECTS**								900	1.080		
Total Study Load on Semester 6			**9-21 Credits/14.4-33.6 ECTS**								1.450	1.620		
Semester 7 Compulsory Courses														
74	AGI401 AGP401 AGK401 AGH401 AGB401 AGC401	Religion II							2/ 3.2		100	120	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
75	PNS499	Thesis							6/ 9.6		300	360	Lecture, Presentation, Discussion, Group work	Written Exam, Oral Exam, Practical Assignment
Subtotal of Credits for Compulsory Courses in Semester 7			**8 Credits/12.8 ECTS**								300	480		
Semester 7 Elective Courses (9 Credits)														
76	SON432	Public Policy Analysis							3/ 4.8		150	180	Lectures, Class Discussions	
77	KKS495	Internship							3/ 4.8		150	180		
78	SOS455	Gender and Human Rights Issues							3/ 4.8		150	180	Lectures, Presentations, Discussions, Group work	Written Exam, Oral Exam, Practical Assignment
79	SOS461	Population Issues							3/ 4.8		150	180	Lectures, Presentations, Discussions, Group work	Written Exam, Oral Exam, Practical Assignment
80	SOK 461	Media, Identity, and Multiculturalism							3/ 4.8		150	180	Lectures, Presentations, Discussion, Group work	Written Exam, Oral Exam, Practical Assignment
Subtotal of Credits for Elective Courses in Semester 7			**9 Credits/14.4 ECTS**								750	900		
Total Study Load on Semester 7			**8-17 Credits/27.2 ECTS**								1.050	1.380		
Semester 8 Compulsory Courses														

81	PNS499	Thesis								6/ 9.6	300	360	Lectures, Presentations, Discussions, Group work	Written Exam, Oral Exam, Practical Assignment
Subtotal of Credits for Compulsory Courses in Semester 8			**6 Credits/ 9.6 ECTS**								300	360		
Total Study Load on Semester 8			**6 Credits/ 9.6 ECTS**								300	360		

Curriculum Overview Bachelor of Anthropology (BoA) (S.Ant.)

No	Courses		Credits/ECTS per semester								Workload		Methods of Teaching: Lecturing, Seminar	Form and Duration of Examinations
	Code	Name									Minutes in class	Minutes self-study		
(1)	(2)	(3)	(4)								(5)	(6)	(7)	(8)
Semester 1 Compulsory Courses														
1	AGB101 AGC101 AGH101 AGI101 AGK101 AGP101	Religion I	2/ 3.2								100	240	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
2	BAE110	English I	2/ 3.2								100	240	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
3	BAI101	Bahasa Indonesia	2/ 3.2								100	240	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
4	NOP103	Pancasila	2/ 3.2								100	240	Lecture, Discussion, Practical Assignment	Written Exam
5	NOP104	Civics	2/								100	240	Lecture,	Written Exam,

			3.2										Discussion, Practical Assignment	Oral Exam, Practical Assignment
6	PNS101	Scientific Writing Technique	2/ 3.2								100	240	Lecture, Discussion, Practical Assignment	Written Exam
7	SOA101	Introduction to Anthropology	3/ 4.8								150	360	Lecture, Discussion, practical assignment	Written Exam, Oral Exam, Practical Assignment
8	ETS102	Social and Political Ethics	2/ 3.2								100	240	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
9	SIP107	Data and References	2/ 3.2								100	240	Lecture, Discussion, Practical Assignment	Written Exam, Practical Assignment
Subtotal of Credits for Compulsory Courses on Semester 1			**19 Credits/30.4 ECTS**											
Total of Study Load on Semester 1			**19 Credits/30.4 ECTS**											
Semester 2 Compulsory Courses														
10	SOS101	Introduction to Sociology		3/ 4.8							150	360	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
11	MAS107	Introduction to		3/							150	360	Lecture,	Written Exam,

		Social Statistics		4.8									Discussion, Practical Assignment	Oral Exam, Practical Assignment
12	MNM106	Communication and Self Development		2/ 3.2							100	240	Lecture, Discussion, Practical Assignment	Written Exam, Practical Assignment
13	MNM107	Introduction to Scientific Collaboration		2/ 3.2							100	240	Lecture, Discussion, Practical Assignment	Written Exam, Practical Assignment
14	PHP103	Logic and Critical Thinking		2/ 3.2							100	240	Lecture, Discussion, Practical Assignment	Written Exam, Practical Assignment
15	PHS101	Philosophy		2/ 3.2							100	240	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
16	SJU103	Prehistory		3/ 4.8							150	360	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
17	SOP111	Introduction to Political Science		3/ 4.8							150	360	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
Subtotal of Credits for Compulsory Courses on Semester 2			**20 Credits/32 ECTS**											
Total of Study Load on Semester 2			**20 Credits/32 ECTS**											
Semester 3 Compulsory Courses														
18	PNS103	Basics of Social Research Method			3/ 4.8						150	360	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment

19	SOA121	Anthropobiology			3/ 4.8						150	360	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
20	SOA122	Physical Anthropology I			3/ 4.8						150	360	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
21	SOA201	Theory of Anthropology I			3/ 4.8						150	360	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
22	SOA252	Indonesian Ethnography			3/ 4.8						150	360	Lecture, Discussion, Practical	Written Exam, Oral Exam, Practical
													Assignment	Assignment
23	HKD103	Customary Law			2/ 3.2						100	240	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
Semester 3 Compulsory for Physical Anthropology Specialisation														
24	SOA222	Anthropometry			2/ 3.2						100	240	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
25	SOA225	Osteology			3/ 4.8						150	360	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment

Semester 3 Compulsory for Sociocultural Anthropology Specialisation														
26	SOA272	Folklore			2/ 3.2						100	240	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
Subtotal of Credits for Compulsory Courses on Semester 3			**19-22 Credits/30.4-35.2 ECTS**											
Semester 3 Elective Courses (2-5 Credits)														
27	ETS202	Personality Ethics			2/ 3.2						100	240	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
28	HKN203	Legal System in Indonesia			3/ 4.8						150	360	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
29	PSS103	Introduction To Social Psychology			3/ 4.8						150	360	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
30	SOA255	Madurese Ethnography			2/ 3.2						100	240	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
31	SOA271	Indonesian Islamic and Classic Culture			3/ 4.8						150	360	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
32	SOA227	Skeletal Comparison of Human and Animal Anatomy			2/ 3.2						100	240	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
33	SOS251	Indonesian Sociocultural System			3/ 4.8						150	360	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
Subtotal of Credits for Elective Courses on Semester 3			**2-5 Credits/3.2-8 ECTS**											
Total Study Load on Semester 3			**15-24 Credits/24-38.4 ECTS**											

Semester 4 Compulsory Courses														
34	SOA202	Theory of Anthropology II				3/ 4.8					150	360	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
35	SOA241	Social Organisation and Kinship				3/ 4.8					150	360	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
Semester 4 Compulsory for Physical Anthropology Specialisation														
36	SOA223	Anthropogenese				2/ 3.2					100	240	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
37	SOA224	Human Biological Variation				2/ 3.2					100	240	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
Semester 4														
Compulsory for Sociocultural Anthropology Specialisation														
38	SOA341	Cognitive and Linguistic Anthropology				3/ 4.8					150	360	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
39	SOA353	Ethnographic Writing Studies				3/ 4.8					150	360	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
Subtotal of Credits for Compulsory Courses on Semester 4			**10-12 Credits/16-19.2 ECTS**											
Semester 4 Elective Courses (12-14 Credits)														
40	SOA251	Ethnography of Nations				3/ 4.8					150	360	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
41	SOA253	Balinese Ethnography				2/ 3.2					100	240	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
42	SOA254	Javanese				2/					100	240	Lecture,	Written Exam,

		Ethnography				3.2							Discussion, Practical Assignment	Oral Exam, Practical Assignment
43	SOA342	Political Anthropology				3/ 4.8					150	360	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
44	SOA343	Legal Anthropology				3/ 4.8					150	360	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
45	SOA352	Anthropology of Religion				3/ 4.8					150	360	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
46	SOA316	Bioarchaeology				2/ 3.2					100	240	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
47	SOA317	Anthropogenetics				2/ 3.2					100	240	Lecture, Discussion, Practical	Written Exam, Oral Exam, Practical
													Assignment	Assignment
48	SOA364	Maritime Anthropology				3/ 4.8					150	360	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
Subtotal of Credits for Elective Courses on Semester 4			**12-14 Credits/19.2-22.4 ECTS**											
Total Study Load on Semester 4			**15-24 Credits/24-38.4 ECTS**											
Semester 5 Compulsory Courses														
49	SOA301	Methods of Ethnography					3/ 4.8				150	360	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
50	SOA321	Social Biology					3/ 4.8				150	360	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment

51	SOA361	Social and Cultural Change					3/ 4.8				150	360	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
Semester 5 Compulsory for Physical Anthropology Specialisation														
52	SOA327	Physical Anthropology Research Methods					3/ 4.8				150	360	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
Semester 5 Compulsory for Sociocultural Anthropology Specialisation														
53	SOA351	Inter-Ethnic Relations					3/ 4.8				150	360	Lecture, Discussion,	Written Exam, Oral Exam,
													Practical Assignment	Practical Assignment
54	SOA382	Rural Anthropology					3/ 4.8				150	360	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
Subtotal of Credits for Compulsory Courses on Semester 5			**12-15 Credits/19.2-24 ECTS**											
Semester 5 Elective Courses (9-12 Credits)														
55	SOA311	Primatology					2/ 3.2				100	240	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
56	SOA312	Paleoanthropology					3/ 4.8				150	360	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
57	SOA313	Evolution of Diseases in Humans					2/ 3.2				100	240	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment

58	SOA331	Health and Nutritional Anthropology					3/ 4.8				150	360	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
59	SOA332	Anthropology of Gender and Sexuality					3/ 4.8				150	360	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
60	SOA362	Demographic Anthropology					3/ 4.8				150	360	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
61	SOA363	Anthropology of Education					3/ 4.8				150	360	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
62	SOA365	Economic and Industrial					3/ 4.8				150	360	Lecture, Discussion,	Written Exam, Oral Exam,
		Anthropology											Practical Assignment	Practical Assignment
63	SOA371	Anthropology of Art					3/ 4.8				150	360	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
64	SOK366	Media Anthropology					2/ 3.2				100	240	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
65	SOA328	Anthropology of Sport					2/ 3.2				100	240	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
66	SOA329	Taphonomy and Archaeothanatology					2/ 3.2				100	240	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment

67	SOS456	Planning, Social Engieering, and Scenario Development					4/ 6.4				200	480	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
Subtotal of Credits for Elective Courses on Semester 5			**9-12 Credits/14.4-19.2 ECTS**											
Total Study Load on Semester 5			**15-24 Credits/24-38.4 ECTS**											
Semester 6 Compulsory Courses														
68	AGB401 AGC401 AGH401 AGI401 AGK401 AGP401	Religion II						2/ 3.2			100	240	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
69	SOA381	Anthropology of Development						3/ 4.8			150	360	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
70	SOA383	Urban Anthropology						3/			150	360	Lecture,	Written Exam,
								4.8					Discussion	Oral Exam
Semester 6 Compulsory for Physical Anthropology Specialisation														
71	SOA421	Physical Anthropology II						2/ 3.2			100	240	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
72	SOA422	Forensic Anthropology						2/ 3.2			100	240	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
73	SOA423	Dental Anthropology						2/ 3.2			100	240	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
Subtotal of Credits for Compulsory Courses on Semester 6			**8-14 Credits/12.8-22.4 ECTS**											

Semester 6 Elective Courses (10-16 Credits)														
74	SOA372	Architectural Anthropology						2/ 3.2			100	240	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
75	SOA384	Tourism Anthropology						3/ 4.8			150	360	Lecture, Discussion	Written Exam, Oral Exam
76	SOA385	Ecological Anthropology						3/ 4.8			150	360	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
77	SOA425	Corporate Culture						2/ 3.2			100	240	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
78	SOA428	Business Anthropology						3/ 4.8			150	360	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
79	SOA424	Psychological and Psychiatric Anthropology						3/ 4.8			150	360	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
80	SOA429	Anthropology of Ageing						3/ 4.8			150	360	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
81	SOA430	Modern Human Dispersion and Occupancy History						3/ 4.8			150	360	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
82	SOA431	Paleopathology						2/ 3.2			100	240	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
Subtotal of Credits for Elective Courses on Semester 6			**10-16 Credits/16-25.6 ECTS**											
Total Study Load on Semester 6			**15-24 Credits/24-38.4 ECTS**											

Semester 7 Compulsory Courses														
83	KNS401	Community Service Programme							3/ 4.8		150	360	Real case project in various, usually remote and underdeveloped, community all around Indonesia	Seminar Paper
84	PNS498	Thesis Proposal							3/ 4.8		150	360	Lecture, class discussion, lecturer mentoring and coaching	Seminar paper
Semester 7 Compulsory for Sociocultural Anthropology Specialisation														
85	SOA481	Community Development							3/ 4.8		150	360	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
Subtotal of Credits for Compulsory Courses on Semester 7			**6-9 Credits/9.6-14.4 ECTS**											
Semester 7 Elective Courses (15-18 Credits)														
86	KAS402	Anthropology Assistancy							2/ 3.2		100	240	Lecture, Practical Assignment	Written Exam, Practical Assignment
87	KKS495	Internship							3/ 4.8		150	360	Real case learning from industry experts, individual project, lecturer mentoring	Written activity report
88	SOA426	Visual Anthropology							2/ 3.2		100	240	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
89	SOA427	Cultural Heritage and Museum							2/ 3.2		100	240	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment
90	SOK361	Communication and Multiculturalism							3/ 4.8		150	360	Lecture, Discussion, Practical Assignment	Written Exam, Oral Exam, Practical Assignment

Subtotal of Credits for Elective Courses on Semester 7			**15-18 Credits/24-28.8 ECTS**											
Total Study Load on Semester 7			**15-24 Credits/24-38.4 ECTS**											
Semester 8 Compulsory Courses														
91	PNS499	Thesis								6/ 9.6	300	720	Lecturer mentoring and coaching	Thesis, thesis presentation
Subtotal of Credits for Compulsory Courses on Semester 8			**6 Credits/ 9.6 ECTS**											
Total Study Load on Semester 8			**6 Credits/ 9.6 ECTS**											