

# Decision of the FIBAA Accreditation and Certification Committee



**13<sup>th</sup> Meeting on March 6, 2024**

## **PROGRAMME ACCREDITATION**

|                                      |                                                                                                                        |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| <b>Project Number:</b>               | 22/115 Cluster 2                                                                                                       |
| <b>Higher Education Institution:</b> | Universitas Airlangga                                                                                                  |
| <b>Location:</b>                     | Surabaya, Indonesia                                                                                                    |
| <b>Study programme:</b>              | 1. Bachelor of Political Science (Sarjana Ilmu Politik – S.IP.)<br>2. Master of Notary (Magister Kenotariatan - M.Kn.) |
| <b>Type of accreditation:</b>        | initial accreditation                                                                                                  |

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

According to § 7 (6) in conjunction with § 9 (1) in conjunction with § 9 (4) 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 6, 2024 - March 5, 2029

The FIBAA Quality Seal is awarded.



## Assessment Report

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**Higher Education Institution:**

Universitas Airlangga, Indonesia

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**Bachelor/Master programme:**

1. Bachelor of Political Science
2. Master of Notary

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**Qualification awarded on completion:**

1. Bachelor of Political Science (Sarjana Ilmu Politik – S.IP.)
2. Master of Notary (Magister Kenotariatan - M.Kn.)

# General information on the study programme

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## **Brief description of the study programmes:**

### **Bachelor of Political Science (BPS)**

The Bachelor of Political Science study programme was officially established in 1982 in order to answer the development challenges faced by the nation through the implementation of democratic principles based on the values of Pancasila. With this awareness, the political science programme adheres to a liberating and anticipatory educational model to meet the future. The dynamics of political science that continue to develop demand changes in the organisation of education. In this case, it further encourages the growth of critical thinking and fundamental contributions to community development.

### **Master of Notary (MNP)**

The Master of Notary study programme at the Faculty of Law is designed to meet the public's challenges for competent notaries. The postgraduate programme is specifically directed to provide understanding and insight into the relationship between academic aspects and competence in the notary field. In addition, this programme aims to provide a solid theoretical understanding of issues relevant to this topic and assist students in acquiring reliable, practical skills in applying theoretical knowledge.

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## **Type of study programme:**

**BPS:** Bachelor programme

**MNP:** Master programme

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

**BPS:** 4 years (144 credits) - 230 ECTS credits

**MNP:** 1,5 - 2 years (45 – 50 credits) - 72-80 ECTS credits

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## **Mode of study:**

**Both programmes:** full-time

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## **Didactic approach:**

**Both programmes:** study programme with obligatory class attendance

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

**Both programmes:** No

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

**BPS:** 110 student intakes per year

**MNP:** 160 student intakes per year

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## **Programme cycle starts in:**

**BPS:** August

**MNP:** August and March

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## **Initial start of the programme:**

**BPS:** 1981

**MNP:** 1993

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**Type of accreditation:**

**Both programmes:** initial accreditation

# Procedure

A contract for the initial accreditation of the Bachelor of Political Science and the Master of Notary was made between FIBAA and Universitas Airlangga, Indonesia on October 10, 2023. On April 4, 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<sup>1</sup>. The HEI has agreed with the chosen experts. The panel consisted of:

**Prof. Dr. Rasa Daugėlienė**

Kaunas University of Technology, Lithuania

Associate Professor of Social and Political Sciences (Economic Security Policy; Aspects of European Economic Integration; Specificity of EU Internal Market Functioning; Tendencies of EU Trade policy; Aspects of Modern Public Governance)

**Christoph Fey**

Deutsche Lufthansa AG, Frankfurt, Germany

Lawyer, former Head of University Marketing and Junior Management Programmes (Law, Employment Law, Personnel Management University Marketing, Management Trainee programmes)

**Julia Gundert**

Student at the Freie Universität Berlin, Germany

Law LL.B. and state exam

**Prof. Dr. LL.M. Wolfgang Lüke**

University of Leipzig, Germany

Professor em. of Civil law, Civil Procedure Law, Notarial law and Comparative Law (Civil law, Civil Procedure Law, Notarial law and Comparative Law)

**Dr. Ahmad Bunyan Wahib**

UIN Sunan Kalijaga Yogyakarta

Senior Lecturer (Law, Islamic Law, Humanity)

Former Head of the department of Islamic Family Law of the Faculty of Sharia and Law and former Vice Dean of the Faculty of Islamic Economy and Business of Sunan Kalijaga State Islamic University Yogyakarta

**FIBAA project manager:**

Priv.-Doz. Dr. Marco Haid

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 October 10-12, 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.

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<sup>1</sup> The panel is presented in alphabetical order.

The assessment report based on this was delivered to the HEI for comment on February 16, 2024. The statement on the report was given up on February 20, 2024. It has been taken into account in the report at hand.

# Summary

The Bachelor of Political Science and the Master of Notary offered by Universitas Airlangga fulfil the FIBAA quality requirements for Bachelor and Master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on March 6, 2024 and finishing on March 5, 2029. The programmes are 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.

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

- Positioning of the study programme in the educational market (see chapter 1.3.1)
- Methods and scientific practice (see chapter 3.1.6)
- Guest lecturers (see chapter 3.3.3)
- Student support by the faculty (see chapter 4.1.6)
- Process organisation and administrative support for students and faculty (see chapter 4.2.2)
- Cooperation with HEIs and other academic institutions or networks (see chapter 4.3.1)
- Evaluation by students (see chapter 5.2.1)
- Evaluation by faculty (see chapter 5.2.2)

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

## **Abbreviations**

|                   |   |                                                                                     |
|-------------------|---|-------------------------------------------------------------------------------------|
| AA                | : | Applied Approach                                                                    |
| AGE               | : | Airlangga Global Engagement                                                         |
| AIMS              | : | Airlangga Integrated Management System                                              |
| Bahasa Indonesia  | : | Indonesian Language                                                                 |
| BIDIK MISI        | : | Scholarship for disadvantaged students                                              |
| BPELL             | : | Bachelor Programme in English Language and Literature                               |
| BPF               | : | Faculty level board of ethics                                                       |
| BPM               | : | Quality Assurance Board                                                             |
| BPM               | : | Quality Assurance Board                                                             |
| BPS               | : | Bachelor of Political Science Programme                                             |
| CEFR              | : | Common European Framework of Reference                                              |
| DIPP              | : | Directorate of Educational Innovation and Development                               |
| DPKKA             | : | Directorate of Career Advancement, Entrepreneurship Incubation, and Alumni Services |
| DSI               | : | Directorate of Information System - university level                                |
| ELPT              | : | English Language Proficiency Test of Universitas Airlangga                          |
| FH                | : | Faculty of Law                                                                      |
| FISIP             | : | Faculty of Social and Political Science                                             |
| GPM               | : | Quality Assurance Unit at Study Programme Level                                     |
| IKA               | : | Alumni Association                                                                  |
| IQF / KKN         | : | 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                          |
| LTMP              | : | National University Admission Test Institute                                        |
| Mandiri Selection | : | Universitas Airlangga computer-based admission scheme                               |
| MKWF              | : | Faculty general compulsory courses                                                  |
| MKWU              | : | University general compulsory courses                                               |
| Mlaw              | : | Master of Law Programme                                                             |
| MNP               | : | Master of Notary Programme BPM                                                      |
| NAB-HE / BAN-PT   | : | National Accreditation Board for Higher 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 of university level                                         |
| QAU / SPM & GPM   | : | Quality Assurance Unit in 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/MA | : | High school institutions                                                                   |
| SNMPTN        | : | National portfolio analysis admission scheme                                               |
| 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                                                         |
| UNAIR         | : | Universitas Airlangga                                                                      |
| USI           | : | Unit of Information System - faculty level                                                 |

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# 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 universities in Indonesia after Institut Teknologi Bandung (ITB), Universitas Indonesia (UI), and Universitas Gadjah Mada (UGM). As one of the top five universities in Indonesia, UNAIR realises its responsibility to participate in global development and be recognised as a reputable university (see self-evaluation report p. 11).

Those responsibilities are shown from the university's efforts 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. Furthermore, the responsibilities mentioned above are 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 has been ranked 4th among the best universities in Indonesia (see self-evaluation report p. 11). With a population of more than 270 million and 4,493 higher educations, Indonesia provides a vast market for higher education institutions, including UNAIR. The ratio for student admission has been relatively stable for the last six years (2015- 2021), with an average competitiveness of 1:10. 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.

In the aspect of internationalisation, UNAIR continues to develop international cooperation. By 2022, UNAIR has achieved the top 369 in QS World University Rankings (QS WUR) for 2023's World Best Universities (see self-evaluation report p. 11). This achievement then drives the university to further accelerate in various fields, including the internationalisation of study programmes, accredited by international accreditation institutions, and developing multiple cooperation 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.

International collaboration has been established, comprising 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).

As an effort for an internationalisation of its student composition, UNAIR offers Airlangga Development Scholarship (ADS) on a competitive basis for international students to study master or doctorate degrees at UNAIR. Nowadays, UNAIR implements the current policy of the Ministry of Research and Education in Indonesia for the university learning system that provides opportunities for students to learn outside the study programme, which is recognised as Independent Learning.

This policy is made to spread a dynamic and integrated academic environment to develop the academic culture in Indonesia. Therefore, the government supports free access to study for all university students to join the educational forum as stated in the Strategic Plan of the Ministry of Indonesian Education and Research 2020-2024, which focuses on the achievement of excellent education in Indonesia, represented by the high number of participations, even distribution of quality learning and education in Indonesia.

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 (see self-evaluation report p. 12). 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 (AUUPS), 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.

Lecturers are also actively involved in several international professional or academic associations, namely 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.

UNAIR has 15 faculties and one graduate school with approximately 41.251 students. These faculties consist of 180 study programmes, of which 75 gained international accreditations in

2023, and 4 study programmes have been internationally certified to achieve international recognition (see self-evaluation report p. 12). 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. Furthermore, UNAIR has more than 250 international students and 91 international staff, with a faculty-student ratio of 1:16 (see self-evaluation report p. 12).

UNAIR aims to reach the top 300 World Class Universities by 2025. The university has made a significant effort to enhance the quality of education towards global standards, improve the quantity and quality of research and innovation, and conduct community service for the wider society. 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.

UNAIR has well established Quality Assurance Body at the university level and Quality Assurance Unit at both the faculty and study programme levels to ensure the university's objective and strategic goal and meet national and international quality standards. UNAIR believes that international accreditation and certification are vital to lay the foundation of quality management at UNAIR. For this reason, the Bachelor of Political Science as part of the Faculty of Social and Political Science was accredited by The Accreditation Service for International Schools, Colleges, and Universities (ASIC) in 2019 (see self-evaluation report p. 13).

The Master of Notary Programme is part of the Faculty of Law, accredited by the national (Indonesia) Accreditation Board. In 2022, through the international ranking institution, the Quacquarelli Symonds World University Rankings (QS WUR) by Subject 2021, the Faculty of Law (FH) UNAIR was ranked at #251-300 globally, and second in Indonesia. Furthermore, it ranked #101-150 in QS Rankings by Subject 2022 (see self-evaluation report p. 13).

## Statistical data

### Bachelor of Political Science (BPS) Programme

**Table 1: Statistical Data of Bachelor of Political Science Programme**

|                                     |        | 2020        | 2021        | 2022       |
|-------------------------------------|--------|-------------|-------------|------------|
| # Study Places                      |        | 100         | 110         | 110        |
| # Applicants                        | Female | 941         | 505         | 714        |
|                                     | Male   | 661         | 478         | 573        |
|                                     | Total  | 1602        | 983         | 1287       |
| Application Rate                    |        | 1:16        | 1:9         | 1:12       |
| #First Year Students                | Female | 57          | 55          | 61         |
|                                     | Male   | 40          | 52          | 49         |
|                                     | Total  | 97          | 107         | 110        |
| Rate of Female Students             |        | 55%         | 51%         | 55%        |
| #Foreign Students                   | Female | 1           | 0           | 0          |
|                                     | Male   | -           | 0           | 0          |
|                                     | Total  | 1           | 0           | 0          |
| Rate of Foreign Students            |        | 1%          | 0%          | 0%         |
| Percentage of Occupied Study Places |        | 97%         | 97%         | 100%       |
| #Graduates                          | Female | 46          | 39          | 29         |
|                                     | Male   | 26          | 29          | 18         |
|                                     | Total  | 72          | 68          | 47         |
| Success Rate                        |        | 94.07%      | 93.07%      | 93.46%     |
| Dropout Rate                        |        | 5.93%       | 6.93%       | 6.54%      |
| Average Duration of Study (years)   |        | 4.40        | 4.29        | 4.00       |
| Average Grade of Final Degree       |        | 3.36 / 4.00 | 3.41 / 4.00 | 3.5 / 4.00 |

## **Master of Notary programme (MNP)**

**Table 2: Sample Statistics Master of Notary Programme**

|                                     |        | 2020        | 2021        | 2022        |
|-------------------------------------|--------|-------------|-------------|-------------|
| # Study Places                      |        | 160         | 160         | 160         |
| # Applicants                        | Female | 86          | 112         | 126         |
|                                     | Male   | 85          | 52          | 54          |
|                                     | Total  | 171         | 164         | 180         |
| Application Rate                    |        | 1 : 1,06    | 1 : 1,02    | 1 : 1,1     |
| #First Year Students                | Female | 71          | 108         | 103         |
|                                     | Male   | 47          | 46          | 46          |
|                                     | Total  | 118         | 154         | 149         |
| Rate of Female Students             |        | 60.16 %     | 70.12 %     | 73.07 %     |
| #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 |        | 73.75 %     | 96.25%      | 93.12 %     |
| #Graduates                          | Female | 77          | 80          | 66          |
|                                     | Male   | 29          | 37          | 29          |
|                                     | Total  | 106         | 117         | 95          |
| Success Rate                        |        | 86.5%       | 85.3%       | 98.5%       |
| Dropout Rate                        |        | 13.4%       | 14.68%      | 1.53%       |
| Average Duration of Study (years)   |        | 2.32        | 2.22        | 2.06        |
| Average Grade of Final Degree       |        | 3.45 / 4.00 | 3.44 / 4.00 | 3.34 / 4.00 |

## Appraisal

The panel members are satisfied with development of the statistical data. 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. There are no or only a few foreign students. However, the study programmes have part-time international students.

# Programme Description and Appraisal in Detail

## 1. Objectives

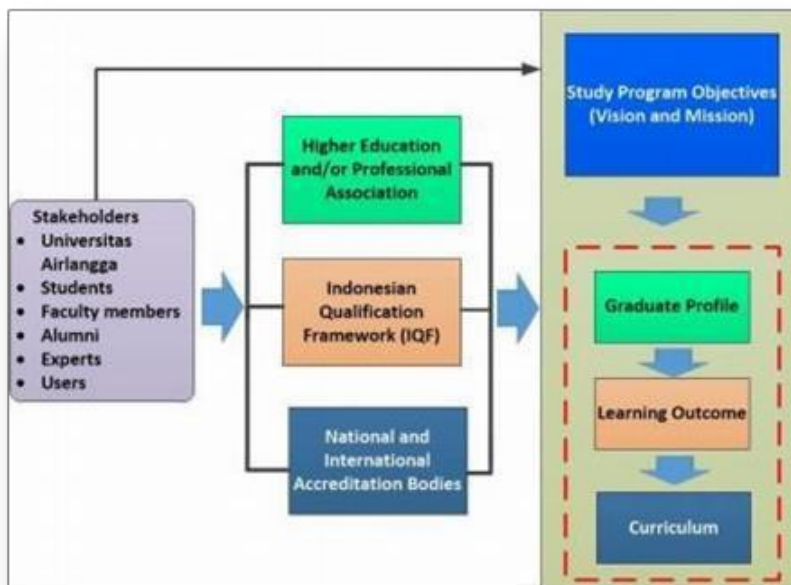
### 1.1 Objectives of the study programme (Asterisk Criterion)

#### Both programmes

The study programme 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, are formulated by involving internal and external stakeholders, and were then verified by the curriculum board of each faculty.

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



#### BPS

The holders of a bachelor's degree in political science at Universitas Airlangga are expected to have the following qualifications:

Attitudes: Responsible for individual, community, and organisational tasks in Pancasila's values and the professional code of ethics consistently

- LO 1: Upholding the values of humanity to perform their responsibilities based on ethics, multiculturalism, and integrity.

General Skills: Able to communicate both orally and written effectively, with or without digital technology assistance, to express ideas and arguments in response to socio-political issues.

- LO 2: Capable of presenting ideas and arguments orally and written logically.
- LO 3: Able to perform well and decide for problem-solving, either working as a team member or on an independent assignment.

Knowledge: Explaining political science's subject matter, basic concepts, and theories of Political Science, and describing the socio-political phenomena scientifically.

- LO 4: Explaining various concepts and theories in Political Science comprehensively
- LO 5: Comprehending basic methods and methodologies using digital technology for scientific inquiries.

Specific Skills: Applying the dynamic of area studies in political science as a political scientist, research analyst or consultant, socio-political activist, politician, and government relations officer. Designing and conducting research for either further scientific inquiries or problem-solving.

- LO 6: Applying concepts and theories in Political Science for academic advancement purposes
- LO 7: Applying Political Science methods and analysis to research and produce alternative solutions for social and political issues.
- LO 8: Organising civil societies to formulate social and political issues into agenda setting and evaluate its processes.
- LO 9: Assessing public concerns and articulating issues into political party's agendas.
- LO 10: Designing a linkage between government, business, and society based on its nature and interests.

**BPS** graduate profiles have adjusted to and considered state-of-the-art political science, advanced contemporary technologies, the demand for international language abilities, and employability in industries, government institutions, and civil society organisations. **BPS** graduates are equipped with the knowledge and skills to be academicians and practitioners in Political Science. Below are the profiles of the bachelor's degree of Political Science holders.

Political Scientist /Academician: **BPS** graduates had been well equipped with foundational knowledge and skills to analyse political phenomena and develop political science. Abilities: capacities for systematic thinking, analysing political phenomena, and having idealism for a just society and social welfare.

Political Analyst/ Consultant: **BPS** graduates can identify socio-political issues, produce research proposals, conduct fieldwork, analyse data in quantitative and qualitative methods, and write research reports. Abilities: identify socio-political issues and formulate alternative and strategic solutions for the clients based on scientific research.

Social-Political Activist: The HEI's graduates grasp the substance of social ethics, mobilising capacities, strong social networks, and technologically updated social entrepreneur and mediator skills for consensus building. Abilities: formulating socio-political problems,



organising, and advocating for communities, and articulating the problems for justice and societal interest.

**Politician:** The HEI's graduates comprehend the political party, electoral system, voting behaviour, integrity, and concern for public issues. Abilities: translating social issues into policy agenda, having logical and critical thinking and rhetoric, and having integrity and social justice and welfare.

**Government Relations Officer:** The HEI's graduates have an awareness of social changes, understand the relationship between government and companies, link business, government, and society, and build consensus in political and social processes. Abilities: practicing active communication, calculating social changes, bridging the government and companies' interests, and building consensus in social and political processes.

The graduates of the **BPS** Programme mainly work in government offices, research institutions, political parties, local and international NGOs, and private companies. To be graduates of the **BPS** Programme, students should accomplish 144 credits. Graduates of the **BPS** Programme must also have proficiency in English that is proven by a TOEFL score with a minimum of 450 and achieve at least 100 points of student activities score. These requirements are essential to show that students achieve the learning outcomes.

**BPS** learning outcomes have been evaluated every five years and updated based on feedback from all stakeholders, including **BPS** alumni, users, and students. Therefore, the study programme has a promising strategic vision to adapt knowledge, profession, industry, regulation, and technology development. As a part of the change of the Industrial Revolution from 3.0 to 4.0, the **BPS** has added new courses named Digital Politics in the newest curriculum, redesigned in 2021.

## **MNP**

The **MNP** envisions to be a master of notary programme that provides legal education with the goal of developing Public Notary candidates who are professional, capable, have academic integrity, and practical skills. In realising this aim, the programme establishes Learning Outcomes (LO) to guide the curriculum, which considers the IQF at the postgraduate level. With regard to the IQF level 8, **MNP** has settled the outcome that covers four essential areas which are attitude, general skills, knowledge and special skills. In details, the LO is of the following:

- Attitude (LO1): able to implement responsibility for work, persistence, respect diversity, and ethics in their field of expertise independently.
- General Skills (LO2): able to develop logical, critical, systematic, and creative thinking through scientific research in the field of public notary that pays attention to and applies humanities values in their field of expertise.
- Knowledge (LO3): able to analyse legal theory as the main subject of studies.
- Special Skills (LO4): able to draft notarial deeds in the fields of Banking Law, Family Law, Land Law, Civil Law, Contract Law, and Sharia Banking Law.

An **MNP** graduate is able to professionally work as a:

- Notary: An **MNP** graduate had been nurtured to be a professional notary by studying legal theories, concepts, and practical knowledge during their studies. Upon graduation, they are ready to partake in a two-year compulsory internship as a prerequisite to become a public notary.
- Land-deed Official: Every graduate of **MNP** is equipped with legal knowledge, attitude, and skills to take land deed official examination held by the Ministry of Justice of the Republic of Indonesia.
- In-house Lawyer: An **MNP** graduate is able to analyse legal concepts, theories, principles, norms, legal rules and legal arguments as a basis of competence and apply them to resolve various legal issues, including Family Law, Land Law, Civil Law, and Sharia Law in different professions.
- Researcher: An **MNP** graduate is able to carry out innovative research, community service and legal development.
- Academician: An **MNP** graduate can act as professional educators in higher legal education institutions.

This programme, therefore, attracts fresh graduates to pursue the continuity of their legal education in postgraduate level to become a Public Notary in Indonesia. Every five years, the programme strives to adjust the content of the curriculum by considering inputs gathered from an institutionalised quality assurance mechanism and receiving consideration from Coordinating Forum for the Deans of Faculty of Law of State's University in Indonesia. The curriculum adjustment also takes into account the development of relevant knowledge by referring to relevant laws and practices in the public notary area.

The latest curriculum assessment was conducted in 2022 pursuant to Rector Decree Number 971/UN3/2022 on May 20, 2022.

## 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. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality.

The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation.

|      |                                                        | 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)

### **Both 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.

### **BPS**

The international orientation of the **BPS** Programme correlates with UNAIR's goals to achieve a higher global ranking by conducting internationalisation in three higher education activities: education, research, and community services. The outputs of internationalisation are dedicated not only to the institution, but lecturers and students also benefit in terms of exposure, experiences, knowledge, and skills. The implication of those activities is to prepare graduates to handle international tasks and adapt to an international working environment.

The **BPS'** strategic goal is preparing student to compete in domestic and global atmosphere. Here are five examples of activities designed to attain the goals:

- Staff outbound and Student outbound: the **BPS** Programme facilitates lecturers and students to participate in international mobility programmes in the forms of conferences and seminars, internships, exchanges, training, competitions, and academic visits. UNAIR's international office and **BPS** Programme usually circulate any offers related to international mobility programme. For example, in 2018-2021, students and staff went abroad for exchange at Chonnam National University, a Youth Excursion in Tokyo, Asia Pacific Millennial Conference Kuala Lumpur, Honorary Academic Visitors at the University of Melbourne, Academic Writing training at Monash University, internship programme at the Consulate General of the Republic of Indonesia in Penang, Malaysia, Global Youth Conference of Sustainable Development Goals 2020, Istanbul Youth Summit 2021. The university financially supports the activities, whether fully or partially funded.
- Visiting lecturers and adjunct professors: the BPS Programme regularly invites academics from other countries to provide lectures, especially guest lectures, or offer collaborative research with BPS's staff and students
- International research and publication: research and publication are vital for improving university ranking and preserving knowledge. **BPS** manages a national journal, namely "Jurnal Politik Indonesia" to publish academic staff and students' articles. Another access for academic staff to disseminate their academic inventions/findings is through reputable and accredited scientific journals, nationally and internationally. The staffs also publish

books and book chapters, international articles, and opinion articles in mass media (e.g. news). Thus, the university provides a wide range of assistance to help students and teaching staff publish their research. Universitas Airlangga has a unit called Innovation, Journal Development, Publications, and Intellectual Property Rights Institute that offers academic services such as proofreading manuscripts, submission assistance, journal development, and intellectual property services.

- Library collection: there are offline and online library collections that academic activities can access. UNAIR subscribes yearly to top-tier journals and regularly provides new collections in physical and digital formats.
- Language training and courses: the language training and courses unit provides training and short courses for teaching staff and students who want to enhance their language skills. There are various courses, from language courses at different levels to specific training for language tests (TOEFL and IELTS). The language available for training is Japanese, Chinese, Arabic, German, and Dutch.

## **MNP**

The Faculty of Law is eager to contribute to Universitas Airlangga in achieving a higher global ranking, as well as to maintain and improve the rank by subject, which is currently in the 101-150 range according to the QS World Ranking by Subject 2022. The faculty establishes goals and policies to keep international orientation at the forefront of its business processes, which includes activities under the **MNP**. Those targets are transformed into KPI, which are evaluated every three months by the SPMS. The **MNP** employs the following approaches to provide graduates with sufficient knowledge and skills to work in an increasingly challenging international context within the legal profession. The approaches include:

- Staff and Student outbound: Through this programme lecturers and students are encouraged to plan their international mobility. The activities cover academic visits as guest lecturers, research fellow or joint research, and international conferences. The following international activities were recorded in 2022: 26 inbound staffs, 72 outbound staffs, 24 inbound students and 86 outbound students.
- Visiting lecturers and adjunct professors: In terms of staff outbound, faculty of law members are encouraged to travel internationally. There is also a strong desire to invite lecturers from other universities to conduct reciprocal work at the Faculty of Law. In 2022, there were 26 visiting lecturers from countries such as the Netherlands, Japan, and other Asian countries.
- International academic exposure (including academic peers and membership in international-level organisations): Any exposure to the international environment is welcomed by the Faculty of Law. It assists lecturers with both long-term and short-term overseas study. These valuable experiences are essential for enriching the academic environment with diversity and breadth of thought, which will benefit learning-teaching activities. This exposure includes attending and conducting international conferences, membership in international associations, colloquiums, academic peers, short courses, and so on. By far, more than 40 lecturers have earned Ph.D. and LL.M degrees from universities abroad. In 2022, 12 students presented their papers at the International Colloquium at UiTM in Malaysia.

- Continuous international cooperation: The Faculty of Law continuously builds network to see any possibility to put cooperation into meaningful action from hosting international conferences and any other academic activities. Since 2022, there has been an academic colloquium collaboration with UiTM Malaysia attended by MNP students and lecturers.
- Research collaboration, library collection: As it is essential to facilitate research during the pandemic, the Faculty of Law is a part of the Orange Knowledge Programme (OKP) to level up library services by adding access to international journal collection. In 2022, MNP has research collaboration with Sakarya University of Turkey.
- Range of courses: Over 25 subjects are offered, with 6 directly related to international discussion with UiTM, such as Bankruptcy Law, Property Law, Tax Law Development, Investment Policy, Marital Law, and Secured Transaction Law. During class, lecturers and students are mostly citing or acknowledging International Law based on their topic of discussion, and those subjects are usually taught by the visiting lecturer.
- The fact that 38 of the 91 active lecturers at the Faculty of Law have graduated from an overseas university ensures the quality of knowledge distributed to each study programme student. As a result, the **MNP** students are able to gain a broader perspective from such lecturers.
- Reading materials such as international journals and textbooks are used by lecturers in each subject as an attempt to broaden students' understanding of the Internationality of the study programme.

The **MNP** makes every effort to facilitate and utilise existing resources to support and encourage human resources, students, lecturers, and staff, to actively develop in adapting to a globalised world.

## Appraisal:

The programme design 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

### Positioning of the study programmes on the educational market

#### BPS

The **BPS** at the Faculty of Social and Political Science, Universitas Airlangga is one of the pioneers of Political education in Indonesia. In Indonesia, the competitors of **BPS** are Universitas Indonesia (UI) and Universitas Gajah Mada (UGM). There are several advantages why this programme is well-positioned:

- The updated curriculum: The current curriculum has been designed following IQF (Indonesian National Qualification Framework), the SN DIKTI (National Standard for Higher Education), the MBKM. The curriculum has also been reviewed every five years and updated based on the feedback from all stakeholders. The curriculum therefore has been designed to address the dynamics of contemporary political change. One of the outstanding courses that **BPS** provides is electoral management body (EMB) studies. **BPS** also has strong cooperation with electoral management body of Republic of Indonesia (KPU RI) to share knowledge and thought related to EMB studies. Furthermore, the study programme has a promising strategic vision to strengthen outcome-based education. As a part of the change of Industrial Revolution from 3.0 to 4.0, the **BPS** has added new courses named Digital Politics in the newest curriculum, that has been got redesign in 2021. This course added also because the old political approach could not really understand the political dynamics and phenomena in this era. There are several subjects that are made to be able to answer some political challenges in today digitalisation era, such as new media and digital politics, political communication, digital party, and digital democracy. **BPS** has produced graduates who have great influence in Indonesia.
- The quality of student's input: **BPS** student selection process is very competitive because applicants come from all regions in Indonesia (the average competitive ratio is 1:12 in 2022). According to the student's origin, they come from Java, Sumatera, and Eastern Part of Indonesia such as Papua, Maluku, Nusa Tenggara Timur, Nusa Tenggara Barat, Sulawesi, Kalimantan, and Bali as well as Western Part of Indonesia such as Jakarta, Central Java, West Java, Banten, and Sumatera. This competitive selection process produces highly qualified accepted students.
- The quality of academic staff: Lecturers in the Department are holders of postgraduate degree from leading universities in Indonesia and overseas. The varying competences of the lecturer are in line with the programme's LOs. This circumstance improves the number and the quality of publications. The competences also enhance the creative teaching methods employed within and beyond classes.
- **BPS** provides field study for several subjects aiming to sharpen their empirical skills on political issues, not only understanding the theoretical aspects. At least more than 20 of the 144 credits of **BPS** in which students gain knowledge and experience in the field in the form of field lectures.
- Strong network and partnership: the **BPS's** teaching staffs are also involved in policymaking process in both national and local government. Regularly, **BPS's** experts are asked to provide policy recommendations by Major, Governor, or even Ministry. The **BPS** also has international level partnership in the field of education, research, and community service. Some of the partners are general election commissions, the local government of Surabaya, and the regional province of East Java.
- The use of technology in learning activities: The continuous use of information technology in the system of activities is the foundation of the academic life in the study programme. Universitas Airlangga Cyber Campus (UACC) has been the main system for all the activities, whereas the online learning platform named Hebat UNAIR e-learning and Airlangga Blog (student's blog) have been used comprehensively during the learning processes, mainly during the pandemic.

**BPS** is in great demand in line with the democratisation process in Indonesia and the need for reliable and qualified politicians to support Indonesia's development. BPS UNAIR, as the right fit for political studies, is evident from the quality of graduates produced and lecturers who have high quality both in academics and practitioners.

## **MNP**

The **MNP** is a programme designed to prepare students to fulfil the requirement as a Public Notary as required by the government. There are only a few universities in Indonesia which provide the **MNP**. The Faculty of Law Universitas Airlangga is regarded as the one of the pioneers of the Public Notary education. **MNP's** competitors in East Java are **MNP** of the Universitas Brawijaya in Malang and **MNP** of the Jember State University in Jember. There are numerous reasons why this programme is well-positioned:

- The national accreditation: Since 1980, **MNP** Programme has been acquiring a good national reputation and had been accredited by National Accreditation Board for Higher Education (BAN-PT)<sup>2</sup> (see self-evaluation report, p. 25).
- The national reputation. **MNP** has a leading national reputation and is viewed as a reference for several similar study programmes in Indonesia. **MNP** students come not only from East Java province but also from other regions throughout Indonesia. For example, in the batch 2022, of 78 students, 18 students came from various regions outside East Java Province.
- The quality of graduate outcomes. **MNP** graduate outcomes had been nurtured to be a professional Public Notary, Land-Deed Official, researcher, academician, and other professionals in various fields of work and institutions. It has become one of the preferred study programme among state and private universities in Indonesia.
- The quality of academic staff. **MNP** Programme has human resources that are able to compete with leading universities at the national and international levels. Although some of the lecturers are graduates of leading universities abroad, the **MNP** Programme remains to regularly invite lecturers from abroad, to conduct joint research, and to conduct joint conferences with universities abroad.
- The advantage of curriculum designs. The leading advantage of the **MNP** comes from its curriculum that was specifically designed to balance theory and practice involving lecturers from both academics and professionals. Such curriculum is carried out to address the needs of stakeholders and to respond to the development of legal disciplines, especially related to public notary practices.
- The existence of the **MNP** Journal. **MNP** has a law journal that is nationally accredited (Sinta 4) named "Notaire" (see SINTA - Science and Technology Index (kemdikbud.go.id)). This journal was established as a means for students of the **MNP** and the academic community to share ideas related to legal issues in the field of notarial practices.
- The strategic location. The **MNP** Programme is located in Surabaya, the Capital City of East Java Province constituting one of the central pivots of the Indonesian archipelago. In

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<sup>2</sup> No.1043/SK/BAN-PT/Akred/M/IV/2019 of 23 April 2019 (Score 347 from maximum score 400) which valid for the period between 23 April 2019 to 23 April 2024.

addition to that, a nearby international airport renders eases in the mobility of students from various cities, provinces, and countries.

## **Positioning of the study programmes on the job market for graduates (“Employability”)**

### **Both programmes**

Graduates have good bargaining values in the job market. It can be seen from the tracer study of all alumni and users, which the university organised through Airlangga University Career Planning and Alumni Center (DPKKA). The university then analyses the job market for graduates and incorporates the results comprehensively into study programmes.

### **BPS**

The **BPS** strengthens students’ employability through practical lessons and real-world policymaking experience. These aspects vary from fieldwork assignments, study excursions, short internships, and guest lectures delivered by professionals, policymakers, other academics, and public figures relevant to the study programme. By giving such experience during their study, **BPS** students are equipped with knowledge, competencies, and capacities to compete in the job market.

To analyse the employability of the graduates, the **BPS** conducts an annual tracer study to acknowledge and measure its graduate’s employability. According to the latest tracer study, the alumni who participated in the survey reached approximately 62 %. The recent tracer study conducted in 2022 shows that most BPS graduates work in various fields, including government offices, research institutions, political parties, local and international NGOs, mass media, and private companies.

These graduates have various roles such as politician, research analyst, consultant, policy analyst, government public relations, social-political activist, and journalist, and some have created their businesses (entrepreneurs). The latest data indicate that 70 % of **BPS** graduates work in relevant fields of expertise, and 69 % of **BPS** graduates have obtained their first employment within less than six months after graduation. The Bachelor of Political Science has produced several big names spread across several sectors in Indonesia (see self-evaluation report, p. 27).

### **MNP**

Based on the results of a tracer study involving a range of alumni of class 2017 to 2020, professions of graduates of the **MNP** varied greatly. Work fields that are possible for the graduates are professional Public Notaries, Land-Deed Officials, Researchers, Academicians, Judges, Prosecutors, Lawyers, Legal Consultants, Banking Sectors, Public Officers, Solicitors and Receivers, and other legal professions. However, of the various work fields, the largest percentage of alumni work as a notary, advocate, or legal consultant, amounting to almost 100 %.

This is understandable as the **MNP** is aimed at producing graduates who have the ability to become notaries. The average time taken for **MNP** graduates to land a job is between three and six months, considering that they can directly use the knowledge they received during their



education for work. Regarding the suitability of the field of work, all **MNP** graduates stated that they worked in a field of work that was in accordance with their focus in university, as the knowledge that they obtained can be applied directly in practice.

From the survey results it is known that there are several students who work in the field of State-owned enterprises that are still related with notary science. **MNP** graduates have expressed satisfaction with the programme as it has facilitated them in developing skills that are useful as a professional Public Notary. The majority of employers of **MNP** graduates classified the graduates in a very good category.

Students continue their studies and choose **MNP** to enhance their careers and to gain new legal and soft skills, particularly problem-solving skills, and core competence that will support their future profession and uphold ethics in carrying out their profession as a Public Notary. Many **MNP** alumni have a strategic position in the field of Public Notary.

In the study area, the establishment of graduate competency standards refers to the Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 44 of 2015 concerning National Higher Education Standards. The graduate competency standards are formulated in the learning outcomes which are used as references to draft the courses' curriculum. Such curriculum is designed to balance the theory and practice which involve the teachings of academics and professional lecturers.

These efforts are to address the needs of stakeholders and to respond to the development of legal disciplines, especially those related to Notary practices. The overall **MNP** curriculum review process involves stakeholders both internal and external such as the Deanery, the coordinator of the study programme, lecturers, students as well as the alumni, employers, and Notary. Such a curriculum ultimately aims to enhance the competence and relevance of graduates in a world that requires professionalism and agility in facing the challenges of globalisation and advancing technology.

## **Positioning of the study programmes within the Higher Education Institutions (HEI)** **Overall Strategic Concept**

### **Both programmes**

UNAIR has contributed for Indonesia in numerous fields, namely health, sciences, technology, and humanity as well as arts (see self-evaluation report, p. 28). This achievement inspires all study programmes to align their objectives with UNAIR's strategic plan.

### **BPS**

The establishment of the **BPS** Programme at UNAIR is critically important. Historically, the Bachelor of Political Science (**BPS**) Programme at the Faculty of Social and Political Sciences, Universitas Airlangga, was officially opened. It is well-known as the second oldest Bachelor of Political Science Programme after the **BPS** Programme at the University of Indonesia. It then accepted students in the 1982/1983 academic year when political conditions in Indonesia were approaching the period of authoritarianism.

Prior to its opening, a series of preparations had been carried out based on an awareness and belief that the **BPS** is an indispensable study, both to address the challenges to development faced by the Indonesian government and in the context of developing human civilisation,

especially the quality of democracy. In the current era, **BPS** designs more varied and constructive curricula in dealing with current political issues. It can be seen in the curriculum, which emphasises differences in subjects.

## **MNP**

UNAIR is fully aware that the development of the University's institutions should be based on quality assurance in every aspect of a business process it implements. Therefore, UNAIR takes several steps to ensure such a quality, namely by:

- Implementing institutional accreditation and programme accreditation by BAN-PT in accordance with the legal obligations under the provisions of Law of the Republic of Indonesia No. 12/2012 concerning Higher Education and the Education Minister Regulation No. 59/2012 concerning National Accreditation Board; Ministry of Education and Culture Decree No. 83/P/2020 concerning International Accreditation Institution.
- Developing AIMS as an integrated implementation of quality assurance based on ISO 9001:2008 (since 2009-2019), IWA-2:2007, and MBNQA audited by independent quality assurance accreditation agencies on a regular basis; Internal Quality Audit which was implemented in 2019 in UNAIR.
- Establishing BPM at the level of the University and UPM on the levels of Faculty, and GPM within the study programme level.

The Faculty of Law's visions and missions are aligned with those of UNAIR's i.e., to provide qualifications of legal profession (such as Public Notary, Judges, Prosecutors, Lawyers, Legal Consultant, and other legal areas) at the national or international level. As a well-established study programme at UNAIR and one of Indonesia's pioneers of notary education, MNP Programme has an excellent national reputation. It has been accredited Grade "B", contributing to the aggregate score for the University's national accreditation (see self-evaluation report, p. 29).

## **Appraisal:**

The HEI has thoroughly and systematically examined the educational market and used the results in establishing its own unique and competitive profile. The HEI is aware of the strengths of the programme and they use this knowledge to position themselves strategically in the market.

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth.

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

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

## 2. Admission

### Admission Requirements

#### Both programmes

The admission process is administered centrally by the Student Admission Office (PPMB) and follows the National Regulation and University regulation. The student admission policy and process in Universitas Airlangga is centralised and refers to the national policy for higher education<sup>3</sup>.

The operational procedures for student admission are outlined in the Procedure Regulations<sup>4</sup>. The student admission system at Universitas Airlangga is organised by Student Admission Centre<sup>5</sup>.

#### BPS

According to The Indonesia Minister of Education and Culture Number six year 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<sup>6</sup> 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 (LTMPPT) 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 LTMPPT. This regular scheme is a computer-based written test that consists of the Scholastic Aptitude Test, English Proficiency Test and

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<sup>3</sup> Law No. 12 of 2012 on Higher Education and Government Regulation No. 4 of 2014 on The Implementation of Higher Education and Management of Higher Education in which align with the Rector Decree No. 5 of 2017 on Requirements for Prospective Student Admission in the Study Programme at Universitas Airlangga 2017/2018 Academic Year.

<sup>4</sup> (PP-UNAIR-PBM-01)

<sup>5</sup> PPMB (<http://ppmb.unair.ac.id>).

<sup>6</sup> This certificate related to drug free statement form (Narcotics, Psychotropics, Addictive substance). Prospective students have to provide health certificate which contain information free drugs proof. This certificate can be obtained from health laboratory services or hospital and submitted along with other admission documents.

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.

The university has set the quota for SNMPTN, SBMPTN, and Mandiri in the percentage of a minimum of 20%, a minimum of 40%, and a maximum of 30%, respectively. Rector sets this division following national regulations.

### **MNP**

Master students' admission has a slightly different mechanism. There is no national selection, which means that the admission process is managed internally by UNAIR through its Admission Body (PPMB). Online registration process for the admission of new students can be accessed through a link on the university's homepage. The admission enrolment for **MNP** is in March and August each year. Such a schedule follows the national admission standard stipulated in the Ministry of Research, Technology of Higher Education Regulation No. 02 of 2015 on the Student Admission for Postgraduate Programmes at State-owned Universities.

**Table 3: Students Requirement**

| General Requirements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Indonesian Citizens                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Foreign Applicants                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <ol style="list-style-type: none"> <li>1. Photo;</li> <li>2. ID Card;</li> <li>3. Graduates of Bachelor or Diploma Program;</li> <li>4. Have a copy of the certificate and transcripts of the Undergraduate/ Diploma Program;</li> <li>5. For Indonesian citizens with a bachelor's degree or its equivalence from abroad, the equalisation process will follow the regulations of the Indonesian Ministry of Research, Technology and Higher Education in the Directorate of Learning;</li> <li>6. Work permits for prospective participants who are currently working;</li> <li>7. Statement of Biodata Accuracy;</li> <li>8. Statement of Admission Fee Payment (stamped);</li> <li>9. Statement of Certificate Form (mandatory for graduates 2023).</li> </ol> | <ol style="list-style-type: none"> <li>1. Photo;</li> <li>2. ID Card or valid Passport;</li> <li>3. Holding an accredited Bachelor Degree or equivalent (certificate from accreditation board);</li> <li>4. Enclosing a copy of diploma and an academic transcript of Bachelor degree or equivalent (in English);</li> <li>5. Holding TOEFL certificate for applicant from non-English country;</li> <li>6. Having a Motivation Letter;</li> <li>7. Having a Research Proposal (pre-proposal);</li> <li>8. Having a Curriculum Vitae.</li> </ol> |

At the registration stage, candidates should meet the minimum requirements of **MNP** admission, these consisting of academic merit (Law Bachelor's degree certificate from an accredited university with a minimum GPA of 2.75 out of 4.00), English Proficiency Test (TOEFL or equivalent  $\geq 475$ ), as well as proof of study commitment, such as a good health letter (see health certificate above), study permit for candidates who have employment status, resume, motivation letter, and recommendation letter from Indonesia Embassy in the respective countries for international candidates.

The candidates are subsequently required to pass the admission and interview test. These requirements are made in accordance with the Minister of Research, Technology, and Higher Education Regulation Number 50/2018 on the National Standard for Higher Education. The newest design of admission mechanism in **MNP** is the Fast-Track scheme which will begin in 2023. Consequently, in the following semester, there will be two channels for admission: through regular admission and through Fast-Track programme.

The latter is specifically offered internally to undergraduate students from the Bachelor of Law in UNAIR. Students can apply for **MNP** while they enrol in the seventh semester of their bachelor studies. This will benefit the **MNP** as it will enrol more qualified students from the bachelor degree. Furthermore, it will also enable continuation of lecturer-student research projects that are conducted during the undergraduate study to be continued to the master level. By doing so, it will potentially increase the number of journal article publications by lecturers and students.

The **MNP** enrolment capacity for each semester intake is 80 students, comprising those who registered through the regular and fast-track programme. Indonesian Citizens and Foreign Nationals are allowed to register if they meet the general and specific requirements<sup>7</sup>.

## **Counselling for Prospective Students**

### **Both programmes**

Consultations for prospective students in bachelor and master programme can be conducted online and offline. In offline consultation, PPMB (the student admission center) arranges an annual education exhibition called AEE (Airlangga Education Expo), offering various access to detailed information of UNAIR Faculties and Directorate. The AEE, allows prospective students to receive curriculum information, study prospects, teaching methods, and the facilities of each faculty.

In the bachelor level, each study programme facilitated visits by high school students desiring to get information about studying in UNAIR. A more detailed admission procedure information can be found in the PPMB website at [www.ppmb.unair.ac.id](http://www.ppmb.unair.ac.id). Further, the Student Admission Office is located at the Universitas Airlangga Management Office Building, Campus C Universitas Airlangga, Mulyorejo, Surabaya, and available during working hours.

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](http://www.ppmb.unair.ac.id). Prospective students 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.

Bachelor and master prospective students can also contact a registration helpdesk via several communication channels (e.g., WhatsApp, Telp, E-Mail).

### **BPS**

At the faculty level, the Faculty of Social and Political Science (FISIP) has its hotlines for prospective students who are interested in FISIP programmes.

**BPS** received many high school visits from various regions in Indonesia. During the visit, **BPS** conveyed information on study programmes and motivated prospective students to register at **BPS**.

### **MNP**

Prospective **MNP** students can also access all social media of the Faculty of Law UNAIR.

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<sup>7</sup> <https://ppmb.unair.ac.id/en/page1/syarat-wna-magister?tabmenu=front-tab-menu-pendaftaran-magister&menu=Admission&label=Master>

## **Selection Procedure**

### **Both programmes**

The selection procedure of the study programmes was developed based on the study program's objectives. The system is periodically reviewed for its effectiveness and adapted according to the obtained results.

### **BPS**

All the admission processes ensure that the study programme has good candidates that fit the objectives of the study programme.

The admission team will inform prospective students of a transparent admission selection procedure. All the information and the admission procedures are available online, where prospective students access to register and finish the admission process. The selection results are announced on this website and the university sites.

The selection assessment of SNMPTN is based on the Student Index and School Index. Schools are involved in marking Student Index and School Index to ensure the transparency of the SNMPTN selection process. Regarding the Student Index, schools must rank their students' university applications based on their performance, such as students' performance portfolios and school subject grades. On the other hand, the school index measures the school's performance in delivering education that comprises school performance in academic and non-academic competitions, school accreditation, and school education management. As SNMPTN requires students and their school involvement in the admission process, the results of SNMPTN are fairly determined by the performance portfolio of the students and the school. In addition, UNAIR may impose criteria to select candidates that fit with the study programmes' objectives. For example, some study programmes may require specific criteria, such as normal vision without colour blindness, to ensure that the students have no difficulties in their studies and fit the study programmes' objectives.

The second batch of admission process in UNAIR, as a state university, is SBMPTN. In this batch, prospective students are required to sit on a computer-based exam. The exam assesses students' academic ability through two types of tests, namely the Academic Potential Test and the Academic Ability (knowledge & skill) Test. Prospective students can access all the admission processes online. The result of SBMPTN is also announced online.

The last batch of the admission process in UNAIR is the Mandiri test. It is an admission test conducted by the university independently. The test is also computer-based and similar to SBMPTN. The Mandiri test is managed by PPMB (university's admission centre) as an independent admission process. The result of the Mandiri test is announced online.

### **MNP**

The student admission requirement for MNP is set based on the goals of the study program which is to become a Master of Notary program that leading in providing legal education and aims to nurture public notary candidates who are professional, capable, possessing academic integrity and practical skills. Therefore, the most fundamental requirement for the MNP is that prospective students have obtained a law bachelor from their previous study.



The national board of education does not arrange the minimum requirement and the admission process for the master programmes in Indonesia. Therefore, MNP with the Faculty have their full authority to set up the requirement for future students and the capacity of the intake in every admission schedule.

There are two stages of admission test: 1. written test, and 2. interview. The written test includes TPA (Academic Potential Test) and English.

Student admission process in Universitas Airlangga consist of:

- a. Written Exam: The Written Exam shall be taken by all candidates qualified in accordance with point 2.1. above, which consists Potential Academic Test and English Capability Test.
- b. Interview: The Non-Written Exam shall be taken by candidates who have certain professional accomplishment or qualifications which are of the following:
  1. Applicant must have an academic potential test result with the score > 450 and have a TOEFL certificate with the score > 450 (the academic potential test must be taken in the Indonesian Ministry of National Development Planning); or
  2. Applicant must be the Best Graduate from Universitas Airlangga, shown by the transcript; or
  3. By Portfolio, the applicant must fulfil one of these categories:
    - a) Leaders in companies / agencies at least at the level of Head of Division, or
    - b) Has an achievement for the contribution to community development / empowerment, or
    - c) Practitioners / Expert Staff / Consultants whose expertise is in accordance with the chosen study program, or
    - d) Have published scientific papers in national journals or in reputable international journals in the last three years.

## **Ensuring Foreign Language Proficiency**

### **BPS**

Foreign language proficiency is essential for students to participate in academic and non-academic activities during their studies. The programmes facilitate students' language proficiency through courses, learning materials, and activities in the language learning centre. To ensure foreign language proficiency, among others, English courses for new students are offered, admission and graduation requirements were introduced, and students exchange is facilitated.

### **MNP**

In order to produce quality graduates who are able to compete globally, MNP students are required to fulfil a certain level of English proficiency. Prior to thesis examination and graduation, all students are required to have English proficiency evidenced by a TOEFL test scoring at 475 or equivalent.

Besides, there are classes conducted in English from a regular Visiting Lectures or Professors from university partners. This programme ensures students can engage and communicate

actively in teaching learning processes in English. MNP also encourages the student to attend international seminars funded by the Faculty and the University.

UNAIR provides English language skills improvement courses at the Airlangga University Language Center. It holds the ELPT test and provides a free ELPT Preparation Class for MNP Students. On the other hand, MNP also conducts incidental classes to improve students' English proficiency such as English for Lawyers, English Practices, and Legal Writing in English.

## **Transparency and Documentation of Admission Procedure and Decision**

### **BPS**

Universitas Airlangga's bachelor programme admissions follow regulations. There are three admission ways, namely SNMPTN, SBMPTN, and Mandiri. The SNMPTN and SBMPTN pathways are announced nationally online. Therefore, the documentation and transparency of the admission process managed by the government committee are fair due to the involvement of many stakeholders in the admission process.

The university admission centre manages the university independent admission test (Mandiri) (PPMB). The results of the Mandiri test are announced online. Therefore, the documentation and transparency of the admission process is ensured. The applicant can request the admission results. PPMB itself is audited to assure its service quality and its financial fairness and transparency.

### **MNP**

The admission procedure, requirements and acceptance information can be accessed at online. After the application process has been conducted, the acceptance is decided through the Rector's meeting at the university level. The applicant could check their results through their online account on the PPMB website. The Test Answer Sheet is kept for up to one year for the purpose of applicants' transparency which can be retrieved by request.

For internal purposes, the PPMB has a Need Assessment Report as a documentation of admission procedure and decision which has been informed to the Faculty annually. In the Report there is data about detailed information on decision making of the results of the registration procedure.

### **Appraisal:**

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

Applicants can directly turn to a student counselling service via various communication channels 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 panel members positively highlight the very efficient process and the very helpful administration staff.

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

The admission requirements regarding language skills ensure that students are able to successfully complete the study programmes.

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

|        |                                                                                                                      | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--------|----------------------------------------------------------------------------------------------------------------------|-------------|------------------------------|----------------------------|------------------------------------|------|
| 2.1*   | Admission requirements (Asterisk Criterion)                                                                          |             |                              | 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 (Asterisk Criterion)**

##### **BPS**

The study programme offers 4 study concentrations that can be taken by the students, namely: 1. Political institutions, 2. Election and Democracy, 3. Local Politics, and 4. Justice. Each student should take 2 courses with 6 credits when they choose a specific concentration from elective courses provided. The curriculum document is attached.

In the first and second semesters, the students must take only compulsory courses, consisting of eight in the first semester and nine in the second semester. After that, they can choose some elective courses starting from the third semester while still taking the compulsory courses for each semester. For the third semester, students must take six required courses and up to two elective courses. In the fourth semester, the students must take six compulsory courses and up to two elective courses.

In the fifth semester, students must take six compulsory courses and up to two elective courses. In the sixth semester, students must take five required courses, including Thesis Proposal, and up to four elective courses. In the seventh semester, students must take one compulsory course, including Thesis, and up to three elective courses. In the eighth, students must take one compulsory course and up to 3 elective courses.

**Table 4: Curriculum BPS**

| No                                                | Courses |                                   | Credits/ECTS per semester   |          |          |          |          |          |          |          | Workload         |                    |  |
|---------------------------------------------------|---------|-----------------------------------|-----------------------------|----------|----------|----------|----------|----------|----------|----------|------------------|--------------------|--|
|                                                   | Code    | Name                              |                             |          |          |          |          |          |          |          | Minutes in class | Minutes self-study |  |
| (1)                                               | (2)     | (3)                               | (4)                         |          |          |          |          |          |          |          | (5)              | (6)                |  |
| <b>Semester 1</b>                                 |         |                                   |                             |          |          |          |          |          |          |          |                  |                    |  |
| <b>Compulsory</b>                                 |         |                                   | <b>1</b>                    | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>7</b> | <b>8</b> |                  |                    |  |
| 1                                                 | AGI101  | Islam I                           | 2 / 3.2                     |          |          |          |          |          |          |          | 100              | 240                |  |
|                                                   |         | Catholicism I                     | 2 / 3.2                     |          |          |          |          |          |          |          | 100              | 240                |  |
|                                                   |         | Protestantism I                   | 2 / 3.2                     |          |          |          |          |          |          |          | 100              | 240                |  |
|                                                   |         | Hinduism I                        | 2 / 3.2                     |          |          |          |          |          |          |          | 100              | 240                |  |
|                                                   |         | Buddhism I                        | 2 / 3.2                     |          |          |          |          |          |          |          | 100              | 240                |  |
|                                                   |         | Kong Hu Chu I                     | 2 / 3.2                     |          |          |          |          |          |          |          | 100              | 240                |  |
| 2                                                 | NOP103  | Pancasila: Indonesia's Ideology   | 2 / 3.2                     |          |          |          |          |          |          |          | 100              | 240                |  |
| 3                                                 | NOP104  | Civic Education                   | 2 / 3.2                     |          |          |          |          |          |          |          | 100              | 240                |  |
| 4                                                 | NOP107  | Data and Literature               | 2 / 3.2                     |          |          |          |          |          |          |          | 100              | 240                |  |
| 5                                                 | BAI103  | Indonesian Language               | 2 / 3.2                     |          |          |          |          |          |          |          | 100              | 240                |  |
| 6                                                 | SOP111  | Introduction to Political Science | 3 / 4.8                     |          |          |          |          |          |          |          | 150              | 360                |  |
| 7                                                 | NOP104  | Introduction to Anthropology      | 3 / 4.8                     |          |          |          |          |          |          |          | 150              | 360                |  |
| 8                                                 | SOS101  | Introduction to Sociology         | 3 / 4.8                     |          |          |          |          |          |          |          | 150              | 360                |  |
| <b>Sub Total Compulsory Credits on Semester 1</b> |         |                                   | <b>19 Credits/30,4 ECTS</b> |          |          |          |          |          |          |          |                  |                    |  |

| Semester 2                                        |        |                                       |  |                            |         |  |  |  |  |  |     |     |
|---------------------------------------------------|--------|---------------------------------------|--|----------------------------|---------|--|--|--|--|--|-----|-----|
| Compulsory                                        |        |                                       |  |                            |         |  |  |  |  |  |     |     |
| 9                                                 | MNM107 | Introduction to Science Collaboration |  | 2 / 3.2                    |         |  |  |  |  |  | 100 | 240 |
| 10                                                | MNM106 | Communication and Self-Development    |  | 2 / 3.2                    |         |  |  |  |  |  | 100 | 240 |
| 11                                                | PHP103 | Logical and Critical Thinking         |  | 2 / 3.2                    |         |  |  |  |  |  | 100 | 240 |
| 12                                                | PNS101 | Academic Writing                      |  | 2 / 3.2                    |         |  |  |  |  |  | 100 | 240 |
| 13                                                | ETS102 | Social and Political Ethics           |  | 2 / 3.2                    |         |  |  |  |  |  | 100 | 240 |
| 14                                                | PHS101 | Philosophy of Science                 |  | 2 / 3.2                    |         |  |  |  |  |  | 100 | 240 |
| 15                                                | BAE110 | General English                       |  | 2 / 3.2                    |         |  |  |  |  |  | 100 | 240 |
| 16                                                | SOP212 | Indonesian Political System           |  | 3 / 4.8                    |         |  |  |  |  |  | 150 | 360 |
| 17                                                | PNS105 | Foundation of Social Research Methods |  | 3 / 4.8                    |         |  |  |  |  |  | 150 | 360 |
| <b>Sub Total Compulsory Credits on Semester 2</b> |        |                                       |  | <b>20 Credits/ 32 ECTS</b> |         |  |  |  |  |  |     |     |
| Semester 3                                        |        |                                       |  |                            |         |  |  |  |  |  |     |     |
| Compulsory                                        |        |                                       |  |                            |         |  |  |  |  |  |     |     |
| 18                                                | SOP241 | Western Political Thoughts            |  |                            | 3 / 4.8 |  |  |  |  |  | 150 | 360 |
| 19                                                | SOP242 | Indonesian Political Thoughts         |  |                            | 3 / 4.8 |  |  |  |  |  | 150 | 360 |
| 20                                                | SOP243 | Islamic Political Thoughts            |  |                            | 3 / 4.8 |  |  |  |  |  | 150 | 360 |
| 21                                                | SOP344 | Digital Politics                      |  |                            | 3 / 4.8 |  |  |  |  |  | 150 | 360 |

|                                                       |        |                                                              |                              |  |         |  |  |  |  |  |     |     |
|-------------------------------------------------------|--------|--------------------------------------------------------------|------------------------------|--|---------|--|--|--|--|--|-----|-----|
| 22                                                    | SOH206 | Indonesia's Strategic Studies II: Indonesia's Foreign Policy |                              |  | 3 / 4.8 |  |  |  |  |  | 150 | 360 |
| 23                                                    | SOP231 | Comparative Political Theory                                 |                              |  | 3 / 4.8 |  |  |  |  |  | 150 | 360 |
| <b>Sub Total Compulsory Credits on Semester 3</b>     |        |                                                              | <b>18 Credits/ 28,8 ECTS</b> |  |         |  |  |  |  |  |     |     |
| <b>Semester 3</b>                                     |        |                                                              |                              |  |         |  |  |  |  |  |     |     |
| <b>Non Compulsory</b>                                 |        |                                                              |                              |  |         |  |  |  |  |  |     |     |
| 24                                                    | SOS251 | Indonesian Social and Cultural System                        |                              |  | 3 / 4.8 |  |  |  |  |  | 150 | 360 |
| 25                                                    | SOH306 | Globalisation and Strategy                                   |                              |  | 3 / 4.8 |  |  |  |  |  | 150 | 360 |
| 26                                                    | SOP341 | Dynamics of Democracy                                        |                              |  | 3 / 4.8 |  |  |  |  |  | 150 | 360 |
| 27                                                    | SOP329 | History of Indonesian Government and Politics                |                              |  | 3 / 4.8 |  |  |  |  |  | 150 | 360 |
| 28                                                    | SOP325 | Social and Political Movements                               |                              |  | 3 / 4.8 |  |  |  |  |  | 150 | 360 |
| 29                                                    | SOP331 | Budgetary Politics                                           |                              |  | 3 / 4.8 |  |  |  |  |  | 150 | 360 |
| 30                                                    | SOP325 | Political Party                                              |                              |  | 3 / 4.8 |  |  |  |  |  | 150 | 360 |
| 31                                                    | SOP326 | Electoral System                                             |                              |  | 3 / 4.8 |  |  |  |  |  | 150 | 360 |
| 32                                                    | SOP323 | Politics of Decentralisation                                 |                              |  | 3 / 4.8 |  |  |  |  |  | 150 | 360 |
| 33                                                    | SOP414 | Bureaucracy and Political Studies                            |                              |  | 3 / 4.8 |  |  |  |  |  | 150 | 360 |
| <b>Sub Total Non Compulsory Credits on Semester 3</b> |        |                                                              | <b>30 Credits/ 48 ECTS</b>   |  |         |  |  |  |  |  |     |     |
| <b>Semester 4</b>                                     |        |                                                              |                              |  |         |  |  |  |  |  |     |     |
| <b>Compulsory</b>                                     |        |                                                              |                              |  |         |  |  |  |  |  |     |     |

|                                                   |        |                                                |  |  |  |                                          |  |  |  |  |     |     |
|---------------------------------------------------|--------|------------------------------------------------|--|--|--|------------------------------------------|--|--|--|--|-----|-----|
| 34                                                | SOP351 | Political Economy                              |  |  |  | 3 / 4.8                                  |  |  |  |  | 150 | 360 |
| 35                                                | SON103 | Introduction to Public Policy                  |  |  |  | 3 / 4.8                                  |  |  |  |  | 150 | 360 |
| 36                                                | SOP323 | Agency, Power, and Politics                    |  |  |  | 3 / 4.8                                  |  |  |  |  | 150 | 360 |
| 37                                                | SOP327 | Politics and Local Government                  |  |  |  | 3 / 4.8                                  |  |  |  |  | 150 | 360 |
| 38                                                | SOK223 | Political Communication                        |  |  |  | 3 / 4.8                                  |  |  |  |  | 150 | 360 |
| 39                                                | SOP321 | Political Behavior                             |  |  |  | 3 / 4.8                                  |  |  |  |  | 150 | 360 |
| <b>Sub Total Compulsory Credits on Semester 4</b> |        |                                                |  |  |  | <b>18<br/>Credits/<br/>28,8<br/>ECTS</b> |  |  |  |  |     |     |
| <b>Semester 4</b>                                 |        |                                                |  |  |  |                                          |  |  |  |  |     |     |
| <b>Non compulsory</b>                             |        |                                                |  |  |  |                                          |  |  |  |  |     |     |
| 40                                                | SOP331 | Institutional Perspective in Political Science |  |  |  | 3 / 4.8                                  |  |  |  |  | 150 | 360 |
| 41                                                | SOP324 | Ideas of Justice                               |  |  |  | 3 / 4.8                                  |  |  |  |  | 150 | 360 |
| 42                                                | SOP372 | Qualitative Analysis in Political Science      |  |  |  | 3 / 4.8                                  |  |  |  |  | 150 | 360 |
| 43                                                | SOP371 | Quantitative Analysis in Political Science     |  |  |  | 3 / 4.8                                  |  |  |  |  | 150 | 360 |
| 44                                                | SOP332 | Politics, Human Rights, and Democracy          |  |  |  | 3 / 4.8                                  |  |  |  |  | 150 | 360 |
| 45                                                | SOS314 | Poverty and Disparity                          |  |  |  | 3 / 4.8                                  |  |  |  |  | 150 | 360 |
| 46                                                | SOP330 | Political Marketing                            |  |  |  | 3 / 4.8                                  |  |  |  |  | 150 | 360 |
| 47                                                | SOH320 | Foreign Policy Analysis                        |  |  |  | 3 / 4.8                                  |  |  |  |  | 150 | 360 |
| 48                                                | SOP362 | Urban Politics                                 |  |  |  | 3 / 4.8                                  |  |  |  |  | 150 | 360 |
| 49                                                | SOP361 | Rural Politics                                 |  |  |  | 3 / 4.8                                  |  |  |  |  | 150 | 360 |



|                                                       |        |                                            |                              |  |  |  |         |  |  |  |     |     |
|-------------------------------------------------------|--------|--------------------------------------------|------------------------------|--|--|--|---------|--|--|--|-----|-----|
| <b>Sub Total Non Compulsory Credits on Semester 4</b> |        |                                            | <b>30 Credits/ 48 ECTS</b>   |  |  |  |         |  |  |  |     |     |
| <b>Semester 5</b>                                     |        |                                            |                              |  |  |  |         |  |  |  |     |     |
| <b>Compulsory</b>                                     |        |                                            |                              |  |  |  |         |  |  |  |     |     |
| 50                                                    | SOP324 | Political Representation                   |                              |  |  |  | 3 / 4.8 |  |  |  | 150 | 360 |
| 51                                                    | KKS495 | Internship Department of Politics          |                              |  |  |  | 3 / 4.8 |  |  |  | 150 | 360 |
| 52                                                    | SOP4   | Big Data in Political Science              |                              |  |  |  | 3 / 4.8 |  |  |  | 150 | 360 |
| 53                                                    | SOP341 | Political Theories                         |                              |  |  |  | 3 / 4.8 |  |  |  | 150 | 360 |
| 54                                                    | SOP331 | Theories of Democracy                      |                              |  |  |  | 3 / 4.8 |  |  |  | 150 | 360 |
| 55                                                    | SOP326 | Methodologies in Political Science         |                              |  |  |  | 3 / 4.8 |  |  |  | 150 | 360 |
| <b>Sub Total Compulsory Credits on Semester 5</b>     |        |                                            | <b>18 Credits/ 28,8 ECTS</b> |  |  |  |         |  |  |  |     |     |
| <b>Semester 5</b>                                     |        |                                            |                              |  |  |  |         |  |  |  |     |     |
| <b>Non Compulsory</b>                                 |        |                                            |                              |  |  |  |         |  |  |  |     |     |
| 56                                                    | SON393 | Theories of Public Policy                  |                              |  |  |  | 3 / 4.8 |  |  |  | 150 | 360 |
| 57                                                    | SOS230 | Political Sociology                        |                              |  |  |  | 3 / 4.8 |  |  |  | 150 | 360 |
| 58                                                    | SOS351 | Social Change and Globalisation            |                              |  |  |  | 3 / 4.8 |  |  |  | 150 | 360 |
| 59                                                    | SOP328 | Elite and Political Leadership             |                              |  |  |  | 3 / 4.8 |  |  |  | 150 | 360 |
| 60                                                    | SOP441 | Politics of Multiculturalism               |                              |  |  |  | 3 / 4.8 |  |  |  | 150 | 360 |
| 61                                                    | SOP431 | Politics of Gender and Democracy           |                              |  |  |  | 3 / 4.8 |  |  |  | 150 | 360 |
| 62                                                    | SOP412 | Political Process and Legislative Drafting |                              |  |  |  | 3 / 4.8 |  |  |  | 150 | 360 |

|                                                       |        |                                                         |  |  |  |  |                              |  |  |  |     |     |
|-------------------------------------------------------|--------|---------------------------------------------------------|--|--|--|--|------------------------------|--|--|--|-----|-----|
| 63                                                    | SOK3   | Communication in Political Marketing                    |  |  |  |  | 3 / 4.8                      |  |  |  | 150 | 360 |
| 64                                                    | SOP333 | Environmental Politics and Natural Resources Management |  |  |  |  | 3 / 4.8                      |  |  |  | 150 | 360 |
| 65                                                    | SOP416 | Politics of Regional Development Planning               |  |  |  |  | 3 / 4.8                      |  |  |  | 150 | 360 |
| <b>Sub Total Non Compulsory Credits on Semester 5</b> |        |                                                         |  |  |  |  | <b>30 Credits/ 48 ECTS</b>   |  |  |  |     |     |
| <b>Semester 6</b>                                     |        |                                                         |  |  |  |  |                              |  |  |  |     |     |
| <b>Compulsory</b>                                     |        |                                                         |  |  |  |  |                              |  |  |  |     |     |
| 66                                                    | AGI401 | Islam II                                                |  |  |  |  | 2 / 3.2                      |  |  |  | 100 | 240 |
|                                                       |        | Catholicism II                                          |  |  |  |  | 2 / 3.2                      |  |  |  | 100 | 240 |
|                                                       |        | Protestantism II                                        |  |  |  |  | 2 / 3.2                      |  |  |  | 100 | 240 |
|                                                       |        | Hinduism II                                             |  |  |  |  | 2 / 3.2                      |  |  |  | 100 | 240 |
|                                                       |        | Buddhism II                                             |  |  |  |  | 2 / 3.2                      |  |  |  | 100 | 240 |
|                                                       |        | Kong Hu Chu II                                          |  |  |  |  | 2 / 3.2                      |  |  |  | 100 | 240 |
| 67                                                    | PNS498 | Research Proposal                                       |  |  |  |  | 3 / 4.8                      |  |  |  | 150 | 360 |
| 68                                                    | KNS401 | Thematic Community Services                             |  |  |  |  | 3 / 4.8                      |  |  |  | 150 | 360 |
| 69                                                    | SOP413 | Presidential Studies                                    |  |  |  |  | 3 / 4.8                      |  |  |  | 150 | 360 |
| 70                                                    | SOP417 | Digital Democracy                                       |  |  |  |  | 3 / 4.8                      |  |  |  | 150 | 360 |
| <b>Sub Total Compulsory Credits on Semester 6</b>     |        |                                                         |  |  |  |  | <b>14 Credits/ 22,4 ECTS</b> |  |  |  |     |     |
| <b>Semester 6</b>                                     |        |                                                         |  |  |  |  |                              |  |  |  |     |     |
| <b>Non Compulsory</b>                                 |        |                                                         |  |  |  |  |                              |  |  |  |     |     |

|                                                       |        |                                                           |  |  |  |  |  |                       |                                                |  |          |          |  |
|-------------------------------------------------------|--------|-----------------------------------------------------------|--|--|--|--|--|-----------------------|------------------------------------------------|--|----------|----------|--|
| 71                                                    |        | Internship MBKM                                           |  |  |  |  |  | 7 - 20 /<br>11.2 - 32 |                                                |  | 350-1000 | 840-2400 |  |
| 72                                                    | SOP332 | Critical Political Studies                                |  |  |  |  |  | 3 / 4.8               |                                                |  | 150      | 360      |  |
| 73                                                    | SIP3   | Data Science for Social Science                           |  |  |  |  |  | 3 / 4.8               |                                                |  | 150      | 360      |  |
| 74                                                    | SOK    | Media and Globalisation                                   |  |  |  |  |  | 3 / 4.8               |                                                |  | 150      | 360      |  |
| 75                                                    | SOS353 | Sociology of Conflict                                     |  |  |  |  |  | 3 / 4.8               |                                                |  | 150      | 360      |  |
| 76                                                    | SOH405 | Sustainable Development                                   |  |  |  |  |  | 3 / 4.8               |                                                |  | 150      | 360      |  |
| 77                                                    | SOP422 | Politics of Anti-Corruption                               |  |  |  |  |  | 3 / 4.8               |                                                |  | 150      | 360      |  |
| 78                                                    | SON435 | Evaluation in Public Policy                               |  |  |  |  |  | 3 / 4.8               |                                                |  | 150      | 360      |  |
| 79                                                    | SOP410 | Electoral Governance                                      |  |  |  |  |  | 3 / 4.8               |                                                |  | 150      | 360      |  |
| 80                                                    | SON434 | Implementation Studies                                    |  |  |  |  |  | 3 / 4.8               |                                                |  | 150      | 360      |  |
| 81                                                    | SOS454 | Community Development and Corporate Social Responsibility |  |  |  |  |  | 3 / 4.8               |                                                |  | 150      | 360      |  |
| <b>Sub Total Non Compulsory Credits on Semester 6</b> |        |                                                           |  |  |  |  |  |                       | <b>37-50<br/>Credits/<br/>59.2-80<br/>ECTS</b> |  |          |          |  |
| <b>Semester 7</b>                                     |        |                                                           |  |  |  |  |  |                       |                                                |  |          |          |  |
| <b>Compulsory</b>                                     |        |                                                           |  |  |  |  |  |                       |                                                |  |          |          |  |
| 82                                                    | PNS499 | Thesis                                                    |  |  |  |  |  |                       | 6 / 9.6                                        |  | 300      | 720      |  |
| <b>Sub Total Compulsory Credits on Semester 7</b>     |        |                                                           |  |  |  |  |  |                       | <b>6<br/>Credits/<br/>9.6 ECTS</b>             |  |          |          |  |
| <b>Semester 7</b>                                     |        |                                                           |  |  |  |  |  |                       |                                                |  |          |          |  |
| <b>Non Compulsory</b>                                 |        |                                                           |  |  |  |  |  |                       |                                                |  |          |          |  |

|                                                       |        |                                               |  |  |  |  |  |  |                            |         |     |     |
|-------------------------------------------------------|--------|-----------------------------------------------|--|--|--|--|--|--|----------------------------|---------|-----|-----|
| 83                                                    | KAS406 | Apprentice at Department of Political Science |  |  |  |  |  |  | 3 / 4.8                    |         | 150 | 360 |
| 84                                                    | SOH412 | Contemporary Defend Studies                   |  |  |  |  |  |  | 3 / 4.8                    |         | 150 | 360 |
| 85                                                    | SOP418 | Nationalism and Local Identity                |  |  |  |  |  |  | 3 / 4.8                    |         | 150 | 360 |
| 86                                                    | SON442 | Monitoring and Evaluation in Development      |  |  |  |  |  |  | 3 / 4.8                    |         | 150 | 360 |
| 87                                                    | SON336 | Public Service Reform and Innovation          |  |  |  |  |  |  | 3 / 4.8                    |         | 150 | 360 |
| <b>Sub Total Non Compulsory Credits on Semester 7</b> |        |                                               |  |  |  |  |  |  | <b>15 Credits/ 24 ECTS</b> |         |     |     |
| <b>Semester 8</b>                                     |        |                                               |  |  |  |  |  |  |                            |         |     |     |
| <b>Compulsory</b>                                     |        |                                               |  |  |  |  |  |  |                            |         |     |     |
|                                                       | PNS499 | Thesis                                        |  |  |  |  |  |  |                            | 6 / 9.6 | 300 | 720 |

Referring to chapter 1 of this report, the formulation process of the Study Programme objectives and curriculum involves internal and external stakeholders, such as faculty members, Institution Consortium, and professional associations, by considering the requirements of the Indonesian Qualification Framework (IQF) and National standard.

According to Decree of the director general of higher education<sup>8</sup> concerning the guideline for the implementation of compulsory courses in the higher education curriculum stated that each bachelor study programme should provide national compulsory courses such as:

- Citizenship,
- Indonesian Language,
- Pancasila (Five pillars of Indonesian national philosophy)

Those courses aim to improve the nationalism and ethical skill of graduates. At the university level, the study programme should provide Religion and Communication and Self Development courses to develop the moral awareness of the graduates. Moreover, each faculty has the right to offer courses that academically support the achievement of the programme's learning outcome, such as Politics and Social Ethics and Philosophy of Science in the Faculty of Social and Political Science.

The main objectives of the **BPS** curriculum are to create graduates who are competent in analysing political phenomena and excel in political science at national and international levels. These objectives are allocated to ten learning outcomes. The following table describes the distribution of courses that support the learning outcomes (LO) of the study programmes.

**Table 5: Distribution of courses to support LO Bachelor of Political Science Programme**

| Learning Outcomes (LO)                                                                                                                    | Courses | Total Credits | Total ECTS |
|-------------------------------------------------------------------------------------------------------------------------------------------|---------|---------------|------------|
| [1] Upholding the values of humanity to perform their responsibilities based on ethics, multiculturalism, and integrity                   | 6       | 12            | 19,2       |
| [2] Capable of presenting ideas and arguments orally and written logically                                                                | 7       | 20            | 32         |
| [3] Able to perform well and decide for problem-solving either working as a member of a team or on an independent assignment              | 3       | 8             | 12,8       |
| [4] Explaining various concepts and theories in Political Science comprehensively                                                         | 13      | 38            | 60,8       |
| [5] Comprehending basic methods and methodologies using digital technology for scientific inquiries.                                      | 6       | 17            | 27,2       |
| [6] Applying concepts and theories in Political Science for academic advancement purposes                                                 | 10      | 30            | 48         |
| [7] Applying Political Science methods and analysis to conduct research and produce alternative solutions for social and political issues | 9       | 27            | 43,2       |

<sup>8</sup> No. 84/E/KPT/2020

|                                                                                                                        |    |    |      |
|------------------------------------------------------------------------------------------------------------------------|----|----|------|
| [8] Organising civil societies to formulate social and political issues into agenda setting and evaluate its processes | 10 | 30 | 48   |
| [9] Assessing public concerns and articulating issues into political party's agendas                                   | 12 | 36 | 57,6 |
| [10] Designing a linkage between government, business, and society based on its nature and interests                   | 10 | 30 | 48   |

Courses consistently reflect the strategic orientation of the study programme and meet the requirement of the job market. Additionally, electives enhance graduate employability. Therefore, **BPS** Programme offers five graduate profiles which could be reached by following the number of courses in the certain learning outcomes. For example, **BPS** students are suggested to follow LO 1, 2, 3, 4, 5, and 6 to strengthen their skills and knowledge to be political scientists. However, these areas are not strictly divided so that students can take cross courses according to their interests. The profile of the **BPS** Programme's curriculum is illustrated in Table 4.

**Table 6: Allocation LO Bachelor of Political Science Programme for each graduate profile**

| Profiles                      | Descriptions                                                                                                                                                                                                                                                                                   | Learning Outcomes |
|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| Political scientist           | The profile refers to graduates who have a strong foundation of knowledge and skills in analysing and developing Political Science.                                                                                                                                                            | 1, 2, 3, 4, 5, 6  |
| Research analyst / Consultant | This profile refers to graduates who master the substances of political ethics to help him/her understand political behaviour, are able to organise a community, social entrepreneurs, are able to abridge between community and state, and build consensus in political and social processes. | 1, 2, 3, 4, 5, 7  |
| Social – Political Activist   | This profile refers to the graduates who are aware of the impacts of changes in socio-political dynamics at domestic and international levels, understand governmental political situations, and provide creative and practical solutions as tactical and strategic responses to the issue.    | 1, 2, 3, 4, 5, 8  |
| Politician                    | This profile refers to graduates who are able to identify and classify socio-political issues, prioritise and take sides with the common good, and formulate alternative solutions for political and governmental issues as the basis of policymaking.                                         | 1, 2, 3, 4, 5, 9  |
| Government Relations Officer  | This profile refers to graduates who are aware of the signs of social changes, master the profiles of government/bureaucratic. and companies and the relation between them, are able                                                                                                           | 1, 2, 3, 4, 5, 10 |

|  |                                                                                                                                                                      |  |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | to abridge.<br>the relation between business and government and<br>intergovernmental relations and are able to build<br>consensus in political and social processes. |  |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

**MNP**

**Table 7: Curriculum and Electives MNP**

| Curriculum Overview<br>Here: Master's Programme, 3 Semesters |                                                 |                            |           |           |    |    |    |    |                |                  |                  |
|--------------------------------------------------------------|-------------------------------------------------|----------------------------|-----------|-----------|----|----|----|----|----------------|------------------|------------------|
| Modul No.                                                    | Title of Module / Course Unit                   | Credit Points per Semester |           |           |    |    |    |    | Workload       |                  |                  |
|                                                              |                                                 | 1,                         | 2,        | 3,        | 4, | 5, | 6, | 7, | Hours in Class | Hours Structured | Hours Self-Study |
| <b>M1 Modul 1 (1st Semester - Compulsory)</b>                |                                                 | <b>16</b>                  |           |           |    |    |    |    |                |                  |                  |
| HKA613                                                       | Legal Policy on Land                            | 2                          |           |           |    |    |    |    | 100            | 100              | 120              |
| HKD601                                                       | Legal Theory                                    | 2                          |           |           |    |    |    |    | 100            | 100              | 120              |
| HKD608                                                       | Notary Law and Law on Land Certification Office | 2                          |           |           |    |    |    |    | 100            | 100              | 120              |
| HKT615                                                       | Company Law                                     | 2                          |           |           |    |    |    |    | 100            | 100              | 120              |
| HKT622                                                       | Deed Preparation Technique I                    | 2                          |           |           |    |    |    |    | 100            | 100              | 120              |
| HKT653                                                       | Property Law                                    | 2                          |           |           |    |    |    |    | 100            | 100              | 120              |
| HKT681                                                       | Marital Law                                     | 2                          |           |           |    |    |    |    | 100            | 100              | 120              |
| PNH697                                                       | Research Method                                 | 2                          |           |           |    |    |    |    | 100            | 100              | 120              |
| <b>M2 Modul 2 (2nd Semester - Compulsory)</b>                |                                                 |                            | <b>19</b> |           |    |    |    |    |                |                  |                  |
| HKA615                                                       | Registration and Transfer of Rights on Land     |                            | 2         |           |    |    |    |    | 100            | 100              | 120              |
| HKT617                                                       | Auction Regulation                              |                            | 2         |           |    |    |    |    | 100            | 100              | 120              |
| HKT620                                                       | Secured Transactions Law                        |                            | 2         |           |    |    |    |    | 100            | 100              | 120              |
| HKT623                                                       | Deed Preparation Technique II                   |                            | 2         |           |    |    |    |    | 100            | 100              | 120              |
| HKT654                                                       | Practices of Inheritance Law                    |                            | 3         |           |    |    |    |    | 150            | 150              | 180              |
| HKP617                                                       | Cyber and Notary Law                            |                            | 2         |           |    |    |    |    | 100            | 100              | 120              |
| HKT683                                                       | Bankruptcy Law                                  |                            | 2         |           |    |    |    |    | 100            | 100              | 120              |
| HKT605                                                       | Investment Policy                               |                            | 2         |           |    |    |    |    | 100            | 100              | 120              |
| HKT682                                                       | Deed Preparation Technique of Syariah Banking   |                            | 2         |           |    |    |    |    | 100            | 100              | 120              |
| <b>M3 Modul 3 (3rd Semester - Compulsory)</b>                |                                                 |                            |           | <b>10</b> |    |    |    |    |                |                  |                  |



|              |                                |           |           |           |  |  |  |  |     |     |     |
|--------------|--------------------------------|-----------|-----------|-----------|--|--|--|--|-----|-----|-----|
| ETH602       | Code of Ethics                 |           |           | 2         |  |  |  |  | 100 | 100 | 120 |
| HKT624       | Deed Preparation Technique III |           |           | 2         |  |  |  |  | 100 | 100 | 120 |
| PNH699       | Thesis                         |           |           | 6         |  |  |  |  | 300 | 300 | 360 |
| <b>total</b> |                                | <b>16</b> | <b>19</b> | <b>10</b> |  |  |  |  |     |     |     |

| List of Elective Courses |                                               | Credit Point |
|--------------------------|-----------------------------------------------|--------------|
| HKT682                   | Deed Preparation Technique of Syariah Banking | 2            |
| HKT683                   | Bankruptcy Law                                | 2            |
| HKT607                   | Capital Market Law Development                | 2            |
| HKA619                   | Tax Law Development                           | 2            |
| HKT605                   | Investment Policy                             | 2            |
| HKT 656                  | Business Contract Analysis and Drafting       | 2            |
| HKP617                   | Cyber and Notary Law                          | 2            |
| KSH617                   | Selected Topics on Housing Laws               | 2            |
| KSH610                   | Selected Topics on Contract Law               | 2            |
| HKP616                   | Criminal Law on Notary Officials and Cyber    | 2            |

The following table describes the distribution of courses that support the study programmes' learning outcomes (LO).

**Table 8: Distribution of Course to Support LO Master of Notary Program**

| Learning Outcomes (LO)                                                                                                                                                                                                                                                                                                                                         | Courses | Total Credits | Total ECTS |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------------|------------|
| [1] Students are able to develop knowledge, technology, and/or art in their scientific fields or professional practice through research, and to produce innovative and tested works. In MNP, this is shown by the various scientific works produced by the students, be it in the form of theses, articles in accredited journals, and international journals. | 10      | 20            | 32         |
| [2] Students are able to solve problems in science, technology, and/or art in their scientific fields through an inter or multidisciplinary approach. In the MNP, this is demonstrated by the existence of various scientific studies using a legal research approach.                                                                                         | 8       | 21            | 33,6       |
| [3] Students are able to manage research and development that is beneficial to society and science. In MNP, students are given the opportunity to be involved in research and community service conducted by lecturers. This can support the role of students in providing benefits to society.                                                                | 7       | 8             | 12,8       |
| [4] Students are able to obtain national and international recognition. In the MNP, students are given the opportunity to publish and take part in various scientific conferences/seminars both at national and international levels.                                                                                                                          | 2       | 8             | 12,8       |

The following table describes the allocation of Learning Outcomes of the Master of Notary Programme for each graduate profile.

**Table 9: Allocation LO Master of Notary Programme for each graduate profile**

| Profiles     | Descriptions                                                                                                                                                                                                                   | Learning Outcomes |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| Professional | Graduates of Master of Notary Programme will be able to become professional jurists as Notaries who are highly competitive and able to analyse legal concepts, legal arguments in accordance with their scientific competence. | 1,2,3,4           |
| Innovative   | Graduates of the Master of Notary Programme are able to develop knowledge in the notary field by producing actual and up-to-date works according to their expertise.                                                           | 3,4               |

|           |                                                                                                                                                                                                                                                                                                                                                       |         |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Solutive  | Master of Notary Programme graduates are able to become problem solvers of actual and up-to-date legal issues in the notary field and in society. This is evident from the ability of graduate students to formulate notarial deeds or legal documents according to the wishes of users while still referring to the applicable laws and regulations. | 2,3,4   |
| Adaptive  | Graduates of the MNP programme are able to develop notarial knowledge in accordance with the advanced and rapid developments of the times.                                                                                                                                                                                                            | 1,2,3,4 |
| Integrity | MNP graduates are able to dedicate their expertise to society by upholding the values of honesty, integrity, justice and morals.                                                                                                                                                                                                                      | 1,2,4   |

In developing the ELOs, **MNP** refers to IQF, job market analysis, higher education and/or professional associations, and UNAIR's strategic objectives. In general, all **MNP** in Indonesia are suggested to implement courses within their **MNP's** curriculum. Each **MNP** may also propose compulsory courses and determine its elective **MNP** courses. The Faculty Council will review and decide on the final draft of the **MNP's** curriculum. This draft will be reviewed and approved by the Director of Academic Affairs at the university level.

Compulsory and elective courses are also designed to accommodate employability of graduates, and referring to **MNP's** objectives and ELOs. One of the rationales of the ELO formulation is based on the tracer study results. One of the most important results of this tracer study is the recommendation for **MNP** to enhance graduates' communication skills. The **MNP** requires students to attend 1.5 - 2 years on full-time basis through a curriculum programme that has been designed to produce professional jurists by providing theoretical and practical skills for solving legal problems.

In order to obtain Master of Notary Public (M.Kn) degree, the programme requires the students to attend compulsory courses and elective courses (total 57 credits).

**Table 10: MNP Courses credits**

| Courses                                   | Credits |
|-------------------------------------------|---------|
| Compulsory/general skills and Thesis      | 37      |
| Specific / interest/specialisation skills | 20      |
| Total                                     | 57      |

The following table describes the Master of Notary Programme Courses credits by subject.

**Table 11: MNP Courses credits by subject**

| Number | LO  | Subject       | Number of Credit |
|--------|-----|---------------|------------------|
| 1      | LO1 | Code of Ethic | 2                |

|   |     |                                |   |
|---|-----|--------------------------------|---|
| 2 | LO2 | Land Law                       | 2 |
| 3 | LO3 | Legal Theory, Research Methods | 2 |
| 4 | LO4 | Deed Preparation Technique     | 2 |

## **Rationale for Degree and Programme Name**

### **Both programmes**

The naming of the study programme 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.

### **BPS**

The Bachelor of Political Science Programme, which is named as Strata 1 Ilmu Politik in Indonesian, has the graduates awarded with a degree titled Sarjana Ilmu Politik (Bachelor of Political Science). The degree is based on the curriculum's substance as well as the programme's learning objectives. The names are in line with the Regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia (Permenristekdikti). The name of Bachelor of Political Science and awarded degree are also recommended by the Indonesian Association of Political Science (AIPI).

### **MNP**

As a continuation of the implementation of education at the undergraduate level, the nomenclature of this programme uses Magister Kenotariatan or M.Kn degree. The nomenclature is in accordance with the governmental regulations:

The word "Magister" has the meaning equal to Master degree in English. This follows the Ministry of Research, Technology, and Higher Education of the Republic of Indonesia (Permenristekdikti) Decree No.59 the Year 2018 concerning Diplomas, Certificates of Competencies, Professional Certificates, and Degree in Higher Education Chapter 3 Article 20. The rule states that the degree at the university level for magister (master) academic education starts with word "M" followed by an initial of the study programme which is the "Kn".

Furthermore, based on Decree of The Directorate General of Higher Education, Ministry of National Education of The Republic of Indonesia Number 78/Dikti/Kep/2000 the Status of the Notary Specialist Education Programme status has changed to Master on Notary Programme since 2001. In the structure of the Republic of Indonesia Government Regulation No. 60 of 1999, notary education is considered as an academic degree programme and not merely as a specialist programme. Therefore, Notary study programme is included within the scope of a

postgraduate degree programme. Therefore, it is deemed necessary to change the status of the Notary Specialist Education Programme to an **MNP** in nationwide.

### **Integration of theory and practice**

#### **BPS**

In the **BPS** programme, some courses integrate theoretical lessons and practical experiences to enhance the students' learning experience. There are five specific skills that are designed to be developed in the **BPS** curriculum: scientific skill, analytical skill, organising and advocating skill, decision maker skills, and government relation skills. The student's skill will be enhanced through relevant courses specifically addressing the experience and lessons needed to achieve the learning outcome.

The first one is a scientific skill. The available courses that meet to develop scientific skills include Institutional Perspective in Political Science, Ideas of Justice, History of Indonesian Government and Politics, Dynamics of Democracy, Critical Political Studies, Political Sociology, Theories of Public Policy, Data Science for Social Science, and Apprentice at the Department of Political Science.

The students will not only be taught about the principles of conducting research in general in these courses but also be given assignments that require practical lessons such as data collection, software usage, fieldwork, and knowledge management. As a result, the graduates are expected to be able to conduct research in political science. Second, analytical skill emphasises students' ability to identify socio-political issues, produce research proposals, conduct fieldwork, analyse data in a quantitative and qualitative method, and write a research report.

This skill is enriched with a practical approach such as writing research reports, research analysis, policy analysis, and recommendations. The courses that highlight the skill are Qualitative Analysis in Political Science; Quantitative Analysis in Political Science; Indonesian Social and Cultural System; Globalisation and Strategy; Elite and Political Leadership; Social Change and Globalisation; Contemporary Defend Studies; Media and Globalisation; Sociology of Conflict.

Third, organising and advocating skills emphasise students' ability to formulate socio-political problems, organise and advocate for communities, and articulate the issues for justice and societal interest. This skill is enriched with practical methods such as social movement advocacy, analysis, and identifying social movement issues. The courses that highlight the skill are Social and Political Movement; Globalisation and Strategy; Politics, Human Rights, and Democracy; Politics of Gender and Democracy; Politics of Anti-Corruption; Budgetary Politics; Sustainable Development; Nationalism and Local Identity; Politics of Multiculturalism; Poverty and Disparity.

Fourth, decision-maker skill allows students to translate social issues into policy agenda, have logical and critical thinking and rhetoric, and have integrity, social justice, and welfare. This skill is strengthened through practical activities such as writing legislative drafts and policy analysis concerning public issues. Courses that offered the skill are as follows Electoral System; Political Party; Political Marketing; Foreign Policy Analysis; Electoral Governance; Evaluation in Public Policy; Communication in Political Marketing; Political Processes and Legislative Drafting; Monitoring and Evaluation in Development.

Fifth, government relation skill enables graduates to practice active communication, calculate social changes, bridge the government and companies' interests, and build consensus in social and political processes. This skill is strengthened through practical activities such as field trips, internships, and presenting research reports. Courses that offered the skill are as follow: Politics of Decentralisation, Urban Politics, Rural Politics, Environmental Politics and Natural Resources Management, Public Service, Reform and Innovations, Bureaucracy and Political Studies, Politics of Regional Development Planning, Community Development and Corporate Social Responsibility, and Implementation Studies.

## **MNP**

The integration of theory and practice can be found in all course, this is such as the Deed Preparation Technique, the Auction Regulation, and the Professional Ethic course. The lecturers hold high qualifications to teach the programme, including some legal practitioner in Public Notary area who has real experience as an active consultant and staffs of the Directorate General of State Assets, Bankers, and other government institutions.

The **MNP** curriculum equips students with theoretical and practical skills that are systematically interrelated. The integration is manifested in the targeted skills as depicted in the table below. MNP also provides the students with a learning environment by introducing a practical application which delivered by lectures. The **MNP** involving practitioners in the learning process, many of **MNP** lecturers have industry experience (Association of Notaries for The East Java Regions, Bukopin Bank - Solo Branch, Indonesian Waqf Board).

**MNP** also establishes Cooperation Programme with Indonesian Notary Association, Association of Officials Making Land Deeds, National Land Agency with guest lectures and on-site visits to notary offices and Governments institution related to land, property, inheritance and auctions.

The following table describes the master of the Notary Programme by Targeted skills, practical objectives, and course samples.

**Table 12: Targeted Skills, Practical Objectives, an Course samples of MNP**

| No | Skills | Practical Objectives | Samples of Courses                         |
|----|--------|----------------------|--------------------------------------------|
| 1  | v      | v                    | Deed Preparation Technique                 |
| 2  | v      | v                    | Secured Transaction Law                    |
| 3  | v      | v                    | Deed Preparation Technique Shariah Banking |
| 4  | v      | v                    | Bankruptcy Law                             |
| 5  | v      | v                    | Bussiness Contract Analysis and Drafting   |
| 6  | v      | v                    | Auction Regulation                         |

## **Interdisciplinary thinking**

### **Both 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, bachelor 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. Whereas for master students, these activities are voluntary. 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.

## **BPS**

In **BPS**, the interdisciplinary approach is conducted at faculty and study programme levels. Its purpose is to improve graduate insight not only into the **BPS** programme but also into the understanding of social and political issues, thought, and analysis. At the faculty level, the institution has set up regulations for all students to take faculty's mandatory courses. These courses comprise Introduction to Sociology, Introduction to Anthropology, Social Political Ethics, and Philosophy of Science.

They are offered at the beginning of students' first year at the university. Other lecturers teach these subjects from other bachelor programmes at the faculty. Likewise, at the study programme level, students must take a mandatory course offered by other bachelor programmes at the faculty. For example, **BPS** students must take a course called Indonesian Studies II: International Relation and Foreign Politics, which the Bachelor of International Relations Programme offers.

**BPS** has a course based on regulations from The Indonesian Ministry of Education and Culture, namely the Independent Learning-Independent Campus programme (Merdeka Belajar-Kampus Merdeka/MBKM). Its purpose is to improve the link and match between the graduates and the business and industry demands. It also gives the students opportunities to gain more comprehensive learning experiences and new competencies through several learning activities outside their class.

## **MNP**

**MNP** contains subjects from variety of fields, one of which is the Investment Policy which students can take from the second-semester, in order to enrich the students' knowledge and skills to become a competent Public Notary. Interdisciplinary thinking is part of the **MNP** curriculum. Some of the offered courses are equipped with interdisciplinary methods such as Legal Theory and Research Methods. In Legal Theory, the students study Law and Economic, Law and Social Developments, Law and Politics, Law and Technology and other interdisciplinary approaches.

Legal theory is used as a basis in fulfilling the INQF of the Ministry of Education and is also useful in writing a student thesis in the third semester. The legal theory studied is not limited to legal theory in the field of business law, but also criminal law, administration, and other legal fields relating to the student's thesis writing plans. **MNP** accommodates interdisciplinary thinking through application of two strategies: (1) course contents and, (2) the teaching and learning methods.

The interdisciplinary course contents are achieved by offering courses that have interrelation with other disciplines such as economic, finance, and technology, this includes: the Investment Policy course; and the Cyber Law in Notarial Practices course. Meanwhile, the interdisciplinary teaching and learning methods are achieved through the following activities:

- Course work (classical). The course work is student-centered and involves lecture sessions. It encourages two-way interactions where the lecturer explores the relevant issues in greater depth, and students present their thoughts to reflect student knowledge and understanding. The lecture induces activities to provide channels for shaping the student's communication skill, presentation skill, and knowledge. The classical lecture is used mainly in courses which teach basic theories and concepts in law.
- Seminar-type. The seminar-type class, in contrast, gives students more opportunities and flexibility to express their ideas and thoughts. A group of students leads the discussion, and the other students are responsible for responding or taking the role of opponents. In this learning method, the evaluation focuses on the group performance. Students will spend considerable time outside class to work with their group members to prepare for the in-class presentation. Not only does this method help students gain an understanding of the knowledge by exposing them to research articles and practical cases, but it also builds the required skills and competence according to ELOs through teamwork.
- Research supervision. In research supervision, a lecturer is assigned to supervise student research activities. It is a one-on-one meeting between a lecturer and student used specifically for assisting a student in writing his/her thesis. The lecturer helps the student define research problems, choose appropriate theory, provide a literature review, build hypotheses, apply an appropriate research method, collect data, analyse data, and develop a good research report. This teaching and learning activity are held parallel with the regular class, and the schedule is arranged flexibly between the lecturer and students.

Furthermore, the interdisciplinary aspects can be achieved through several courses which are interdisciplinary in nature. For instance, students will learn about leadership, ethics, and data analytics. It is expected that those courses will enrich students' knowledge and skills.

## **Ethical aspects**

### **BPS**

Ethics and academic norms are always integrated into each course, especially in the soft skills assessment component. One of the practical practices in academic learning is using plagiarism software to check the originality of students' assignments. Moreover, a student conducting research for their thesis must get permission from Agency for National Unity and Politics. Students must also make ethical clearance to ensure that research meets several principles, such as respect for people and no harm.



Lastly, the faculty also provides information related to sanctions for those who cheat during exams. The ethics information is conveyed during the orientation and is available to download.

The **BPS** curriculum has taken strictly regulated ethical conduct as a vital competency for its graduates. There are three channels to strengthen ethical aspects:

- Courses specifically discuss ethics, such as "Social and Political Ethics" and "Communication and Self Development".
- Through courses that teach ethics indirectly, such as "Politics of Anti-Corruption", "Politics, Human Rights, and Democracy", and "Electoral System". The essence of ethics and norms fostered through these courses are anti-corruption, transparency, and respecting human rights.
- BPS programme conducts plagiarism checks to ensure the originality of students' assignments.

## **MNP**

Ethics are highly emphasised in the learning process, constituting one of the elements of learning achievement and is included in the module through offered courses such as the Professional/Code of Ethics (two credits) and the Research Methods (two credits). The Professional/Code of Ethics is part of general ethics which is a branch of philosophy and is taught by relating it to the notary profession. Such a class discusses topics such as moral thought and fundamental principles in notary. On the other hand, the Research Methods course discusses ethics concerning data collection and data analysis.

Moreover, **MNP** has strict regulations over academic dishonesty such as plagiarism. This is as stipulated in the Academic Guidance Book which derives from Government Regulation<sup>9</sup>. Ultimately, **MNP** introduces ethics to students not only during student orientation, but also through the faculty's social media.

## **Methods and scientific practice**

### **Both programmes**

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.

With respect to achieving competence and learning outcomes as described previously, the strategies adopted are optimally used in the learning process, which encompasses learning methods and learning media. Education is provided through lectures, discussions, questions and answers, and presentations. On the other hand, the learning media provided consists of whiteboards, projectors, printed teaching materials, non-printed teaching materials, and audio-visuals.

Students work on academic papers and are encouraged to publish them.

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<sup>9</sup> No. 30. of 2014 and Rector Decree No. 18/H3/PR/2009 concerning Ethical Council, Rector Decree No. 6867/Nn3/KR/2013 on the Establishment of the Ethics Council at the Faculty of Law Universitas Airlangga, and Rector Decree No 1724/UN3/2018 on Ethics Council at Faculty of Law UNAIR

## **BPS**

**BPS** has applied various teaching methods and scientific practices to its students. These methods and practices are as follows: first, the student-based learning approach is an academic learning process that focuses on students' active class participation. Consequently, the students can conduct discussions among themselves.

Lecturers only give additional feedback during the discussion; before giving a lecture for 1 to 1.5 hours. Thus, the class dynamic is mostly influenced by students, while lecturers only facilitate and accommodate students' ideas and needs. This approach is represented in other student activities, such as seminars, tutorials, research presentations, and field studies. Second, problem-solving enables students to independently identify and analyse problems in a political case, providing strategic solutions according to their scientific knowledge and competence.

This is exemplified in activities such as: making policy briefs and paper analyses, conducting research, and writing a thesis. In so doing, students are usually supervised by one to two supervisors. Yet, they have the authority to promote their thoughts in these academic activities, with little intervention by supervisors. This approach is also crucial to developing students' ability to manage their internship at public and private institutions - both at the international and national levels.

Third, for research skills, the **BPS** programme provides various courses that support the student's competence. The courses are Academic Writing, Logical and Critical Thinking, Research Proposal, Qualitative and Quantitative Research Method, and Bachelor Thesis. For example, students learn how to write effectively and logically in Academic Writing course. They also require submitting a paper in a journal as the final assessment. In assuring the IQF for a bachelor's thesis, the study programme provides a guideline for writing a thesis that focuses on applying theories to a student's thesis.

## **MNP**

In the first semester, the **MNP** Programme students are required to take 16 credits of compulsory courses consisting of Legal Theory and Research Methods. By taking compulsory courses, students of the **MNP** with the guidance of related lecturers, are expected to be able to produce quality thesis proposals. Therefore, in the second semester, the students are required to take 16 to 22 credits<sup>10</sup>.

The elective course chosen by students may be related to their final thesis. In the third semester, students can take a minimum of ten credits comprising Code of Ethics, Deed Preparation Technique III and Thesis. The process of submitting a thesis title, thesis proposal examination, selection of supervisors, and thesis examinations are carried out through the

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<sup>10</sup> Student have to earn 45 credits at the end of their study. The MNP Programme divided this into 3 semesters. In the first semester, students must take 16 credits for compulsory courses. In the second semester, they may take 16 – 22 credits. And in the last semester, student may take at 13 credits or less. With this scheme student can complete their study within 3 semesters. Therefore, the MNP require students to take 16 to 22 credits in their second semester, so in their third semester they can take less credits and focusing on their thesis.

IURIS application system to ensure that the writing process and assessment can run effectively and efficiently.

In addition, the students are also encouraged to actively participate in research with the lecturers and also participate in international conferences as authors individually or in groups during their study period.

## **Examination and final thesis**

### **Both programmes**

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

- assignment;
- quiz;
- working report;
- pre- and post-test;
- presentation and discussion;
- written/ oral exam; and
- mid - and final examination.

Students will be assessed according to academic and non-academic aspects in the Bachelor and Master 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. For Bachelor and Master programmes, all assessments are conducted using Criterion- Referenced Score (CRS) and converted in alphabetical grade.

## **BPS**

Regarding measuring the success of student learning, students will be assessed according to the following assessment system as stated below:

- **Written Tests:** Written tests include on-the-spot or take-home essay writing or multiple-choice questions. Some courses that use this assessment are Classical Social Theory, Modern Social Theory, etc.
- **Oral Tests:** Oral tests examine a student's knowledge and ability to provide answers and defend them in the present moment critically. The examiners pose questions to students

in spoken form, and the students must answer the questions directly. Some courses that use this assessment are Presidential Studies, Political Marketing, etc.

- Project Assessment: Students are given individual or group assignments, including book reviews, case analyses, or mini-research. Some courses that use this assessment are Qualitative Analysis in Political Science, Quantitative Analysis in Political Science, and Elite and Political Leadership.

In providing an assessment of student learning outcomes, scores have been set according to the provisions as stated in the Decree of the Dean of FISIP Universitas Airlangga with six criteria: A (86-100), AB (78-<86), B (70-<78), BC (62-<70), D (55-59.9), D (40-54.99), E (0-39.9).

Students of BPS Programmes must complete the undergraduate thesis as it is regulated in PPUNAIR-PBM -04 at AIMS and Faculty's Academic Study Guide. A thesis is usually conducted based on a student's independent research supervised by a supervisor. Students should present their thesis results in front of three examiners. The assessment rubric includes the following:

- Introduction and Research Questions,
- Research Objectives and Benefits,
- Theoretical Framework/Conceptual Basis,
- Research Methods,
- Findings: Presentation/Visualisation, Analysis, Interpretation,
- Argumentation ability,
- Originality,
- Language Rules and Logic,
- Consultation.

Students can access the more detailed thesis guideline online here. Students who cannot fulfil the minimum requirements are given one more opportunity to retake the thesis course. Students are eventually granted the bachelor's degree after completing all academic requirements — including passing all courses, thesis defence, and final thesis submission. This process is known as Judicium.

In BPS Programme, specific assessment methods are employed following the graduate profiles. For practical profiles such as research analyst or consultant, project assignments are utilised to strengthen practical aspects such as producing research proposals, conducting fieldwork, analysing data in a quantitative and qualitative method, and writing a research report.

## **MNP**

Students' performance related to the ELOs concerning soft skill is evaluated using three components: group presentation; individual project or assignment, and student's engagement (in-class and during research supervision). Constructive alignment between assessment tasks and ELOs is explicitly articulated in the SLP. Through a classical lecture or seminar-type teaching method, the lecturer will evaluate student performance individually and as a group by

focusing on the targeted competencies and skills, i.e., problem-solving, communication, argumentation, presentation, and group work.

Through the supervision-type method, the lecturer will evaluate students' engagement during the supervision and the quality of research undertaken. A lecturer will assist students in developing their research, and finally, give the final mark for their competencies during the thesis exam. Students are evaluated in the classical lecture and seminar-type class based on these four components: group presentation, class engagement, individual assignments, and exams. The individual assignments could be in the forms of reading or writing assignments (e.g., essay, critical review, case, and problem-solving project), and the exams can be sit-in or take-home exam.

Each course can have different weights for the same component, but students' final grades are generally weighted 40:60 for the first and second half of the semester. In research supervision, the student will demonstrate his capability related to the general and specific skills during the thesis exam. A group of lecturers, including the supervisor, will sit as the examiners of the exam.

For ELOs concerning knowledge acquisition, various formative and summative assessments are designed to enable students to demonstrate and apply their knowledge and understanding. In a classical lecture, 46 assessment methods include individual assignments as well as a midterm and final exam (a sit-in or take-home exam). The assessment method for the seminar-type class focuses on group presentation, individual assignment, and exams.

With respect to research supervision, the assessment will consider the quality of the research, students' attitude, knowledge application, and students' performance during the thesis exam. After students finish and publish their research, they can sit for a thesis exam where a group of examiners, including the supervisor, will assess the quality of research, general and specific skills required by the programme, and their understanding of the related knowledge. The criteria for the thesis assessment consist of: 20% for Academic Writing, 30% for Theory and 50% Argumentation.

Table 13 provides a matrix that contrasts the ELOs of the programme with the teaching and learning methods and student assessments in each method.

**Table 13: ELOs, Teaching and Learning Methods and Assessment<sup>11</sup>**

| Teaching & Learning Methods | Classical Lecture (L) |                       |                  | Seminar (S)        |                       |                  | Research Supervision (RS) |             | Weight |
|-----------------------------|-----------------------|-----------------------|------------------|--------------------|-----------------------|------------------|---------------------------|-------------|--------|
|                             | Student Engagement    | Individual Assignment | Mid & Final Exam | Group Presentation | Individual Assignment | Mid & Final Exam | Student Engagement        | Thesis Exam |        |
| Assessment ELO              |                       |                       |                  |                    |                       |                  |                           |             |        |
| Attitudes                   | √                     |                       |                  | √                  |                       |                  | √                         |             | 0.25   |
| General Skills              |                       | √                     | √                | √                  | √                     | √                |                           | √           | 0.25   |
| Specific Skills             |                       | √                     |                  |                    | √                     |                  |                           | √           | 0.25   |
| Knowledge                   |                       | √                     | √                | √                  | √                     | √                |                           | √           | 0.25   |
| Weight                      | 0.05                  | 0.10                  | 0.20             | 0.10               | 0.05                  | 0.20             | 0.10                      | 0.20        | 100%   |

### Appraisal:

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

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

Theoretical questions are, where possible, explained by means of practical examples.

There is evidence that the programme qualifies for interdisciplinary thinking.

Ethical implications are appropriately communicated. Additionally, the HEI offers special courses where ethics are discussed.

Since the students write academic papers during their study and are encouraged to publish their work in scientific journals, methodological competences and scientific practice are thoroughly trained. Hence, students are equipped with the necessary skills for research-oriented work and for applying those skills in the respective vocational fields.

<sup>11</sup> Note: Each course can have different weights for each assessment, but students' final grades are generally weighted 40:60 for the first and second half of the semester. After students finish research supervision, they can sit for a thesis exam where lecturers are assigned as examiners, including the supervisor. The assessment will consider the quality of the research and publication, students' attitude, knowledge application, and students' performance during the thesis exam.

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

The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures.

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

|                                                                     | 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                                                      | BPS: 8 Semesters<br>MNP: 3 semesters                                                                                                                                                                                                                               |
| Number of credits (national credits and ECTS credits)                     | BPS: 144 credits / 230.4 ECTS<br>MNP: 45-50 credits / 144 - 160 ECTS                                                                                                                                                                                               |
| Workload per credit                                                       | BPS: 170 minutes (60 minutes of independent study, 60 minutes of assignment and examination, 50 minutes of in-class activities)<br>MNP: 170 minutes (60 minutes of independent study, 60 minutes of assignment and examination, 50 minutes of in-class activities) |
| Number of courses                                                         | BPS: 37 compulsory subjects, 2 concentration subjects, 13 elective subjects<br>MNP: 16 compulsory subjects and 10 elective subjects                                                                                                                                |
| Time required for processing the final thesis/project and awarded credits | MNP: Average of 6 months<br>BPS: 1 semester (the thesis examination can be held after 3 months of thesis supervision)                                                                                                                                              |

### **Modular Structure of the Study Programme**

## **BPS**

Bachelor programmes offer 144 credits at the minimum and 160 credits at the maximum that can be completed within 7-8 semesters. The maximum study load for each semester is 24 credits. The study load taken for each semester is a maximum of 24 credits. Students can complete their study period within 7-8 semesters because the programme has distributed its courses proportionally.

**Table 14: ECTS Conversion for Bachelor Programmes**

| Number of credits | Calculation of conversion                                                                                                                                                                                               | Description                                                                                                                                                                                                                                                                                                   |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                 | Workload:<br>1 credit/semester = 170 minutes x 16 weeks = 2720 minutes<br>= 2720/60 ~ 45.3 hours<br>• Equivalency = 45.3/28 = 1.6 ECTS (28 hours)<br>• Equivalency = 45.3/30 = 1.5 ECTS (30 hours)<br>1sk~ 1.5- 1.6ECTS | The learning activities for 1 credit in the Bachelor Programme (SI) can be in the form of lectures, seminars, responses or tutorials, projects, work practices, self-study, and examinations, and others.<br>1 semester = 16 weeks (TM) including 2 weeks (TM) for the Midterm and Final Semester Examination |
| 144               | = 144 credits x 1.5 = 216 ECTS<br>= 144 credits x 1.6 = 230.4 ECTS                                                                                                                                                      | Learning activities for the Bachelor Programme (SI) in the range of 144 - 150 credits = 216 - 230.4 ECTS                                                                                                                                                                                                      |

Therefore :

- Compulsory courses (37 subjects) totalling 101 credits (161.6 ECTS)
- Concentration courses (2 subjects) totalling 6 credits (9.6 ECTS)
- Elective courses (13 subjects) total 39 credits (62.4 ECTS)\*
- The total credits required in BPS curriculum are 144-146 credits (230.4 -233.6 ECTS)

Total credits for graduation requirements are a minimum of 144 credits (230.4 ECTS).



## **MNP**

Activities related to lectures, seminars, group discussions, practicum, research, field work, and others are counted in the form of credits. One credit consists of learning activities in the form of lectures, quizzes, or tutorials that include: learning activities for 50 (fifty) minutes per week per semester, structured assignment activities for 60 (sixty) minutes per week per semester, and independent activities for 60 (sixty) minutes per week per semester.

**Table 15: ACTS to ECTS conversion for master programme**

| Number of credits | Calculation of conversion                                                                                                                                                                                                         | Description                                                                                                                             |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| 1                 | Workload:<br>- Structured activities 1 credit/ semester = 170 minutes x 16 weeks = 2720 minutes                                                                                                                                   | The learning activities for 1 credit in the master programme (S2) can be in the form of structured and independent learning activities. |
|                   | Independent learning activities 1 credit / semester = 170 minutes x 16 weeks = 2720 minutes<br><br>Total Amount of workload = 5440 minutes/60 = 90.6 hours<br>Equivalency = 90.6/28 = 3.2 ECTS (28 hours)<br>1 sks ~ 3 – 3.2 ECTS | 1 semester = 16 weeks (TM) including 2 weeks (TM) for the exam                                                                          |
| 45                | = 45 credits x 3.2 = 144 ECTS                                                                                                                                                                                                     | Learning activities for the Master Programme (S2) of MNP in the range of 45 – 50 credits = 144 – 160 ECTS                               |

Therefore:

- The total credits available in MNP Programme curriculum are 45 -50 credits (144 – 160 ECTS)
- Compulsory courses totalling 37 credits (118.4 ECTS)
- Elective courses total 20 credits (64 ECTS) (students are only required to take minimum 8 credits of elective courses)
- Total credits for graduation requirements are minimum of 45 credits (144 ECTS).

## **Study and exam regulations**

### **Both programmes**

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: <https://pendidikan.unair.ac.id/v2/index.php/pedoman- pendidikan-universitas-airlangga/>.

**Table 16: Grading Systems**

| Grade Range | Remarks                       | Letter Grade | Grade Point |
|-------------|-------------------------------|--------------|-------------|
| 86 - 100    | Great                         | A            | 4,0         |
| 78 - < 86   | Very Good                     | AB           | 3,5         |
| 70 - < 78   | Good                          | B            | 3,0         |
| 62 - < 70   | Satisfactory                  | BC           | 2,5         |
| 54 - < 62   | Almost sufficient<br>(Failed) | C            | 2,0         |
| 40 - < 54   | Low (Failed)                  | D            | 1,0         |
| <40         | Bad (Failed)                  | E            | 0           |

## **BPS**

Most academic and exam regulations at the BPS follow the code of conduct established by the faculty. Only regulation on the thesis's grading elements differs slightly from the faculty's policy. BPS Programme's Academic Study Guide is available at: [politik.fisip.unair.ac.id/id\\_ID/kurikulum/](http://politik.fisip.unair.ac.id/id_ID/kurikulum/).

## **MNP**

For Master Programmes, the study and examination are stipulated in the Rector of Universitas Airlangga Regulation Number 22 Year 2020 concerning Amendments to the Rector of Universitas Airlangga Regulation Number 6 Year 2019 concerning Education Guidelines for the Master programmes of Universitas Airlangga. These regulations are further specified in the Dean's Decree on Academic Handbook.

This academic handbook contains the **MNP's** academic administration system, curriculum structure, guidance on examinations, thesis, and graduation requirements. Every student receives the academic handbook when they are accepted in the **MNP** and can be accessed on the following link: <https://fh.unair.ac.id/buku-panduan-mkn-2021/>.

## **Feasibility of Study Workload**

## **BPS**

The maximum student study load is 24 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 credits. Students with a GPA of 1.51-2.50 can take 18 credits. Students with a GPA of 0.0-1.50 can only take 15 credits.

There are ways for the student to finish their study earlier than 4-year standard:

- The students always take 24 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.

Nonetheless, **BPS** has instruments to measure student workload through a learning evaluation survey

## **MNP**

**Figure 2: Student's Workload per week for Marital Law course**

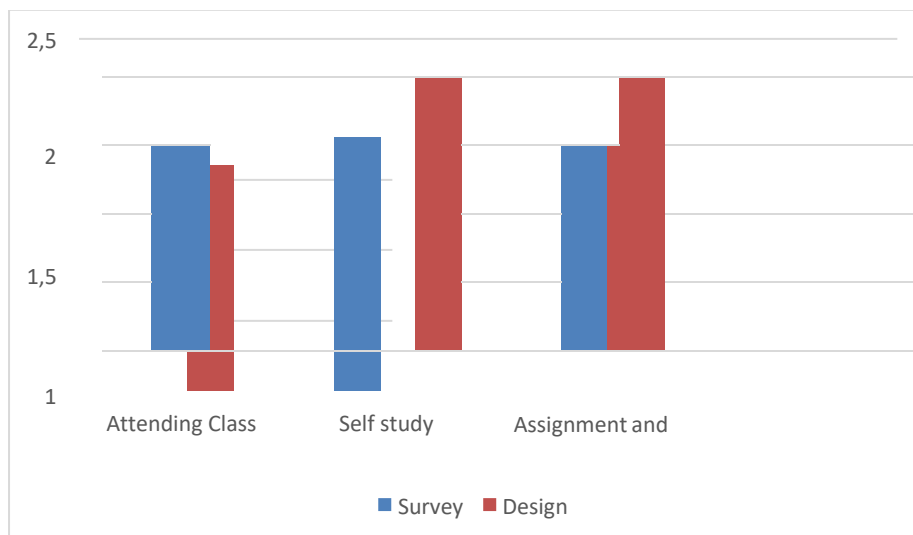
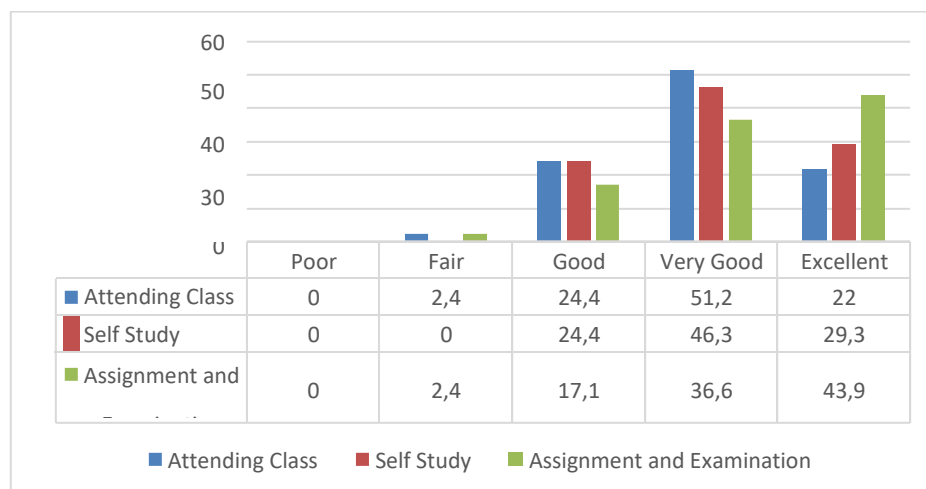


Figure 5 illustrates an example of the student study workload for the Marital Law course, which has 2 credits. As explained in the Modular Structure of the Study Programme, 1 credit has a total time allocation of 170 minutes (50 minutes for in class activities, 60 minutes for self-study, and 60 minutes for assignment and examination). The survey result shows that the actual workload of a course is lower to what was designed: 2 credits x 50 minutes = 1.6 hours for class meetings, 2 credits x 60 minutes = 2 hours for self-study, and 2 credits x 60 minutes = 2 hours for assignments and examinations. These results conclude that the study workload is feasible.

**Figure 3: Student's time allocation satisfaction for Marital Law course**



## Equality of opportunity

### Both programmes

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.

In practice, UNAIR helps students with economic difficulties by offering scholarships. UNAIR has additionally furnished centres for disabled students. Equal of Opportunity Policy Number 553/UN3.1.7/PPd/2018 has also been established in 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.

### BPS

In the whole process, from admission until the end of the study period, there is no discrimination regarding gender, disability, economics, and the 3T regions (frontier, outermost and least developed regions). The **BPS** students consist of 55% female students in 2020, 51% in 2021, and 55% in 2022. The composition of these percentages shows **BPS'** commitment to gender equality. For **BPS** students who have difficulty speaking Indonesian, there is English language training for international students.

The form of exams for students with disabilities is also facilitated by the faculty through computers and more adaptive forms of exams, using computer programmes that can read

questions. **BPS** students can apply for provided scholarships, including the KIP scholarship (for economically disadvantaged students) and the 3T scholarship (for students from the frontier, outermost and least developed regions).

As many as 15% of the total BPS students in 2022 are KIP scholarship recipients. Meanwhile, the number of recipients of the 3T scholarship is less, with as many as 14 students at the Faculty of Social and Political Science level.

## **MNP**

In the whole process, from admission until the end of the study period, there is no discrimination regarding gender, economics, disability, etc. In practice, UNAIR supports those who are economically disadvantaged by providing scholarships. For students who have difficulty in speaking Indonesian language or English, UNAIR also provides English language training for foreign students.

The programmes have prepared several facilities and infrastructure that can be accessed easily as well as instruments for conducting lectures or exams in accordance with their respective circumstances. Recently, UNAIR has also expressed its support for the policy concerning inclusive education that was issued by the Director of Education. <https://pendidikan.unair.ac.id/v2/index.php/2018/11/29/program-pendidikan-inklusi-subdit-pengembangan-pendidikan-direktorat-pendidikan-universitas-airlangga/>.

## **Appraisal:**

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of courses and assigns credits per course on the basis of the necessary student workload. Practical components, like fieldwork assignments or internships, are designed and integrated in such a way that credits can be acquired. The course descriptions provide detailed descriptions of intended learning outcomes.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. The study programme is designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The recognition of degrees and periods of study at other HEIs is regulated. The panel members positively highlight that the process of recognition and support is well organised and enables students to go abroad without losing time.

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

The HEI ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. Students in special circumstances, such as

single parents, foreign students, students with a migration background and/or from so-called non-academic backgrounds, are particularly assisted.

|                                                                      | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|----------------------------------------------------------------------|-------------|------------------------------|----------------------------|------------------------------------|------|
| 3.2 Structure                                                        |             |                              |                            |                                    |      |
| 3.2.1* Modular structure of the study programme (Asterisk Criterion) |             |                              | 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

#### Logic and plausibility of didactical concept

##### Both programmes

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.

##### BPS

When the curriculum guidebook has been approved, each course has also designed the teaching method used to accomplish LOs. Besides Course Description, lecturers also provide students with course agreement containing course credit, the course's code, course description, LOs, schedule, convenor, teaching team, and references. Certain learning methods are used depending on the graduate profiles to ensure learning outcomes can be achieved. Most lecturers combine various methods in teaching, such as:

- Seminar: This method is used in some courses. For example, in Comparative Political Theory, students will have to participate in a seminar, which helps them to acquire learning outcome number 4.
- Presentations: This method is used in some courses. For example, in Politics, Human Rights, and Democracy, students must present their individual and group work in class. This method will allow students to acquire learning outcome number 5.

- Group discussions: This method is used in some courses. For example, in the Politics of Anti-Corruption course, students are expected to conduct group discussions and presentations, which aligns with learning outcome 7.
- Case study. This method is used in some courses. For example, students must conduct a case study in the Presidential Studies course. This method encourages the student to develop skills that align with the learning outcomes number 8.
- Role-playing. This method is used in some courses. For example, in the Electoral governance course, students will conduct company visits, role-playing as a community development agent and create presentations regarding these activities. This teaching method helps the students develop skills and acquire learning outcome number 10, which is to build networks with various actors using scenario-building principles to plan programmes correctly.
- Fieldwork. This method is used in some courses. For example, in the Qualitative Research Methods course, students will have to conduct individual fieldwork, encouraging them to develop skills that align with learning outcome 6.

**BPS** also provide two surveys, namely the Learning Evaluation Survey and the Student Workload Survey, to ensure and measure the quality and outcome of the learning process. This information can be accessed online<sup>12</sup>.

## **MNP**

The teaching method used in the **MNP** Programme is designed to support the achievement of learning outcomes. Learning methods to be applied are a combination of Teaching Centered Learning (TCL, e.g., class teaching, demonstration, and practices), Student Centered Learning (SCL, e.g., group discussion and problem based-learning), and Research Methodology (i.e. students are trained to search literatures, find research ideas, write proposals, research reports, and papers, and give presentations).

Each course is equipped with a description and a module describing the learning strategy to achieve the learning outcome. The specification of each detail will be described in the course syllabus which contains: course credit, course code, course description, course learning objective, course schedule, teaching team and references. In addition, to provide guidance to achieve LO, all courses have course descriptions that consist of planning and evaluation, course agreement, and structured assignment.

## **Course materials**

### **Both programmes**

The university provides a learning management system that lecturers can use to disseminate course materials and monitor student learning activities. The course materials for every course/ subject are designed and provided by the team of lecturers responsible for those lectures. The course materials are usually reviewed every semester by the Subject Coordinator, who will discuss them with their team teachers and make necessary adjustments and updates.

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<sup>12</sup> <https://hebat.elearning.unair.ac.id/>.

Details for all course materials used by all courses/subjects in every semester can be accessed online<sup>13</sup>. Through this platform, the lecturers provide course materials for each subject in the form of textbooks, literature recommendations, practical examples and case studies. The material courses are available and can be accessed by the students through the faculty's library and online system. Course materials can be presentations, slides, book chapters, journal articles, videos, URLs, etc. The lecturers further provide a learning module containing complete details regarding the class schedule, lecture materials, methods, discussion materials, structured assignments, and tutorial sessions, which are detailed weekly.

The lecturer shares the module with the students so that they can use it as guidance when taking the course. Several teaching and learning methods can be conducted with this platform, such as group discussions / interactive discussions, assignments, and quizzes. The materials' contents are managed and updated regularly at the start of each semester. Before the pandemic, this e-learning system was used to support the lecture process and as an alternative when the lecturers could not conduct face-to-face lectures on campus. During the pandemic, this e-learning system is being optimised.

The course materials can be uploaded on the LMS and accessed by the students. In the LMS, the lecturer can also link to a conference video platform, such as Google Meet or zoom, whenever live sessions are conducted. The lecturer can create group discussions/ interactive discussions, assignments, and quizzes. The content of LMS is maintained and updated regularly before the classes begin. Every student's activity is recorded digitally on this platform to ensure sufficient data will support lecturers in examining student performance at the end of the semester.

## **Guest lecturers**

### **BPS**

Guest lecturers become an integral part of the learning process in the **BPS** Programme. **BPS** Programme regularly receives various offers from diverse institutions to provide guest lecturers. The **BPS** has partners at national and international institutions. At the National level, the General Election Commission (KPU) visits the study programme annually to lecture about their professional experiences. The main speakers are mostly high-ranking officials, such as the Commissioner of KPU.

**BPS** and the KPU conduct seminars and focus group discussions regarding the latest issues of elections and democracy. This guest lecture relates to several courses, including the electoral system, electoral governance, and political science introduction. This lecturer would benefit the students to understand the implementation of knowledge in the practice field and enrich their insight on professions for the bachelor of political science. **BPS** has also invited international guest lecturers.

In 2020, an Australian academic discussed "Politics and the Islamic Populism in Indonesia" related to Islamic Political Thoughts and Indonesian Political Thoughts courses. In 2021, another international academic talked about "Political Campaign and Digital Politics" related to Digital Politics and Political Marketing courses. In 2022, an academic from the USA talked

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<sup>13</sup> <https://hebat.elearning.unair.ac.id/>



about “Political Thought of Mustafa Kemal Ataturk and Turkish Secularism” related to Islamic Political Thoughts and Comparative Political Theory courses.

These guest lectures can support students in understanding and explaining political concepts and theories and be able to analyse problems with political concepts and theories. Then students also get specific skills to design and carry out physical and political practices. **BPS** Programme also invites alumni to share their career experience after graduating from the study programme. In addition, **BPS** Programme also accommodates other professionals to be guest lecturers, which is usually integrated into the course meetings.

The expert from the non-governmental organisation is invited by the **BPS** Programme to deliver on several issues, such as environmental politics. In the Digital Politics course, the **BPS** Programme has invited the Chief of the Ombudsman of Indonesia to deliver a lecture about Digital transformation for the surveillance of public services.

## **MNP**

The **MPN** programme invites guest lecturers regularly with the help of the Faculty International Office. Guest lecturers who teach in the **MPN** Programme are professors/scholars and legal practitioners from both Indonesia and overseas. The guest lecturers are invited due to their expertise and also their position in the legal field, such as judges, prosecutors, advocates, Directorate General of State Assets, as well as academicians from other universities. From 2020 to 2022, some guest lecturers have taught in the **MPN** programme.

The purpose of the guest lecture programme is to enrich students' knowledge and skills by further learning from other universities and practitioners. The experience of these practitioner lecturers is very important to provide students with legal knowledge and skills, especially to have a career in the legal profession. This guest lecture programme also supports the achievement of learning outcomes as stated in the curriculum.

## **Lecturing tutors**

### **BPS**

Lecture tutors are an integral part of the learning process in the **BPS** Programme. In the curriculum structure, there is a course called "Political Assistantship", which is a course that allows students to become teaching assistants. Sixth-semester students and above can participate in this assistantship and become teaching assistants in their chosen subjects. Students applying for assistant positions must at least get an AB grade in the intended course. The selection process is carried out by considering students' academic requirements. Students register to become assistants in the intended subject through the KRS process.

Furthermore, lecturers and assistants coordinate to share assignments during lectures. Course lecturers assign teaching assistants various tasks such as managing classes, submitting assignments, guiding students outside class, and keeping discussions lively at each meeting. The role of teaching assistants is crucial to support and improve students' ability to capture lecture material. Especially for understanding reading material and tutoring for writing good papers because most **BPS** courses require writing essays as their primary assignment.

In addition, if only a few students wish to participate in the assistantship, lecturers usually open opportunities for teaching assistants to help lecturers manage their classes voluntarily. The benefit of tutoring students is acquiring soft skills in education, such as responsibility, initiative and time management. This course is also related to LO number 6, leading students to become political scientists or academics.

## **MNP**

In the **MNP** Programme, the learning process is also carried out by applying the Problem-Based Learning (PBL) method. Some courses are taught using the tutorial method in addition to lectures such as Marital Law, Secured Transaction Law and Deed Preparation Technique of Syariah Banking. Around 30% of the total meetings for these courses are tutorial sessions. Students also write a report based on the discussion's outcomes and deliver it. A tutor is in charge of this instructional session and makes sure the discussion flows well.

Both lecturers and senior students can become tutors. Senior students help the professors during tutorial sessions.

The tutor presents case examples (scenarios) in the tutorial session for the students to discuss. The learning module explains the reading and discussion materials that students must prepare. Students are separated into numerous discussion groups during the tutorial session. Five to ten students, including a leader, a notetaker, and members, make up each group. The moderator of the discussion is the discussion leader. The notetaker is in charge of recording legal issues, as well as important points in the discussion.

All must actively participate and give their legal argumentation during the discussion. The tutor must ensure that the discussion in the group runs well. This tutorial sessions require students to discuss case scenarios that are relevant to the lecture material. Students must be able to think analytically and find legal issues in the case scenario. This method helps students develop legal competencies and skills.

## **Appraisal:**

The didactical concept of the study programme is described, plausible, and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects. Students are encouraged to take an active role in creating the learning process. Note: case studies, role playing, problem-based learning.

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

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

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

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

### 3.4 Internationality

#### International Contents and Intercultural Aspects

##### Both programmes

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 Bachelor of Political Science Programme and Master of Notary Programme. The following table shows that all programmes have prepared their students for an international working environment.

**Table 17: Internationalisation Aspects**

|            | Bachelor of Political Science Programme                   | Master of Notary Programme                                  |
|------------|-----------------------------------------------------------|-------------------------------------------------------------|
| Language   | Indonesian (First language) and English (Second Language) | Compulsory English competence to graduate                   |
| Courses    | Most of reading materials are in English                  | Most of courses are provided with English reading materials |
| Classes    | Regular class and exchange class (AMERTA)                 |                                                             |
| Activities | Guest lectures, seminars, conferences, exchanges          | Guest Lecturers, seminars, conferences, exchanges           |

##### BPS

Apart from using English as a second language in classes, the **BPS** programme also covers global topics and discussions, which will enhance the students' horizons and knowledge regarding social, cultural, and political issues worldwide. For example, in the Electoral system course, students will learn about the world electoral system and the countries' issues related to the implication of the system. Covering global issues in topics and discussions will attract more international prospective students to choose this programme.

While there have been significant internationalisation efforts in **BPS** programme, from reading materials, student exchange, English course basic and advanced, international guest lecturers,

international conferences, and international community service, the **BPS** programme does not specifically design the graduates to work abroad. However, the programme provides sufficient knowledge and skill necessary to work in an international context. The graduates are expected to be able to contribute to improving the achievement of the international development agenda, for example, sustainable development goals that cannot be solved without international cooperation. Moreover, the graduate should be able to compete with the international workforce, especially from ASEAN countries, as the implementation of the ASEAN economic community currently.

**MNP**

**MNP** is a specific study programme which prepare graduate to be a Public Notary in Indonesia. However, since this study programme also prepare graduate to be a professional in banking, financial dan business law sectors, an international character is an important aspect to prepare the students to work in an international environment through course material and practice, such as student and staff inbound or outbound, and publication. Therefore, significant internationalisation strategy initiated by the programme for those purposes are done through collaboration.

By the end of 2022, there are 25 agreements with international higher education and governmental institutions signed by Faculty in the form of MoA and by the University through an MoU. Through such agreements, **MNP** hosted many activities for students by involving counterparts from overseas, such as guest lectures, seminars (offline and online/webinar), and conferences. **MNP** students are encouraged to participate in these international exposure activities to improve their knowledge, writing ability, legal skill and build their global network. Moreover, English is a compulsory competence for **MNP** students so that they can engage in learning materials and international guest lectures which are delivered in English.

In the learning process, **MNP** lecturers encourage students to be able to discuss and explore various issues in both domestic and international settings. Therefore, most courses on **MNP** are also provided with reading materials in English. Furthermore, it shall be noted that **MNP** students come from different cultural background across Indonesia. Thus, **MNP** set compulsory inheritance law courses for students, which integrate intercultural community aspects of the society.

**Table 18: Internationalisation Aspects of MNP**

| Aspects                              | MNP                                                                                        |
|--------------------------------------|--------------------------------------------------------------------------------------------|
| Language                             | Compulsory English competence to graduate                                                  |
| Courses                              | Some courses are provided with English reading materials                                   |
| International Association Membership | Dean Forum; International Association of Law School (IALS); ASIAN Law Institute (ASLI) NUS |
| Activities                           | Guest Lecturers, seminars, conferences, exchanges                                          |

**Internationality of the Student Body**

**BPS**

The **BPS** programme has always involved its student body in international activities such as organising a conference, student exchange and organising community service with international citizens. The BPS also partially and fully provides financial aid depending on the programme. Annually, 15-20 students are overseas to attend academic activities and international conferences (International Conference on Contemporary Social and Political Affairs) at UNAIR. In 2020 and 2021, the International Conference on Contemporary Social and Political Affairs (ICoCSPA) was held online via Zoom conference due to covid-19 pandemic.

The **BPS** programme has several students who follow student exchange schemes, such as in the United States and Türkiye. **BPS** Programme also cooperates with Universiti Sultan Zainal Abidin (Malaysia) as their students are sent to **BPS** Programme to participate in courses and present research papers.

### **MNP**

The **MNP** provides a range of mandatory and elective courses where students are expected to explore the international academic atmosphere. Students benefited through educational experience in the international environment gained by their lecturers. In the learning process, lecturers encourage students to be able to discuss and explore various issues in both domestic and international settings. The courses contain international subjects such as Cyber Notary and Legal Aspects of Trade Contracts. These courses are designed to make students eager to contribute to domestic and international discussions.

Internationalisation of higher education entails several issues such as language, curriculum and cross-cultural content. The programme is aware of the importance of these issues and has taken some measures in facing these challenges. For instance, it provides preparation for students, so they do not experience difficulties during their studies and are ready to work in an international environment. The preparation includes applying policies regarding the language requirement, such as by using English Proficiency test or TOEFL as one of the graduation requirements. Furthermore, the faculty along with the **MNP** regularly invites not only visiting lecturers from reputable overseas universities, but also overseas students through some programmes such as by participating seminar or conferences.

Moreover, the programme requires lecturers to involve students in conducting research and encourages students to actively participate in international activities such as international conferences to gain international exposure at overseas universities. In 2021, there were 13 **MNP** students joined International Webinar Law and Its Impact After a Year of Covid -19 FUU held by Universitas Teknologi MARA (UITM ) Shah Alam. Subsequently, in November 2022, there were 12 **MNP** students who presented their paper at the 'International Colloquium Strengthening the Role of Law to Foster the Use of Technology and Innovation for Sustainable Development' in Malaysia which was conducted offline.

### **Internationality of Faculty**

#### **BPS**

The internationalisation is for all the faculty members, including lecturers, students, and staff. All the academicians and supporting staff have the opportunity to gain international experience. For the lecturer, the faculty and the university provide a wide range of opportunities for an international experience, such as sending the lecturers to have fellowships, conferences, seminars, research collaboration, and other projects abroad. For example, one **BPS** Lecturer participates in international training at The University of Melbourne. Moreover, **BPS** Programme has 44% of lectures graduates from global universities such as the University of Manchester and University of Exeter in the UK, Northern Illinois University in the US, Australian National University and Murdoch University in Australia, Zhejiang University in China, and University of Paris 8 in France.

Furthermore, UNAIR provides a scholarship for staff to pursue a higher degree abroad. The staff also had the opportunity to participate in international training and receives support from the faculty. The university also facilitates lecturers participating in international academic events such as conferences, training, post-doctoral fellowship, and research collaboration. On the other hand, foreign lecturers from other universities were allowed to become adjunct professors and guest lecturers in **BPS** Programmes. The students have the advantages of the global-experienced lecturers by being international research assistants, publishing academic works with foreign publishers, expanding their networking, participating in international exchange, and working abroad.

## **MNP**

Under internationalisation strategies taken to attract international students, the programme, has established a set of policies regarding inbound and outbound programmes. The inbound programme is outlined to admit either international lecturers or students to engage in a teaching-learning environment. Aside from giving guest lectures, the visiting professors are involved in several other academic activities, such as workshops, seminars, conferences, and joint research and publication. At the same time, the outbound programme offers opportunities for lecturers and students of the **MNP** Programme for international exposure.

### **Foreign Language Contents**

## **BPS**

All courses in the **BPS** Programme are provided with reading materials in English. Regularly, the study programme also organises international lectures. It is also important to note; the students must meet the English requirement test (475 of ELPT test). For those students and lecturers who want to upgrade their English proficiency, there are language courses that they can participate in Language Training Unit (PUSBA). **BPS** also support student in enhancing their English by providing basic English and advanced course.

## **MNP**

Generally, the instruction and teaching language in **MNP** is Indonesian language. All courses in classes are delivered in Indonesian. However, almost all the courses have international content. Thus, the lecturers and students often use legal terms in foreign languages (e.g. English, or Dutch). Regularly, the study programme also organises international lectures. Within the last three years, the **MNP** has been inviting academics from European, Australia, and Asia. Additionally, the visiting lecturers from universities abroad always deliver the lectures in English.

Furthermore, **MNP** students must meet the English requirement test (475 of the TOEFL or University English Proficiency test) to graduate from the programme. For those students and lecturers who desired to upgrade their English proficiency, there are language courses that they can participate in Language Training Unit (PUSBA). The foreign language content manifests in literature, materials, and course delivery in some courses with a foreign visiting professor.

## Appraisal:

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

With part-time students from different countries, the international composition of the student body corresponds to the programme concept. The measures taken to promote internationality are goal-oriented.

The international composition of the faculty promotes the acquisition of international competences and skills. The measures taken are goal-oriented.

The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programme. The panel members note that, despite there are courses in English, the integration of these courses should be slightly more systematic. In their point of view, developing a systematic concept and enhancing courses in English would also attract more international students.

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

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

#### **BPS**

At the university level, UNAIR has made KKN (Community Services) a compulsory course (4 credits/6.4 ECTS) for Bachelor students in their final year. The KKN course gathers students from various study programmes in several groups to plan and implement various community empowerment projects. The projects are based on community needs such as youth activism programmes, health promotion programmes and other community empowerment activities. UNAIR has encouraged all study programmes to allow students to take courses from other study programmes within a faculty.

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

The **BPS** programme ensures their students get multidisciplinary competencies and skills such as systematic thinking, government relation, analytical, and mediator skills. It already becomes a graduate skill in **BPS**. Most **BPS** courses have presentation assignments where each class is divided into groups, and each group is responsible for presenting the course topic weekly. For example, in government relations skills, the lecturer also provides assignments such as presentation reports from an interview with the government during the field study. These activities provide students with the experience to enhance their government relation skills and critical analysis of political change in the government.

Furthermore, students also follow cross-study courses provided by the faculty so that student competencies are complete and more varied, which are adjusted to the learning outcomes of graduates. The cross-study courses include Introduction to Sociology, Introduction to Anthropology, and Basics of Social Research Method. Besides that, students of the **BPS** are encouraged to participate in various non-academic activities, such as student competitions and conferences, to train their leadership and organisation skills.

In addition, students can acquire special skills outside lectures in the Merdeka Learning Campus Merdeka (MBKM) programme scheme. This scheme has eight main activities: student exchange, internship, village project, research, entrepreneurship, independent study/project, humanitarian project, and teaching school. The **BPS** curriculum accommodates activities in the MBKM programme scheme as a form of learning outside lecture activities. Each activity can be converted to a maximum of 20 credits.

#### **MNP**

A notary is a discipline in the area of Private Law. However, **MNP** is multidisciplinary by nature. This can be seen from the admission eligibility to the programme, the teaching and learning process and up to the learning outcome (LO). Admission to the MNP does not require a particular specialisation of law as part of the prospective students' Indonesian Bachelor of Law degree (*Sarjana Hukum / S.H.*) background. **MNP** offers multidisciplinary subjects, intersections between Private Law and other disciplines, such as PNH697 Research Method,



PNH699 Thesis, HKP617 Cyber and Notary Law. In addition, some of the MNP subjects are delivered using the Problem-Based Learning (PBL) method, which equips students with teamwork, problem-solving, communication and public speaking, and leadership skills. The PBL method also enables students to develop logical, critical, systematic, and creative thinking. Moreover, students of the **MNP** can implement interdisciplinary or multidisciplinary approaches to solve issues on science and technology of notary law and beyond, which is in line with the **MNP** learning outcomes, which refers to the 8th level of KKNI.

## Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the course descriptions. This is supported by means of suitable didactical and methodological measures.

The acquisition of further multidisciplinary competences, such as leadership skills, systematic thinking, government relation, analytical, or mediator 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)

### **BPS**

Integrating theory and practice is applied within learning methods and specific courses. When it comes to learning methods, bachelor programmes have fieldwork integrated into various courses, in which the students could have an opportunity to visit various relevant institutions and experience how it works and operates. From this field study, students have employability skills, including communication, teamwork, self-development, and ethics. Employability skills are needed to support graduate careers, as reported in the tracer alum and tracer user surveys.

There is an internship course in the **BPS** Programme that students can participate in for three to six months. Many BPS students participate in apprenticeship programmes at institutions, organisations, and companies such as KPU, NGOs, DPR, and Newspaper companies to gain work experience and support employability skills. Some procedures must be met when students apply for internships. The students then provide a report regarding their internship experience and are evaluated by the assigned lecturers.

### **MNP**

The **MNP** is committed through its learning programme to produce students who have the skills, knowledge and competency to be professional or in getting and keeping a job, thrive in the workplace and can face change or get other jobs that are more suitable with their fields.

Most **MNP** students are already employed; therefore, by studying at the **MNP**, it is expected that they will be able to improve or develop their careers.

By taking compulsory and elective courses offered by the **MNP** – such as Deed Preparation Technique, Company Law, Marital Law, Legal Methods, Practice of Inheritance law, the Politics of Land Law, the Law of Guarantee – the students are expected to be able to develop concepts for legal problems solving through the development of legal knowledge and also legal reasoning. The students are also expected to be able to formulate ideas in an argumentative and creative way in the field of law. In addition, students are expected to be able to conduct research in the legal areas of their interest .

In the **MNP**, the curriculum is designed to produce graduates that master the hard skills and soft skills that are important in practice and meet the job market's needs both nationally and internationally. At the University level, a career center (DPKAA) is available for students and alumni of Universitas Airlangga. DPKAA has collaborated with the Indonesian Notary Association (INI) to provide career information and job openings for **MNP** students and alumni. DPKAA, in cooperation with INI, also provides career seminars to improve the interpersonal and career skills of **MNP** students and alumni.

### Appraisal:

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

|      |                                                            | 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

#### Both programmes

As with other aspects of quality management in UNAIR, human resource development follows a predetermined road map. This road map considers the following: need-analysis-based recruitment process, individual competence, employment history, performance assessment, and internal and national regulations. Based on the Government Regulation No. 30 of 2014 on the Statute of Universitas Airlangga, UNAIR has the authority to recruit its human resources.

#### Structure and quantity of faculty in relation to curricular requirements

#### Both programmes

The following table shows the number and structure of the faculty members. According to the national regulations concerning teachers and lecturers, the minimum requirement eligible for full-time undergraduate lecturers is a Master's holder. At the same time, the part-time lecturer qualification is for professionals with at least ten years of experience and retired lecturers. The necessity to recruit part-time lecturers should be driven by the department's need and expertise qualifications. The decision to recruit full-time and part-time lecturers has to be deliberately discussed in the department's meeting involving all faculty members.

**Table 19: Structure of the Faculty Members**

| Faculty Member              | Bachelor of Political Science Programme | Master of Notary Programme |
|-----------------------------|-----------------------------------------|----------------------------|
| <b>Full time lecturers</b>  |                                         |                            |
| Professors                  | 4                                       | 11                         |
| Doctors                     | 14                                      | 25                         |
| Masters                     | 18                                      | 9                          |
| Total                       | 36                                      | 45                         |
| <b>Part time lecturers</b>  |                                         |                            |
| Professionals               | 9                                       | 13                         |
| Total full time + Part time | 45                                      | 58                         |

#### BPS

The **BPS** Programme has 36 full-time lecturers consisting of four professors, 14 doctors, and 18 masters. While for part-time lecturers, the HEI has nine lecturers with specialisation spread from Islamic political thought to anti-corruption. Along with part-time and full-time lecturers, the HEI welcomes lecturers from other universities preferably from the top 100 universities and professionals to deliver courses under the guest lecturer and the adjunct professor scheme.

All lecturer's status mentioned above is an integral part of the learning process in the **BPS** programme.

## **MNP**

There are 58 Faculty members in the Master of Notary Programme. Forty-five are full-time lecturers, and the other 13 are part-time lecturers. In addition, several visiting lecturers are also invited each semester. All of the members are PhD graduates from various fields of law with international experience. Most lecturers are certified by the Ministry of Education and certified as mediators by the Ministry of Law and Human Rights. Furthermore, most of the lecturers not only deal with giving lectures but are also actively involved in several practice areas, such as notaries, governmental institutions, business enterprises and other law-related fields. Currently, in the **MNP** programme, there are eleven professors in charge of the teaching process and support the development of the Programme.

## **Academic qualification of faculty**

### **Both programmes**

Basically, 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 Programme is Master graduates. Meanwhile, the lecturer qualification for the Master programme is Doctoral graduates. In addition, the Lecturer should perform their academic excellence (publication and professional experiences). In the recruitment process they have to pass the written test, personality test, and the interview test.

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.

The Tri Dharma activities can lead to the development of the lecturer qualification. 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, 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 then must participate in civil servant and pedagogical training before officially delivering lectures. The **BPS** programme encourages lecturers to develop their expertise and research interests. The HEI motivates lecturers to pursue PhD and post-doctoral to develop their human resources. In doing so, the HEI provides facilities such as letters of recommendation, academic leave, and if it is urgently needed financial support.

In order 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. Faculty outstanding academic qualification is underlined by scientific publications. In order to improve the qualifications of lecturers, Universitas Airlangga annually organises and finances the certification of professional writers and editors in various fields of expertise, for example, scientific article writers, reviewers of scientific papers, authors of popular scientific books, and editors of scientific books. Most of lecturers have published their research nationally or internationally.

This book has become one of the main references for students and academicians in studying the Indonesian Political System. Moreover, Siti Aminah has just published an article in 2022 entitled "Implementation of Green City Surabaya: Overcoming Challenges of Local-Global and Green Capitalism Development" in Universitas Airlangga's Global & Strategis Journal. These publications strengthen the reputation of the lecturers and show their dedication to the academic field.

### **Pedagogical / didactical qualification of faculty**

#### **Both programmes**

To ensure quality teaching and learning, the university has ensured that all the faculty members of the **BPS** and **MNP** 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, ones which are stated clearly in the vision and the missions of the Bachelor of Political Science and Master of Notary Programme. 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 in order 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 indeed 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 always 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. Once the COVID-19 pandemic forced the university to change into a full online learning, the faculty could adjust to the changes with minor difficulties. This situation encourages the faculty members to search more training programmes to improve the skills in managing online learning. In order to ensure the pedagogical or didactical qualification, FISIP routinely holds evaluations. Furthermore, the faculty outstanding qualification is shown by excellent evaluation results.

## **Practical Experience**

### **Both programmes**

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. Likewise, the University-Industry link has enable lecturer to have practical experience. For each Study Programmes the specified practical experience will be describe as follows:

### **BPS**

In **BPS** Programme, most of the full-time lecturers have practical and business experience. Both the local government and the national government employ some of **BPS** lecturers as experts. In practical fields, some lecturers have had experiences working as high-ranking officials in government agencies.

In BPA Programme, some of the lecturers have had experience working as a political analyst in government or state bodies in both national and local levels. There are also political consultants from BPS that have professionally involved in national projects.

For part-time lecturers, they support practical lecture by giving real-world experience as professionals. Some of the part-time lecturers work as researchers, high-ranking officials in government or state bodies in various levels, and highly experienced figures.

### **MNP**

In **MNP**, there are 45 full-time lecturers and 13 part-time lecturers. All Full-time lecturers are certified as professional lecturers by the Ministry of High Education, and some of the lecturers

are certified as Arbitrators and Mediators by the Ministry of Law and Human Rights. In practical fields, some lecturers have been appointed to the National Notary Supervisory Board members. The part-time lecturer's background is practising Public Notary, Receiver and Administrator on Bankruptcy, Bankers, Government Officials, Auction Officers and other related-Notary professionals.

With such a background, the lecturers help the student understand not only the substance of specific courses but also the ability to understand from a practical view. For example, lecturers with a Public Notary background help the students to understand the technical preparation of a notary deed.

### **Internal cooperation**

#### **Both programmes**

Lecturers from different study programmes often meet in the same forum or places in the university. UNAIR has co-working spaces, open spaces, coffee shops, and online platforms. Sometimes, informal lectures or discussion is held in these places where the participants can be from the public. Thus, these infrastructures enhance the academic culture of the university. 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**

#### **Both programmes**

To ensure students have a better learning experience, UNAIR has the same policy as stated below:

**Table 20: Student Support by the Faculty**

| 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, exchange, and double degree programmes<br>Providing counselling services to prepare students in 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, the student may contact the lecturer through e-mail or other means to make an appointment. For academic purposes related to the courses, the student can usually freely

consult with the particular lecturers personally on campus during office hours. Meanwhile, the MNP supports students in terms of individual academics, infrastructure, and student activities.

Meanwhile, in the **MNP**, since it is a master programme, the working hours are divided into the morning shift (the same as the regular working hours) and the night shift (18.00 – 21.30). In this case, the availability of lecturers and administration will depend on the study program's schedule. Faculty members are available for the students outside the specified office hours utilising technology such as via E-Mail and WhatsApp. Students are fully content with the support they receive. Every student has a lecturer who acts as an Academic Advisor.

The Academic Advisor is very important to every student by supervising, guiding, and advising the best way of study in every semester and every step of the student's academic journey, from the day students join the faculty to the final stages of their study. UACC, a secure and internal online platform for students, supports services performed by Academic Advisors. In addition, there is also an academic administration bureau (BAA), which 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).

This extent also provides supervision to student projects. On the other hand, the faculty and the universities could provide a wide variety of support to the students. For example, the faculty allocate 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.

## Appraisal:

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



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

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programme. The HEI verifies the qualifications of the faculty members by means of an established procedure. The HEI ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for the further qualification of the faculty members are implemented.

The practical business experience of the faculty corresponds to the requirement of the programme to integrate theory and practice.

The faculty members cooperate with each other for the purpose of tuning the courses towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly at the beginning and also within the courses. Overall, the faculty shows a good corporation culture.

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully.

The faculty members are available for the students outside the specified office hours as well. The students are “fully content” with the support they receive. They further remind students and encourage them to finish their exams and studies. Furthermore, they offer a very good online support.

|          |                                                                                                                                  | 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

### Programme Coordinator

#### Both programmes

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. The Head of the Programme based on Rector Regulation No. 5 of 2016 on Head of the Programme stated that the head of the programme is the organiser of a master's degree who performs various coordinative functions such as Planning class schedules, practicum and evaluation of learning outcomes.

- Coordinating the implementation of lectures and practicum in the field of study in the programme study environment
- Coordinating the process of implementing education, research and community service programmes in the faculty in related fields of study;
- Coordinating the needs for lecture facilities and practicum as well as educational infrastructure.
- Monitoring the course of the teaching and learning process following the curriculum.
- Evaluating the management system of the study programme that has been running.
- Preparing accountability reports for implementing duties to the Dean and carrying out other duties from superiors that are relevant to implementing the programme.
- - Programme Director evaluation is carried out periodically every semester through a series of learning processes and reported as a self-evaluation report, which includes:
    - Performance evaluation of the head of the study programme
    - Evaluation of the performance of the faculty administration unit
    - Evaluation of lecturer's performance in lectures, advisory ship, final project supervising, and practicum.

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

## **Process organisation and administrative support for students and faculty**

### **Both programmes**

Faculty members and students are supported with professional administrative support. This includes sufficient number of administrative staffs. The administrative staffs can help provide the data needed by the academic advisors regarding the academic performance of their advisees. At the end of each semester, lecturers and students evaluate the performance of academic staff to identify any room for improvement.

Administrative support is provided by supporting staff. They work according to their competence. The Administrative staff assists in scheduling academic activities for 1 semester, exams, bridging communication between lecturers and students so that learning runs well. The administrative staff include librarians, secretaries, finance, student affairs, IT, facilities and infrastructure. Administrative staff have their own career paths.

The university usually facilitates training and expertise development for administrative staff for example procurement, enhancing public service, IT courses, language learning, and archive management. For example, in the study programme also provides opportunities for their administrative staff to develop their professional skills through various training and workshops. Administrative staff are given training according to their expertise and field by the university. MNP provides opportunity for the supporting staff to enhance their skill.

This include providing scholarship for the staff to continue their study and training that can improve their skills and capacity. For instance, one of the supporting staff was sent to attend the ERASMUS+ Programme with partner countries for Staff Mobility for Training Programmes at Lucian Blaga Sibiu University, Romania. The opportunities of electronic service-support are used and supplement personal one- to-one counselling. The study programme offers the administrative staff opportunities for continuous professional development.

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

On the other hand, for the lecturers' support handling the exam grading system through UACC, official letter for either academic and non-academic purposes, financial supports, supporting in technical matters related to the teaching such as organising and preparing room before class started. Those all-support system, the teaching application and the application for all lecturers, students and the academics are integrated online in <https://cybercampus.ac.id> therefore either student or lecturer are able to request particular support easily, then the particular division can respond and execute the request immediately. The student also can call faculty helpdesk in the working hour to get particular services.

## Appraisal:

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

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

The opportunities of electronic service-support are used and supplement personal one-to-one counselling. The HEI offers the administrative staff opportunities for continuous professional development. The administrative staff acts as a service provider for students and faculty. The administration staff encourage students to finish studies. Furthermore, the HEI offers financial support.

|                                                                                | 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

### **Cooperation with Higher Education Institutions (HEIs) and Other Academic Institutions or Networks**

#### **Both programmes**

In the context of cooperation, Rector Decree<sup>14</sup> stipulates that Faculty can cooperate with other parties with the approval of the 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. Cooperation has a formative impact on the curricular content and on the profile of graduates. By means of specific measures such as student and staff exchange, mutual sharing of course material, joint offer of additional electives, they significantly contribute to the development of qualification and skill. Through cooperation with other universities, students can enhance their knowledge and achieve more skills needed in conducting exchange programmes. In terms of the benefit for the student, the cooperation could also result in the form of the opportunity in obtaining the scholarship and having the broader chance to continue their further education abroad. From such cooperation, institutions gain some benefits

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<sup>14</sup> Number 39 of 2017

that can be used to improve the education management and infrastructure to support the special education programme. Meanwhile, for further special activities regarding internationalisation within each study programme, will be described as follows.

## **BPS**

In terms of cooperation, **BPS** Programme currently engages in various activities with other academic institutions in three areas:

- **Outbound:** Previously, **BPS** Programme's lecturers were participating in a fellowship programme in University of Melbourne Australia, Monash University Australia, and Universiti Teknologi MARA (UiTM) Malaysia. Moreover, many of **BPS** Programme's students also engage in various outbound activities such as summer events, exchange programmes, and conferences in Chonnam National University South Korea, Universiti Teknologi Malaysia, Management and Science University Malaysia, and Universiti Teknologi MARA (UiTM) Malaysia.
- **Inbound:** **BPS** Programme constantly invites and collaborates with other experts from various Universities abroad to give lectures, classes, and workshops. Some of the notable partnerships in these activities in the international level are with the Asia Institute of the Faculty of Arts at the University of Melbourne Australia. At the national level, **BPS** Programme also collaborate intensively with other **BPS** Programmes from other Indonesian universities, such as Universitas Gadjah Mada, Universitas Siliwangi, UIN Jakarta, and Universitas Hasanuddin.
- **Mixed collaborations:** Besides the Outbound and Inbound Programme, **BPS** Programme also engages in collaborations through a joint research programme. This joint research serves as a platform for **BPS** Programme's lecturers to learn and harness their writing skills through guidance from other experts in the fields. For example, **BPS** currently engages in a joint research programme with the Asia Institute of the Faculty of Arts at the University of Melbourne Australia.

## **MNP**

**MNP** is engaged with academic institutions, business enterprises, professional associations and other organisations. Such cooperation has an impact on the contents of the programme and the profile of the graduates. Using specific measures (e.g., cooperation in projects, provision of traineeships, the appointment of professionals in teaching), they significantly contribute to developing qualifications and skills and the quality of the final theses. The MNP has also conducted guest lectures, workshops, and writing clinics in collaboration with various universities to bring practical insight into the classrooms.

Therefore, students' qualifications, skills, and competencies in English, which are needed as communicators, analysts, researchers, or innovators, can develop. Cooperation with other universities abroad has been done well, for example, with Nyenrode University, Cebu University (student and staff exchange, joint research, and double degree), Gdansk University (student and staff exchange, joint research), Maastricht University (joint research, Orange Knowledge Programme, student and staff exchange), University Technology Mara (UiTM) Malaysia (research and educational collaboration).

Student and staff exchange, conference collaboration, Leiden University (Student Exchange Agreements), and Gakhusuin University [SF2] (Staff & student exchange, Research

Promotion). All of these cooperations with University partners have benefit the students in achieving not just the expected learning outcome, but also to equip students with international experience, and comparative analysis on the laws of other jurisdiction.

### **Cooperation with business enterprises and other organisations**

#### **BPS**

There are at least three forms of collaboration between the programme and business enterprises and other organisations, namely in the teaching process, community services and during internship and career recruitment. Partner Institutions who accepted **BPS** Programme's students are Regional House of Representatives Surabaya, City Government of Surabaya, Provincial Government of Jawa Timur, Australian Embassy, Embassy of Malaysia, The National Commission on Human Rights (Komnas HAM), National Commission on Violence against Women (Komnas Perempuan), Jawa Pos (Newspaper), The Indonesian Forum for Living Environment (WALHI), Political Party, and The General Elections Commission (KPU). These collaborations have impacts on courses contents and graduate profiles. They also contribute to the development of qualifications and skills of both lecturers and students as well as the quality of bachelor thesis and research projects.

During the teaching process, **BPS** Programme incorporates experts and practitioners from various governmental and non-governmental organisations as part of the learning method. In a way, experts could share their first-hand experiences to complement the theory and textbook knowledge in the class. As it is one of **BPS** Programme obligations to provide service to the community, **BPS** Programme also involved and invited various governmental and non-governmental organisations in the process. Finally, **BPS** Programme also manages various internship and job opportunities for the students.

#### **MNP**

The MNP has also conducted guest lectures, workshops, and writing clinics with various universities to bring practical insight to the classrooms. Therefore, it may improve students' qualifications, skills, and competencies in English, which are needed as communicators, analysts, researchers, or innovators. There is also cooperation with the Indonesian Notary Association (Ikatan Notaris Indonesia / INI), the Association of Land Deed Officials (Ikatan Pejabat Pembuat Akta Tanah / IPPAT), and the Directorate General of State Assets (Direktorat Jenderal Kekayaan Negara / DJKN), from which the MNP hires the professionals from these institutions to teach as a regular part-time lecturer in the program (see self-evaluation report, p. 87).

### **Appraisal:**

Cooperation with HEI, other academic institutions and networks are aligned with the strategy of the study programmes and actively promoted for example, by means of student and staff exchange, mutual sharing of course material or joint offer of additional electives). Such cooperation has a formative impact on the curricular contents and on the profile of the graduates. By means of specific measures they significantly contribute to the development of qualifications and skills.

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

In case that other organisations conduct parts of the study programme, the HEI ensures that the quality standards are met.

|          |                                                                                                                                                    | 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

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.

For students with disabilities, the Faculty of Social Science and Political Science has facilities and infrastructure that support disabled groups, including lifts between floors and bathrooms for the disabled.

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

The opening hours of the library take students' needs sufficiently into account. Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured. The literature expressly required for the study programme is available in the library and also kept up to date. The panel members positively highlight that the students have a good access to the library and databases from home.

|        | 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

### **Career Counselling and Placement Service**

#### **Both programmes**

In UNAIR, there is a unit called Directorate of Career Development, Entrepreneurship Incubation and Alumni<sup>15</sup> 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) This programme is conducted through online and offline methods. The online methods can be accessed on <http://ppkk.unair.ac.id/programme/consultation>, while the offline methods is carried out once a month. Besides that, PPKK also has a psychology lecturer to handle the offline methods, and intern psychologist to handle online complaints from students.
- Airlangga Career Fair (ACF) ACF has 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 of ACC 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.
- 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) In this programme, the companies can offer job vacancies to students which being their target. CR is usually conducted at least once a month.

### **Alumni Activities**

#### **Both programmes**

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

<sup>15</sup> Direktorat Pengembangan Karir, Inkubasi Kewirausahaan, dan Alumni/DPKKA



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 and IKA FH.

At the moment, the chairperson of IKA UNAIR is Khofifah Indar Parawansa who is also currently serving as the Governor of East Java Province as well as one of the leaders of Nahdlatul Ulama, the largest Indonesian Islamic society. Moreover, she graduated from the Bachelor of Political Science Programme, FISIP, UNAIR. With such an influential figure, UNAIR believes that the partnership can be expanded in terms of fundraising activities, networking purposes, or as the future employers for the students. The profile of FISIP's alumni can be found on the website's alumni page.

The university is committed to 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.

At Faculty of Law, the **MNP** also regularly organises alumni and students gathering with IKANOT (student association of the **MNP**). In such gathering, they invited prominent alumni who are highly standard of Public Notary related association.

## Appraisal:

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

An alumni organisation has been set up with the aim of developing an alumni network.

|                                                | 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)

### **Both programmes**

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

- Revenue from State Budget. It represents revenue from the state budget for payroll of civil servants, civil servants' meal allowance, professional allowance lecturers, professors and allowances honorary professor. Revenue is recognised at the time of state budget expenditure accounted for by the issuance of Warrant Disbursement (SP2D) and the Payment Order (SPM). This revenue usually contributes 35% of total income earned by UNAIR.
- Revenue from Public Fund. It is revenue earned in exchange for goods or services rendered to the community including student tuition fee and grants from public or private institutions. Revenue from public funds further specified per type of service obtained by the University. This revenue usually contributes 40% of total income earned by UNAIR.
- Revenue of Services and Business. It is revenue earned by UNAIR from work contracts, provide services with certain institutions or community, and commercial activities. This revenue usually contributes 25% of total income earned by UNAIR. UNAIR has several revenue centres that annually provide considerable income such as UNAIR hospital, subsidiary companies, and public service centres.

UNAIR publishes its financial statement each year as part of public transparency and responsibility. In 2020, UNAIR financial statements ([click here to see](#)) show that it received more than 1.8 trillion-rupiah (around 106 million euros) revenues. This figure is 30% higher than UNAIR earned in 2019. The budgeting policy used by UNAIR gives each study programmed fund to run its operation based on Programme's tuition contribution, size of faculty members and staff, and strategic factors determined by the university executives.

To date, all study programmes are well financed. There are no study programmes closed due to financial difficulties. Moreover, UNAIR also offers scholarships to students with financial difficulties either from UNAIR's cash directly or from third party resources. The sum total of tuition fee varies depending on the student parents' income. In case there are students who face financial difficulties, the study programme will facilitate them to apply for financial aid schemes.

For example, UNAIR provided tuition discounts and exemptions in 2020 for students that experienced financial difficulties due to the economic situation during pandemic. To date, UNAIR has been continuing all of its study programmes. It indicates that UNAIR meets all the requirements to manage the study programmes and has enough resources to finance the programmes. Nevertheless, UNAIR has an emergency policy in case it should close a study programme due to inability to fulfil the national requirement.

In case that a study programme is discontinued, the remaining students will be treated as follows:

- Transfer to other universities with the same study programme without reducing credit transfer.

- Offering them to be re-registered in other study programmes with similar discipline.

For example, students from the Political Science programme may be transferred to International Relations and Public Administration study programmes. The remaining lecturers and administrative staff will be treated as follows: Offering them to be reregistered in other study programmes with similar discipline. For example, lecturers and administrative staff from the Political Science Programme may be transferred to International Relations and Public Administration programme.

The alumni of study programmes will be treated as maintaining the academic or post-graduation services to be handled by university or other authoritative institutions. For example, if the alumni need to legalise particular documents, there will be a body handling this matter.

### Appraisal:

The income related to the programme 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                          |                                    |      |

## 5. Quality assurance and documentation

### Quality assurance and quality development with respect to contents, processes, and outcomes

UNAIR recognises the importance of a robust academic quality assurance system to be 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<sup>16</sup>. 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.

## **BPS**

BPS programmes have been accredited A by the National Accreditation Board (BAN - PT), This programme regularly has conducted quality improvement management both internally and externally. Internally, quality improvement management is controlled by the activity of Audit Mutu Internal (here in after called AMI) through <https://qa.unair.ac.id>. AMI is usually conducted annually to monitor whether or not the academic activities have already met the quality standard. It is by obligatory to make a self-evaluation of the academic and service organisation.

In order to improve the quality of management to be implemented through the application of integrated monitoring and evaluation system, the system was involved in 14 faculty and 1 post-graduate school at the UNAIR including these two study programmes. The compliance standards refer to the academic environment of the standard, on the other hand refers to the Indonesian standard of accreditation by BAN- PT. To make sure the quality management system these programmes have Quality Assurance Unit at programme level (Gugus Penjaminan Mutu/GPM), as a part of Quality Assurance Unit/System at the level of faculty.

The substance of monitoring and evaluation according to the application consist of vision and mission, governance, student and alumni, human resources, finance and infrastructure, education, research, community services, output of three pillars higher education principles (Tridharma) and risk management. Through the AMI process these programmes can describe best practices which have been applied during the learning process.

In general, the curriculum, academic activities, and university services are monitored and evaluated periodically through quality assurance unit. For curriculum, the instruments consist of availability of learning materials such as readers, textbooks, or other compulsory references. Students who have passed certain courses are required to fill evaluation questionnaire based on their experience. The questions include the relevance between the curriculum and the learning objectives, the lecturer's performance in planning, delivering, and evaluating the learning process, the internal management of the programme, the performance of the academic supporting unit and the comprehensive performance of the institution.

The results of the monitoring and evaluation are reported in the annual Self Evaluation Report by the Programme Quality Assurance Unit (Gugus Penjaminan Mutu/GPM) at programme level. The findings in the report will be analysed and followed up by the faculty board for further development. During internal audit (AMI), non-faculty auditors are involved to ensure the

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<sup>16</sup> Universitas Airlangga Cyber Campus/ <https://cybercampus.unair.ac.id>

objectivity of the assessment. The auditors then will follow up the findings to the authoritative body, the University Quality Assurance Board (BPM). All of the processes are integrated into university data management platform through <https://qa.unair.ac.id>.

## **MNP**

It is evident that the study programme has been assessed nationally, this is because the **MNP** has been accredited “Excellent” by the National Accreditation Board (BAN-PT), and is a part of Faculty of Law of UNAIR which has also been accredited “Excellent” by BAN-PT. This Programme has regularly conducted quality improvement management both internal and external. Internally, quality improvement management is controlled through Internal Quality Audit / Audit Mutu Internal (hereinafter called the AMI) that is available online<sup>17</sup>.

AMI is conducted annually in order to assure that the academic activities have already met the quality standard. The programme is obligated to make a self-evaluation of the academic and service units. In order to improve the quality of management to be implemented through the application of integrated monitoring and evaluation system, the system involves 14 faculties and one post-graduate school at UNAIR. AMI’s standards refer to the good academic environment, likewise it also refers to the Indonesian standard of accreditation as set by BAN-PT. To maintain organisational quality, UNAIR and The Programme run a monitoring and evaluation system which involves lectures and students through the periodical questionnaires online<sup>18</sup>.

## **Instruments of quality assurance**

### **Evaluation 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

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<sup>17</sup> <https://qa.unair.ac.id>

<sup>18</sup> <https://cybercampus.unair.ac.id>.

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**

Based on the AIMS's evaluation framework, faculty members have an important role in the evaluation of curriculum, teaching-learning process, learning and engagement, and faculty, department and study programme leadership. The evaluations are as follows:

- Faculty member's evaluation on curriculum content and the teaching-learning process. This evaluation is carried out by faculty members during the semester and the results are discussed at the end of semester regular meetings at the study programme level. Through this meeting, the programme director and faculty members agreed on improvements that must be made to develop the quality and up-to-datedness of the content and the quality of the student learning experience.
- Engagement and satisfaction survey. This survey is intended as an assessment of UNAIR as an organisation in providing opportunities for faculty members and general staff for career development and self-development. This survey also assesses the level of satisfaction and engagement of faculty members and general staff at UNAIR.
- Leadership survey. This survey aims to improve the management performance of the study programmes, the departments, and the faculties. Faculty members were asked for their perceptions of the performance of the programme director, the head of the department and the dean of faculty in the aspects of vision and strategies, the lecturing process, the research, the social service, the transformational leadership, the efficient management and the interpersonal skills

During the outbreak of COVID-19, online surveys have also been conducted to assess and control the effectiveness of the learning process, since all learning activities have been delivered online through HEBAT e-learning and other online platforms. As a result, the learning process in the BOS and **MNP** experiences insignificant obstacles in attaining the learning objectives.

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 improvements that have been identified through the survey process.

## **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”). A tracer study or study of graduates of higher education providers is very important to be carried out by the university, the **BPS** Programme, and also **MNP**. This is because the Tracer Study can provide a variety of 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. **BPS** Programme and **MNP** use office form format to gain the data from the alumni and employer. 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 programme evaluates the satisfaction of the users regarding the performances of the graduates.

Some aspects concerned are including legal skill competency, interpersonal communication, teamwork, foreign language ability, and manner. 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<sup>19</sup>. Information about UNAIR, in general, is available on the website<sup>20</sup>. 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)<sup>21</sup>. 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).

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<sup>19</sup> <http://politik.fisip.unair.ac.id/> and <https://mih.fh.unair.ac.id> for MNP

<sup>20</sup> <https://unair.ac.id/>

<sup>21</sup> <https://cybercampus.unair.ac.id>



- Other very specific data could be accessed through LMS<sup>22</sup>. 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**

Information on Activities during the Academic Year is conveyed through both the programme websites (as stated above) and the program'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).

As for information about academic activities can be accessed on the website<sup>23</sup>. 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 programme with respect to its contents, processes, and outcomes, has been set up. It takes into account the evaluation results and the analysis on student workload, success rate, and graduate employment as well as the profile of the student population.

Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the students and provide input for the quality development process. In addition, the evaluation results are translated into a list of measures to be taken and published in an appropriate manner. Within the framework of controlling the implementation, it is ensured by an internal audit mechanism that measures are regularly taken and effectively addressed.

Quality control by the faculty is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process. In addition, the evaluation results are translated into a list of measures to be taken and published in an appropriate manner. Within the framework of controlling the implementation, it is ensured by an internal audit mechanism that measures are regularly taken and effectively addressed.

An external evaluation is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

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<sup>22</sup> <http://hebat.elearning.ac.id>

<sup>23</sup> <http://politik.fisip.unair.ac.id> and <https://mkn.fh.unair.ac.id> for MNP

The study programme's content, curriculum and examination scheme have been suitably documented and published.

The HEI regularly publishes current news and information – both quantitative and qualitative – about the study programme. The panel members positively highlight the use of various student-oriented communication channels.

|        |                                                                                                                 | 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 / Master programme:

1. Bachelor of Political Science Programme,
2. Master of Notary

|          |                                                                                                                      | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|----------|----------------------------------------------------------------------------------------------------------------------|-------------|------------------------------|----------------------------|------------------------------------|------|
| <b>1</b> | <b>Objectives</b>                                                                                                    |             |                              |                            |                                    |      |
| 1.1*     | Objectives of the study programme (Asterisk Criterion)                                                               |             |                              | 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                          |                                    |      |
| <b>2</b> | <b>Admission</b>                                                                                                     |             |                              |                            |                                    |      |
| 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                          |                                    |      |
| <b>3</b> | <b>Contents, structure and didactical concept</b>                                                                    |             |                              |                            |                                    |      |
| 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                                                                                                            |             |                              |                            |                                    |      |

|           |                                                                                                                                  | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|-----------|----------------------------------------------------------------------------------------------------------------------------------|-------------|------------------------------|----------------------------|------------------------------------|------|
| 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                                                                                                               |             |                              |                            |                                    |      |
| 3.3.1*    | Logic and plausibility of the didactical concept (Asterisk Criterion)                                                            |             |                              | X                          |                                    |      |
| 3.3.2*    | Course materials (Asterisk Criterion)                                                                                            |             |                              | X                          |                                    |      |
| 3.3.3     | Guest lecturers                                                                                                                  |             | X                            |                            |                                    |      |
| 3.3.4     | Lecturing tutors                                                                                                                 |             |                              | X                          |                                    |      |
| 3.4       | Internationality                                                                                                                 |             |                              |                            |                                    |      |
| 3.4.1*    | International contents and intercultural aspects (Asterisk Criterion)                                                            |             |                              | X                          |                                    |      |
| 3.4.2     | Internationality of the student body                                                                                             |             |                              | X                          |                                    |      |
| 3.4.3     | Internationality of faculty                                                                                                      |             |                              | X                          |                                    |      |
| 3.4.4     | Foreign language contents                                                                                                        |             |                              | X                          |                                    |      |
| 3.5*      | Multidisciplinary competences and skills (Asterisk Criterion)                                                                    |             |                              | X                          |                                    |      |
| 3.6*      | Skills for employment / Employability (Asterisk Criterion)                                                                       |             |                              | X                          |                                    |      |
| <b>4.</b> | <b>Academic environment and framework conditions</b>                                                                             |             |                              |                            |                                    |      |
| 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                                                                                                     |             |                              |                            |                                    |      |

|          |                                                                                                                                                    | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------|------------------------------|----------------------------|------------------------------------|------|
| 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                                                                                                                           |             |                              |                            |                                    |      |
| 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                          |                                    |      |
| <b>5</b> | <b>Quality assurance and documentation</b>                                                                                                         |             |                              |                            |                                    |      |
| 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                                                                                         |             |                              |                            |                                    |      |
| 5.3      | Programme documentation                                                                                                                            |             |                              |                            |                                    |      |
| 5.3.1*   | Programme description (Asterisk Criterion)                                                                                                         |             |                              | X                          |                                    |      |
| 5.3.2    | Information on activities during the academic year                                                                                                 |             |                              | X                          |                                    |      |