

Decision of the FIBAA Accreditation and Certification Committee



6th Meeting on June 29, 2022

PROGRAMME ACCREDITATION

Project Number:	21/O83 Cluster 1
Higher Education Institution:	Universitas Airlangga
Location:	Surabaya, Indonesia
Study Programme:	Bachelor of English Language and Literature (S.Hum. Sarjana Humaniora) Bachelor of Indonesian Language and Literature (S.Hum. Sarjana Humaniora) Bachelor of History (S.Hum. Sarjana Humaniora) Bachelor of Japanese Studies (S.Hum. Sarjana Humaniora)
Type of Accreditation:	initial accreditation

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

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

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

Condition:

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

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

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

The FIBAA Quality Seal is awarded.



Assessment Report

Higher Education Institution:

Universitas Airlangga, Surabaya, Indonesia

Bachelor programme:

1. Bachelor of English Language and Literature
2. Bachelor of Indonesian Language and Literature
3. Bachelor of History
4. Bachelor of Japanese Studies

Qualification awarded on completion:

1. Bachelor of English Language and Literature
(S.Hum. Sarjana Humaniora)
2. Bachelor of Indonesian Language and Literature
(S.Hum. Sarjana Humaniora)
3. Bachelor of History
(S.Hum. Sarjana Humaniora)
4. Bachelor of Japanese Studies
(S.Hum. Sarjana Humaniora)

General information on the study programmes

Brief description of the study programmes:

The **Bachelor Programme of English Language and Literature (BPELL)** is a seven semester programme which aims to educate communicators, analysts and innovators in the fields of Linguistics, Literature and Culture. Graduates of the programme work as academics, teachers, translators, interpreters, copywriters, literary critics, language consultants and entrepreneurs.

The **Bachelor Programme of Indonesian Language and Literature (BPILL)** is a seven semester programme which aims to educate creative writers, communicators, and researchers. Graduates of the programme work as teachers, journalists, lecturers, writers and researchers in Language, Literature and in manuscript traditions.

The **Bachelor Programme of History (BPH)** is a seven semester programme which aims to educate students as professionals in the field related to the study of history, as researchers in Historical and Heritage studies, as educators to teach history, as journalists and curators or archivists.

The **Bachelor Programme of Japanese Studies (BPJS)** is a seven semester programme which equips the students with the abilities to communicate in Japanese in academia, professional and creative industries, as well as being analysts with the ability of critical and holistic thinking with regard to Linguistics, Literature and Cultural phenomena based on the knowledge of the culture of Japanese-speaking communities. Graduates work as translators, interpreters, Japanese language instructors and in Japanese companies.

Type of study programme:

Bachelor programmes

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

BPELL: 7 semesters (3.5 years), 144 SKS/230 ECTS¹

BPILL: 7 semesters (3.5 years), 144 SKS/230 ECTS

BPH: 7 semesters (3.5 years), 144 SKS/230 ECTS

BPJS: 7 semesters (3.5 years), 144 SKS/230 ECTS

Mode of study:

full-time

Didactic approach:

study programme with obligatory class attendance

Double/Joint Degree programme:

no

¹ SKS: *Satuan Kredit Semester*, 1 SKS equivalent to 1.6 ECTS, see p.73

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

BPELL: 200-250 students per year

BPILL: 100-150 students per year

BPH: 70-80 students per year

BPJS: 75-100 students per year

Programme cycle starts in:

winter semester (September)

Initial start of the programme:

BPELL: 1989

BPILL: 1989

BPH: 1998

BPJS: 2006

Type of accreditation:

initial accreditation

Procedure

A contract for the initial accreditation of the Bachelor of English Language and Literature programme S.Hum. (Sarjana Humaniora), Bachelor of Indonesian Language and Literature programme S.Hum. (Sarjana Humaniora), Bachelor of History programme S.Hum. (Sarjana Humaniora) and Bachelor of Japanese Studies programme S.Hum. (Sarjana Humaniora) was made between FIBAA and Universitas Airlangga on June 22, 2021. On November 17, 2021, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

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

Prof. Dr. phil. Jeannette Behaghel

Hochschule Bremen University of Applied Sciences, Germany
Honorary Professor Economy and Society of Japan (Japanese Studies, International Migration, Global Governance, Economic Geography of Japan, Politics and Foreign Policy of Japan)

Dr. Rudolf Camerer

elc-European Language Competence, Frankfurt a.M., Germany
Director (Foreign language requirements in international professional and other contexts, intercultural communicative competencies (English among others))

Maike Doll

Universität Paderborn, Germany
Student of Culture and Society (M.A., Subjects: English Linguistics, English and American Literature and Culture)

Dr. Ben Murtagh

SOAS University of London, United Kingdom
Reader in Indonesian and Malay (Indonesian and Malay Studies, South East Asian Studies, including Language, Literature, Cultural studies, History, Religion)

Prof. Dr. rer. nat. Peter AI. Pscheid

International University Liaison Indonesia-IULI, Island of Java, Indonesia/ Switzerland
Co-Chairman Board of Trustees of IULI (Co-Founder), Founding Rector of the Swiss German University-SGU Indonesia (BSD-Island of Java)

Prof. Dr. Hans-Georg Wolf

University of Potsdam, Germany
Chair of Development and Variation of the English Language, Dean of the Faculty of Arts (English) Linguistics, Communication Studies, BA and MA programmes as well as corresponding teacher training programmes

² The panel is presented in alphabetical order.

FIBAA project manager:
Friderike Uphoff

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference (due to the Covid-19 pandemic). The online conference took place on March 28, 29, 30 and 31, 2022 via the video conferencing tool *Zoom*. At the end of the online conference, the panel gave a short feedback on its first impressions to representatives of the HEI.

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

Summary

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

The panel members identified need for improvement regarding the following aspect³: quality assurance and quality developments. They recommend the accreditation on condition of meeting the following requirement:

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

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

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

- Updating the list of recommended readings in the course descriptions (see chapter 3.3),
- Including also the varieties in English into the courses combined with working behaviour/business correspondence (see chapter 3.4),
- Using the Common European Framework of Reference for Languages (CEFR) as an orientation for the development of communication skills in business, since it defines the required language competences (see chapter 3.5),
- Setting up an alumni network at programme level in order to facilitate contact between students and alumni (see chapter 4.5).

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

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

- Admission requirements (see chapter 2.),
- Counselling for prospective students (see chapter 2.),
- Equality of opportunity (see chapter 3.2),
- Guest lecturers (see chapter 3.3),
- Lecturing tutors (see chapter 3.3),
- Foreign language contents (see chapter 3.4),
- Academic qualification of faculty (see chapter 4.1),

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

- Internal cooperation (see chapter 4.1),
- Student support by the faculty (see chapter 4.1),
- Cooperation with business enterprises and other organisations (see chapter 4.3),
- Access to literature (see chapter 4.4).

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

Summary

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

The panel members identified need for improvement regarding the following aspect⁴: quality assurance and quality developments. They recommend the accreditation on condition of meeting the following requirement:

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

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

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

- Updating the list of recommended readings in the course descriptions (see chapter 3.3),
- Using the Common European Framework of Reference for Languages (CEFR) as an orientation for the development of communication skills in business, since it defines the required language competences (see chapter 3.5),
- Setting up an alumni network at programme level in order to facilitate contact between students and alumni (see chapter 4.5).

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- Admission requirements (see chapter 2.),
- Counselling for prospective students (see chapter 2.),
- Equality of opportunity (see chapter 3.2),
- Guest lecturers (see chapter 3.3),
- Lecturing tutors (see chapter 3.3),
- Foreign language contents (see chapter 3.4),
- Academic qualification of faculty (see chapter 4.1),
- Internal cooperation (see chapter 4.1),

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

- Student support by the faculty (see chapter 4.1),
- Cooperation with business enterprises and other organisations (see chapter 4.3),
- Access to literature (see chapter 4.4).

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

Summary

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

The panel members identified need for improvement regarding the following aspect⁵: quality assurance and quality developments. They recommend the accreditation on condition of meeting the following requirement:

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

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

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

- Updating the list of recommended readings in the course descriptions (see chapter 3.3),
- Using the Common European Framework of Reference for Languages (CEFR) as an orientation for the development of communication skills in business, since it defines the required language competences (see chapter 3.5),
- Fostering the digitalisation of smaller archives (see chapter 4.4).

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

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

- Admission requirements (see chapter 2.),
- Counselling for prospective students (see chapter 2.),
- Integration of theory and practice (see chapter 3.1),
- Interdisciplinary thinking (see chapter 3.1),
- Equality of opportunity (see chapter 3.2),
- Guest lecturers (see chapter 3.3),
- Lecturing tutors (see chapter 3.3),
- Foreign language contents (see chapter 3.4),
- Academic qualification of faculty (see chapter 4.1),
- Internal cooperation (see chapter 4.1),

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

- Student support by the faculty (see chapter 4.1),
- Cooperation with business enterprises and other organisations (see chapter 4.3).

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

Summary

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

The panel members identified need for improvement regarding the following aspect⁶: quality assurance and quality developments. They recommend the accreditation on condition of meeting the following requirement:

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

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

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

- Updating the list of recommended readings in the course descriptions (see chapter 3.3),
- Using the Common European Framework of Reference for Languages (CEFR) as an orientation for the development of communication skills in business, since it defines the required language competences (see chapter 3.5),
- Setting up an alumni network at programme level in order to facilitate contact between students and alumni (see chapter 4.5).

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

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

- Admission requirements (see chapter 2.),
- Counselling for prospective students (see chapter 2.),
- Integration of theory and practice (see chapter 3.1).
- Equality of opportunity (see chapter 3.2),
- Guest lecturers (see chapter 3.3),
- Lecturing tutors (see chapter 3.3),
- Foreign language contents (see chapter 3.4),
- Academic qualification of faculty (see chapter 4.1),

⁶ These aspects are asterisk criteria which means that they are essential for the study programme.

- Internal cooperation (see chapter 4.1),
- Student support by the faculty (see chapter 4.1),
- Cooperation with business enterprises and other organisations (see chapter 4.3),
- Access to literature (see chapter 4.4).

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

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Information

Information on the Institution

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

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

The related missions are:

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

By 2021, UNAIR was ranked 465 in the 2022 QS World University Rankings, a result which drives the University to make rapid acceleration in various fields including the internationalisation of study programmes, accreditation by international accreditation boards and development of various cooperation with global academic institutions following Internationalisation Roadmap of UNAIR 2020-2025.

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

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

Both ranks of UNAIR based on Times Higher Education (THE) impact rankings and UI GreenMetric exhibit UNAIR's stance to support the realisation of Sustainable Development Goals (SDGs). Advanced international collaboration has also been established. It includes international classes, joint research, double-degree programmes and joint community outreach programmes. UNAIR also actively initiated international programmes such as Airlangga Global Day, AIRVENTURE (Airlangga Adventure) and INHERIT (Indonesia Heritage); international credit mobility/semester programmes such as AMERTA (Academic Mobility Exchange) both for undergraduate and Master programmes, International Community Development programmes, such as SDG COP (Sustainable Development Goals Community Outreach Program) and CERIA (Community Empowerment Program at Airlangga).

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

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

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

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

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

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

1. Certified by AUN-QA (ASEAN University Network-Quality Assurance): 17 study programmes
2. ASIC (Accreditation Service for International Colleges): 14 study programmes
3. ASIIN (Accreditation in Engineering Computer Sciences Natural Sciences Mathematics): 26 study programmes
4. FIBAA (Foundation for International Business Administration Accreditation): 3 study programmes
5. ABEST 21 (The Alliance on Business Education and Scholarship for Tomorrow a 21st century organization): 14 study programmes
6. APHEA (Agency for Public Health Education Accreditation): 1 study programme

The four programmes in this cluster, namely **Bachelor Programme in English Language and Literature** (established in 1989), **Bachelor Programme in Japanese Studies** (established in 2006), **Bachelor Programme in History** (established in 1998) and **Bachelor Programme in Indonesian Language and Literature** (established in 1989) are part of the Faculty of Humanities. These study programmes are essential parts of UNAIR as they present students with an opportunity to learn about the humanities and lead them to the basic thinking that national culture is an intellectual repertory that needs to be preserved and developed to maintain national identity. In addition, the field of humanities is a discipline that is closely related to the transformation and application of science and technology.

Moreover, the development and advancement that the programmes have worked on, such as the national and international accreditation and activities, have contributed to the global recognition of UNAIR among many other humanities departments/faculties in universities around the world. Some of the international activities executed by the programmes which connect UNAIR to people and universities across the world are the introduction of Indonesian language and culture through the teaching and learning activities of BIPA (Bahasa Indonesia untuk Penutur Asing/Indonesian Language for Foreign Learners) and AMERTA (Academic Mobility Exchange) conducted by the Bachelor Programme in English Language and Literature and the Bachelor Programme in Indonesian Language and Literature; the joint research and collaborative works on Urban Kampung in Indonesia conducted by the Bachelor Programme in History; the international internship programme in many Japanese companies and universities and continuous collaboration with the Japanese Consulate General conducted by the Bachelor Programme in Japanese Studies.

Further development of the programmes and statistical data

Bachelor Programme in English Language and Literature

The BPELL of Universitas Airlangga was established in 1989 based on the Decree of the Directorate of Higher Education Number 104/DIKTI/KEP/1989 dated 13 November 1989. The programme began accepting students in the odd semester of the 1989/1990 academic year. The BPELL plans and conducts its activity according to its vision, which is to be an independent, innovative and leading programme at national and international level and to be the pioneer in the development of arts and humanities based on moral and religious values, by contributing significantly to the development of knowledge and professionalism in Linguistics, Literature and Cultural studies. This vision is a derivative from the Faculty of Humanities' and from the UNAIR's. The programme's missions, moreover, are:

- (1) to offer academic education in Linguistics, Literature and Cultural studies of English-speaking communities based on modern learning technology,
- (2) to conduct basic research and applied research in Linguistics, Literature and Cultural studies based on the knowledge on the culture of English-speaking communities in order to support the development of education and community service,
- (3) to dedicate the expertise in Linguistics, Literature and Cultural studies based on the knowledge on the culture of English-speaking communities to the society,
- (4) to strive to be self-support in executing Tri Dharma (i.e. education, research and community outreach) by developing modern institutional management and inter-institutional collaboration that focuses on quality and competitive advantage on the national and international level, and
- (5) to strive for the link and match between academic education in Linguistics, Literature and Cultural studies and the needs of professional competencies in industries.

To achieve those missions, BPELL continuously improves its curriculum to be compatible with recent trends and to ensure that students can graduate at an exact projected study time; conducts collaboration with relevant institutions such as RELO (Regional English Language Office/US Embassy) and the British Council to increase lecturers' competence in teaching English, provide teachers' training to enhance lecturers' ability to teach using modern methods of teaching and recent technology; and establishes cooperation and collaboration with universities as well as institution partners from Indonesia and abroad to share knowledge and other educational activities.

Recently, as stated in the Ministry of Education and Culture's policy number 3 of 2020 concerning National Standard for Higher Education, which includes the programme of freedom in learning, BPELL has organised a curriculum re-design. In this curriculum, students are projected to gain more experiences in education and practice by allowing them to take courses from other programmes at UNAIR, from similar programmes in other universities, or undertake internship in various companies and institutions which can be converted by BPELL as credits weighed in the students' diploma. In the former curriculum, similar activities have also been started. However, with the projected redesigned curriculum those opportunities are given more weighting.

The number of applicants for BPELL is always very high, as shown in the data from 2018-2020. There was a decline in the number of applicants in 2019. This was due to the change in the

government's policy regarding student admission in Bachelor programmes. Unlike the previous years, in 2019, students took the admission test and got their scores before applying to the programme. Since the BPELL has a high test score threshold, prospective students who did not perform well in the admission test would not apply to the BPELL, leading to a decrease in the applicant number. However, in 2020, the applicant number experienced an increase. This was due to the promotion effort of the programme and a change in government policy. Other improvements shown in the statistical data are the increase in the number of first-year students and the improvement in students' performance shown by the shortened average duration of study and the increased average final grade.

Regarding the drop-out rate, there are three main reasons for students to drop their studies in BPELL according to evaluations. First, these students already have full-time jobs, making it difficult for them to focus on their studies. Other students decided to be entrepreneurs, and they chose to prioritise their business. Second, some of these students were taking another degree programme. They felt overwhelmed with the double responsibility and decided to let one go. Third, students lost interest or were no longer motivated to continue their studies, mostly due to personal reasons.

Table 1: Statistical Data BPELL

		2018	2019	2020
# Study Places offered by HEI		225	230	240
# Applicants	∑	2803	1304	2128
Application rate		1245.78%	566.96%	886.67%
# First-Year Students (accepted applicants)	∑	190	203	207
	f	146	154	158
	m	44	49	49
Rate of female students		77%	76%	76%
# Foreign Students	∑	38	125	62
	f	31	59	35
	m	7	66	27
Rate of foreign students		4.62%	15.9%	8.23%
Percentage of occupied study places		84.44%	88.26%	86.25%
# Graduates	∑	170	163	141
Success rate		87.9%	88.7%	88.4%
Dropout rate (students who dropped their studies)		12.1%	11.3%	11.6%
Average duration of study (years)		4.61	4.56	4.3
Average grade of final degree		3.21	3.2	3.31

Bachelor Programme in Japanese Studies

The BPJS was established on February 28, 2006, based on the Decree of the Directorate General of Higher Education: 815/D/T/2006. This study programme was originally called the Bachelor Programme in Japanese Literature, but in its effort to adapt to the comprehensive development of Japanese Studies on the international scope, the study programme changed its name to Bachelor Programme in Japanese Studies in 2018⁷. This change was also undertaken with the consideration to accommodate the diversity of scientific interests and the needs of stakeholders. BPJS' vision: "To be an independent, innovative, and leading program at national and international levels and to be the center for the development of Japanese Studies, by contributing significantly to the development of knowledge and professionalism in Japanese language, Linguistics, Literature and Culture based on moral and human values".

To achieve its vision, BPJS sets four missions:

1. To offer academic education in Japanese language, Linguistics, Literature and Culture, based on modern learning technology.
2. To organize and develop a Japanese Studies programme that is professional and oriented to the satisfaction of internal and external stakeholders.
3. To produce innovative, interdisciplinary scientific works with the theme of Japanese language, Linguistics, Literature and Cultural studies, especially those related to urban society.
4. To produce graduates who have expertise in the fields of the Japanese language, Linguistics, Literature and Cultural studies that can be applied in the fields of business, public service and society.

⁷ stipulated in the Rector's Decree No. 898/UN3/2018 dated 13 April 2018

Table 2: Statistical Data BPJS

		2018	2019	2020
# Study Places offered by HEI		60	75	125
# Applicants	∑	722	417	403
Application rate		1203.33%	556%	322.4%
# First-Year Students (accepted applicants)	∑	63	70	118
	f	36	46	73
	m	27	24	45
Rate of female students		57.1%	66%	62%
# Foreign Students	∑	11	7	4
Rate of foreign students		3.1%	2%	1.1%
Percentage of occupied study places		100%	93.33%	94.4%
# Graduates	∑	44	43	61
Success rate		100 %	100 %	99,2 %
Dropout rate (students who dropped their studies)		0 %	0 %	0.8 %
Average duration of study (years)		4,73	4,64	4,09
Average grade of final degree		3.21	3.27	3.43

To realise those vision and missions, the study programme continuously tries to improve the process and quality of learning by implementing several strategies such as creating a high-quality curriculum and making any necessary adaptations relevant to the ever-changing era, encouraging the lecturers to pursue higher education, as well as producing academic and non-academic research papers. The latest curriculum implemented by BPJS has led its graduates to have Japanese proficiency that is equivalent to the Japanese Language Proficiency Test (JLPT) level N3. This fact makes BPJS well recognised in Indonesia in the field of Japanese studies, which is proven by the increase of first-year students every year, from 63 in 2018, 70 in 2019 and 118 in 2020. Although there was a declining trend in applicant numbers in 2019 and 2020, which is apparently due to the change in the programme name, the programme has been working in social media and other electronic media to boost the image of the programme. The improvement of the study programme can be seen in the success rate which increased more than 11 % over the course of three years. In addition, the average duration of study is getting shorter for two consecutive years. Students dropped out of the programme due to enrolling in another study programme in the following year, marriage and illness.

BPJS has also re-designed its curriculum based on the Ministry of Education and Culture's policy for freedom of learning that allows students to gain more experience in education and practice.

Bachelor Programme in History

The Bachelor Programme in History (BPH) was established in 1998⁸. Initially, the BPH was part of the Faculty of Letters. In response to the development of studies in Literature and History leading to Cultural studies, the Faculty of Letters changed its name to the Faculty of Humanities in 2008⁹. This change has led the BPH to expand its orientation to the humanities, including Literature and Culture as well as Linguistics by focusing on urban Culture, in line with the vision of the organisation to be the pioneer of urban history at national and international level. The BPH's vision: To be an independent, innovative, pioneering programme in humanities, especially in the field of urban history at national and international level in accordance with religious moral values and to be a programme that is responsive and adaptive towards the rapid development of society.

The BPH's missions:

1. Creating a conducive academic atmosphere with technology-based learning methods to support students to study in accordance with academic ethic values.
2. Developing history as a science oriented to strengthening 'urban historical and Cultural studies in society in the forms of research, joint conferences and student/staff exchange with similar courses/relevant studies.
3. Conducting research related to urban history and culture at national and international level.
4. Diversifying historical research results to society to improve the awareness of society on history.
5. Increasing self-reliance in the implementation of the Three Pillars of Indonesian Higher Education through institutional development oriented on quality and ability for global competition.

During the last years, BPH has decreased the dropout rate by giving a mentoring session for final-year students. The common reasons for the drop-out rate are that students had relatively steady jobs or got married. These two reasons contributed to slowing the completion of student studies, including in the completion of thesis writing.

The applicant numbers had an increase from 2019 to 2020 of 194 applicants, meaning that the BPH has become more popular among prospective students. As can be seen from the statistical data, BPH's competitiveness is 1:8 for every study place offered. However, the acceptance number is still smaller than the number of study places; this shows the prioritising with respect to the quality of applicants.

⁸ based on the Decree of the Directorate General of Higher Education: No. 104/DIKTI/Kep/1998

⁹ based on Rector's Decree No. 3293/J03/OT/2008

Table 3: Statistical Data BPH

		2018	2019	2020
# Study Places offered by HEI		125	97	82
# Applicants	∑	852	491	685
	f	502	313	397
	m	350	178	288
Application rate		681.60%	506.19%	835.37%
# First-Year Students (accepted applicants)	∑	100	91	76
	f	53	47	43
	m	47	44	33
Rate of female students		53%	52%	57%
# Foreign Students	∑	0	2	2
	f		1	1
	m		1	1
Rate of foreign students		0	2.2%	2.6%
Percentage of occupied study places		80.00%	93.81%	92.68%
# Graduates	∑	82	81	73
	f	50	51	48
	m	32	30	25
Success rate		88%	85.7%	82.9%
Dropout rate (students who dropped their studies)		12%	14.3%	17.1%
Average duration of study (years)		5.46	5.39	5.40
Average grade of final degree		3.28	3.26	3.29

In accordance with the Ministry of Education and Culture's policy, similar to BPELL and BPJS, BPH has organised a curriculum redesign. BPH has been selected as one of few study programmes in universities in Indonesia for a competitive grant named Competition Programme for Independence Campus (*Program Kompetisi Kampus Merdeka/PPKM*) for conducting and implementing this projected curriculum. The grant requires the programme to execute several activities such as: developing a more innovative teaching and learning, confirming the link and match between higher education and the industrial world by establishing various cooperation agreements with many institutions and industries, conducting student internships with those institutions and industry partners of the BPH. Up to now, there have been several BPH students doing internship in media industries and governmental institutions, namely JTV, MNCTV Jakarta, Hinterhov Production House and Cultural Heritage Preservation Institutions in Yogyakarta and East Kalimantan as the results of this programme.

Bachelor Programme in Indonesian Language and Literature

The BPILL was established in 1989 according to the Decree of Establishment legalised by the Directorate General of Higher Education No. 103/DIKTI/Nop/1989. It was first operated under the Faculty of Social and Political Sciences at Universitas Airlangga. In 1998, the Faculty of Letters of Universitas Airlangga was established following the Decree of Ministry of Education and Culture No. 290/O/1998/2 of December 1998 and comprised of the BPILL as one of the study

programmes. In 2008, the Faculty of Letters changed its name to the Faculty of Humanities. The BPILL has strived for some transformations as responses to the development of the world, knowledge and technology. Research that faculty members have conducted not only includes textual investigations, but also covers areas of advertisements, films, literature readers and language users, popular culture, urban culture and East Java culture. The vision of BPILL is to engage in developing the study of Linguistics, Literature, and Philology that are oriented towards strengthening local cultural studies and creating independent, innovative, critical and renowned academics and practitioners at national or international level based on religious morals.

Meanwhile the missions of BPILL are as follow:

1. Develop studies that are oriented towards strengthening local Cultural studies and contemporary issues in the areas of Linguistics, Literature and Philology.
2. Conduct education in the areas of Linguistics, Literature and Philology according to up-to-date tech-based courses using online methods.
3. Develop innovative basic research, applied research and policy-related research on traditional and contemporary issues in the areas of Linguistics, Literature and Philology to support the development of education and community engagement.
4. Devote the expertise of Linguistics, Literature and Philology to society.
5. Improve independence in the practices of the Three Pillars of Higher Education through the development of modern institutional management which is oriented towards the quality and competency at international level.

To fulfil those vision and missions, this programme continuously tries to improve the process and quality of learning by implementing several strategies such as reviewing the curriculum once a year with the input from all stakeholders, encouraging lecturers to pursue higher education and developing academic and non-academic research, among others.

The number of applicants has increased every year from 2018 to 2020. However, there was a decline in the number of first-year students in 2020, because BPILL wanted to improve the quality of its graduates. Moreover, BPILL has foreign students every year, although the number has declined within the last two years. This shows the sustainable interest from foreigners to learn Bahasa Indonesia. The dropout rate has constantly decreased during the last three years. The academic reasons for dropping out were evaluated by UNAIR.

BPILL has also re-designed its curriculum in order to give students more freedom to learn. The possibilities for credit transfer from other courses at UNAIR or other universities, as well as practical experience, was already part of the former curriculum. However, the new curriculum provides students with a greater opportunity to get in touch with industries and institutions outside of the study programme.

Table 4: Statistical Data BPILL

		2018	2019	2020
# Study Places offered by HEI		160	160	160
# Applicants	∑	1472	1528	1741
	f	1177	1222	1392
	m	295	306	349
Application rate		920.00%	955.00%	1088.13%
# First-Year Students (accepted applicants)	∑	153	154	120
	f	123	123	99
	m	30	31	21
Rate of female students		80%	80%	83%
# Foreign Students	∑	42	2	3
	f	33	2	3
	m	9	0	0
Rate of foreign students		27%	1%	3%
Percentage of occupied study places		96%	96%	75%
# Graduates	∑	155	123	147
	f	128	90	116
	m	27	33	31
Success rate		94.23%	98.56%	99.34%
Dropout rate (students who dropped their studies)		5.77%	1.44%	0.66%
Average duration of study (years)		4.6	4.7	4.5
Average grade of final degree		3.4	3.4	3.4

Appraisal

All four Bachelor programmes show very high application rate which far exceed the number of study places. Not all study places are occupied in every year, which is a result of the high requirements and entry restrictions to ensure successful graduation of the students. This is supported by a decreasing drop-out rate in three programmes; in the BPH the drop-out rate has been slightly increasing in the years between 2018 and 2020. Therefore, the BPH also reduced the number of study places offered in each year.

Foreign students are part of all four programmes; however, the number has varied in the last years between 1 % and 15 %. The rate of female and male students is balanced in the BPJS and BPH; in the BPELL and BPILL, there are more women than men in the years between 2018 and 2020 (a rate of female students between 76 % and 83 %). Due to the high number of applicants, the BPELL and BPJS also increased the number of study places offered (for BPJS from 60 to 125 study places, for BPELL from 225 to 240 study places).

The average duration of study has also slightly decreased in all four programmes; however, the cohorts from 2019 and 2020 have not finished their studies, yet. In general, the statistical data show that students exceed the planned time of study (3.5 years) by one or two semesters on

average. All variations in the number of applicants, the number of foreign students and drop-outs are thoroughly evaluated by the University.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programmes (Asterisk Criterion)

The objectives are set by each programme complying with the quality manual at University level. The same compliance is also maintained in the setting of graduate profiles, learning outcomes and programme curriculum. All procedures accommodate the guidelines of standard curriculum design mandated by the Indonesian Qualification Framework (IQF) for level 6 and National Accreditation Board¹⁰, as well as taking into account input from professional associations and specific programme associations. The formulation process also involves internal and external stakeholders, including the University and faculty, academic and support staff, alumni, students, expert staff and external stakeholders. The curricula of the programmes are evaluated yearly by taking into account input from internal as well as external stakeholders to ensure the contemporariness of courses, which is in accordance with University's policy on continuous improvement of the curricula in form of annual evaluation and a review of the curriculum every five years.

As one of the foremost English programmes in universities in Indonesia, the **Bachelor Programme in English Language and Literature** is also one of the initiators as well a member of the English Studies Association in Indonesia (ESAI)¹¹. Therefore, the BPELL set its objectives by taking into account standard learning outcomes established by the ESAI as well as input from stakeholders, which includes alumni who comes to the programme as speakers in guest lectures or as participants in alumni gathering and employers of the graduates who filled out a survey.

Based on those grounds, the BPELL has the aim to produce graduates with the following profiles:

- a. Communicator: Graduates are communicators with adept English skills, both spoken and written, in the fields of education, professions and creative industries based on Linguistic rules and communicational context.
- b. Analyst: Graduates are analysts with the ability of critical and holistic thinking to study Linguistic, Literature and cultural phenomena based on the knowledge on the culture of English-speaking communities.
- c. Innovator: Graduates are innovators who are able to offer solutions to problems in Linguistics, Literature and Cultural studies.

Based on this aim, the programme set up specific learning outcomes:

1. Being able to demonstrate proficiency in spoken and written English in the intercultural context of academic, professional, and creative settings marked by an achievement equal to at least level B2 of the CEFR (Communicator);

¹⁰ as stated in Presidential Regulation No 8/2012, the regulation of Ministry of Education and Culture No. 3 of 2020 about National Standard for Higher Education

¹¹ cf. <https://www.esai-indonesia.org> (last accessed on May 25, 2022)

2. Being able to apply basic concepts and theories in Linguistics, Literature and Cultural studies to solve problems related to phenomena in Linguistics, Literature, and Cultural studies in urban context (Analyst);
3. Being able to apply suitable theories and principles to translate general texts and academic texts (Innovator);
4. Being able to work independently using knowledge and skills of English to produce creative work (Innovator);
5. Being able to deliver language services in English for industry needs (Communicator).

To achieve the specific learning outcomes, the BPELL provides students with relevant courses such as courses on English speaking, reading, writing and listening skills; courses on Language, Literature and Culture, as well as courses on teaching and translating English. In this case, the Language and Culture taught in the content courses in Linguistics, Literature, and Culture focus on the specification in urban Language and Culture. Specification in urban studies is in line with the focus set by the Faculty of Humanities. At the same time, the specification also distinguishes the BPELL from other English programmes. For the medium-term goal of the study programme, the curriculum is designed to refine students' skills in solving problems and create innovation. In the long run, the curriculum is designed to prepare students to be professionals in their respective careers, such as teachers, translators, interpreters, lecturers, researchers, copywriters, literary critics, language consultants and entrepreneurs.

The **Bachelor Programme in Japanese Studies** is a member of the Consortium of Japanese Study Programmes in Indonesia. It has taken up an important position in the consortium as the secretary for three years to come. In relation to that, objectives of BPJS are set to comply with the standard of the consortium as well as the general procedures at University level. The main purpose of the establishment of the study programme is to enrich the nation through education development to produce graduates who have good moral standing, are highly knowledgeable in the fields of Japanese Studies and have good performance, good soft skills and high empathy towards the society. By referring to the vision and missions, the graduates of this study programme are set up as follows:

- a. Educator: Graduates are educators who can teach Japanese to Indonesians using the latest Japanese language teaching methods.
- b. Communicator: Graduates are communicators with adept Japanese skills, both spoken and written in the fields of academics, professional and creative industries based on Linguistic rules and communicational context.
- c. Analyst: Graduates are analysts with the ability of critical and holistic thinking to study Linguistics, Literature and Cultural phenomena based on the knowledge of the culture of Japanese-speaking communities, also who can think critically so that they have analytical skills in the Japanese field of study and have moral integrity in society.
- d. Innovator: Graduates are innovators who can offer solutions to problems in Linguistics, Literature and Culture.
- e. Manager: Graduates are managers who can manage an organisation or institution with a variety of different cultural characteristics. They can also provide significant consideration for decision-making. In addition, graduates are managers who have

abilities to apply their expertise in organising work well, can work in teams and have a leadership spirit based on their Japanese knowledge, experience and competencies.

Students are to be awarded with a Bachelor degree in Japanese Studies if they are:

1. Able to demonstrate proficiency in spoken and written Japanese in the intercultural context of academic, professional work.
2. Able to apply basic concepts and theories in Linguistics, Literature and Cultural studies.
3. Able to apply suitable theory and principles to translate general texts and academic texts.
4. Able to work independently.

Having these skills, BPJS has set its long-term goal to have graduates who will perform well in jobs such as translators, interpreters, instructors in Japanese language courses and employees in Japanese companies or offices. To ensure updated course contents, the curriculum of the programme is reviewed every year based on inputs from internal as well as external stakeholders.

The **Bachelor Programme in History** is an initiator and a member of The Indonesian History Programme Association (PPSI)¹². Therefore, based on the PPSI's standard, the BPH aims to promote a curriculum that produces independent, innovative, adaptable and professional graduates. In this context, the BPH provides qualified historians with expertise in different fields, especially in urban history. To ensure the quality of the learning process, the study programme periodically reviews the content of the curriculum every year. Moreover, every semester, all lecturers are assigned to review the courses as well as upgrade course materials with regard to the advancement of each subject and feedback from stakeholders. The graduates are also expected to be able to reflect UNAIR's motto "Excellence with Morality", so that the graduates of the BPH do not only have qualifications in scientific competence on history but are also aware of ethical issues.

The core competencies expected to be acquired by the graduates of the programme are described as follows:

- a. Professional: the graduates are able to apply their professional skills in any occupation related to the study of history.
- b. Researcher: the graduates have the ability to conduct innovative research and community services in historical and heritage studies.
- c. Educator: the graduates have the ability to teach, especially history, in high schools and universities.
- d. Journalist: the graduates have the ability to work in journalistic positions.

In order to achieve the medium-term objectives, BPH provides and offers several relevant courses, which are: Methods and Practice in Historical Research Practice, Historical Theory and Methodology and Seminar. In addition, students have opportunities to take Field Study which takes place in several institutions, such as Archival institutions, Museums, Heritage Research Institution, News Agencies, etc. These skills help the programme achieve its long-term goal of

¹² cf. <http://ppsi.or.id> (last accessed on May 25, 2022)

having graduates who perform well in jobs such as historian, teacher, researcher, curator, journalist and archivists.

The **Bachelor Programme in Indonesian Language and Literature** is one of the initiators and members of the Indonesian Studies Association (FORPOSSI/ *Forum Program Studi Sastra Indonesia*). In this case, the objectives of the BPILL are set based on, among others, the standard learning outcomes authenticated by FORPOSSI. They are also developed based on input from alumni and stakeholders who are invited to alumni gatherings or as guest lecturers. Therefore, the core competencies expected to be acquired by the graduates of the programme are described as follows:

- a. Literary Work Creator: Able to develop ideas, create original work and be responsive to the development of science, technology and art.
- b. Communicator: Able to communicate effectively in spoken and written language and have interpersonal skills.
- c. Researcher: Able to conduct research in the fields of language, Literature, text and Culture based on scientific methods that are responsive to the demands of science and technology developments.
- d. Professional: Able to think critically, work as a team and apply knowledge in professional environments.

Specifically, the Learning Outcomes (LOs) of the Programme are to produce qualified graduates to become teachers, journalists, lecturers, writers and researchers in Language, Literature and Manuscript traditions. The study of Manuscript traditions has always been the specification and characteristic of the BPILL, which differentiates it from other similar programmes in universities in Indonesia. In relation to that, the graduates of the programme are expected to not only masters Indonesian Language and Literature in theory but also masters the skills of practices. One of the practices is the practice of reading and interpreting manuscripts.

To achieve the LO and its medium-term goal, the BPILL provides and offers several relevant courses, such as Teaching of Indonesian Language and Literature, Indonesian Language for Journalistic Purposes, Literary Theory, Phonology, Morphology, Syntax, Semantics, Philology, Codicology, Textology, Method of Research, Thesis Proposal and Thesis Seminar. In addition, students have opportunities to take fieldwork and internship to get insights into their prospective future career as set up in the BPILL long term goal which is to have graduates who perform well as journalists, reporters, language consultants, teachers, researchers, writers and public relation officers.

Appraisal:

The qualification objectives of **all four 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. With respect to the **BPJS**, the panel suggests consulting the CEFR (2020) and using it as an orientation in the context of training managerial communication skills, as it defines the required language competences in business contexts. Special notice

should be taken e.g. of descriptor scales listed under *Leading Group Work* as well as scales for *Facilitating Communication in Delicate Situations and Disagreements*, *Facilitating Pluricultural Space* and others.¹³ These could be used for specifying context-relevant learning goals and for designing appropriate curricula. They would also allow the development of relevant test criteria. These could be used for specifying context-relevant learning goals and for designing appropriate curricula. They would also allow the development of relevant test criteria.¹⁴

The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation at Bachelor level. They take into account the requirements of the national qualification framework of Indonesia (level 6 of IQF).

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.1* Objectives of the study programme (Asterisk Criterion)			BPELL, BPILL, BPH, BPJS		

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

UNAIR has a strategic plan to aim for more recognition worldwide. This is in line with the National Policy of the Ministry of Education for international recognition that encourages higher education to be globally recognised through several strategic programmes. UNAIR and a few other universities in Indonesia are targeted by the Ministry of Education to achieve these strategic goals. This sense of purpose brings considerable consequences to how UNAIR designs its academic and non-academic programmes. Through its academic programmes, UNAIR encourages its study programmes to establish double degree or transferable credits programmes with various partner universities. In addition, all academic members are facilitated to engage with mobility programmes, field study, internships and community empowerment conducted regionally and globally. For non-academic programmes, internationalisation has changed how the University emphasises its relevant activities. UNAIR encourages its students to be actively involved in both national and international competitions and student cultural exchanges. This is to include both inbound and outbound activities. Non-academic programmes, such as CERIA (Community Empowerment at Universitas Airlangga) and INDIAIR (Indonesia Diversity at Universitas Airlangga) are useful in providing international exposure for UNAIR by inviting international students.¹⁵

Internationalisation of all programmes is designed by the University to develop the soft skills of students by giving them opportunities to gain an international experience that will broaden their knowledge of foreign cultures and attitude in the professional scene. Moreover, it will also increase their qualification by having international recognition and certificates. These will be

¹³ see: Council of Europe. 2020. Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume. Chpt. 3.4

¹⁴ see: <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>

¹⁵ see: <https://global.unair.ac.id/> (last accessed on May 25, 2022)

useful in preparing students with the necessary skills to be able to compete in the global market and work overseas. At faculty and study programme levels, internationalisation is manifested through various ways and derived from the University's strategic vision and missions.

The international orientation of all four programmes can be seen in the various academic and non-academic activities of the staff and students. The activities involving students are designed to prepare them to competently handle international tasks.

These include:

a. Guest lectures and staff exchange

Scholars and adjunct professors from various universities abroad support the internationalisation of all four programmes. For the **BPELL**, these include lecturers from the Universiti of Malaya (Malaysia), Vrije Universiteit Amsterdam (Netherlands), Faculty of Philological and Cultural studies, University of Vienna (Austria) and Humboldt University (Germany) that are regularly invited each year for short-term activities such as lecturing and sharing knowledge and for long-term activities such as teaching and collaborative research. The programme also collaborates with institutions such as the Regional English Language Office of the US Embassy and the Senior Experten Service of Germany to invite native speakers and teaching consultants. For the **BPJS**, these include lectures from UNAIR lecturers at Chuo University, Tokyo (Japan) and University of Vienna (Austria). For the **BPH**, these include eight assigned lecturers in 2019 at Le Havre Université (France), Chuo University (Japan), Iwate University (Japan), Monash University (Australia), Universiti Perlis (Malaysia) and Universiteit Leiden (Netherlands). The BPH also invites lecturers from international universities in the Netherlands, Japan and Malaysia to participate in a visiting lecture and as adjunct professor. The **BPILL** assigned four lecturers to universities in Morocco, Turkey and Japan. The programme also invites lecturers from Universiti Kebangsaan (Malaysia) and KITLV Leiden (Netherlands) as guest lecturers.

b. International conferences

All faculty members are regularly encouraged to participate in international conferences to share their research and at the same time to sharpen their current expertise and expand networking for future activities. For the **BPELL**, these include, e.g., the Conference on Asian Linguistic Anthropology (CALA) in 2020, the summer programme at Lingnan University in Hong Kong in 2017, the Rise of Asia Conference in Sorbonne and Le Havre University (France). Similarly, the BPELL also takes part in organising regular international conferences, such as The Universitas Airlangga Conference on Linguistics and the International Conference on Urban Studies, which involves students as well as lecturers. The **BPJS** has been able to hold various international conferences that actively involve lecturers and students. The lecturers have also contributed a lot as presenters at international conferences, e.g., at Humboldt University Berlin (Germany), at Chiba University (Japan), in Asian Studies Association, Boston (U.S.) and at Chuou University (Japan). The **BPH** cooperated with the Netherlands Institute Orloog Documentatie (NIOD) in 2004 and held the first International Conference on Urban History. In 2010, the BPH cooperated with the Australia Netherlands Research Collaboration (ANRC) and conducted

the International Conference on Urban Kampong. In 2021, the BHP and Stichting Dialogo Neterland-Japan-Indonesia (NJI) – ARQ Nationaal Psycotrauma Centrum conducted a conference on Intergenerational Understanding on Wars.

c. Student exchange

Students of **all four programmes** are encouraged to participate in student exchange programmes funded by national and international bodies. For the **BPELL**, there were eleven students in 2018, 19 students in 2019, nine students in 2020 and four students in 2021 who joined part-time and full-time exchange programmes. The number of students joining the programmes was decreasing because of the pandemic. The BPELL also receives students from abroad to study in courses offered for international students in AMERTA, LINGUA and INDIAIR Programmes. Students in these international classes will receive not only certificate or credits for their participation, but they are also given chances to learn Indonesian language and cultures throughout their stay. The **BPJS** has sent several students abroad, especially to Japan, to study in several universities for six months to one year through a cooperation scheme between universities and governments. Additionally, the programme also houses foreign students who wish to study in the BPJS. In 2019-2021 there were 85 students joining the student exchange programmes, ten students joining international internships and four students joining the summer programmes in Japan. The **BPH** assigned students to Thailand and Malaysia in 2017 and 2018 as well as to Turkey, Korea and Malaysia in 2019. Apart from that, in 2018-2019, several students from Malaysia and Japan took courses provided by the BPH. **BPILL** students participate in one-semester student exchanges with Universiti Malaya (Malaysia) and Jeonbuk National University (South Korea).

d. International certification/accreditation

All four programmes also strive to adhere to international quality standards by applying for international certification and accreditation.

e. International publication

All lecturers of the four study programmes are encouraged to publish in reputable journals. For the **BPELL**, these include publications in the *Qualitative Report Journal*, the *Scholarly Journal of Arts & Humanities*, the *Journal of Advance Research in Dinamical & Control System*, the *SoftwareX*, the *Glocal CALA Proceedings*, the *Technological Forecasting & Social Change Journal* and the *American and British Studies Annual*. Some of these publications are the result of a collaborative work with international academicians. For the **BPJS**, these include publications in the *New Frontiers in Japanese Studies* (Routledge), *The Journal of Japanese Language Literature Studies* and *Nihon Shosoushi Kenkyu Journal*. For the **BPH**, these include, among other, the *Southeast Asian Studies*, *Canadian Journal of History*, *Dermatology Report* and *Kasetsart Journal of Social Sciences*. For the **BPILL**, these include publications in *Advanced Science Letters*, *Journal of Indonesian Islam*, *International Journal of Applied Linguistics*, *Pragmatics and Society and Talent*, *Development and Excellence*.

f. International competition

One of the **BPELL** lecturers has received an award from 2020 ASEAN Cyber University (ACU) Open Educational Resources for innovation in developing a Massive Open Online Course for the course “Introduction to Academic Writing and Publication in English.”

In 2019, the **BPJS** received an award of “Appreciation of Japanese Youth to Nuclear Disaster Literary Works” (Sumitomo Grant) in collaboration with several scholars from universities in Japan, namely Tokyo Ryutsu Kezai University, Tokyo Denki University, Nihon University, Kyoto University, Kyoto Ritsumeikan University, Kumamoto University and Nagasaki University.

g. Foster village

The **BPILL** has managed a foster village in Kemloko, Blitar, East Java, since 2014. This village was also used as the location of community outreach programmes for foreign students, including those from the Universiti Brunei Darussalam. As a foster village, Kemloko has socio-cultural potential that can be explored further.

Appraisal:

The designs of the study programmes appropriately take into account the required international aspects, with respect, too, to its graduates’ employability. **All four study programmes** offer a variety of possibilities for students and lecturers to engage in international activities which enable students to study and work in an international work environment or abroad.

		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)			BPELL, BPILL, BPH, BPJS		

1.3 Positioning of the study programmes

Positioning in the educational market

In the national context, the positioning of UNAIR in eastern Indonesia is very strategic. Internationally, the credibility and quality of its graduates made UNAIR rank 400 of the top universities in the world. These qualities have made UNAIR very popular among applicants, not only from eastern Indonesia but the entire country as well as from abroad. The biggest competitors for UNAIR in Indonesia are Universitas Indonesia and Universitas Gajah Mada.

With respect to the **BPELL**, there are currently 186 similar bachelor programmes in English Language and/or Literature in Indonesia. Among those, only 16 are state-owned and accredited as Grade A, including the BPELL at Universitas Airlangga. In addition, BPELL has already held international accreditation and certification which was not been received by other similar programmes. Some of the competitors for the BPELL are the English programmes at Universitas Brawijaya in Malang, Universitas Gadjah Mada in Yogyakarta, Universitas Diponegoro in Semarang and Universitas Indonesia in Jakarta. Moreover, the BPELL is considered to be one of the outstanding English programmes in the eastern region of Indonesia for several reasons:

- a. National accreditation for four consecutive periods, as well as international accreditations and certification by the ASEAN University Networks
- b. Participation in the establishment of the association of English Study Programmes (ESAI) in Indonesia. The BPELL has taken major roles as the committee and as an active member.
- c. The BPELL is the leading programme in eastern Indonesia to offer a specific interest in urban studies. There are several courses (e.g. Language and Urban Society, Introduction to Urban Cultural studies and Youth Culture) that place urban themes such as urban phenomena, urban communities and urban cultures as their core contents. This is proven to be one of the reasons for prospective students to enroll in this programme.
- d. The BPELL also offers a Fast Track programme in which students can finish their Bachelor's degree programme and one of the two Master programmes at the Faculty of Humanities in five years total. This is made possible for particularly good students and has become one of the significant reasons for students to choose to study in the BPELL.

With regard to the **BPJS**, there are 50 diploma and undergraduate study programmes in Japanese Literature, Language and/or Education in Indonesia. The contents include philosophy, culture, gender and Japanese society. Nevertheless, the BPJS continues to provide a large portion of Language and Literature, apart from Japanese content with a ratio of 55:45 of skill: content courses. This uniqueness is reflected in the programme name: Japanese Studies, in contrast to similar programmes that are named Japanese Language programme or Japanese Literature programme.

UNAIR's Japanese Studies programme is also very well recognised on an international scale as proven by a recommendation from the Consulate General of Japan in Surabaya to apply for a book grant from the Japan Science Society. The study programme was selected as an awardee of this prestigious grant in 2020. Based on the assessment from BAN-PT on August 25, 2020, this study programme has received Accreditation "A" (Excellent). However, when compared to institutions abroad, this kind of study programme (Japanese Studies) already exists in other countries in the world such as the National University of Singapore (Singapore), University of London, The University of Manchester (UK), University of Washington, UCLA (United States) and others. Even in Japan itself, in the last ten years, many Japanese Studies programmes have been established at various well-known universities, for example at Tohoku University, Tokyo University of Foreign Studies (TUFS), Meiji University and others. One of the goals is for more and more foreigners to study Japan from various perspectives and across scientific disciplines. The BPJS at UNAIR sees this as a global trend that must be followed. On an international scale, BPJS is improving to compete with similar study programmes. Therefore, the development of human resources, international collaboration and improvement of educational facilities at the institutions are considered particularly important.

The **BPH** has its position in the educational market due to the following reasons:

- a. National "A" accreditation in 2011 and 2016. In addition, the programme has comprehensively adjusted the programme specification to IQF in the field of competency of knowledge, skills and values.

- b. The BPH redesigned its curriculum comprehensively and structurally to which stakeholders contributed some input and consideration. Alumni, stakeholders, and students participated in designing an updated and upgraded curriculum, so that the BPH can produce graduates who are adjusted to the market demand.
- c. The programme has been the pioneer in studying history in eastern Indonesia. BPH initiated a number of cooperations with several HEIs, such as Universitas Diponegoro Semarang, Universitas Negeri Jember, Universitas Hasanudin, Universitas Hamka, as well as with non-educational institutions, such as the provincial and municipal Cultural Heritage Preservation Agency, Museums, archival institutions and the like.
- d. The BPH is the only study programme that concentrates on the study of urban history in Indonesia and also initiated the establishment of the association of historical study programmes in Indonesia (*Perkumpulan Program Studi Sejarah se-Indonesia – PPSI*).

The **BPILL** has its positioning in the educational market due to the following reasons:

- a. National “A” accreditation in 2016 and 2020. In addition, the programme has comprehensively adjusted the Programme specification to IQF in the field of competency of knowledge, skills and values.
- b. The curriculum redesign process in BPILL considers the feedback from stakeholders (graduates, alumni and students) to ensure the curriculum meets stakeholder needs.
- c. The BPILL is one of the initiators of the association of Indonesian study programmes in Indonesia and initiated cooperations with several universities: Universitas Gadjah Mada, Universitas Indonesia, Universitas Diponegoro, Universitas Negeri Jember, Universitas Hasanudin, as well as with other institutions such as Museum Mpu Tantular and Balai Bahasa JawaTimur.
- d. BPILL also focuses on the local culture of East Java, particularly Arek Culture—a subculture in East Java which covers the area of Surabaya, Sidoarjo, Mojokerto, Jombang and Malang. The focus highlights not only the cosmopolitan version of the subculture, but also cultural heritage of the subculture, especially in terms of archaic manuscripts.

Positioning on the job market for graduates

Based on the tracer study of the last three years for the **BPELL**, more than 50 % of graduates work in less than a year after graduation and 56 % of the graduates work in fields that match their scientific competences. There is an increase in demand of creative skills such as copywriting. So, the BPELL invites alumni who are currently working in the creative industries to give guest lectures as insights on the demands in the job market and skills needed. Some of the courses in the BPELL curriculum also have contents that are in accordance with job market needs, for example Introduction to Public Relations, Entrepreneurship and Business Correspondence. With these skills and competence, some graduates have acquired jobs in several multinational companies as well as international institution such as Google, EF English First, the US Consulate

General and some international chain hotels. In addition, some alumni also succeeded in establishing their own businesses, such as translation agencies, book sharing foundations and English private courses.

Based on the latest tracer study of the **BPJS**, 71.42 % of graduates work in areas of expertise where the market demand is still big. BPJS graduates have Japanese proficiency that is equivalent to Japanese Language Proficiency Test (JLPT) N3. However, stakeholders highlight the necessity to improve graduates' oral and written Japanese language skills. Therefore, the study programme offers new Japanese language courses such as Japanese translation and correspondence. Moreover, Japanese cultural studies courses provide the graduates with knowledge of the Japanese working atmosphere, so that graduates can easily interact and adapt when working in a Japanese company environment. Graduates of the BPJS commonly work as translators, interpreters, instructors at Japanese language courses and Japanese companies or offices. Equipped with the skills, graduates work in multinational companies, e.g., in Human Resource and General Affair Tokki Ltd, Japan, PT Sankyuuu, Japan, Don Quijote, Japan, Google Cloud in Indonesia and Amazon in Japan and Malaysia.

For the **BPH**, based on a tracer study in 2019, the majority of graduates work in their respective areas of expertise. The graduates who got their first job between three to six months are 72 %, 6-18 months are 4 %, and more than 18 months are 24 %. Some of the graduates of BPH even occupy prominent positions in national as well as international institutions such as The Southeast Asia Neighborhoods Network (SEANNET), Henry Luce Foundation, International Institute for Asian Studies (IIAS) or in the Research Center on Policy of the Ministry of Education and Culture. Some other graduates work as lecturers in various universities in Indonesia and some others work in governmental institutions.

BPILL graduates are considered capable of showing professionalism and being able to use technology and information. In the aspect of work attitude, BPILL graduates are also considered to be able to work together in teams and have adequate communication skills and demonstrate work behavior with integrity. Working as professional lecturers, journalists, teachers, editors and corporate employees is favorable for BPILL graduates either as independent professionals or a part of corporate. BPILL graduates can be accepted in several sectors such as the government sector, school, universities, media companies, banks, museums and libraries.

Positioning within the HEI's overall strategic concept

UNAIR updates its strategic plans every five years. These strategic plans become the basis for the programmes to formulate their own specific strategic plans. Steps for framing the Annual Strategic Plan of the programmes are regulated in the University's Quality Manual about Annual Work Plans. One of UNAIR's missions is devoting its expertise in the field of science, technology, and humanities to society. In this case, the existence of the BPELL, BPJS, BPH and BPILL in UNAIR's Faculty of Humanities is a way to perform the mission to devote expertise in the field of humanities. The initiative of establishing the Faculty of Humanities based itself on the idea that culture and the humanities are inseparable aspects and always have significant impacts on people's lives. Studies in the humanities are also important in the effort to preserve, and at the same time, develop cultures as intellectual properties and national identity. The Faculty of

Humanities and its study programmes are expected to become one of the national cultural development hubs in Indonesia.

UNAIR's strategic planning in 2021-2026 includes the theme "strengthening impact by evoking competitiveness and increasing global reputation". One of the ways to achieve this goal is by increasing research output and improving its quality; increasing collaborations with other institutions; and providing services for society. BPELL, BPJS, BPH and BPILL take roles in executing and sustaining this plan by performing research in the field of humanities; establishing cooperation with institutions running humanities activities and providing service for society in relation to the humanities.

The **BPELL** programme was established to meet the need of society to study English Literature without going abroad. Currently, the BPELL is one of the two foreign language study programmes at UNAIR. The programme was the initiator of the establishment of UNAIR's Language Centre. This centre has been proven to contribute significantly to UNAIR's objective to gain international recognition by facilitating both students and faculty members to learn English (and other foreign languages) and provide English-testing services. The centre also conducts and manages UNAIR's English Language Proficiency Test for new students and graduate candidates. It is beneficial for UNAIR's students, but it also provides services for other people and schools outside UNAIR. In addition, BPELL lecturers have also conducted research on English language teaching and learning as well as training for English teachers in the form of community services. The research and community services have helped English teachers particularly in Surabaya and East Java improve their teaching methods.

The **BPJS** follows the HEI concept strategy for international collaboration to achieve world-class status and international recognition. BPJS is listed as one of prioritised programmes at UNAIR that promote international collaborations, especially with Japanese institutions. Every year, there are several offers to students, such as one-year exchange and internship programmes in Japan. These schemes involve minimum ten students every year and therefore support UNAIR to achieve the international collaboration objective. The student exchange programme is not only to Japan, but also to Malaysia, Brunei, Thailand, Korea and Germany. Moreover, the BPJS hold International Symposium in the field of Japanese Studies and a summer course for Japanese native students. In addition, the study programme also holds guest lectures by Japanese Professors and encourages lecturers to go to Japan and publish research in reputable journals both nationally and internationally. This activity helps UNAIR in gaining recognition in Japan and sustain its reputation internationally.

To support the vision and mission of UNAIR, the **BPH** has the vision to be an independent, innovative, pioneering programme in the humanities, especially in the field of urban history at national and international level and to be a programme that is responsive and adaptive towards the rapid development of society. The vision is formulated by various stakeholders both internal and external. BPH UNAIR has been a leading programme in Indonesia; its strength is its cooperation with Dutch institutions. Therefore, the uniqueness of the programme succeeds in developing the history of Indonesian Economic Development.

The **BPILL** has the vision to be an independent, innovative, pioneering programme in the humanities, especially in the field of Indonesian contemporary Language and Literature at the national and international level and to be a programme that is responsive and adaptive towards the rapid development of society. One of the achievements of the BPILL that could support the HEI's position internationally is becoming the leader in the study of old manuscripts among other universities in East Asia.

Appraisal:

The reasons given for the positioning in the educational market of this study programme are plausible. All four study programmes have a strong position in the educational market due to the reputation of the University and its programmes, as well as the unique selling points of each programme.

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 four Bachelor programmes are convincingly integrated into the HEI's overall strategic concept. The qualification goals of the study programmes are in line with the HEI's mission and strategic planning, to strengthen competitiveness and increase international reputation, among others.

		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			BPELL, BPILL, BPH, BPJS		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)			BPELL, BPILL, BPH, BPJS		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			BPELL, BPILL, BPH, BPJS		

2. Admission

For all Bachelor programmes

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

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

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

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

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

The University has set the quota for SNMPTN, SBMPTN and Mandiri in the percentage of minimum 20 %, minimum 40 %, and maximum 30 %, respectively. This division is set by the Rector of UNAIR in accordance with national regulation¹⁶. As explained previously, the quota is set to open equal opportunities to all prospective students from any school in Indonesia.

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

¹⁶ cf. Regulation of the Minister of Education and Culture No.6 of 2020

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

Prospective students are also required to join an aptitude test (in English) and an interview conducted by PPMB UNAIR. Furthermore, international students must provide a Letter of Consent from the Government of the Republic of Indonesia and a recommendation letter from the Embassy of the Republic of Indonesia in the student's country of residence. The information on admission procedures is available on the websites of UNAIR¹⁷.

Counselling for prospective students

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

UNAIR's PPMB (Student Admission Center) has provided online as well as offline help desks to provide services for prospective students. On its website¹⁸, prospective students can find information on admission and registration, as well as interactively consult their needs using the contact function in the menu. Prospective students can also access information by visiting the Student Admission Center which is located at Airlangga Convention Center (Campus C Universitas Airlangga, Mulyorejo, Surabaya 60115) and available during working hours (Monday-Thursday, 08.00-16.00 WIB, Friday, 08.00-16:30 WIB) and by contact via telephone (+62 315914042, 315914043, 315912546, 315912564 extensions: 221, 115 and 116).

Most visits by prospective students are done collectively and organised by their respective high schools to each targeted study programme and faculty. All four Bachelor programmes have hosted many senior high school visits from all around Indonesia to get all the information they need and to motivate prospective students to apply to the programmes.

Prospective students can also contact the following registration helpdesks:

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

¹⁷ cf.: [PPMB - Pusat Penerimaan Mahasiswa Baru - Universitas Airlangga \(unair.ac.id\)](http://ppmb.unair.ac.id) , last accessed on May 11, 2022 and [Entry Requirements | IUP UNAIR | International Undergraduate Programme Universitas Airlangga](#) , last accessed on May 11, 2022

¹⁸ see: www.ppmb.unair.ac.id, last accessed on May 11, 2022

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

Selection procedure

UNAIR is a state University, therefore, its admission process is regulated by the rules and regulations of the Ministry of Education. SNMPTN and SBMPTN are admission processes managed by a national committee (LTMPT). In addition, UNAIR conducts an independent admission test (Mandiri selection) to fulfill the targeted capacity. All the admission processes ensure that the study programmes have qualified candidates.

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

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

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

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

Foreign language requirements

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

In addition, UNAIR also requires all new students to take UNAIR's English Language Proficiency Test (ELPT). This test measures students' English proficiency in terms of listening, reading and basic grammatical skills. The test is facilitated in Universitas Airlangga's Language Centre. Students are also required to attain certain scores in ELPT to be able to graduate. The **BPJS, BPH and BPILL** programmes require their students to attain a minimum ELPT score of 450 upon graduation (which corresponds to level B1 of the CEFR). **BPELL**, however, since it is an English major, requires its students to achieve a minimum ELPT score of 550 (which corresponds to level B2 of the CEFR).

Transparency and documentation of admission procedure and decision

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

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

Appraisal:

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

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

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

The three selection procedures follow the national regulations of the Republic of Indonesia. The procedures are transparent and ensure that qualified students are admitted.

Professional experience is not required for any of the four Bachelor programmes.

The admission requirements regarding foreign language proficiency ensure that students are able to successfully complete the study programme (with regard to courses, additional literature, utilisation of counselling services and extracurricular activities). The panel appreciates that Universitas Airlangga has its own specific language test (Airlangga English Proficiency Test – ELPT) in its admission procedures to ensure that qualified students are admitted to the programmes.

The admission procedure is described, documented and accessible for interested parties. All information are available on the respective websites of UNAIR, the study programmes and the committee appointed by the government (LTMPT) that is responsible for the SNMPTN and SBMPTN admission processes. 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)		BPELL, BPILL, BPH, BPJS			
2.2	Counselling for prospective students		BPELL, BPILL, BPH, BPJS			
2.3*	Selection procedure (if relevant)			BPELL, BPILL, BPH, BPJS		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					BPELL, BPILL, BPH, BPJS
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			BPELL, BPILL, BPH, BPJS		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			BPELL, BPILL, BPH, BPJS		

3. Contents, structure and didactical concept of the programme

3.1 Contents

All four study programmes provide students the opportunity to participate in the Freedom to Learn (*Merdeka Belajar – Kampus Merdeka*, MBKM) programmes. The activities include intra-curricular, co-curricular and extra-curricular activities.

This includes:

- a. Studying in other study programmes at Airlangga University
- b. Studying in similar study programme outside Airlangga University
- c. Studying in other study programmes outside Airlangga University
- d. Gaining experience at non-educational institutions

The courses offered by other study programmes within Universitas Airlangga are presented in the Airlangga Smart Education Handbook and in the Cybercampus. Students can take courses according to their specialisation, which will later help in the preparation of the final project (thesis or alternative thesis) or those used for prospects in the world of employments. Courses outside of the study programme are selected in consultation with academic supervisors. Airlangga University and other state universities that already have legal status (*Perguruan Tinggi Negeri Berbadan Hukum*, PTNBH) have collaborated in providing lecturers by using so-called Sasrabahu, so that the study programmes do not need to specifically arrange collaborations with other study programmes among the PTNBH. Meanwhile, the study programmes will collaborate with study programmes at different universities which do not have the legal status. Students can take courses offered by the same study programme outside Universitas Airlangga either through Sasrabahu or at other universities which cooperate with Universitas Airlangga. Students can take courses offered by other study programmes outside Airlangga University that match their specialisation in order to support accomplishing their final project or to give more insight into their future employments. In addition, the students are also allowed to carry out learning at non-academic institutions which can be converted as credits to their courses (the SKS credits).

The curricula of all study programmes at UNAIR are designed into courses grouped as national compulsory, University level compulsory, faculty level compulsory, programme compulsory and electives. In Bachelor programmes, students must obtain a minimum of 144 SKS credits (230 ECTS). The curricula reflect the qualification objectives of the study programmes.

Bachelor in English Language and Literature

In the BPELL, students have general compulsory courses and can choose between three minors: Linguistics, Literature and Cultural studies. Courses, both compulsory and elective, in either minor are designed to reflect the respective specialisation, while at the same time making sure that students attain all the compulsory skills and competencies as the other students in the BPELL.

The BPELL's strategic orientation, curriculum and modules are subject to constant review, taking into consideration input from all stakeholders and job market demands and requirements. Results

from surveys on the job market as well as alumni FGDs show that most of BPELL’s graduates work in the communicative area (spoken or written) and area of language use such as public relation representative, company secretary, content writing, legal translation and English teaching. Hence, the programme compulsory skill subjects focus on students’ competency development in English speaking, reading, writing and listening. In addition, elective courses include additional competencies in public relations, business correspondence and presentation. There are also compulsory and elective courses on translation and English teaching. There are three ways in which new skills and competencies demanded by advancements in science and requirements of the job market can be integrated into the curriculum: (1) creating new modules (2) improving the content of existing modules, and (3) holding guest lectures and workshops.

In their statement on the report, the University pointed out that the theoretical courses on Sociolinguistics, Dialectology, Anthropinguistics, Postcolonial Writings and Statistics for Linguistics, which are part of an academic education in English language and literature, are not omitted from the programme. Instead, these theoretical contents are included in the new courses on Topics in Linguistic Studies, Advanced Issues in Linguistics, World Literature, Topics in Literary Studies and Methods of Linguistics Research.

What is more, the term “limited course” in the table means that these are elective courses which are special for languages other than English. Students are obliged to take the courses, but they can choose which languages they are interested in. They do not have to take all of them. Students are free to choose whichever language course in this cluster to take; however, they have to take the courses sequentially. This means they have to complete the specific language course set once they have taken the first course on that particular language. As an example, if students have taken Arabic I, they must continue taking Arabic II; they cannot choose Japanese II afterwards.

Table 5: Curriculum BPELL (courses for all minors)

SEMESTER I				
No Ref.	Code	Courses	Total Credits (sks)	Total Credits (ECTS)
(1)	(2)	(3)	(4)	(5)
COMPULSORY				
1.1	AGB101	RELIGION I (BUDDHISM)	2	3.2
1.2	AGC101	RELIGION I (CONFUCIANISM)		
1.3	AGH101	RELIGION I (HINDUISM)		
1.4	AGI101	RELIGION I (ISLAM)		
1.5	AGK101	RELIGION I (CATHOLICISM)		
1.6	AGP101	RELIGION I (PROTESTANTISM)		
2	BAI101	INDONESIAN LANGUAGE	2	3.2
3	SIP107	DATA AND REFERENCES*	2	3.2
4	NOP104	CIVIC EDUCATION	2	3.2
5	NOP103	PANCASILA	2	3.2
6	BAE121	FACTUAL AND DIALOGIC LISTENING*	2	3.2
7	BAE122	FACTUAL AND DISCURSIVE READING*	2	3.2
8	BAE123	INTERACTIONAL AND INSTITUTIONAL CONVERSATION*	2	3.2
9	BAE124	PARAGRAPH AND ESSAY WRITING*	3	4.8
Total of Compulsory Courses			19 sks	30.4 ECTS

SEMESTER II				
COMPULSORY				
10	MNM106	COMMUNICATION AND SELF-DEVELOPMENT*	2	3.2
11	PHP103	LOGIC AND CRITICAL THINKING*	2	3.2
12	MNM107	INTRODUCTION TO SCIENTIFIC COLLABORATION*	2	3.2
13	BUK103	INTRODUCTION TO CULTURAL STUDIES*	2	3.2
14	SSE201	INTRODUCTION TO ENGLISH LITERATURE	2	3.2
15	LIE201	INTRODUCTION TO GENERAL LINGUISTICS	2	3.2
16	BAE125	ANALYTICAL AND CRITICAL LISTENING*	2	3.2
17	BAE126	ANALYTICAL AND CRITICAL READING*	2	3.2
18	BAE127	INFORMATIVE ESSAY WRITING*	2	3.2
19	BAE128	VISUAL TALK*	2	3.2
Total of Compulsory Courses			20 sks	32 ECTS

SEMESTER III				
COMPULSORY				
20	BUK206	INTRODUCTION TO CULTURAL SCIENCE	2	3.2
21	LIE203	ENGLISH PHONETICS-PHONOLOGY	2	3.2
22	SSE207	ENGLISH POETRY*	2	3.2
23	SSE208	ENGLISH PROSE*	2	3.2
24	SJD303	HISTORY OF ENGLISH LANGUAGE	2	3.2
25	SJD304	HISTORY OF ENGLISH LITERATURE	2	3.2
26	BAE214	GRAMMAR IN CONTEXT*	2	3.2
27	BAE215	INTEGRATED ARGUMENTATIVE WRITING*	2	3.2
28	BAE216	INTEGRATED PUBLIC PRESENTATION*	2	3.2
LIMITED				
29	BAA202	ARABIC LANGUAGE I	2	3.2
30	BAJ201	JAPANESE LANGUAGE I	2	3.2
31	BAK201	KOREAN LANGUAGE I*	2	3.2
32	BAM202	MANDARIN LANGUAGE I*	2	3.2
33	BAP206	FRENCH LANGUAGE I	2	3.2
GENERAL ELECTIVE				
34	SIK201	COMPUTER APPLICATION	2	3.2
35	SOK102	CCC (CROSS CULTURAL COMMUNICATION)	2	3.2
Total of Compulsory Courses			18 sks	28.8 ECTS
Total of Limited Courses			2-10 sks	3.2-16 ECTS
Total of General Elective Courses			0-4 sks	0-6.4 ECTS

Table 6: Cultural studies Minor

SEMESTER IV				
No Ref.	Code	Courses	Total Credits (sks)	Total Credits (ECTS)
(1)	(2)	(3)	(4)	(5)
COMPULSORY				
36	PNB201	INTRODUCTION TO CULTURAL RESEARCH AND THEORIES	3	4.8
37	SSE209	ENGLISH DRAMA*	2	3.2
38	LIE202	ENGLISH MORPHOLOGY-SYNTAX	2	3.2
39	BAE217	PRINCIPLES AND PRACTICE IN TRANSLATION*	2	3.2
40	BAE218	INTEGRATED ACADEMIC PRESENTATION*	2	3.2
41	BAE219	INTEGRATED ACADEMIC WRITING*	2	3.2
COMPULSORY BY MINOR FOR CULTURAL STUDIES				
42	SSE210	CRITICAL THEORIES*	3	4.8
LIMITED				
45	BAA203	ARABIC LANGUAGE II	2	3.2
46	BAJ202	JAPANESE LANGUAGE II	2	3.2
47	BAK202	KOREAN LANGUAGE II*	2	3.2
48	BAM206	MANDARIN LANGUAGE II*	2	3.2
49	BAP207	FRENCH LANGUAGE II	2	3.2
GENERAL ELECTIVE				
50	MNW208	ENTREPRENEURSHIP	2	3.2
51	BUK207	MEDIA, LANGUAGE, AND CULTURE*	2	3.2
Total of Compulsory Courses			13 sks	20.8 ECTS
Total of Elective Courses by Minor for Cultural Studies			3 sks	4.8 ECTS
Total of Limited Courses			2-10 sks	3.2-16 ECTS
Total of General Elective Courses			0-4 sks	0-6.4 ECTS

SEMESTER V				
COMPULSORY				
52	BAE304	BUSINESS CORRESPONDENCE	2	3.2
53	LIE303	DISCOURSE ANALYSIS	3	4.8
54	BAE318	ENGLISH PROFESSIONAL WRITING*	2	3.2
55	BAE319	TRANSEDITING*	2	3.2
56	BUK313	WESTERN CULTURAL CIVILIZATION*	2	3.2
COMPULSORY BY MINOR FOR CULTURAL STUDIES				
57	BUK314	TOPICS IN CULTURAL STUDIES*	3	4.8
58	SSE312	LITERARY AND CULTURAL CRITICISM*	3	4.8
GENERAL ELECTIVE				
62	SSE314	DRAMATURGY*	3	4.8
63	BUU301	GLOBAL ENRICHMENT ELECTIVE COURSE*	2	3.2
64	BUU302	GLOBAL OUTREACHING ELECTIVE COURSE*	2	3.2
65	BUU303	INTER-FACULTY ENRICHMENT ELECTIVE COURSE*	2	3.2
66	BUU304	INTER-FACULTY OUTREACHING ELECTIVE COURSE*	2	3.2
67	BUU305	INTER-UNIVERSITY ENRICHMENT ELECTIVE COURSE*	2	3.2
68	BUU306	INTER-UNIVERSITY OUTREACHING ELECTIVE COURSE*	2	3.2
69	BAE315	POP CULTURE*	2	3.2
70	SOK375	PUBLIC RELATIONS*	2	3.2
Total of Compulsory Courses			11 sks	17.6 ECTS
Total of Elective Courses by Minor for Cultural Studies			6 sks	9.6 ECTS
Total of General Elective Courses			0-19 sks	0-30.4 ECTS
SEMESTER VI				
COMPULSORY BY MINOR FOR CULTURAL STUDIES				
71	PNB301	METHODS OF CULTURAL STUDIES RESEARCH	3	4.8
LIMITED				
74	BUK201	AMERICAN STUDIES	2	3.2
75	BUK302	AUSTRALIAN STUDIES	2	3.2
76	BUK202	BRITISH STUDIES	2	3.2
77	BUK102	JAPANESE STUDIES	2	3.2
78	BUK204	SOUTHEAST ASIAN STUDIES	2	3.2
GENERAL ELECTIVE				
79	LIE311	ADVANCED ISSUES IN LINGUISTICS	3	4.8
80	SSE304	CHILDREN'S LITERATURE	2	3.2
81	SSE315	CLASSIC LITERATURE*	2	3.2
82	SSE408	COMPARATIVE LITERATURE AND CULTURAL STUDIES	2	3.2
83	SSE316	CONTEMPORARY LITERATURE*	2	3.2
84	BAE320	CREATIVE WRITING*	2	3.2
85	KKB301	INTERNSHIP*	4	6.4
86	BAE316	LANGUAGE AND CULTURE IN URBAN SOCIETY*	2	3.2
87	LIE312	PROFESSIONAL PRACTICE IN TEACHING*	2	3.2
88	LIE313	VIRTUAL LEARNING AND LANGUAGE ASSESSMENT*	2	3.2
Total of Elective Courses by Minor for Cultural Studies			3 sks	4.8 ECTS
Total of Limited Courses			2-10 sks	3.2-16 ECTS
Total of General Elective Courses			0-23 sks	0-36.8 ECTS
SEMESTER VII				
COMPULSORY				
89.1	AGB401	RELIGION II (BUDDHISM)	2	3.2
89.2	AGC401	RELIGION II (CONFUCIANISM)		
89.3	AGH401	RELIGION II (HINDUISM)		
89.4	AGI401	RELIGION II (ISLAM)		
89.5	AGK401	RELIGION II (CATHOLICISM)		
89.6	AGP401	RELIGION II (PROTESTANTISM)		
90	KNB401	COMMUNITY OUTREACH	3	4.8
91	PNB495	FINAL PROJECT WRITING DESIGN*	3	4.8
GENERAL ELECTIVE				
92	BUK409	DIGITAL LITERATURE AND CULTURE*	2	3.2
93	BUK405	GENDER IN LANGUAGE, LITERATURE, AND CULTURE*	2	3.2
94	SSE410	WORLD LITERATURE*	2	3.2
Total of Compulsory Courses			8 sks	12.8 ECTS
Total of General Elective Courses			0-6 sks	0-9.6 ECTS

SEMESTER VIII				
COMPULSORY				
95	PNB499	UNDERGRADUATE THESIS	6	9.6
COMPULSORY BY MINOR FOR CULTURAL STUDIES				
96	PNB414	INDEPENDENT STUDIES ON CULTURAL STUDIES	3	4.8
GENERAL ELECTIVE				
99	BAE401	INTERPRETING	2	3.2
Total of Compulsory Courses			6 sks	9.6 ECTS
Total of Elective Courses by Minor for Cultural Studies			3 sks	4.8 ECTS
Total of General Elective Courses			0-2 sks	0-3.2 ECTS

Table 7: Literature Minor

SEMESTER IV				
No Ref.	Code	Courses	Total Credits (sks)	Total Credits (ECTS)
(1)	(2)	(3)	(4)	(5)
COMPULSORY				
36	PNB201	INTRODUCTION TO CULTURAL RESEARCH AND THEORIES	3	4.8
37	SSE209	ENGLISH DRAMA*	2	3.2
38	LIE202	ENGLISH MORPHOLOGY-SYNTAX	2	3.2
39	BAE217	PRINCIPLES AND PRACTICE IN TRANSLATION*	2	3.2
40	BAE218	INTEGRATED ACADEMIC PRESENTATION*	2	3.2
41	BAE219	INTEGRATED ACADEMIC WRITING*	2	3.2
COMPULSORY BY MINOR FOR LITERATURE				
42	SSE210	CRITICAL THEORIES*	3	4.8
LIMITED				
45	BAA203	ARABIC LANGUAGE II	2	3.2
46	BAJ202	JAPANESE LANGUAGE II	2	3.2
47	BAK202	KOREAN LANGUAGE II*	2	3.2
48	BAM206	MANDARIN LANGUAGE II*	2	3.2
49	BAP207	FRENCH LANGUAGE II	2	3.2
GENERAL ELECTIVE				
50	MNW208	ENTREPRENEURSHIP	2	3.2
51	BUK207	MEDIA, LANGUAGE, AND CULTURE*	2	3.2
Total of Compulsory Courses			13 sks	20.8 ECTS
Total of Elective Courses by Minor for Literature			3 sks	4.8 ECTS
Total of Limited Courses			2-10 sks	3.2-16 ECTS
Total of General Elective Courses			0-4 sks	0-6.4 ECTS

SEMESTER V				
COMPULSORY				
52	BAE304	BUSINESS CORRESPONDENCE	2	3.2
53	LIE303	DISCOURSE ANALYSIS	3	4.8
54	BAE318	ENGLISH PROFESSIONAL WRITING*	2	3.2
55	BAE319	TRANSEDITIONG*	2	3.2
56	BUK313	WESTERN CULTURAL CIVILIZATION*	2	3.2
COMPULSORY BY MINOR FOR LITERATURE				
58	SSE312	LITERARY AND CULTURAL CRITICISM	3	4.8
59	SSE313	TOPICS IN LITERARY STUDIES*	3	4.8
GENERAL ELECTIVE				
62	SSE314	DRAMATURGY*	3	4.8
63	BUU301	GLOBAL ENRICHMENT ELECTIVE COURSE*	2	3.2
64	BUU302	GLOBAL OUTREACHING ELECTIVE COURSE*	2	3.2
65	BUU303	INTER-FACULTY ENRICHMENT ELECTIVE COURSE*	2	3.2
66	BUU304	INTER-FACULTY OUTREACHING ELECTIVE COURSE*	2	3.2
67	BUU305	INTER-UNIVERSITY ENRICHMENT ELECTIVE COURSE*	2	3.2
68	BUU306	INTER-UNIVERSITY OUTREACHING ELECTIVE COURSE*	2	3.2
69	BAE315	POP CULTURE*	2	3.2
70	SOK375	PUBLIC RELATIONS*	2	3.2
Total of Compulsory Courses			11 sks	17.6 ECTS
Total of Elective Courses by Minor for Literature			6 sks	9.6 ECTS
Total of General Elective Courses			0-19 sks	0-30.4 ECTS

SEMESTER VI				
COMPULSORY BY MINOR FOR LITERATURE				
72	PNB302	METHODS OF LITERARY RESEARCH	3	4.8
LIMITED				
74	BUK201	AMERICAN STUDIES	2	3.2
75	BUK302	AUSTRALIAN STUDIES	2	3.2
76	BUK202	BRITISH STUDIES	2	3.2
77	BUK102	JAPANESE STUDIES	2	3.2
78	BUK204	SOUTHEAST ASIAN STUDIES	2	3.2
GENERAL ELECTIVE				
79	LIE311	ADVANCED ISSUES IN LINGUISTICS	3	4.8
80	SSE304	CHILDREN'S LITERATURE	2	3.2
81	SSE315	CLASSIC LITERATURE*	2	3.2
82	SSE408	COMPARATIVE LITERATURE AND CULTURAL STUDIES	2	3.2
83	SSE316	CONTEMPORARY LITERATURE*	2	3.2
84	BAE320	CREATIVE WRITING*	2	3.2
85	KKB301	INTERNSHIP*	4	6.4
86	BAE316	LANGUAGE AND CULTURE IN URBAN SOCIETY*	2	3.2
87	LIE312	PROFESSIONAL PRACTICE IN TEACHING*	2	3.2
88	LIE313	VIRTUAL LEARNING AND LANGUAGE ASSESSMENT*	2	3.2
Total of Elective Courses by Minor for Literature			3 sks	4.8 ECTS
Total of Limited Courses			2-10 sks	3.2-16 ECTS
Total of General Elective Courses			0-23 sks	0-36.8 ECTS

SEMESTER VII				
COMPULSORY				
89.1	AGB401	RELIGION II (BUDDHISM)	2	3.2
89.2	AGC401	RELIGION II (CONFUCIANISM)		
89.3	AGH401	RELIGION II (HINDUISM)		
89.4	AGI401	RELIGION II (ISLAM)		
89.5	AGK401	RELIGION II (CATHOLICISM)		
89.6	AGP401	RELIGION II (PROTESTANTISM)		
90	KNB401	COMMUNITY OUTREACH	3	4.8
91	PNB495	FINAL PROJECT WRITING DESIGN	3	4.8
GENERAL ELECTIVE				
92	BUK409	DIGITAL LITERATURE AND CULTURE*	2	3.2
93	BUK405	GENDER IN LANGUAGE, LITERATURE, AND CULTURE*	2	3.2
94	SSE410	WORLD LITERATURE*	2	3.2
Total of Compulsory Courses			8 sks	12.8 ECTS
Total of General Elective Courses			0-6 sks	0-9.6 ECTS

SEMESTER VIII				
COMPULSORY				
95	PNB499	UNDERGRADUATE THESIS	6	9.6
COMPULSORY BY MINOR FOR LITERATURE				
97	PNB408	INDEPENDENT STUDIES ON LITERATURE	3	4.8
GENERAL ELECTIVE				
99	BAE401	INTERPRETING	2	3.2
Total of Compulsory Courses			6 sks	9.6 ECTS
Total of Elective Courses by Minor for Literature			3 sks	4.8 ECTS
Total of General Elective Courses			0-2 sks	0-3.2 ECTS

Table 8: Linguistics Minor

SEMESTER IV				
No Ref.	Code	Courses	Total Credits (sks)	Total Credits (ECTS)
(1)	(2)	(3)	(4)	(5)
COMPULSORY				
36	PNB201	INTRODUCTION TO CULTURAL RESEARCH AND THEORIES	3	4.8
37	SSE209	ENGLISH DRAMA*	2	3.2
38	LIE202	ENGLISH MORPHOLOGY-SYNTAX	2	3.2
39	BAE217	PRINCIPLES AND PRACTICE IN TRANSLATION*	2	3.2
40	BAE218	INTEGRATED ACADEMIC PRESENTATION*	2	3.2
41	BAE219	INTEGRATED ACADEMIC WRITING*	2	3.2
COMPULSORY BY MINOR FOR LINGUISTICS				
43	LIE304	ENGLISH SEMANTICS-PRAGMATICS	2	3.2
44	LIE407	SECOND LANGUAGE ACQUISITION	2	3.2
LIMITED				
45	BAA203	ARABIC LANGUAGE II	2	3.2
46	BAJ202	JAPANESE LANGUAGE II	2	3.2
47	BAK202	KOREAN LANGUAGE II*	2	3.2
48	BAM206	MANDARIN LANGUAGE II*	2	3.2
49	BAP207	FRENCH LANGUAGE II	2	3.2
GENERAL ELECTIVE				
50	MNW208	ENTREPRENEURSHIP	2	3.2
51	BUK207	MEDIA, LANGUAGE, AND CULTURE	2	3.2
Total of Compulsory Courses			13 sks	20.8 ECTS
Total of Elective Courses by Minor for Linguistics			4 sks	6.4 ECTS
Total of Limited Courses			2-10 sks	3.2-16 ECTS
Total of General Elective Courses			0-4 sks	0-6.4 ECTS
SEMESTER V				
COMPULSORY				
52	BAE304	BUSINESS CORRESPONDENCE	2	3.2
53	LIE303	DISCOURSE ANALYSIS	3	4.8
54	BAE318	ENGLISH PROFESSIONAL WRITING*	2	3.2
55	BAE319	TRANSEEDITING*	2	3.2
56	BUK313	WESTERN CULTURAL CIVILIZATION*	2	3.2
COMPULSORY BY MINOR FOR LINGUISTICS				
60	LIE309	TEFL (TEACHING ENGLISH AS A FOREIGN LANGUAGE)	3	4.8
61	LIE310	TOPICS IN LINGUISTIC STUDIES*	3	4.8
GENERAL ELECTIVE				
62	SSE314	DRAMATURGY*	3	4.8
63	BUU301	GLOBAL ENRICHMENT ELECTIVE COURSE*	2	3.2
64	BUU302	GLOBAL OUTREACHING ELECTIVE COURSE*	2	3.2
65	BUU303	INTER-FACULTY ENRICHMENT ELECTIVE COURSE*	2	3.2
66	BUU304	INTER-FACULTY OUTREACHING ELECTIVE COURSE*	2	3.2
67	BUU305	INTER-UNIVERSITY ENRICHMENT ELECTIVE COURSE*	2	3.2
68	BUU306	INTER-UNIVERSITY OUTREACHING ELECTIVE COURSE*	2	3.2
69	BAE315	POP CULTURE*	2	3.2
70	SOK375	PUBLIC RELATIONS*	2	3.2
Total of Compulsory Courses			11 sks	17.6 ECTS
Total of Elective Courses by Minor for Linguistics			6 sks	9.6 ECTS
Total of General Elective Courses			0-19 sks	0-30.4 ECTS
SEMESTER VI				
COMPULSORY BY MINOR FOR LINGUISTICS				
73	PNB412	METHODS OF LINGUISTIC RESEARCH	3	4.8
LIMITED				
74	BUK201	AMERICAN STUDIES	2	3.2
75	BUK302	AUSTRALIAN STUDIES	2	3.2
76	BUK202	BRITISH STUDIES	2	3.2
77	BUK102	JAPANESE STUDIES	2	3.2
78	BUK204	SOUTHEAST ASIAN STUDIES	2	3.2
GENERAL ELECTIVE				
79	LIE311	ADVANCED ISSUES IN LINGUISTICS	3	4.8
80	SSE304	CHILDREN'S LITERATURE	2	3.2
81	SSE315	CLASSIC LITERATURE*	2	3.2
82	SSE408	COMPARATIVE LITERATURE AND CULTURAL STUDIES	2	3.2

83	SSE316	CONTEMPORARY LITERATURE*	2	3.2
84	BAE320	CREATIVE WRITING*	2	3.2
85	KKB301	INTERNSHIP*	4	6.4
86	BAE316	LANGUAGE AND CULTURE IN URBAN SOCIETY*	2	3.2
87	LIE312	PROFESSIONAL PRACTICE IN TEACHING*	2	3.2
88	LIE313	VIRTUAL LEARNING AND LANGUAGE ASSESSMENT*	2	3.2
Total of Elective Courses by Minor for Cultural Studies			3 sks	4.8 ECTS
Total of Elective Courses by Minor for Literature			3 sks	4.8 ECTS
Total of Elective Courses by Minor for Linguistics			3 sks	4.8 ECTS
Total of Limited Courses			2-10 sks	3.2-16 ECTS
Total of General Elective Courses			0-23 sks	0-36.8 ECTS

SEMESTER VII

COMPULSORY				
89.1	AGB401	RELIGION II (BUDDHISM)	2	3.2
89.2	AGC401	RELIGION II (CONFUCIANISM)		
89.3	AGH401	RELIGION II (HINDUISM)		
89.4	AGI401	RELIGION II (ISLAM)		
89.5	AGK401	RELIGION II (CATHOLICISM)		
89.6	AGP401	RELIGION II (PROTESTANTISM)		
90	KNB401	COMMUNITY OUTREACH	3	4.8
91	PNB495	FINAL PROJECT WRITING DESIGN**	3	4.8
GENERAL ELECTIVE				
92	BUK409	DIGITAL LITERATURE AND CULTURE*	2	3.2
93	BUK405	GENDER IN LANGUAGE, LITERATURE, AND CULTURE*	2	3.2
94	SSE410	WORLD LITERATURE*	2	3.2
Total of Compulsory Courses			8 sks	12.8 ECTS
Total of General Elective Courses			0-6 sks	0-9.6 ECTS

SEMESTER VIII

COMPULSORY				
95	PNB499	UNDERGRADUATE THESIS	6	9.6
COMPULSORY BY MINOR FOR LINGUISTICS				
98	PNB407	INDEPENDENT STUDIES ON LINGUISTICS	3	4.8
GENERAL ELECTIVE				
99	BAE401	INTERPRETING	2	3.2
Total of Compulsory Courses			6 sks	9.6 ECTS
Total of Elective Courses by Minor for Linguistics			3 sks	4.8 ECTS
Total of General Elective Courses			0-2 sks	0-3.2 ECTS

The following courses can be taken respectively in the MBKM programme:

Table 9: Potential Courses Offered for MBKM Inbound Programme in BPELL

Code	Semester	Courses	Total Credits (sks)	Total Credits (ECTS)
BAE216	III	INTEGRATED PUBLIC PRESENTATION	2	3.2
SOK102	III	CCC (CROSS CULTURAL COMMUNICATION)	2	3.2
BAE217	IV	PRINCIPLES AND PRACTICE IN TRANSLATION	2	3.2
BAE304	V	BUSINESS CORRESPONDENCE	2	3.2
LIE303	V	DISCOURSE ANALYSIS	3	4.8
BAE315	V	POP CULTURE	2	3.2
BUK201	VI	AMERICAN STUDIES	2	3.2
BUK302	VI	AUSTRALIAN STUDIES	2	3.2
SSE316	VI	CONTEMPORARY LITERATURE	2	3.2
BAE316	VI	LANGUAGE AND CULTURE IN URBAN SOCIETY	2	3.2
LIE312	VI	PROFESSIONAL PRACTICE IN TEACHING	2	3.2
BUK409	VII	DIGITAL LITERATURE AND CULTURE	2	3.2
TOTAL			25	40

Bachelor Programme in Japanese Studies

The curriculum of the BPJS is designed to produce graduates who are knowledgeable in various aspects related to Japanese Studies in addition to having good Japanese language skills. Based on the types of components, the curriculum of this study programme can be divided into compulsory courses, specific interest courses and elective courses.

To support the vision and mission of the study programme, the BPJS has two major areas of specialisation in addition to general Japanese proficiency: Linguistics as well as Culture and Literature. Each subject is equipped with courses which reflect the strategic orientation of the study programme. This curriculum structure was designed to meet the demand of the job market on graduates, who mostly work as translators, interpreters in many industries, teachers of Japanese language and managers of start-up companies and researchers.

Some compulsory subjects such as Honyaku (written translation), Tsuyaku (oral translation), Nihongo Kyojuho (Japanese Language teaching), Bijinesu Mana (Japanese Business Manner) equip students with the necessary knowledge and competencies for these jobs (language skills JLPT N2 or CEFR C1). Moreover, other courses such as Introduction to Japanese Society, Japanese Politics and Governance and Japanese Business Correspondence broaden students' or graduates' knowledge about Japan, especially with regard to the work culture in Japan, which is beneficial for their future occupation. What is more, managerial experiences are included through lecture learning methods with problem-based learning, internships, student exchanges, as well as extra-curricular activities such as leadership training at the faculty and University level.

Table 10: Curriculum BPJS

No	Courses		Semester Credit Unit: (sks)				
	Code	Courses	Lecture (sks/ECTS)	Tutorial (sks/ECTS)	Practice (sks/ECTS)	Total Credit (sks)	Total Credit (ECTS)
1	2	3	4	5	6	7	8
Semester 1							
Compulsory Courses							
1	AG (B,C,H,I, K,P)101	Religion (Budha, Khong Hu Chu, Hindu, Moeslem, Chatolic, Christian) I	2/3.2	0/0	0/0	2	3.2
2	BAH01	Indonesian Language	2/3.2	0/0	0/0	2	3.2
3	BAJ116	Introduction to Japanese Grammar	1/1.6	1/1.6	2/3.2	4	6.4
4	BAJ117	Introduction to Kanji	1/1.6	0/0	1/1.6	2	3.2
5	BAJ118	Applied Japanese Grammar for Beginner	1/1.6	0/0	1/1.6	3	4.8
6	NOP104	Civic Education	1/1.6	0/0	1/1.6	2	3.2
7	NOP103	Pancasila	2/3.2	0/0	0/0	2	3.2
8	SIP107	Data and References	1/1.6	0/0	1/1.6	2	3.2
Total Credit Unit Semester 1 : 19 (30.4 ECTS)							
Semester 2							
Compulsory Courses							
9	PHP103	Logic and Critical Thinking	1/1.6	0/0	1/1.6	2	3.2
10	MNM107	Introduction to Scientific Collaboration	1/1.6	0/0	1/1.6	2	3.2

11	MNM107	Communication and Self Development	2/3.2	0/0	0/0	2	3.2
12	BAJ119	Basic Japanese Grammar	1/1.6	1/1.6	2/3.2	4	6.4
13	BUK206	Introduction to Culture Sciences	1/1.6	0/0	1/1.6	2	3.2
14	BAJ120	Basic Japanese Composition	1/1.6	0/0	1/1.6	2	3.2
15	BAJ122	Basic Kanji in Context	1/1.6	0/0	1/1.6	2	3.2
16	BAJ121	Basic Japanese Communication	1/1.6	1/1.6	2/3.2	4	6.4
Total Credit Unit Semester 2 : 20 (32 ECTS)							
Semester 3							
Compulsory Courses							
17	BAJ224	Pre-Intermediate Japanese Grammar	1/1.6	1/1.6	2/3.2	4	6.4
18	BAJ225	Pre-Intermediate Japanese Communication	1/1.6	1/1.6	2/3.2	4	6.4
19	BAJ226	Pre-Intermediate Kanji in Context	1/1.6	0/0	1/1.6	2	3.2
20	BAJ227	Pre-Intermediate Japanese Composition	1/1.6	0/0	1/1.6	2	3.2
21	PNB201	Introduction to Cultural Research and Theories	2/3.2	1/1.6	0/0	3	4.8
22	LIJ301	Introduction to Japanese Linguistics	2/3.2	0/0	0/0	2	3.2
23	SSJ101	Introduction to General Literature	2/3.2	0/0	0/0	2	3.2
Elective Courses (2-4 sks/ 3.2- 6.4 ECTS)							
24	BAE111	English I	2/3.2	0/0	0/0	2	3.2
25	BAJ228	Japanese Calligraphy	1/1.6	0/0	1/1.6	2	3.2
26	20J207	General Introduction to Japan	2/3.2	0/0	0/0	2	3.2
Total Credit Unit Semester 3: 19 (30.4 ECTS) – 24 (38.4 ECTS)							
Semester 4							
Compulsory Course							
27	BAJ229	Intermediate Japanese Grammar	1/1.6	1/1.6	2/3.2	4	6.4
28	BAJ230	Intermediate Kanji in Context	1/1.6	0/0	1/1.6	2	3.2
29	BAJ231	Intermediate Japanese Communication	1/1.6	1/1.6	2/3.2	4	6.4

30	BAJ232	Intermediate Japanese Composition	1/1.6	0/0	1/1.6	2	3.2
31	SSJ204	Introduction to Japanese Literature	2/3.2	0/0	0/0	2	3.2
32	SJD208	Japanese History	2/3.2	0/0	0/0	3	3.2
33	SOJ208	Introduction to Japanese Culture and Society	3/4.8	0/0	0/0	3	4.8
34	LIJ203	Introduction to Japanese Linguistics	2/3.2	0/0	0/0	2	3.2
Elective Courses (2 sks/ 3.2 ECTS)							
35	BAE112	English II	2/3.2	0/0	0/0	2	3.2
36	BAJ233	Pre-Intermediate Japanese Enrichment	1/1.6	0/0	1/1.6	2	3.2
37	BUK208	Introduction to Cultural Studies	3/4.8	0/0	0/0	3	4.8
Total Credit Unit Semester 4: 22 (35.2 ECTS) - 24 (38.4 ECTS)							
Semester 5							
Compulsory Courses							
38	AG (B,C,H,I, K,P)401	Religion (Budha, Khong Hu Chu, Hindu, Moeslem, Chatolic, Christian) II	2/3.2	0/0	0/0	2	3.2
39	BAJ313	Upper Intermediate Japanese Grammar	1/1.6	0/0	1/1.6	2	3.2
40	BAJ314	Upper Intermediate Kanji in Context	1/1.6	0/0	1/1.6	2	3.2
41	BAJ315	Upper Intermediate Japanese Communication	1/1.6	1/1.6	2/3.2	4	6.4
42	BAJ316	Upper Intermediate Writing	1/1.6	0/0	1/1.6	2	3.2
Compulsory Courses of Literature Culture Minor							
43	BUK315	Theory of Japanese Culture and Society	3/4.8	0/0	0/0	3	4.8
44	SSJ311	Japanese Literature Theory	2/3.2	0/0	0/0	2	3.2
Compulsory Courses of Linguistics Minor							
45	LIJ309	Japanese Linguistics Structure Theory	2/3.2	0/0	0/0	2	3.2
46	LIJ310	Semantics Pragmatics	3/4.8	0/0	0/0	3	4.8
Elective Courses (2 - 6) sks/ (3.2 - 9.6)							
47	LIJ311	Discourse Analysis	2/3.2	0/0	0/0	2	3.2

48	SJD306	History of Indonesia-Japan Relationship	2/3.2	0/0	0/0	2	3.2
49	BUK316	Japanese Women and Gender Studies	2/3.2	0/0	0/0	2	3.2
Total Credit Unit Semester 5: 17 (27.2 ECTS) - 23 (36.8 ECTS)							
Semester 6							
Compulsory Courses							
50	BAJ317	Japanese Text Interpretation	1/1.6	0/0	1/1.6	2	3.2
51	BAJ318	Advance Japanese Expression	1/1.6	0/0	1/1.6	2	3.2
52	SSJ312	Special Lecture on Japanese Literature	3/4.8	0/0	0/0	3	4.8
Compulsory Courses of Literature Culture Minor							
53	PNB312	Japanese Literature and Cultural Research Methods and Seminar	1/1.6	0/0	2/3.2	3	4.8
Compulsory Courses of Linguistics Minor							
54	PNB311	Japanese Linguistic Research Methods and Seminar	1/1.6	0/0	2/3.2	3	4.8
Elective Courses (2 - 11 sks/ 3.2 - 17.6 ECTS)							
55	BAJ319	Intermediate Japanese Enrichment	1/1.6	0/0	1/1.6	2	3.2
56	LIJ312	Applied Linguistics	3/4.8	0/0	0/0	3	4.8
57	SJD307	History of Japanese Thought	2/3.2	0/0	0/0	2	3.2
58	SOP328	Politics in Modern Japan	2/3.2	0/0	0/0	2	3.2
59	BUK317	Japanese Popular Culture	2/3.2	0/0	0/0	2	3.2
Total Credit Unit Semester 6: 10 (16 ECTS) - 22 (23.6 ECTS)							
Semester 7							
Compulsory Courses							
60	KNB401	Community Outreach	0/0	0/0	3/4.8	3	4.8
61	PNB482	Japanese Academic Writing	1/1.6	0/0	1/1.6	2	3.2
Elective Courses (2 - 13 sks/ 3.2 - 20.8 ECTS)							
62	BAJ411	Academic Reading Comprehension	1/1.6	0/0	1/1.6	2	3.2
63	SIK402	Technology For Japanese Learning	1/1.6	0/0	1/1.6	2	3.2
64	BAJ412	Japanese Teaching Method	1/1.6	0/0	2/3.2	3	4.8

65	BAJ413	Japanese Translation	1/1.6	0/0	2/3.2	3	4.8
66	BUK411	Japanese Business Correspondence	1/1.6	0/0	2/3.2	3	4.8
Total Credit Unit Semester 7: 5 (8 ECTS) - 18 (24 ECTS)							
Semester 8							
Compulsory Courses							
67	PNB499	Thesis (Open Semester)	0/0	0/0	6/9.6	6	9.6
Total Credit Unit Semester 8: 6 (9.6 ECTS)							
Total Credit offered by the Study Programme						161	257.6

Table 11: Potential Courses Offered for MBKM Programme in BPJS

No	Code	Course	Course Type	Semester	Credit Unit	
					sks	ECTS
1	20J207	General Introduction to Japan	Elective	3	2	3.2
2	BUK208	Introduction to Cultural Studies	Elective	4	3	4.8
3	BUK315	Theory of Japanese Culture and Society	Compulsory	5	3	4.8
4	SSJ311	Japanese Literature Theory	Compulsory Courses of Literature Culture Minor	5	2	3.2
5	LIJ310	Semantics Pragmatics	Compulsory Courses of Linguistics Minor	5	3	4.8
6	LIJ311	Discourse Analysis	Elective	5		
	SJD306	History of Indonesia-Japan Relationship	Elective	5	2	3.2
	BUK316	Japanese Women and Gender Studies	Elective	5	2	3.2
	SSJ312	Special Lecture on Japanese Literature	Compulsory	6	3	4.8
	LIJ312	Applied Linguistics	Elective	7	3	4.8
	SJD307	History of Japanese Thought	Elective	7	2	3.2
	SOP328	Politics in Modern Japan	Elective	7	2	3.2
	BUK317	Japanese Popular Culture	Elective	7	2	3.2
	BAJ413	Japanese Translation	Elective	7	3	4.8
	BUK411	Japanese Business Correspondence	Elective	7	3	4.8

Bachelor Programme in History

The curriculum of the BPH is designed to produce graduates with a perspective in historical thought. Thus, the programme aims to emphasise the learning process by providing theoretical, methodological and practical skills for solving historical issues. The contents of the curriculum are divided into: 1) University compulsory, 2) faculty compulsory, 3) area of interest's compulsory and 4) elective (based on area of interest).

Based on surveys and tracer studies, most BPH's graduates work as teachers or lecturers in History, as archivists and officials in cultural heritage NGOs. Therefore, the programme provides compulsory courses such as Historical Theory and Methodology, Urban History and Maritime History to meet the demand of competencies. In addition, other elective courses such as Tourism and Historical Resources Management and other compulsory courses such as Historical Visualisation enhance students' skills needed for the job market.

Table 12: Curriculum BPH

No.	Subjects		Special Credit Unit (SKS/ECTS)			
	Code	Name	Lecture (sks/ects)	Tutorial (sks/ects)	Practice (sks/ects)	Total (sks/ects)
(1)	(2)	(3)	(4)		(6)	(7)
Semester 1						
<i>Compulsory</i>						
1	AGI101	Islam I*)	2/3.2	0	0	2/3.2
2	AGP101	Christian I*)				
3	AGK101	Catholic I*)				
4	AGH101	Hindu I*)				
5	AGB101	Buddha I*)				
6	AGC101	Kong Hu Chu I*)				
7	NOP103	Pancasila	2/3.2	0	0	2/3.2
8	NOP104	Citizenship	2/3.2	0	0	2/3.2
9	SIP107	Data and Bibliography	2/3.2	0	0	2/3.2
10	BAI101	Indonesian	2/3.2	0	0	2/3.2
11	BAE111	English I	2/3.2	0	0	2/3.2
12	SJU101	Introduction to Historical Science	3/4.8	0	0	3/4.8
13	SJI101	Introduction to Indonesian History	2/3.2	0	1/1.6	3/4.8
Sub-Total			17/20.9	0	1/1.6	18/22.5
Total of Credits on Semester 1						18/22.5
Semester 2						
<i>Compulsory</i>						
14	MNM106	Communication and Self-Development	2/3.2	0	0	2/3.2
15	PHP103	Logic and Critical Thinking	2/3.2	0	0	2/3.2
16	MNM107	Introduction to Scientific-Collaboration	2/3.2	0	0	2/3.2

17	BAE112	English II	2/3.2	0	0	2/3.2
18	SJI104	Indonesian History: Preshistory to 16th Century	3/4.8	0	1/1.6	4/6.4
19	PHB101	Philosophy of Science	2/3.2	0	0	2/3.2
20	BUK101	Introduction to Cultural Science	2/3.2	0	0	2/3.2
21	PHB104	Introduction to Philosophy	3/4.8	0	0	3/4.8
Sub-Total			18/28.8	0	2/3.2	19/30.4
Total of Credits on Semester 2						19/30.4
Semester 3						
<i>Compulsory</i>						
22	PNB201	Introduction to Research and Culture Theory	2/3.2	0	1/1.6	3/4.8
23	BAB101	Dutch I	1/1.6	1/1.6	1/1.6	3/4.8
24	SJD101	History of Asia	3/4.8	0	0	3/4.8
25	SIP105	Archival Science	1/1.6	0	1/1.6	2/3.2
26	SJE102	Classical up until the Medieval European History	3/4.8	0	0	3/4.8
27	SJI201	History of Indonesia XVII-XVIII Century	3/4.8	0	0	3/4.8
28	SJI204	Historiography of Indonesia	3/4.8	0	0	3/4.8
29	SOA101	Introduction to Urban Anthropology	2/3.2	0	0	2/3.2
Sub-total			18/28.8	1/1.6	3/4.8	22/35.2
<i>Elective (6 credits)</i>						
30	SJT 101	Museology	2/3.2	0	0	2/3.2
31	SSU101	Creative Writing and historical Journalis	1/1.6	0	1/1.6	2/3.2
32	SOP111	Introduction to Political Science	2/3.2	0	0	2/3.2
Sub-Total			5/8	0	1/1.6	6/9.6
Total of Credits on Semester 3						28/44.8
Semester 4						
<i>Compulsory</i>						
33	SJU201	General Historiography	3/4.8	0	0	3/4.8
34	PNB202	Historical Research Methods and Practices	2/3.2	0	2/3.2	4/6.4
35	BAB203	Dutch II	1/1.6	1/1.6	1/1.6	3/4.8
36	SJI203	History of Indonesia XIX – XX Century	3/4.8	0	0	3/4.8
37	SJE103	History of Modern History	2/3.2	0	0	2/3.2
38	SJT315	Urban History	2/3.2	0	1/1.6	3/4.8
39	SJ I301	History of East Java Community and Culture	2/3.2	0	1/1.6	3/4.8
Sub-Total			15/24	1/1.6	5/8	21/33.6
<i>Elective (10 credits)</i>						
40	SJT201	History of Islamic Society in Indonesia	2/3.2	0	0	2/3.2
41	SJT301	Local History	1/1.6	0	1/1.6	2/3.2
42	SJD201	History of East Asia	2/3.2	0	0	2/3.2
43	SOS201	Social Demographic	2/3.2	0	0	2/3.2
44	MNG207	Management of Historical Tourism	1/1.6	0	1/1.6	2/3.2
Sub-Total			8/12.8	0	2/3.2	10/16

Total of Credits on Semester 4					31/49.6	
Semester 5						
<i>Compulsory</i>						
45	AGI401	Islam II*)	2/3.2	0	0	2/3.2
46	AGP401	Christian II*)				
47	AGK401	Catholic II*)				
48	AGH401	Hindu II*)				
49	AGB401	Buddha II*)				
50	AGC401	Kong Hu Chu II*)				
51	SJI302	History of the Indonesian National Movement	2/3.2	0	0	2/3.2
52	SJT303	History of the Indonesian Government and State Administration	2/3.2	0	0	2/3.2
53	PNB402	Historical Theory and Methodology	2/3.2	0	2/3.2	4/6.4
54	SJT202	Oral history	2/3.2	0	1/1.6	3/4.8
55	SJT404	Historical Visualization and Cinematography	1/1.6	0	2/3.2	3/4.8
56	SJD205	History of Southeast Asia	2/3.2	0	2/3.2	4/6.4
Sub-Total			13/20.8	0	7/11.2	20/32
<i>Elective (12 sks)</i>						
57	SOS213	Urban Sociology	2/3.2	0	0	2/3.2
58	SJT305	History of Agriculture	2/3.2	0	0	2/3.2
59	SJT313	Nautical History and Culture	1/1.6	0	1/1.6	2/3.2
60	SJT306	Biography	1/1.6	0	1/1.6	2/3.2
61	SJT312	Environmental History	1/1.6	0	1/1.6	2/3.2
62	SJD305	South Asian History	2/3.2	0	0	2/3.2
Sub-Total			9/14.4	0	3/4.8	12/19.2
Total of Credits on Semester 5					32/51.2	
Semester 6						
<i>Compulsory</i>						
63	SJT304	Urban economic history	2/3.2	0	1/1.6	3/4.8
64	PNB481	Seminar on History	1/1.6	1/1.6	2/3.2	4/6.4
65	KNB401	Community Service	0	0	3/4.8	3/4.8
Sub-Total			3/4.8	1/1.6	6/9.6	10/16
<i>Elective (12 sks)</i>						
67	SJT314	Management of Cultural Heritage and Historical Assets	1/1.6	0	1/1.6	2/3.2
68	SJT309	History of Indonesian Military	2/3.2	0	0	2/3.2
69	PNB494	Social Research Methodology	1/1.6	0	1/1.6	2/3.2
70	SJD401	African History	2/3.2	0	0	2/3.2
71	SJD403	West Asian History	2/3.2	0	0	2/3.2
72	SJD402	History of America	2/3.2	0	0	2/3.2
73	SJT302	History of Art Performance	1/1.6	0	1/1.6	2/3.2
74	SJS304	Medical History	1/1.6	0	1/1.6	2/3.2
75	SJU302	Historiopreneurship	1/1.6	0	1/1.6	2/3.2
Sub-Total			13/20.8	0	5/8	18/28.8
Total of Credits on Semester 6					28/44.8	
Semester 7						
<i>Compulsory</i>						
66	PNB499	Thesis	0	0	6/9.6	6/9.6
Total of Credits on Semester 7					6/9.6	
Total of Credits					156/249.6	

Table 13: Potential Courses Offered for MBKM Programme in BPH

No	Course	SKS	ECTS
1	Environmental History	2	3.2
2	History of Islamic Society in Indonesia	2	3.2
3	Southeast Asian History		
4	History of East Java Community and Culture	3	4.8
5	Oral History	3	4.8
6	Historiography of Indonesian	3	4.8
7	Local History	2	3.2
8	Medical History	2	3.2
9	Urban History	4	6.4

Bachelor Programme in Indonesian Language and Literature

To support the objective of the BPILL, the minors offered are: Linguistics, Literature and Philology. The contents of the curriculum are divided into: 1) University compulsory, 2) faculty compulsory, 3) area of interest's compulsory and 4) elective (based on area of interest). Most BPILL graduates work as journalists, reporters, editors, radio announcers, teachers, writers and some open private courses. These areas of occupations are in accordance with the compulsory courses available in the programme such as General Linguistics, Poetry Analysis and Drama Analysis. Some specific competency courses such as Language Editing, Bahasa Indonesia for Journalistic, Rhetoric, Language and Literature Teaching can also enrich students' skills to meet the requirement of the intended job market as reflected in the graduates' occupations.

No	Courses		Semester Credit Units (sks/ECTS)			
	Code	Name	Lecture	Tutorial	Practice	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)
SEMESTER 1						
Compulsory University						
1	AG(B/C/H/I/K)101	Religion I	2/3.2	0	0	2/3.2
2	BAI101	Indonesian	2/3.2	0	0	2/3.2
3	NOP103	Pancasila	2/3.2	0	0	2/3.2
4	NOP104	Civics Education	2/3.2	0	0	2/3.2
5	SIP107	Data and Libraries	2/3.2	0	0	2/3.2
Compulsory Faculty						
6	BUK101	Introduction to Cultural Studies	3/4.8	0	0	3/4.8
7	BAE111	English	2/3.2	0	0	2/3.2
8	SIK201	Computer Application	2/3.2	0	0	2/3.2
9	PHB104	Introduction to Philosophy	2/3.2	0	0	2/3.2
Total						19/30.4
SEMESTER 2						
Compulsory University						
10	PHP103	Logic and Critical Thinking	2/3.2	0	0	2/3.2
11	MNM107	Introduction to Scientific Collaboration	2/3.2	0	0	2/3.2
12	MNM106	Communication and Self Development	2/3.2	0	0	2/3.2
Compulsory Faculty						
13	PNB201	Introduction to Cultural Research and Theory	3/4.8	0	0	3/4.8
Compulsory Study Program						
14	PNB101	Academic Writing	3/4.8	0	0	3/4.8
15	LII101	General Linguistics	2/3.2	0	0	2/3.2

16	SSI105	Literature and Literary Science	3/4.8	0	0	3/4.8
17	FLI101	Philology	3/4.8	0	0	3/4.8
Total						20/32
SEMESTER 3						
Compulsory Study Program						
18	BUK203	Introduction to Urban Culture Studies	3/4.8	0	0	3/4.8
19	ETB201	Ethics and Aesthetics	3/4.8	0	0	2/3.2
20	LII201	Phonology	2/3.2	0	0	2/3.2
21	LII102	Phonetics	2/3.2	0	0	2/3.2
22	FLI201	Codicology	3/4.8	0	0	3/4.8
23	SSI208	Indonesian Prose Study	2/3.2	0	0	2/3.2
24	SSI209	Indonesian Poetry Study	2/3.2	0	0	2/3.2
25	SSI210	Indonesian Drama Study	2/3.2	0	0	2/3.2
26	SSI211	Structural Literary Theory	2/3.2	0	0	2/3.2
Total						22-24/35.2-38.4
SEMESTER 4						
Compulsory Courses						
27	LII207	Textology	3/4.8	0	0	3/4.8
28	SSI212	Poststructural Literary Theory	2/3.2	0	0	2/3.2
29	LII203	Indonesian Morphology	2/3.2	0	0	2/3.2
30	LII204	Indonesian Syntax	2/3.2	0	0	2/3.2
31	LII205	Semantics	2/3.2	0	0	2/3.2
32	FLI203	Folklore	2/3.2	0	1/1.6	3/4.8
Compulsory Minor Courses for Philology						
33	SSI205	History of Literature	2/3.2	0	0	2/3.2
	LII206	History of Language Studies	2/3.2	0	0	2/3.2
Compulsory Minor Courses for Literature						
34	SSI207	History of Literature	2/3.2	0	0	3/4.8
35	SSI304	Contemporary Indonesian Literature	3/4.8	0	0	2/3.2
Compulsory Minor Courses for Linguistic						
36	LII206	History of Language Studies	2/3.2	0	0	2/3.2
37	LII304	Discourse Analysis	3/4.8	0	0	3/4.8
Restricted Elective Courses						
38	BAD202	Old Javanese	2/3.2	0	0	3/4.8
39	BAD203	Madurese	2/3.2	0	0	3/4.8
40	BAD204	Classical Malay	2/3.2	0	0	3/4.8
41	BAD205	Sanskrit	2/3.2	0	0	3/4.8
Total						22-24/35.2-38.4
SEMESTER 5						
Compulsory University						
42	KNB401	Community Services	3/4.8	0	0	3/4.8
Compulsory Minor Courses for Linguistics						
43	LII306	Pragmatics	2/3.2	0	0	2/3.2
44	LII303	Sociolinguistics	3/4.8	0	0	3/4.8
45	LII402	Comparative Linguistics	2/3.2	0	0	2/3.2
46	PNB304	Method of Linguistics Research	1/1.6	0	2/3.2	3/4.8
Compulsory Minor Courses for Literature						
47	SSI206	Sociology of Literature	3/4.8	0	0	3/4.8
48	SSI213	Children Literature	2/3.2	0	0	2/3.2
49	SSI405	Comparative Literature	2/3.2	0	0	2/3.2
50	PNB305	Method of Literature Research	1/1.6	0	2/3.2	3/4.8

Compulsory Minor Courses for Philology						
51	LII303	Sociolinguistics	2/3.2	0	0	2/3.2
	SSI206	Sociology of Literature				
52	LII402	Comparative Linguistics	2/3.2	0	0	2/3.2
	BAI303	Comparative Literature				
53	SSI404	Pesisiran Literature	2/3.2	0	0	2/3.2
54	PNB303	Method of Philology Research	1/1.6	0	2/3.2	3/4.8
Elective						
55	LII309	Psycholinguistics	2/3.2	0	0	2/3.2
56	SSP301	French Literature in Translation	2/3.2	0	0	2/3.2
57	SSM301	Chinese Literature in Translation	2/3.2	0	0	2/3.2
58	SSJ301	Japanese Literature in Translation	2/3.2	0	0	2/3.2
59	SSA301	Middle-East Literature in Translation	2/3.2	0	0	2/3.2
60	SSU306	Psychology of Literature	2/3.2	0	0	2/3.2
61	PHB301	Philosophy of Culture	2/3.2	0	0	2/3.2
62	SSI402	Semiotics	2/3.2	0	0	2/3.2
Total						22-24/35.2-38.4
SEMESTER 6						
Compulsory Course						
63	AG(B/C/H/I/K)401	Religion II	2/3.2	0	0	2/3.2
Compulsory Study Program						
64	PNB498	Thesis Writing Design (Linguistics, Literature, Philology)	1/1.6	0	2/3.2	3/4.8
Elective						
65	SSI308	Ecocriticism	2/3.2	0	0	2/3.2
66	SSI204	Appreciation of Literary Works	2/3.2	0	0	2/3.2
67	SSI309	Hermeneutics	2/3.2	0	0	2/3.2
68	LII310	Forensic Linguistics	2/3.2	0	0	2/3.2
Restricted Compulsory Courses: Language Practitioner						
69	BAI303	Indonesian for Journalistic Purposes	2/3.2	0	1/1.6	3/4.8
70	BAI306	Language Editing	1/1.6	0	1/1.6	2/3.2
71	LII302	Indonesian Language Competence	2/3.2	0	0	2/3.2
Restricted Compulsory Courses: Book Author						
72	SSI301	Dramaturgy	1/1.6	1/1.6	1/1.6	3/4.8
73	SSI306	Critical Literature Writing	1/1.6	0	2/3.2	3/4.8
74	SSI310	Play Writing	1/1.6	0	1/1.6	2/3.2
Restricted Compulsory Courses: Teacher of Indonesian Language and Literature						
75	LII302	Linguistic Problems in Indonesian	3/4.8	0	0	3/4.8
76	LII401	Dialectology	3/4.8	0	0	3/4.8
77	LII308	Ethnolinguistics	2/3.2	0	1/1.6	3/4.8
Restricted Compulsory Courses: Old Manuscripts Analyst						
78	FLI202	Islamic Manuscripts in Nusantara	1/1.6	0	1/1.6	2/3.2
79	LII311	Nusantara Script and Language	2/3.2	0	0	2/3.2
80	FLI302	Manuscript Preservation	1/1.6	0	1/1.6	2/3.2
81	LII308	Ethnolinguistics	2/3.2	0	1/1.6	3/4.8
Total						22-24/35.2-38.4

SEMESTER 7						
Compulsory Courses						
82	PNB499	Thesis	0	0	6/9.6	6/9.6
Restricted Compulsory Courses: Language Practitioner						
83	LII403	Indonesian Language Proficiency	2/3.2	0	0	2/3.2
84	BAI304	Rhetoric	1/1.6	0	1/1.6	2/3.2
85	LII305	Lexicography	2/3.2		1/1.6	3/4.8
Restricted Compulsory Courses: Book Author						
86	SSI207	Prose Writing	1/1.6		2/3.2	3/4.8
87	SSI307	Poetry Writing	1/1.6		2/3.2	3/4.8
Restricted Compulsory Course: Teacher of Indonesian Language and Literature						
88	BAI305	Indonesian for Speakers of Other Languages	2/3.2	0	1/1.6	3/4.8
89	EDB403	Teaching of Indonesian Language and Literature	1/1.6	0	2/3.2	3/4.8
Restricted Compulsory Course: Old Manuscripts Analyst						
90	FLI301	Manuscripts of Traditional Knowledge	1/1.6	0	1/1.6	2/3.2
Elective						
91	SSI303	Sufi Literature	2/3.2	0	0	2/3.2
92	LII305	Lexicography	2/3.2	0	1/1.6	3/4.8
					Total	22-24/35.2-38.4
Total Credits (semester 1-8) = 144-160/230-256 ECTS						

Degree and programme name

The naming of degree and study programmes is nationally regulated. The regulation is updated continually to accommodate the latest development in science and education. The latest regulation is the Decree of the Minister of Research, Technology and Higher Education No. 33 of 2018 concerning Study Programmes Nomenclature in Higher Education and the Decree of the Minister of Research, Technology and Higher Education No. 57 of 2019 concerning Study Programme Names in Higher Education.

The degree and programme name chosen by the **BPELL** reflect the specific area of interest and focus on skills in English Language and Literature. Moreover, the field of study is part of the humanities and arts, hence the degree name: Bachelor of Humanities. The emphasis on foreign language skills is also reflected in the programme's learning outcomes, which draw reference from the Common European Framework of Reference for Languages. Therefore, the chosen name of the study programme and the awarded degree also correspond to the curriculum and the objectives of the BPELL.

The **BPJS** is named S1 Studi Kejepangan (Undergraduate) and the awarded degree is Sarjana Humaniora (Bachelor of Arts in Humanities) (Ref.: No.257/M/KPT/2017). The programme name and the awarded degree correspond with the HEI's core activities in implementing specific learning methods in the field of Japanese Studies.

The **BPH** is named S1 Ilmu Sejarah (Undergraduate) and the awarded degree is Sarjana Humaniora (Bachelor of Arts in Humanities). The name of the programme and the degree awarded to the graduates corresponds with the higher education's core activities in implementing specific learning methods in the field of historical studies.

The **BPILL** was named in 1998 in the course of the establishment of Faculty of Humanities and comprised of the former Indonesian Language and Literature Programme. It is also based on the agreement among FORPOSSI members concerning the standard names of study programmes, which offer courses on Indonesian Language and Literature. The name represents the specific areas of interest and skills of the study programme, which is Indonesian language and Literature. Moreover, the field of study is part of the humanities and arts, hence the degree name: Bachelor of Humanities.

Integration of theory and practice

The curriculum of the **BPELL** is designed to equip students with communication skills for various parties, analyse problems and initiates alternatives for solutions and lead innovations. These are achieved by providing a learning process that integrates the theories and practical aspects as seen in the table below. In addition, lecturers also use their practical knowledge and skills to enrich students' learning experiences. For example, some lecturers, are members of the Indonesian Translators Society who are experienced as professional translators. These lecturers use their experience to provide real-world examples or materials for case studies in class.

Table 14: Integration of theory and practice in BPELL

No	Skills	Practical objectives	Samples of courses
1	Skills of using proficient written and spoken English	Being able to demonstrate proficiency in spoken and written English in the intercultural context of academic, professional, and creative settings marked by an achievement equal to at least level B of CEFR	Academic Writing Academic Discussion Critical Listening Critical Reading Public Speaking and Academic Presentation
2	Skills of research	Being able to apply basic concepts and theories in linguistics, literature, and cultural studies to solve problems related to phenomena in linguistics, literature, and cultural studies in urban context	Methods of Linguistic Research Independent Studies on Linguistics Thesis
3	Skills of translation	Being able to apply suitable theory and principles to translate general texts and academic texts	Translation for General Text Translation for Specific Purposes Interpreting
4	Skills of creative work	Being able to work independently using knowledge and skills of English to produce a creative work	English Drama I English Drama II Children's Literature
5	Skills of using English at workplace	Being able to deliver language services in English for industrial needs	Business Correspondence TEFL (Teaching English as a Foreign Language) Community Outreach

In the **BPJS**, students are encouraged not only to master the knowledge, but also apply it in practical implementation. Every year, there are 15 students who go to Japan as delegates for a 6-12 months through the Student Exchange Programme. There are also several students who go to Japan for internships in Japanese companies for three months. For the past seven years, students have been holding an event called Japanese World, which starts to gain its reputation in East Java and aims to introduce Japanese Culture to the public. The curriculum of this study programme equips students with theoretical and practical skills to prepare them to compete in future jobs.

Table 15: Integration of theory and practice in BPJS

No	Skills	Practical Objectives	Sample of Courses
1	Skills of self-awareness and character building	Able to apply national curriculum contents and skills in line with contextual values and professional standards.	Pancasila, Citizenship, Religion (Islam, Protestantism, Catholicism, Hinduism, Buddhism), Introduction to Cultural Studies.
2	Speaking skills	Able to express thoughts and opinions in various situations orally.	All Nihongo (Japanese Language) Courses All Kaiwa (Japanese Conversation) Courses
3	Writing skills	Able to express thoughts and opinions in various situations in writing.	All Nihongo (Japanese Language) Courses All Sakubun (Japanese Composition) Courses Hyoki (Japanese Alphabet: Hiragana, Katakana dan Pre-Basic Kanji) and All Kanji Courses
4	Reading skills	Able to understand the information contained in the written text.	All Nihongo (Japanese Language) Courses All Dokkai (Japanese Reading Comprehension) courses
5	Listening skills	Able to understand the information contained in oral speech.	All Nihongo (Japanese Language) Courses All Chokai (Japanese Listening Comprehension) Courses
6	Skills of Linguistics	Able to identify and explain phenomena and symptoms of language based on the rules of linguistics.	Nihongogaku Nyumon Keitaitogoron Danwa Kenkyu Goyoron Oyogengogaku Nihongogaku Kenkyuho Nihongogaku Enshu
7	Skills of culture and literature	Able to understand literary works from various points of view, and able to identify and explain cultural phenomena with all the supporting aspects.	Nihon Bungaku Bunka Nyumon All Nihonshi Courses Nihon Sanbun Kenkyu Nihon Bungakushi Nihon Bungaku Bunka Kenkyuho Nihon Bungaku Bunka Enshu

The **BPH** curriculum provides students with theoretical, methodological and practical skills: Each course implements certain soft-skills as a component of assessment, including discipline, honesty, communication skills, self-contained and self-confidence. To assess those soft skills, lecturers are suggested to actively monitor the students' attitude in class such as thier capability to present their ideas clearly and logically, punctuality in submitting tasks, honesty in exams and writing papers.

Table 16: Integration of theory and practice in BPH

No	Skills	Practical Objectives	Sample of Courses
1	Skills of self-awareness and character building	Able to apply national curriculum contents and skills in line with contextual values and professional standard.	Pancasila, Citizenship, Religion (Islam, Protestantism, Catholicism, Hinduism, Buddhism), Introduction to Cultural Science
2	Skill of research	Able to respond to problems critically and conduct scientific research	Method and Practice on Historical Research, Theory and Methodology of History, Archival Science, Dutch, Creative and Journalistic Writing
3	Skills of Urban History	Able to apply theoretical and methodological approach on the study of urban history	Urban History, Urban Economics, Urban Sociology, Local History
4	Skills of Preserving Heritage	Able to apply the knowledge and skills to preserve heritages	Museology, Management of Cultural Heritage and Historical Asset, Historical Visualization and Cinematography

The **BPILL** curriculum also combines theory and practice, which is defined in the following table:

Table 17: Integration of theory and practice in BPILL

No	Skills	Practical Objectives	Sample of Courses
1	Skills of self-awareness and character building	Able to apply national curriculum contents and skills in line with contextual values and professional standard.	Pancasila, Citizenship, Religion (Islam, Protestantism, Catholicism, Hinduism, Buddhism), Introduction to Cultural Science
2	Skill of research	Able to respond to problems critically and conduct scientific research	Methodology of Language Research, Methodology of Literary Research, Literary Criticism Writing, Creative and Journalistic Writing
3	Skills of creative writing	Able to produce literary works	Poetry Writing, Prose Writing
4	Skills of performing art	Able to apply the knowledge and skills to performing art	Dramaturgy, Appreciation of Art
5	Skills of Indonesian language teaching for foreigners	Able to apply the knowledge and skills to teaching Indonesian language for foreigners	BIPA, Indonesian for foreign speakers

Interdisciplinary thinking

UNAIR has a strong commitment to making sure that students are exposed to and familiar with interdisciplinary thinking. This can be seen from its intracurricular and extracurricular activities. The compulsory activities at University level include student orientation and community service. Both require students to interact and work together with their fellow students from other faculties and disciplines. Moreover, upon finishing their study, students receive a non-academic performance transcript that highlights their achievements in extracurricular activities. In their third year, students may start to take the Community Outreach course, a required course in which they must collaborate with students from other study programmes across Universitas Airlangga. In 2017, UNAIR started a new model of the Community Outreach course called Inter-Professional Education Community Outreach (KKN-IP) to strengthen the interdisciplinary practice of the course. Since then, KKN-IP has given students the freedom to share their knowledge with those from other disciplinary backgrounds and work together in a project to solve real problems in society.

In the **BPILL**, students are given opportunities to participate in the Student Creativity Programme (PKM). It allows them to cooperate on a specific project with students from different disciplines to produce academic papers, feasible solutions for problems in society or tangible products. The curriculum of the **BPILL** is designed to stimulate and motivate students' interdisciplinary thinking, because the humanities are inherently interdisciplinary. Some examples are: the PsychoLinguistics course discusses the interrelation between the fields of Linguistics and psychology, the Western Culture and Civilization course blends studies in the field of Literature, language and history, and the Introduction to Urban Cultural studies course utilises concepts from Linguistics, anthropology, sociology, economics and history.

In addition, there are also other courses that are based on project-based learning and prepare students to think in an interdisciplinary way. English Drama, for example, is a course whose final

result is a drama performance by the students. In preparation for the performance, students have to work in groups to discuss about interesting titles, write a script or adjust available scripts, distribute roles, prepare costumes and conducting continuous rehearsals of the scenes. The Entrepreneurship course is another example. At the end of the course, students are asked to create a kind of business startup. To fulfill the task, students need to work together to do research on a marketable product, decide on their prospective product and develop a business plan. Moreover, there is also a translation course which assigns students to open a translation bureau. For this purpose, students are grouped to prepare for the business.

The **BPJS** seeks to produce graduates who can think in an interdisciplinary manner. Most of the courses aim to sharpen Japanese language skills. Each of the skills is interrelated and necessary for mastering the material in all other courses included in special interest/concentration courses, in both in the Linguistics as well as Culture and Literature minor. For example, the skill of reading Japanese characters is needed to study various texts in the course and grammar skills are necessary to be able to master speaking and writing. Compulsory courses such as those offered in Linguistics are indirectly training this skill as well. Examples of courses that combine knowledge from other fields are Kaiwa (conversation) and Sakubun (writing) courses.

The learning methods are problem-based learning and case studies learning where students not only use their Japanese communication written and orally, but also learn how to solve problems and create innovative works. These two courses also actively hold field-work communities every year so that they produce output such as the Surabaya Tourism Map, the Surabaya culinary guide book in Japanese, the Mojokerto History tour guide in Japanese, as well as video reviews of the history and tours of Surabaya in Japanese. The interdisciplinary aspects of the course assignments that students obtain are the making of lay-out designs, public relations, understanding history and understanding the culture of the people of Surabaya and East Java.

The **BPH** applies the freedom for learning policy in which the students can take courses in other programmes at Universitas Airlangga. Apart from that, the students can participate in an internship in different institutions from semester five on. One example of courses requiring students' interdisciplinary thinking is Historical Visualisation and Cinematography (*Visualisasi dan Sinematografi Sejarah*). This is a project-based course that requires students to apply not only their knowledge on history, but also technical skills in cinematography. In this course, students learn about the history of film and how to create film scripts. In addition, this course also teaches students to manage pre-production, video editing, script writing and narrating. To accomplish a project required by the course, students need to undertake an internship in Hinterhove Production House established by alumni from the communications department.

In the **BPILL**, most of the courses provided aim to sharpen not only students' skills in speaking and writing Bahasa Indonesia but to enhance their critical thinking by relating the material to several different aspects of the language such as the social and cultural background of the language speakers. In addition, courses such as Poetry analysis, Drama analysis require students to not only observe the structure of the discourse poetry and drama but also to dig deeper into the implied realm of the work. This competence demands of students to further learn and read about other related aspects of the discourse such as history, sociology and psychology. In

addition, there is also the Dramaturgy course which requires students to organise a drama performance at the end of the course including screening the script and practicing the performance.

Ethical aspects

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

Moreover, the **BPELL** publishes the regulations on its online media platforms, such as the official website, the official BPELL Facebook page, and the University's online learning website. Before officially starting their first meeting of each course, new students are introduced to regulations and policies described in each course's syllabus, especially regulations and policies which relate to academic ethics and their violation. That the ethical aspects are integrated into all courses is conveyed well, for example during work on their scientific writing, students are instructed to include the references cited in the paper. An official guide book explaining this and other concerns is distributed to BPELL students upon their enrollment. Moreover, the BPELL also includes the discussion of ethical aspects in courses such as Research Methodology, Thesis Writing Design and Thesis Writing. Additionally, the ethical aspects in academic writing are encouraged by asking students to provide the similarity index of their papers before submitting them. Papers with a similarity index of more than 25 % are not accepted.

The **BPJS** communicates about academic regulations and policies on academic violations and ethics in the Induction Weeks. Furthermore, guidance related to ethics also continues to be given inclusively in the learning process, assigning assignments, including in thesis writing, where every thesis manuscript must be checked using the Turnitin software (not more than 15 %) to avoid plagiarism. Academic guidance always reminds the students about academic ethics and provides advice to avoid violations. To make sure of students' understanding of the implementation of the ethical aspects, the BPJS includes the discussion of this issue in some courses such as Introduction to Culture and Japanese Society, Goyoron, Method of Research in Linguistic/Literature and Culture, Proposal Writing and Thesis.

The **BPH** communicates academic regulations and policies during student orientation, including topics on academic violations and ethics. In addition, to confirm students' understanding of the ethical aspects of academic life, BPH includes this point in courses such as Method of Research, Historical Research Practice, Historical Theory and Methodology and History Seminar. This is strengthened by the procedure of thesis draft submission. The procedure confirms the Turnitin

process of students' thesis and other paper assignments. In addition, the BPH also breaks down the ethical aspects from The Indonesian Historian Society's (*Masyarakat Sejarawan Indonesia*) convention on the ethics of a historian.

In the **BPILL**, the ethical aspects are implemented in teaching, research and community outreach. These three fields must follow the rules and ethics stipulated in the applicable guidelines. Rules and ethics regarding these three aspects are regularly communicated and readily available for all parties. To ensure students' understanding of these aspects, BPILL includes the issue on ethical aspect and avoiding plagiarism in courses such as Dramaturgy, Research Method in Philology/Linguistics/Literature, Proposal Writing, Poetry Writing, Prose Writing, and Literary Critics Writing.

Methods and Scientific Practice

To promote scientific practice, interaction between students and lecturers are encouraged both in class and outside, for instance in seminars and internships. Moreover, the study programmes provide facilities that support academic atmosphere, such as discussion rooms and spaces, internet access in open area, and reading rooms with access to printed and electronic literatures and resources. All Bachelor programmes at UNAIR require their students to write an undergraduate thesis based on their own research. Students are introduced to scientific practices since their freshmen year. This is evident in how classes are designed with the perspective of student-centered learning, encouraging them to conduct research as part of their assignments.

The **BPELL** equips students with necessary scientific skills and practices, putting into account margins set under IQF Level 6. Thus, from the second semester on, BPELL students are introduced to several stages of research starting from finding research subjects, determining research objects and types of research data in the Introduction to Cultural Research and Theory (PPTK) course. Some students in the BPELL in their third/fourth semester have even won awards in a national competition in the Students Creativity Programme, in which they submit scientific papers produced in the PPTK course.

In the following semesters, the students are equipped with the necessary skills for research-oriented work in several other subjects, such as SocioLinguistics, PsychoLinguistics, Literary Criticism, Contemporary Critical and Cultural studies and Language and Media; the outputs of which are scientific works. The deepening of the research stages is carried out in the Method of Research courses in each minor. The culmination of this research method practice is the undergraduate thesis proposals and undergraduate thesis writing later in the final semesters. The Method of Research course includes an element of fieldwork in which students practice their understanding of instruments of research such as observation, interview and questionnaire in a determined object of research. The Method of Linguistic Research course, for example, brings students to traditional markets to conduct observation on the sellers' use of code switching.

The **BPJS** ensures the theoretical and methodological competencies in several courses that allow students to have scientific practice experience, such as Introduction to Cultural Research and Theories, Research Methods in Linguistics, and Research Methods in Culture and Literature. The students can also participate in several courses that provide fieldwork, where they can practice

the material and theories they have acquired in class directly in real situations in society. Students may also become research assistants in research conducted by lecturers or the students' thesis can be derived from topics of their lecturer's researches. Some of the courses which are a combination of methodology and research are Introduction to Cultural Research and Theories, Methods of Literary and Cultural Research and Methods of Linguistic Research. Students are introduced to various research methods, research case examples and practices for applying these methods. As a final project, students will design a research method that will help them to develop a final research proposal. In addition to classroom practice, the study programme also involves students as research assistants in research projects conducted by other members of the study programme.

The **BPH** ensures the theoretical and methodological competences of students by providing courses and opportunities to gain experience. The Theory and Methodology of History, Research Method and Seminar are courses which give students the opportunity to experience conducting scientific practices. Students can also participate in several courses provided with fieldwork. They may become research assistants in research conducted by lecturers. It is also possible for students to write theses derived from topics of their lecturers' research.

The **BPILL** develops students' competence in methodological and scientific thinking by providing relevant courses and practical experience. The Theory of Indonesian Language and Literature, Research Method and Seminar are courses that drive students to conduct research and scientific investigation. The students can also participate in research organised by their lecturers and become their research assistants. Some courses implement fieldwork practice to enrich students' experience such as in the production of LAKON performance, and creating documentary videos of old manuscript preservation.

Examination and final thesis

In general, the manual for assessment of teaching-learning process and the LOs used in all study programmes refer to the quality manuals in the Airlangga Integrated Management System (AIMS)¹⁹. In general, exams under university regulation are conducted in form of Midterm Exams and Final-term Exams. These exams are scheduled in the academic calendar issued by the University and publicly accessible on the University/faculty websites. In addition, students' performances are also evaluated through assignments, quizzes, oral presentations and project completions. All assessment methods at UNAIR are based on the intended learning outcomes that need to be demonstrated in order to complete an assessment successfully for each given course, providing a mechanism by which the quality of an assessment can be measured. To ensure that the exam is linked to the objective of the study programmes, course coordinators are obliged to conduct exam verification to ensure that the exams are in compliance with each course's LO, programme' LO and IQF level 6.

All assessments are processed using the Criterion-Referenced Score (CRS) and converted to seven-grade Letters, i.e. A (≥ 75); AB (70-74,9); B (65-69,9); BC (60-64,9); C (55-59,9); D (40-54,9) and E (< 40). The students are required to fulfill minimum of 75 % attendance to enroll in

¹⁹ Specifically, Quality Manual PP UNAIR-PBM-03 regulates the examination of diploma and bachelor programme and Quality Manual PP UNAIR-PBM-04 regulates undergraduate thesis and final project.

the final examination. In order to be awarded as graduates, students are only allowed to have maximum 10 % grade D. In addition to course exams, the study programmes have set up a procedure for thesis examination.

The assessment method in **BPELL** includes written exams, oral exams, practice exams, reports, portfolios, projects and displays/exhibitions, which are determined by the lecturer at the beginning of the semester in the form of the course syllabus. The assessment for students will cover not only academic, but also non-academic assessment as stated in the Academic Handbook. Academic assessment is conducted using diagnostic, formative and summative methods. Soft skill assessment is also integrated in the learning process, including: participation, discipline, communication skills, teamwork and self-confidence in line with the profiles of BPELL's graduates as communicator, analyst and innovator.

These skills are assessed, for example, by taking note of the names of students who actively engage in class discussion. With this data in hand, lecturers can take corrective measures, such as directly calling the non-participative students to get involved in a discussion by stating their opinion or asking questions. In some cases, lecturers might also approach individual students to give advice or inputs on how the students can participate more in class and why it is important for them. Discipline, on the other hand, is assessed primarily from how students deal with deadlines. The use of LMS simplifies this process. In the LMS, students who fail to meet a deadline for an assignment, for example, are automatically marked as 'late', with a time stamp stating exactly how long the students are late. Repetitive lateness will affect the students' soft skills score.

In classes which students are assigned to complete a group work, ability to work in a group is also assessed. Unlike the previous soft skills, assessment of teamwork is done by their peer. Lecturers always encourage groups to inform if any of its members fails to cooperate in completing the work. When such cases occur, lecturers will always opt for corrective approach by getting the view from both sides. This is done by approaching the said member and finding out what the problem is. Once the problem is identified, the lecturers can then offer a solution. The solution ranges from encouraging the student to improve his/her in-group communication and participation to, in worst case scenario, assigning the said student to a different group.

Details of the procedure of thesis writing are available for students on the website²⁰. Undergraduate thesis in BPELL is written based on either independent research carried out by a student under a supervisor or collaborative research with his/her supervisors. Students have the freedom to choose their topic of research under the guidance of a supervisor for thesis writing design and the writing of the thesis. Students defend their thesis in front of three examiners, one of which is their thesis supervisor. The assessment rubric includes writing skills, oral presentation, scientific comprehension, understanding of the thesis and related knowledge. The assessment rubric is included in the thesis writing guidelines.

Furthermore, students are obliged to write scientific articles based on their theses following international publication standards, facilitated in the Independent Study courses. Some of these

²⁰ see: <https://fib.unair.ac.id/fib/download/alur-ujian-skripsi-tesis-daring/#> (last accessed on May 25, 2022)

articles are published in reputable journals such as the American and British Studies Annual, the Scholarly Journal of Arts and Humanities, and the Journal of Linguistic and Literature.

The type of assessments implemented in the **BPJS** and **BPH** courses includes written exams, oral exams, reports, projects and display/exhibition. The components of assessments for each course mostly include assignments (e.g. quizzes, presentations and reports), soft skills assessments, mid-term exams and final exams. These assessment types are chosen for each course based on the specific LO targeted. However, every course has different percentages for components of assessment, depending on the course objectives and the agreement among the teaching team. To make sure that students understand the assessment system, the components of assessments are conveyed in the first meeting, together with the course contract. The assignments are scheduled differently by each lecture while mid-term exams (UTS) and final-term exams (UAS) are scheduled by the faculty. Meanwhile, the final thesis is the final project of the thesis course. The final thesis is independent research guided by a thesis advisor. The final thesis takes one to two semesters and the oral exam (thesis defense) can be conducted anytime as long as the thesis has been approved by the thesis advisor and the Programme Director. The process of examination of the final thesis is monitored and evaluated with SOP referring to the Faculty of Humanities's scientific writing guidebook which can be accessed on the faculty website. To apply for a thesis exam, students must pass the plagiarism test, obtain written approval from the thesis supervisor and submit administrative requirements for the thesis exam. For the **BPH**, students must have finished all four obligatory courses (Introduction to Historical Science, Introduction to Indonesian History, Historical methodology, Indonesian historiography, Foundation of Historical Theory and Methodology).

In the **BPILL**, the assessment systems implemented by each course are adjusted to the peculiarities of each field of science. The evaluation system includes written exams, oral exams, exhibitions or publications of works, and portfolios. For Dramaturgy course assessment, students are required to write a play scenario and exhibit their drama performance. With regard to thesis writing, the **BPILL** follows arrangements and regulations developed by the faculty. Writing a thesis is a requirement of the thesis course. In writing the thesis, students are free to choose their topic but are guided by a thesis advisor. The thesis is assessed on the basis of the paper written and the oral presentation during the thesis defense. The process of examination of the final thesis is monitored and evaluated with SOP referring to the Faculty of Humanities scientific writing guidebook. To be able to join the thesis examination, students need to have an ELPT score of 450, and pass the Method of Research, Thesis Proposal Writing and Thesis Writing courses. Students are also required to receive permission from their supervisor and the Head of the programme for the thesis manuscript.

Appraisal:

The curricula adequately reflect the qualification objectives of the study programmes. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation (compulsory electives) or optional electives enable students to acquire additional competences and skills. For the **BPH**, the panel welcomes the integration of Medical History into the curriculum. For the **BPJS**, the panel finds the clarifications

on the elements that justify the graduate's profile of a manager such as internships, student exchanges as well as extra-curricular activities such as leadership training at the faculty and University level illuminating and helpful.

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

Theoretical questions are, where possible, explained by means of practical examples in all four study programmes. In the **BPJS** and **BPH**, theory and practice are systematically interrelated throughout the curriculum, e.g. in case studies and field work. Theoretical discourse and practical application complement each other in developing the students' qualification profiles.

There is evidence that all four programmes qualify for interdisciplinary thinking. The **BPH** puts an emphasis on preparing the students for an occupation requiring trans- or interdisciplinary knowledge since the programme is pursuing an interdisciplinary approach.

Ethical implications (for example those of economical or juridical ways of thinking and acting) are appropriately communicated. For instance, these include mandatory courses on religion and Pancasila, the five principals of the philosophical theory of Indonesia.

Students acquire methodological competences and are enabled to do scientific work on the required level. There are research courses integrated in all four programmes.

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

3.2 Structure

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

Bachelor Programme in English Language and Literature

Projected study time	7 semesters/ 3.5 years
Number of Credit Points (CP)	144 SKS/ 230 ECTS
Workload per CP	1 SKS/1.6 ECTS = 40 hours
Number of courses	General compulsory: 59 courses (95 SKS credits/152 ECTS) Minor-based compulsory: 5-6 courses (15-16 SKS credits/24-25.6 ECTS) Limited electives: 3-15 courses (6-30 SKS)

	credits/9.6-48 ECTS) General electives: 10-26 courses (28-58 SKS credits/44.8-92.8 ECTS)
Time required for processing the final thesis and awarded CP	1 semester (6 months), 6 SKS credits
Number of contact hours	1.680 hours

In the BPELL, students are required to take 59 compulsory courses with a total of 95 SKS credits and five to six courses based on their minor (Linguistics, Cultural studies or Literature). In addition, students can choose limited electives and general electives based on their interests; one additional language out of the limited electives is required as well as a minimum of ten general elective courses. Students can take additional electives on a voluntary basis.

Bachelor Programme in Indonesian Language and Literature

Projected study time	7 semesters/ 3.5 years
Number of Credit Points (CP)	144 SKS/ 230 ECTS
Workload per CP	1 SKS/1.6 ECTS = 40 hours
Number of courses	Compulsory: 36 courses (87 SKS credits/139.2 ECTS) Compulsory minor: 6 courses (13-15 SKS credits/20.8-24 ECTS) Restricted compulsory: 8-14 courses (20-32 SKS credits/32-51.2 ECTS) Restricted electives: 1-2 courses (3-6 SKS credits/4.8-9.6 ECTS) Electives: 8-12 courses (19-25 SKS credits/16-40 ECTS)
Time required for processing the final thesis and awarded CP	1-2 semesters (6-12 months), 6 SKS credits
Number of contact hours	1.680 hours

In the BPILL, students are required to take 36 courses (87 SKS credits) of University, faculty and minor compulsory, as well as additional restricted compulsory courses, restricted electives and free electives. Students can take additional electives on a voluntary basis.

Bachelor Programme in History

Projected study time	7 semesters/ 3.5 years
Number of Credit Points (CP)	144 SKS/ 230 ECTS
Workload per CP	1 SKS/1.6 ECTS = 40 hours
Number of courses	Compulsory: 52 courses (116 SKS credits/185.6 ECTS) Electives: 14-23 courses (28-46 SKS credits/44.8-73.6 ECTS)
Time required for processing the final thesis and awarded CP	1 semester (6 months), 6 SKS credits
Number of contact hours	1.680 hours

The programme offers 144 SKS credits minimum and 162 SKS credits for the maximum that can be completed within seven semesters. Students are required to take 52 compulsory courses and 14 free electives (each course weighs two SKS credits). Students can take additional electives on a voluntary basis.

Bachelor Programme in Japanese Studies

Projected study time	7 semesters/ 3.5 years
Number of Credit Points (CP)	144 SKS/ 230 ECTS
Workload per CP	1 SKS/1.6 ECTS = 40 hours
Number of courses	Compulsory: 41 courses (110 SKS credits/176 ECTS) Compulsory minor courses: 3 courses (8 SKS credits/12.8 ECTS) Electives: 11-16 courses (26-36 SKS credits/41.6-57.6 ECTS)
Time required for processing the final thesis and awarded CP	1 semester (6 months), 6 SKS credits
Number of contact hours	1.680 hours

The Japanese Studies Programme offers a minimum of 144 and a maximum of 154 SKS credits which can be completed in seven semesters. The study programme's courses consist of 110 SKS credits of compulsory subjects (University compulsory, faculty compulsory and study programme compulsory), eight SKS credits of minor-based compulsory courses and 26 SKS credits of free electives. Students can take additional electives on a voluntary basis.

Study and exam regulations

All necessary rules and procedures regarding study and exams at UNAIR have been set in the regulations of the University²¹. These are in accordance with the Indonesian Qualification Framework level 6 and serve as references for the study programmes to design a curriculum that enables students to graduate on time. In turn, the curriculum is also designed to enable students to obtain some study experiences outside of the study programme – for a particular period – without extending their overall study time. However, the regulations also allow students to interrupt their studies to study abroad. Students who would like to interrupt their studies may apply for academic leave. All regulations are also available and accessible on the education directorate's website²² and described in the Academic Handbook for students²³. Moreover, the regulations are also communicated to students during their initial orientation, and further elaborated on by the academic advisors.

Feasibility of study workload

Bachelor's degree students are obliged to obtain a minimum of 144 SKS credits (230 ECTS). To obtain the required credits and to ensure that the degree programme can be completed within the

²¹ cf. Rector Regulation No. 27 of 2018 concerning Academic Manual, Rector Regulation No. 51 of 2018 concerning Amendment of Rector Regulation No. 27 of 2018, Rector Regulation No. 3 of 2019 concerning Second Amendment of Rector Regulation No. 27 of 2018, The Directorate of Academic Affairs Procedure Manual No. 02 (PP-UNAIR-PBM-02)

²² see: <https://pendidikan.unair.ac.id/v2/> (last accessed on May 25, 2022)

²³ see: <https://fib.unair.ac.id/fib/en/download/buku-panduan-pendidikan-program-sarjana-tahun-akademik-2019-2020> (last accessed on May 25, 2022)

projected overall study time, study programmes at UNAIR determine the limit on credits to be taken by students in the following in accordance to their GPA in the previous semester.

In one semester in the **BPPELL**, students are allotted a maximum of 24 SKS credits (38.4 ECTS), or 48 SKS credits a year (76.8 ECTS). However, they can complete the programme in the projected study time of 7 semesters by taking an average of 21 SKS credits per semester (33.6 ECTS). This workload is still considered feasible for students so that they can still participate in extracurricular and social activities.

In the first semester of **BPJS** lectures, students are required to take 22 SKS credits of courses which include compulsory courses of the University, faculty and study programme. The maximum number of credits that a student can take per semester is 24 SKS credits depending on their GPA.

The curriculum of the **BPH** has a total study load of 144-160 SKS credits (~ 230.4 – 256 ECTS), while the study load for each semester is 24 SKS credits (38.4 ECTS). The total study load of maximum 160 SKS credits is comprised of 53 % lectures, 43 % integrated lectures and practices and 4 % practices. It includes general and specific scientific skills. There are 26 SKS credits which integrate lectures and practices and 52 SKS credits of elective courses which are available from the second semester.

Table 18: Maximum credits taken in accordance with the students' GPA

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

The curriculum of the **BPILL** has a total study load of 144-160 SKS credits (~ 230.4 – 256 ECTS), while the study load for each semester is 24 SKS credits (38.4 ECTS). The total study load of maximum 160 SKS credits, which includes 35 % lectures, 59 % integrated lectures and practices and 6 % practices. It includes general and specific scientific skills.

Equality of opportunity

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

provides facilities and aids for students with special needs (disabilities) by supporting them with the Tutoring and Volunteering programme.

There is no discrimination concerning gender, age, ethnicity or religion. Students with a disability are welcome and eligible for application. In the **BPILL**, one visually impaired student has joined the programme recently. The **BPELL** also had students with disabilities. All lecturers, as well as the administrative staff in the programme, are determined to help all students to study well. Disabled students are treated equally as any other students in the programme. This conduct is in accordance with the university policy on inclusivity.

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

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

Appraisal:

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

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account the national requirements. The study programmes are designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The Republic of Indonesia has not ratified the Lisbon Recognition Convention.²⁴ However, the panel learnt that Airlangga University stipulates the recognition of periods of study at other HEI and the transfer of obtained credits. The final grade is supplied with an ECTS grading table.

The feasibility of the study programme's workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling. When reviewing the workload, the HEI also takes into account evaluation findings and the programmes' success rate. The student workload is not evaluated in the evaluation surveys (see chapter 5.); however, during the online conference, the students commented positively on the feasibility of their studies, they cope well with the workload.

²⁴ <https://www.coe.int/en/web/conventions/full-list?module=signatures-by-treaty&treatynum=165>

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. This is especially achieved through the online learning possibilities, since UNAIR already implemented the Learning Management System 20 years ago. The panel welcomes this development.

What is more, all measures taken are periodically reviewed and adapted in accordance with the obtained results.

		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)			BPELL, BPILL, BPH, BPJS		
3.2.2*	Study and exam regulations (Asterisk Criterion)			BPELL, BPILL, BPH, BPJS		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			BPELL, BPILL, BPH, BPJS		
3.2.4	Equality of opportunity			BPELL, BPILL, BPH, BPJS		

3.3 Didactical concept

The teaching methods used in study programmes may vary depending on the learning outcome of each subject. Lecturers may combine methods such as seminars, presentations, group discussions, student projects and field practice. In addition, to provide guidance to achieve LO, all courses have RPS that consists of planning and evaluation, learning agreement and structured assignment. 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.

The **BPELL** designed its learning methods and strategies with the mindset of continuous improvement and sustainability. The lecturers apply various teaching methods including lectures, discussions, presentations, role-plays, group discussions and case studies (in project work). The learning methods are also combined with the latest trend of learning, namely flipped learning and blended learning. They are also supported by several kinds of learning assessment, such as written exams, oral exams, practice exams, reports, projects and displays. Most content subjects such as AnthroPoLinguistics, Literary Criticism, Contemporary Critical and Cultural studies and Language and Media, apply flipped learning methods in which the lecturers ask students to read

chapters of the course materials beforehand and bring their understanding about it for discussion in class. Those courses also use asynchronous online learning and case studies by using forum discussions about certain cases/topics on UNAIR's learning management system. This method of teaching and learning is expected to train students as such that they would acquire the ability as stated in BPELL LO "Being able to apply basic concepts and theories in Linguistics, Literature and Cultural studies to solve problems related to phenomena in Linguistics, Literature and Cultural studies in urban context." Every year, the programme reviews its curriculum. Every five years, the curriculum is evaluated to be later redesigned. The review and redesign of the curriculum are based on input from lecturers, students, alumni, graduate users and relevant institutions. The redesign of the curriculum would then be followed by the renewal of the RPS.

The **BPJS** adopts a teaching and learning process that encourages lecturer-student and student-student interaction. Some common learning methods are lectures, discussions, group projects and presentations, e-learning, drills, practice, tutorials, role play, listening to recordings, assignments and case studies. Each course applies the teaching methods with respect to the objectives of the course. An example is a course related to Japanese Culture and Society. The method used is problem-based learning which requires students to discuss a topic about Japanese culture and society, discuss it in small groups and present it in front of the class. This course requires knowledge of concepts, the ability to think analytically, oral and written communication skills and teamwork. As a final project, students create videos containing information about Japan, which is a visual form of their presentation. This learning method will shape students to transform into graduate who have broad knowledge about Japan and high soft skills.

Before the COVID-19 pandemic, the learning method was implemented in classes combined with online learning through LMS. But since the pandemic, the learning method is conducted only online.

The **BPH** didactical concept combines a variety of teaching and learning methods, such as seminars, presentations, group discussions, case studies, integrated between lectures and practices, as well as integrated between lectures and fieldwork. Each course has its syllabus that describes the learning strategy to achieve the learning outcome. This also contains: credit, code, description, learning objective, schedule, convener, teaching team and references. Each lecturer is obliged to join and pass in hierarchical pedagogic workshops conducted by a Directorate for Innovation and Educational Development. In addition, the BPH periodically adjusts its curriculum based on information and feedback received from the lecturers, stakeholders and alumni. As a consequence, the BPH revises and redesigns its curriculum which includes the adjustment of the syllabi. The BPH appointed some lecturers to be members of Quality Assurance Unit at programme level (GPM). This unit is responsible to conduct surveillance to the application of lectures based on the RPS. Apart from that, student evaluation of their lectures is also an important source for this surveillance.

The **BPILL** uses several methods in delivering courses to students. The variety of subjects and the demands for different outcomes according to the level of students cause the method of each subject to be different. The methods applied in the BPILL are as follow:

1. Lecture. This lecture method is usually combined with other methods so that students actively participate and can achieve the learning targets. Since the pandemic, the existence of learning media such as videos about lecture materials makes lectures more accessible to students outside of the lecture schedule. Variations of this method include flipped learning and blended learning.
2. Presentation. This method trains students to share and communicate their understanding of the material, which are mostly based on case studies or problem studies. This method is also used to determine the extent to which these courses can be absorbed by students.
3. Discussion. This is a method used to deepen the scientific content of specialisation so that students understand more and understand the direction of the research topic that will be used as a thesis later.

Course materials

The materials for the courses of **all four Bachelor programmes** are distributed through the UNAIR Moodle-based online learning management system (LMS)²⁵. Both students and lecturers have accounts on the platform. The course materials are prepared by each lecturer who is responsible to handle subjects to be taught. The types of course materials that can be uploaded include presentation slides (PPT files), book chapters, documents, journal articles, videos, audio files, URLs, etc. The materials also include the learning contract and the study plan. Lecturers can update anything relevant to the course whenever needed. These course materials are usually uploaded in advance for students to study and to be discussed later in class during meeting to facilitate the flipped learning method.

On the e-learning platform, the lecturer is also able to create group discussions/interactive discussions, assignments and quizzes. The platform facilitates interactive discussion between lecturers and students by utilising features such as forums and chat. These features also ease students to engage in independent studies with their peers. In addition, the platform helps the study programmes to evaluate the performance of the lecturers and students.

The material content is maintained and updated regularly before the classes begin. By using the platform, lecturers can also deliver online classes. The use of the online platform by lecturers in uploading the course materials has become intensive during the pandemic (almost 100 %) while in the non-pandemic situation (offline class) the course materials can also be given directly to students in the form of hardcopy during offline classes.

Guest lecturers

The **BPELL** invites several speakers, both alumni and non-alumni who are practitioners in certain fields, to give guest lectures regularly. Guest lecture topics vary from professional practice in the field of translation and copywriting, to dissecting scientific works in the field of crosscultural communication, methods of literary research and research methods in the field of Linguistics. From guest lectures about research methods, for example, students have improved their research

²⁵ see: <https://hebat.elearning.unair.ac.id/> (last accessed on May 25, 2022)

methods in their thesis proposals. They also can get ideas for their research objects and topics in their Thesis Proposal later. From the guest lecture about Copywriting, they can get insights into what copywriting is and practice it themselves to improve their writing skills and gain ideas on what kind of writing skills particularly for BPELL graduates are demanded by companies and industries. Input from guest lecturers, who have professional and educational backgrounds, enhances students' opportunity to prepare them for the job market.

The **BPJS** holds regular public lectures per semester. Guest lecturers contribute in giving public lectures to students, workshops, writing scientific articles and training. There are national and international guest lecturers in the programme. National guest lecturers are brought in to give lectures according to their respective capacities and experience or expertise in business or academia. Through this, students can get insight into the study and real-life work. International guest lecturers come from Japan or oversea universities on a regular basis. These guest lecturers contribute in giving special lectures on Japanese Studies (culture, social and language) and workshops in the form of writing scientific articles for journals to study programme lecturers and other faculty lecturers.

The **BPH** holds guest lecturers regularly through the inbound staff scheme. The invited lecturers are divided into two schemes, those who are in charge for three months and six months. So far, the lecturers come from various universities in the Netherlands, the United States, Australia, Japan and India. The foreign lecturers are tasked with delivering lectures, assisting the BPH lecturers publishing articles in periodicals, conduct joint research and delivering their articles in seminars. In order to invite guest lecturers, the BPH proposes a list of lecturers to the faculty. The faculty approves and corresponds with the lecturers to get their acceptance. The faculty informs the BPH about foreign lecturers who will become guest lecturers and the BPH prepares activities.

Lecturers who are invited to give a lecture in the **BPILL** are not only from universities, such as Universitas Indonesia for the course Folklore, from University Kebangsaan Malaysia and from Leiden University for the courses Philology, but also from international research institutions such as KITLV from the Netherland for the courses Philology and Old Javanese. The guest lectures contribute to the student learning outcomes, especially to articulating the graduate profile i.e., researcher. Inbound lecturers are also involved in several other activities such as workshops and seminars.

Lecturing tutors

Lecturing tutors are integrated in all four programmes. For the **BPELL**, the English Department Student Association (EDSA) administers EDSA Teaching: off-class lecturing sessions for students who need guided learning activities of certain subjects. This programme aims to assist students in preparing for mid-term and final-term examinations and is conducted two weeks prior to the exams. No special requirements are needed to join this programme. The tutors are selected based on the academic excellence of all enrolled candidates. At the end of the term, tutors will be rewarded with a certificate for their participation. Based on participants' testimony, this programme is highly effective in increasing their comprehension of the respective courses they enroll in.

In the **BPJS**, senior students have the opportunity to give tutorials to new students in the study programme. This scheme is known as peer-students. The tutorials are in the form of writing exercises in Japanese (hiragana and katakana) before the class begins. In addition, senior students who have good grades in kanji can help lecturers in kanji writing training for students who will take part in the Kanji Cup competition held by the Consulate-General of Japan in Surabaya. In addition, tutorials are also given by students to Japanese Teaching Assistants from the Ashinaga Foundation (native Japanese speakers) to learn the Indonesian language. These tutors are selected based on open recruitment advertised on the Japanese Studies Programme Facebook website. The recruitment is based on equality and diversity. If interested, the applicants will contact the programme and carry out interview selections conducted by the Programme Director or assigned lecturer. The result of the successful applicants will be published on the Japanese Studies Programme Facebook page a few days after the interview process.

In the **BPH**, senior students have the opportunity to deliver lectures to the students. This scheme programme is called peer students. The BPH opens recruitment for peer students, particularly students of their last year of study. The students write a proposal for this position. The BPH selects the students in written and oral tests and issues a letter of acceptance and assignments to the students who are accepted. The peer students are obliged to assist junior students in academic issues for one semester.

In the **BPILL**, there are several courses related to creative writing skills, including Poetry Writing and Prose Writing. In these courses, peer tutors are implemented in the form of peer groups. Usually, in every semester some students are more skilled at writing than others. The lecturers select several students who will act as peer tutors during the writing process. The peer tutors will accompany their peers during the learning process, especially during writing practice. They will also give advice on their peers' writing by holding a discussion. This is carried out intensively in every writing practice.

Appraisal:

The didactical concepts of the study programmes are 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, lectures, discussions, presentations and discussions. Students are encouraged to take an active role in creating the learning process, especially with the application of the flipped learning and blended learning concepts.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. During the online conference, the panel learnt that other readings were also being used in the courses, therefore, the panel recommends updating the list of recommended readings in the course descriptions.

What is more, the materials are user-friendly and encourage students to engage in further independent studies. They are also digitally accessible via the UNAIR e-learning platform (LMS).

During the online conference, the students particularly emphasised that they were very satisfied with the infrastructure and the availability of the materials. This is also welcomed by the panel.

In **all four programmes**, guest lecturers are regularly invited and their contribution forms an integral part of the study programme's didactical concept for the student's qualification process. They come from a variety of occupations, such as from other universities or from professional fields. This enhances students' chances of employment due to the profound insights they gain. The panel especially welcomes that all four programmes regularly invite international guest speakers who are also involved in seminars and workshops.

Lecturing tutors support the students in the learning process and help them develop competences and skills in **all four Bachelor programmes**. Lecturing tutors contribute significantly to the students' learning process and are thus systematically integrated into the teaching activities. During the online conference, the panel learnt that the students are very content with the support from their lecturing tutors.

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

3.4 Internationality

Internationalising education has become part of UNAIR's strategic plans for the period of 2012-2017 and 2016-2020. Hence, UNAIR encourages and supports each study programme to incorporate internationalisation as a significant aspect of the curriculum. Therefore, international contents and intercultural aspects are included in **all four Bachelor programmes**. The University provides various services regarding international affairs for students and faculty members alike through the Airlangga Global Engagement unit and the Academic Mobility Exchange for Undergraduate at Airlangga (AMERTA).

According to its learning objectives, the curriculum of the **BPELL** has integrated international content to prepare the students for working and participating in international working environments. The course of Cross-Cultural Communication is offered to build the awareness of multiculturalism of the international context and to enable them to interact and communicate in

multicultural settings. To stipulate this condition, BPELL collaborate with RELO (Regional English Language Office) which provide the BPELL with native speakers who directly teach students in class. The BPELL also offers several foreign language courses as required in a multinational working environment. Moreover, international contents are included in the courses Youth Cultures, Western Cultural Civilisation and Language and Urban Cultures. The BPELL promotes the awareness and competence of interculturality in the learning process. In addition, the programme also encourages students to participate in international events held either by the universities or overseas institutions in the forms of conferences, exchange programmes and international competitions.

The curriculum of the **BPJS** has international content that foreign students can follow. Some of these courses include

- (1) History of Indonesia-Japan Relationship which is useful for foreign students who want to study the history of relations between the two countries,
- (2) Japanese Intellectual History, which is useful for studying and comparing the core of Japanese thinking with other nations,
- (3) Japanese Society and Culture, which is useful for foreign students to understand various things about Japan, and
- (4) Japanese Business Manner, which is useful for foreign students to learn about Japanese business procedures.

In addition, since its establishment in 2006, the study programme has collaborated with JICA (Japan International Cooperative Agency) and Ashinaga Foundation (Tokyo, Japan) to provide students with a learning experience with native Japanese speakers. The natives are involved in several Japanese language courses (e.g., Japanese conversation, Japanese composition and Japanese grammar). With the presence of native speakers, students can improve their Japanese language skills and increase cross-cultural understanding of Indonesia-Japan, which is an important point for graduates of the Japanese Studies programme.

The **BPH** has included international contents with the courses History of Islamic Society, Indonesian Prehistory up to the Sixteenth Century and History of East Javanese Society and Culture. The programme also prepares its students for an international working environment with guest lecturers as well as participation in UNAIR International Classes. Moreover, an English Language course is offered to students in their early semester to prepare them for the international academic atmosphere on campus. The programme also uses international standards and references, such as the use of Turabian style as the referencing style for students to write their articles. To improve intercultural environment, this programme has sent 27 students to attend various student outbound programmes in various universities during 2017-2019.

Internationalisation aspects of the **BPILL** link with classes of the Airlangga Mobility Exchange (AMERTA), Airlangga Summer Programme (ASP) activities, guest lecturers (inbound & outbound), seminars, conferences and training. These internationalisation contents are expected to prepare students for an international working environment. Moreover, also the courses on Prose Writing, Indonesian for Foreigners and Nusantara Islamic Manuscripts include international and intercultural contents.

Internationality of the student body

The **BPELL** does not have any full-time international students at the moment. However, there are numerous student-inbound programmes implemented by Universitas Airlangga in which the BPELL takes part as administrator or support such as, AMERTA, LINGUA, BIPA Asia University (in collaboration with Asia University of the Republic of China) and UBD community outreach (in collaboration with the University of Brunei Darussalam). In LINGUA and INDIAIR Programmes, lecturers from the BPELL teach Bahasa Indonesia for foreign students (*Bahasa Indonesia untuk Penutur Asing/BIPA*). On the foundational level of BIPA teaching, students still do not understand Bahasa Indonesia; hence lecturers from BPELL play a very significant role. In the following levels, the teaching of BIPA is conducted together by lecturers from BPELL and BPILL. These programmes enable BPELL students to interact with international students through various activities, both in-class and out. Meanwhile, to promote internationality, the BPELL has taken several measures including encouraging students to participate in student exchange programmes and coordinating with Airlangga Global Engagement regarding the international promotion of the study programme.

Currently, no full-time foreign students are studying in the **BPJS**. However, the programme has accepted foreign students who took several courses through a credit transfer scheme, namely from the University of Malaya (Malaysia) and Shizuoka University of Arts and Cultures (Japan). These students studied at Universitas Airlangga with a student exchange scheme between universities and between governments (Beasiswa Darmasiswa). On the other hand, every year, students have the opportunity to study at a university in Japan for 6–12 months with an inter-university and intergovernment cooperation scheme.

What is more, by improving English competency for teaching staff and vigorous promotions, the study programme aims to attract more foreign students.

The **BPH** does not have any international full-time student. However, measures taken towards internationalisation have been started since the study programme has increased interaction with the international student body for years. The faculty policy related to this issue is to provide the student outbound and inbound programmes. In addition, students were also actively involved in international competitions. Conversely there is also an inbound student programmes where students from foreign universities visit and study at Universitas Airlangga. The student inbound programme is implemented with University programmes through the AMERTA programme and Airlangga Summer Programme (ASP).

The **BPILL** has no international students, but a number of attempts have been made to improve the internationality of the programme by actively participating in several international activities. The programme, along with the faculty and the University, has established a set of policies regarding inbound and outbound programmes. Students and lecturers actively participate in international conferences and student exchange programmes. During 2017 to 2018, 34 inbound students were hosted in the programme through UNAIR's AMERTA programme. These students came from various countries and universities from abroad. Through international collaboration programmes, some students from Asian University, University of Malaya, and Universiti Utara Malaysia have studied at UNAIR.

Internationality of faculty

The internationality of the faculty at UNAIR was initiated and implemented several years ago through the establishment of AGE (formerly IOP – International Office and Partnership). This was the first step towards bridging further cooperation with foreign universities in addition to the small scope of international exposure as well as to improve capabilities in terms of language and academic culture. This resource is then used to enrich international content in the curriculum and discussion in classroom learning.

The **BPELL** invites international faculty members from universities abroad to become part-time lecturers, guest lecturers, workshop facilitators and writing clinic facilitators. In doing so, the BPELL collaborates with universities, such as Vrije University, University of New South Wales, De la Salle University, Alabama A&M University, Universiti Teknologi Petronas, Humboldt University, University of Vienna, Le Havre University, Monash University, and University of Sidney. Internationality of faculty in the BPELL is also supported by the international experiences of its home lecturers. Many of the BPELL faculty members are graduates from universities across the globe, such as the United States, Australia, Denmark, India and Singapore. Other lecturers also have international experiences through teaching assignments, seminars, workshops, and short courses abroad. Some lecturers have presented papers at Le Havre University (France) and Surumi University (Japan).

The internationalisation of teaching staff in **BPJS** is carried out by inviting guest lecturers from various countries, especially Japan, to provide new scientific insights both in the field of teaching methods and knowledge of Japanese Studies, in terms of culture, society, history, literature, language and others. They also function as research partners and consultants in the scientific field.

On the other hand, the study programme staff are also frequently invited to foreign countries to give guest lectures both about their scientific fields and about Indonesia, for example to Chuo University (Japan), Iwate University (Japan) and the University of Vienna (Austria). The BPJS supports the internationalisation programme of the faculty by assigning members of the programme to foreign universities such as Fudan University (China), FPT University (Vietnam), Dhaka University (Bangladesh), Monash University (Australia), Melbourne University (Australia), Vienna University (Austria), Humboldt-Universität zu Berlin (Germany), Chuo University (Japan), Iwate University (Japan), Hiroshima University (Japan) and others.

In addition, the lecturers also received world university scholars such as Xian International Studies University (China), Korea University (South Korea), UNSW Sydney (Australia), Kumamoto University, Akita University, Tohoku University, Kyoto University, Iwate University, Chuo University, Komazawa Women's University, Japanese government non-profit institutions such as The Japan Foundation and other Japanese institutions (Aiwa Language Institute, Kyushu Business School Anwa).

In the **BPH**, the policy about internationalisation of the study programme was established and implemented a few years ago. The following are some main activities of the internationalisation:

1. Sending lecturers to study for a degree abroad such as, the Netherlands, Australia and Hungary. Until 2019, 27 % of lecturers in this programme have international education qualification.
2. Assigning lecturers to get involved in the staff outbound programmes in various countries, such as the Netherlands, France, Thailand, Australia, Malaysia and Japan both for capacity building and networking. During the activities, the lecturers present their papers, conduct research, doing postdoctoral work, teaching and/or continue their studies.
3. Establishing collaboration with a number of universities and academic associations. This collaboration is manifested in the student inbound programmes, visiting lecturers and staff outbound programmes. Some outbound collaborations are joint research and publication and capacity building.

The following are some examples for the **BPILL**:

1. Designating lecturers to study for a degree or training abroad such as to Australia, Brunei Darussalam and Malaysia.
2. Appointing lecturers to join outbound programmes in various countries, such as the Universitie Mohammed V, Faculte des Lettres et des Sciences Humaines, Sabancy University Istanbul (Turkey), Chuo University in Tokyo (Japan) and Univesiti Kebangsaan Malaysia (Malaysia).
3. Establishing collaboration with a number of universities, associations and international publishers, for example with Universiti Kebangsaan Malaysia for guest lectures and joint research.

Foreign language contents

All UNAIR freshmen are obliged to take the English Language Proficiency Test. This is to make sure that students are familiar with foreign languages (especially English) and their testing so that they are prepared to participate in various international programmes and pursue further study abroad. In addition, graduate candidates also have to obtain a specific ELPT score to graduate. Most bachelor programme students are mandated to obtain a minimum score of 450.

In the **BPELL**, foreign languages (especially English) are highly utilised and it is implemented in the use of course materials, literature, course delivery and class discussions. The percentage of courses using English is no less than 77 % of all BPELL courses. It is spread over the compulsory and elective courses. Other foreign languages are also offered as elective courses, including Arabic, Dutch, French, Japanese and Chinese.

The use of foreign languages, especially Japanese and English, is found in almost all lecture materials in the **BPJS**, both in the form of textbooks and audio-visual materials. For example, Japanese is widely used in Japanese language skills courses and Japanese studies. Meanwhile, English texts can be found in books or scientific research articles on Japanese studies. While the languages used as the language of instruction in lectures are Indonesian and Japanese. The use of Indonesian as the official language of instruction in the world of education has been regulated by law. The use of English is given when there are foreign students in the class who do not understand Indonesian or Japanese.

In the **BPH**, the use of literature, course materials and course delivery in foreign languages has been integrated in the teaching. All new students are obliged to take the English proficiency test conducted by the Language Center of the university (*Pusat Bahasa*). During their studies, they have to take English Language courses (English 1 and English 2). At the end of their studies, the students have to show a minimum ELPT score of 450. Furthermore, the students of history have to take two Dutch language courses (*Bahasa Belanda 1* and *Bahasa Belanda 2*) of which they study Dutch grammar and Dutch text reading skills). This indicates the readiness of the courses to be delivered in English. However, there are courses that are delivered only in Indonesian.

In the **BPILL**, foreign language content is implemented in the use of literature, course materials and course delivery. Regular classes are delivered in Indonesian and English. Most of the lectures are delivered in Bahasa Indonesia because the name of the programme is Bachelor Programme in Indonesian Language and Literature. However, there is also a high number of course materials and references written in English. The programme also provides foreign language subjects such as English I and II and French. In addition, at the end of their studies, students are required to achieve a certain level of English proficiency, namely an ELPT score of 450.

Appraisal:

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

The international composition of the student body corresponds to the programme concept. The measures taken to promote internationality are goal-oriented. However, there is room for improvement to attract more international students.

The international composition of the faculty (teachers with international academic experience from Taiwan and Japan) promotes the acquisition of international competences and skills. The measures taken are goal-oriented.

Lectures and course materials in foreign languages predominate. Internationality is clearly a key element of the study programmes' profile. Besides the education in the English language, the study programmes also focus on language proficiency in other foreign languages (e.g., Arabic, Dutch and Japanese). For the **BPELL**, the panel recommends to include also the varieties of English (different forms of English spoken in different parts of the world) into the courses. This could also be combined with content on working behaviour and business correspondence in English as it is already included into the courses in the BPJS programme when it comes to the Japanese language. This would also foster cross-cultural understanding.

	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)		BPELL, BPILL, BPH, BPJS		
3.4.2	Internationality of the student body		BPELL, BPILL, BPH, BPJS		
3.4.3	Internationality of faculty		BPELL, BPILL, BPH, BPJS		
3.4.4	Foreign language contents		BPELL, BPILL, BPH, BPJS		

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

The Directorate of Academic Affairs of UNAIR has issued Satuan Kredit Prestasi (SKP) to ensure that its graduates achieve multidisciplinary competence and skills especially in terms of communication, public speaking, cooperation and conflict handling. These skills are reflected in the SKP in the form of a transcript reflecting various activities done by each student such as organisations, scientific events and competitions. This SKP is introduced during the orientation programme for new students. Later, SKP will be entered in UNAIR Cybercampus by students and should be printed and approved by their academic advisors and submitted as a required document for graduation application. The multidisciplinary competencies and skills are important parts of the whole process of learning. This applies to **all four Bachelor programmes**.

What is more, the **Bachelor Programme in English Language and Literature** offers courses specifically focused on improving the communication and public speaking skills of students, especially in English, such as Public Speaking and Academic Discussion, Business Correspondence and Introduction to Public Relations. However, there are also courses integrating the communication and public speaking skills of students within their hard skills. Class activities, such as peer discussions and group projects, designed in those classes can encourage students to communicate with their peers and excel at public speaking while delivering their ideas in class. In addition, those class activities can give students not only an opportunity to implement the knowledge in real activities, but also to improve their skills in resource management, research, assessment, reflection, group participation and leadership.

The **Bachelor Programme in History** includes several aspects in order to improve the multidisciplinary competences and skills of students, 1) provides opportunities for students to take inter-disciplinary courses, both between other programmes within the University and provided by other programmes in other universities; 2) provides competences to students in English and Dutch proficiency; 3) provides opportunities for students to develop entrepreneurial skills; 4) provides opportunities for students to take part in outbound and internship

programmes, both in government and private institutions; 5) encourages students to take part in scientific competitions at national and international levels.

The **Bachelor Programme in Indonesian Language and Literature** encourages students to participate in outbound programmes to broaden their horizon to experience different aspects of culture and milieu. Internally, the programme provides courses with requirement of multidisciplinary thinking and analysis, such as Poetry Analysis, Drama Analysis, Codicology that demand of students to focus on multiple scientific aspects to be able to make a good judgement. In addition to the courses taken in the programme, students are given the opportunity to join organisation and various activities such as the Student Creativity Programme (PKM), participating in committees or in seminars or webinars, community outreach programmes or fieldwork, which are either part of the course activities or other activities that are later documented in the SKP.

Appraisal:

In **all four programmes**, students acquire communication and public-speaking skills. To further improve the communication in business, the panel recommends using the Common European Framework of Reference for Languages (CEFR 2020)²⁶ as an orientation, since it defines the required language competences (see chapter 1.1).

Moreover, students also attain cooperation and conflict handling skills in accordance with the course descriptions, particularly in the activities students have to complete in the SKP. However, these skills are also covered by the courses in the study programmes, which are supported by suitable didactical and methodological measures. The acquisition of further multidisciplinary competences, such as leadership skills and comprehensive contextual knowledge, is equally ensured.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.5* Multidisciplinary competences and skills (Asterisk Criterion)			BPELL, BPILL, BPH, BPJS		

3.6 Skills for employment / Employability (Asterisk Criterion)

The **Bachelor Programme in English Language and Literature** redesigns its curriculum every five years to make sure it meets the requirements of the dynamic job market, while still following the IQF. The redesigned curriculum accommodates input from both internal and external stakeholders such as students, alumni and employers, who are regularly invited to identify opportunities for development and improvement. One input, such as the integration of theory and practice, is continually implemented in some courses (i.e. Introduction to Urban Cultural studies, Teaching English as Foreign Language, Public Speaking and Academic Presentation, Introduction to Public

²⁶ [Common European Framework of Reference for Languages](#)

Relation and Business Correspondence) through a project-based learning model. Through the curriculum, the BPELL promotes exchange and collaboration programmes in order to enable students to achieve multidisciplinary competencies and skills. Furthermore, the BPELL also encourages students to participate in extracurricular and co-curricular activities, which certainly will support their skills and competencies development. The establishment of the entrepreneurship course in the curriculum prepares students to cope with the dynamic job market, as well as the internship programme facilitated by the Career Development and Entrepreneur Center (DPKKA) at the University or the free campus (MBKM) programme. During internships, students train their English skills in various forms such as translating documents, writing English business letters, copywriting, teaching or researching products. At the end of the programme, students are usually asked to complete a project relevant to their jobs.

The **Bachelor Programme in Japanese Studies** has designed courses based on theory and practice to support students' future careers. Examples of these courses include compulsory Japanese language courses (i.e.: Advanced Japanese Grammar, Pre-Advanced Japanese conversation, Advanced Japanese reading and others) with JLPT N3-N2 standards, Research Method in Japanese Literature and Culture, Research Proposal of Japanese Literature and Culture, elective courses such as Oral Translation and Written Translation, Japanese Language Teaching, Japanese Business Correspondence, Japanese Manner, Japanese Thought, Indonesia Nihon Kankeishi and Introduction to Japanese Culture. These courses strengthen the ability of graduates to adapt and work in a national or international environment. To provide more insight into potential careers in Japanese fields, the BPJS also collaborates with alumni, practitioners and visiting lecturers who are experts in their fields to organise webinars and offline seminars. Prior to the introduction of the free campus (MBKM), BPJS collaborated and held an internship programme for students. The study programme prepares students to practice the theory they have learned in a practical situation. The internship programme collaborates with parties engaged in services and tourism in Hokkaidou, Japan. Internship students are placed in hotels in Hokkaido, Japan. During the internship period, students will not only practice the Japanese language they have learned during their studies but will also experience and learn firsthand the customs and habits of the Japanese, especially regarding omotenashi or Japanese hospitality. Another internship programme is a programme held by AIESEC which also enable students to get internship experience in Japan. The apprenticeship covers several fields, including the education sector, the traditional kimono clothing business sector and design.

The **Bachelor Programme in History** aims to create professional historians who are innovative, creative, communicative and critically oriented towards national and international quality and competitiveness. Therefore, students also obliged to take part in activities related with their skills in historical studies. Students must collect 100 SKP in order to graduate from the programme. To achieve its objective, BPH encourages students to do internships in several TV stations such JTV, SCTV, MNC TV, Hinterhove Production House, Ulen Santalu museum, Empu Tantular Museum, Cultural Heritage Preservation Institution or Balai perlindungan Cagar Budaya (BPCB) and Archive offices in East Java or other regions. During the internship, students apply the theory and concepts they obtained in activities such as doing inventory of cultural heritage objects, learning how to be curators, archive digitalisation, assisting lecturers and doing research. The changing curriculum accommodated aspects of historiography developments in the

areas of national and international levels, such as: 1) research skills 2) heritage and historical expertise 3) entrepreneurship expertise.

The **Bachelor Programme in Indonesian Language and Literature** considers the enhancement of students' skill for employability. Some of the courses which are implemented in the curriculum based on stakeholders' input for students' employment are Indonesian Language for journalism, Language Editing, Rhetoric, Indonesian Language and Literary Teaching, as well as Manuscript Preservation. Besides providing theories, these courses also require students to join the fieldwork practical sessions which are either conducted in the programme or relevant institutions such the local TV station, schools, local newspapers and national museums. In addition, most BPILL' students also conduct internships in several schools including those in remote areas. During these internships, students are teaching language in classes and provide teacher training.

Appraisal:

The **BPELL and BPJS** programme especially emphasise the practical application of language skills in internships and fieldwork practical sessions. The **BPILL** programme offers practical experiences in the areas of journalism and teaching. The **BPH** programme focuses on practice in journalism, in archives, as well as in museums. Therefore, each programme includes practical elements in order to prepare students for future fields of work. The promotion of employability runs runs as a common thread of the study programmes through all its courses. Moreover, with the introduction of the free campus programme (MBKM), students are offered further opportunities for practical experiences.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.6*	Skills for employment / Employability (Asterisk Criterion)			BPELL, BPILL, BPH, BPJS		

4. Academic environment and framework conditions

4.1 Faculty

Human resources development also follows a predetermined road map of the quality management at UNAIR. This road map puts into consideration the following: need-analysis-based recruitment process, individual competence, employment history, performance assessment and internal and national regulations. Based on Government Regulation No. 30 of 2014, UNAIR has the authority to recruit its human resources. This recruitment process and procedures are regulated in Rector's Decree No. 45 of 2015. The numbers of lecturers have met the requirements of the lecturer-student ratio regulated by the Ministry of Education and Culture.

The composition of **BPELL** faculty members is as follows:

Table 19: BPELL Faculty Members

	Linguistics	Literature	Cultural studies	Total
Full-time lecturers				
Professor			1	1
Doctors	4	2	2	8
Masters	12	7	8	27
Total	16	9	11	36
Part-time lecturers				
Retired former lecturers and professionals				12
Total full-time and part-time lecturers				48

The following table describes the **BPJS** faculty members:

Table 20: BPJS Faculty Members

Bachelor Programme in Japanese Studies	
Full-time lecturers	
Professor	-
Doctors	5
Masters	6
Total	11
Part-time lecturers	4
Retired former lecturers and professionals	-
Total full-time and part-time lecturers	15

The composition of **BPH** faculty members is as follows:

Table 21: BPH Faculty Members

Bachelor Programme in History	
Full-time lecturers	
Professor	1
Doctors	4
Masters	10
Total	15
Part-time lecturers	
Retired former lecturers and professionals	2
Total full-time and part-time lecturers	17

The following table shows the **BPILL** faculty members:

Table 22: BPILL Faculty Members

Bachelor Programme in Indonesian Language and Literature	
Full-time lecturers	
Professor	1
Doctors	10
Masters	12
Total	23
Part-time lecturers	0
Retired former lecturers and professionals	4
Total full-time and part-time lecturers	27

Academic qualification of faculty

The regulations for academic qualification in the all four programmes follow the arrangement set up by the Government and the University respectively²⁷. Based on this regulation the qualification of teaching staff in Bachelor programmes holds at least a Master's degree in the respective field. In addition, the candidates should perform their academic excellence (publication and professional experiences).

As UNAIR is a state university, the recruitment procedure must follow the government regulations as well as University standards. The procedure for recruiting new lecturers is carried out openly by the University upon request from the study programme. Such requests are made to maintain an ideal teacher-student ratio. In the recruitment process, they have to pass a written test, personality test, and an interview test. Based on Rector Regulation No. 2 of 2017 on Obligation to Publish Scientific Articles of Lecturers Research, Students of Bachelor Programmes, Master

²⁷ cf. Law No. 14 of 2005 on Teacher and Lecturer

Programmes, Specialist Programmes and Doctoral Programmes at Universitas Airlangga, all lecturers are required to publish their research as one of three principles of the Indonesian higher education or the Tri Dharma. The lecturers' workload contained in Tri Dharma, includes the main activities, namely planning learning, implementing the process learning, evaluating learning, guiding and training, conducting research, performing additional tasks, as well as doing community service. The Tri Dharma activities can lead to the development of the lecturer qualification. The recruitment is open to the public, transparent and competitive with standards set by the Ministry of Education.

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

Pedagogical and didactical qualification of faculty

To ensure quality teaching and learning in **all study programmes**, UNAIR has ensured that all members of the faculty are equipped with sufficient and current pedagogical and didactical qualifications. This is necessary to help the faculty perform their main tasks to achieve the educational goals set by the University. All members of the faculty who have qualified are obliged to join the National Lecturer Certification Programme. In addition to academic qualifications, lecturers also received pedagogical training. The unit DIPP at UNAIR hold PEKERTI (*Pelatihan Teknik Instruksional*) and AA (Applied Approach) training in improving lecturers' pedagogical abilities of new recruits before starting to teach in order to be able to deliver courses and lecture material optimally. Each lecturer has to be trained in the pedagogic knowledge and capabilities to enhance the possibility of further qualification for the lecturers. What is more, all lecturers are also required to have a certificate as an educator issued by the Minister of Education and Culture (Lecturer Certification, SERDOS)²⁸. Currently, almost all lecturers in the study programme have this lecturer certification. The rest are still in the process of submission. For this purpose, UNAIR has Lembaga Sertifikasi Profesi (LSP) or Professional Certification Body with a specific task to make sure that all lecturers at UNAIR are certified.

In the **BPELL**, the lecturers also joined English Teacher Training conducted in BPELL, outside of the BPELL or in the Language Centre.

UNAIR has adopted different learning platforms to cater to students' needs. Since 2015, the learning process has been combined with an online learning platform to complement the classical learning activities. This addition allows the faculty to integrate technological aspects such as digital tools and materials into their teaching process. This effort is supported by the University by establishing continual training programmes regarding the technologies and applications in

²⁸ cf. Regulation of the Ministry of Higher Education No.47 of 2009

online learning for the faculty staff. Once the COVID-19 pandemic forced the University to change into a full-time online learning, the study programmes could adjust to the changes with minor difficulties. This situation encourages the faculty members to search more training programmes to improve the skills in managing online learning.

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

Practical business experience

Individually, all lecturers are required to carry out community service activities as part of the Tri Dharma. In this activity, lecturers' scientific abilities are implemented to the community. This activity is carried out periodically with several forms of activity. Funding for community service activities can come from institutions outside of UNAIR, even though UNAIR allocates funding for community services. The forms of community service activities include capacity building, public lectures or seminar staff.

Moreover, in the **BPELL**, faculty members engage in various professional activities and associations that relate to the lecturer's core expertise, such as in the field of translation, proofreading, interpreting, public communication and language teaching. Experiences from such engagements are particularly contributive in providing real life scenarios and cases to be discussed in class, especially in terms of how theory and practice integrate. This integration is reflected in the course syllabus and materials of the courses, such as Interpreting, Translation for General Text, Introduction to Public Relation, Entrepreneurship, and Teaching English as Foreign Language. Some lecturers are both practitioners in interpreting as well as in the translating field or as broadcaster or journalist. Those experiences could of course be a good example for a case study in courses such as Interpreting, Translation, Public Speaking, Public Relation, TEFL (Teaching English as Foreign Language) and many others.

The teaching staff of **BPJS** is actively involved in business activities related to the use of the Japanese language and related thereto. The work that is often done is in the field of Japanese interpreting and translation (Japan Education Fair held by JASSO), teaching Japanese and Indonesian languages, education consultants (held by Consulate-General of Japan) and others. These job offers are mostly provided by the private sector, local governments and foreign organisations, especially from Japan. This kind of business practice is very important in addition to knowing the extent of the capabilities possessed as well as a form of contribution from the academic community to the wider community. In addition, through this business work, lecturers also often involve students in its implementation. The goal is that students can practice their language skills directly in a business job related to the community outside campus. The BPJS has courses such as Honyaku (written translation) and Tsuyaku (oral translation) which are integrated between theory and practice. With the professional experience of the lecturers as translators and consultants in the translation project, students are introduced to the world of translation and prepared to become expert Japanese communicators.

In the **BPH**, several lecturers who have special competence in a particular field are asked to provide their expertise, in collaboration with government institutions. Among others, the

lecturers collaborated with the Provincial Heritage of East Java, Department of Culture and Tourism of East Java, Department of Library and Archive of East Java. Lecturers in BPH also have experience as expert staff for several institutions such as Archive Office, East Java Province. This experience is a good example for the case study method implemented in class. For example, jobs in the Archive Office are related to courses such as Historical Method and Practice, Archive Management and Cultural Heritage.

In **BPILL**, lecturers who have specific competence are required to share their expertise and conduct a collaboration with government institutions such as the Language Agency of East Java and the Culture Agency of East Java. Some of the lecturers are often invited to perform at or become judge of several cultural or language events. Two BPILL lecturers have been certified by the National Professional Certification Board (Badan Nasional Sertifikasi Profesi/BNSP). Their experiences are very valuable for case studies in courses such as Language Editing and Indonesian Journalism. Moreover, some lecturers have been appointed as expert witnesses in courts of law. Their experiences are delivered as case studies in courses such as Indonesian Proficiency and Problems in Indonesia.

Internal cooperation

Internal cooperation is carried out in the administrative and managerial fields. Cooperation in administrative and managerial duties is carried out in order to achieve common goals. Due to time constraints, lecturers must work together to achieve these common goals, and in this internal collaboration, communication and coordination are needed.

Although not compulsory, the lecturers constantly engage in those duties, such as being a course coordinator, whose duties involve managing syllabus and other forms of class engagement or engaging in a time constraint activity that further their management skills. Besides, the Faculty of Humanities holds regular meetings between lecturers at least once a semester and is also open to consultation and hearing to ensure the teaching and learning process aligns with the faculty's strategic goals.

The faculty members are encouraged to work together with each other in carrying out academic tasks. Almost all courses in each study programme are taught by a team of lecturers. Collaboration of the teaching team starts from the preparation, implementation, to evaluation. The teaching team is set at the beginning of the semester and is led by a course coordinator. A group of lecturers is assigned to prepare the course module, set the task activities, deliver the lessons, design test and assessment components and evaluate the course. These group activities are facilitated by conducting regular meetings at the beginning and at the middle of the course and after the semester ends to assess the whole process of the course and to consider the input from both the staff and the students for possible future changes. The teaching team is also responsible for developing course materials. At the beginning of the semester, the team usually conducts an informal meeting directly or on social media platform concerning the instructional objective of the course, the topic/issue delivered in each meeting every week and the references for the course. The teams also cooperate with each other and takes turn in teaching students based on the topic/issue relevant with their expertise.

The cooperative activities are also seen beyond the teaching tasks. The study programmes also appoint groups of faculty staff for various different academic activities such as collaborative

research, collaborative publication, module development, community service, staff exchange and training and development programmes. These small groups open the possibility for a positive working environment. More importantly, all the faculty members are provided with continuous professional development by participating in these activities. In the aspect of community outreach and research, all are carried out collaboratively by lecturers. Community outreach and research also involve students. For example, in the **BPJS**, there is a group project for community service, which is a collaboration between the BPJS programme and the Faculty of Nursing in preparing the nurses who are going to work in Japan. In the **BPILL**, lecturers who teach courses such as Folklore, EthnoLinguistics and Dialectology team up to lead students to have fieldworks in the programme’s foster village. Almost 100 % of research and community services are done in a team which require collaboration and cooperation among its members.

The internal cooperation also includes cooperative book writing, e.g., in the **BPJS**, there is a project of writing course book namely Chukyu Nihongo and Chujokyu Nihongo. In publication, the lecturers work together to write a book entitled “Matahari Khatulistiwa”. In research, there are also teams for conducting research for internal University grant. For research in **BPILL**, every minor (Linguistics, Literature and Philology) in the programme executes a collaborative research and present the result of the research in seminars.

Table 23: Internal cooperation in study programmes

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

Student support by the faculty

The support of students is mainly organised by faculty through the academic advisor and administrative support. The academic advisors have the tasks to supervise, guide and advise each student from the day the student enrolled until the final stage of their study. Therefore, students have to fill out a study plan form every semester with reference to the guidance and approval of the academic advisor. This process is to be done online through UACC, a secure and internal online platform that has been set up.

Besides the Unit of Academic and Student Affairs at faculty level, academic advisors play an important role in informing certain policies as well as student programmes, such as student competitions, student exchange, scholarship, internship and on-job training. Academic advisors

also play a significant role in providing counselling services, not only to prepare students for such student programmes, but also to help them in solving their personal or emergency problems. Some academic advisors are also reachable outside office hours. In special cases in which the academic advisors do not have the capacity to provide advice and/or solutions, they can direct the students to get help from the University's help center.

Lecturers are also available to provide advice for students with academic problems. The students usually can consult with the lecturers during office hours (8 am – 4 pm WIB). The consultation also utilises technology such as instant messaging applications, enabling students and lecturers to communicate outside office hours. What is more, lecturers are always available to give advice and coaching for students who are going to join academic competitions, both at University's internal level, at national level, as well as at international academic level. For example, in the **BPJS**, this is the Japanese Speech Competition or Kanji Cup Competition. Those kinds of students have also received facilitation to join exam on a different day. Tutorials for writing Kanji are also given regularly by the lecturers to increase and sharpen students' skill in Japanese writing. Moreover, the programme also provides tutoring for students in preparation for Japanese Language Proficiency Test (JLPT) N2. In addition, for **all study programmes**, there is regular support from the lecturer and the programme for students academic and thesis advising.

Furthermore, students reserve the right to get other supports from UNAIR and the faculty such as orientation programmes, training, job affairs, career counselling and free academic English courses. These supports include various student activities, both academic and non-academic, e.g., funding for students' activities in national or international contexts. This also applies to financial aid for exchange students, including document preparation issue. UNAIR also offers scholarship to students with financial difficulties either from UNAIR's cash directly or from third party resources. The total sum 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 scheme. For example, UNAIR provided tuition discounts and exemptions in 2020 for students that experienced financial difficulties due to the economic situation during the pandemic.

Moreover, some of the fieldworks in the programme foster village are conducted during weekend and the lecturers in charge go together with them to the village.

Appraisal:

Even when their teaching assignments in other study programmes, possibly even in other locations, are taken into account, the structure and number of the 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 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. UNAIR 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 faculty's outstanding academic qualification is underlined by scientific publications of many lecturers from all four programmes.

The pedagogical and didactical qualification of the faculty corresponds to the requirements and objectives of the study programme. The University verifies the qualifications of the faculty members by means of an established procedure. There is didactical training offered to the lecturers. The University ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field, especially with the organisation of team teaching including one junior and one senior lecturer. Specific measures for the further qualification of the faculty members are also implemented.

There is very few practical business experience of the faculty, but in the view of the panel team, these are not necessary for any of the four study programmes.

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, particularly at the beginning of the semester. In addition, projects and courses are conducted cooperatively, e.g., via team teaching in almost all courses of the programmes. What is more, there is internal cooperation in research, publications and community work among the lecturers of the programme.

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis (e.g., in the regular meetings that are scheduled throughout the semester) and serves to help students study successfully. What is more, the faculty members are available for the students outside the specified office hours as well. There is very close supervision of the students by the academic advisor and the lecturers. There is also financial aid provided for students who can not afford the tuition fees or need additional funding for participation in exchange programmes. During the online conference, the panel learnt that the students are “fully content” with the support they receive.

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

4.2 Programme management

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

1. Planning class schedules, practicum and evaluation of learning outcomes
2. Coordinating the implementation of lectures and practicum in the field of study in the programme study environment
3. Coordinating the process of implementing education, research and community service programmes in the faculty in related fields of study
4. Coordinating the planning, provision and proposal of the need for lecture facilities and practicum as well as educational infrastructure
5. Monitoring the course of the teaching and learning process in accordance with the curriculum
6. Evaluating the management system of the study programme that has been running

7. Preparing accountability reports for the implementation of duties to the Dean; and carry out other duties from superiors that are relevant to the task of implementing the programme.

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

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

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

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

The administrative staff have their own career paths. The University usually facilitates training and expertise development for administrative staff for example procurement, enhancing public service, IT courses, language learning and archive management. For example, the study programmes also provide opportunities for their administrative staff to develop their professional skills through various training and workshops. Administrative staff are given training according to their expertise and field by the University.

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

On the other hand, for the lecturers' support, the administrative staff handles the exam grading system through UACC, provides official letters for either academic and non-academic purposes, provides financial support and support in technical matters related to the teaching such as organising and preparing rooms before classes start.

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

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

Appraisal:

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

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

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

		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)			BPELL, BPILL, BPH, BPJS		
4.2.2	Process organisation and administrative support for students and faculty			BPELL, BPILL, BPH, BPJS		

4.3 Cooperation and partnerships

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

1. Outbound. The faculty has collaborated with several institutions to conduct outbound programmes where students and academic staff have opportunities to participate in seminars and conferences, workshops, short-course and activities related to other capacity building.

2. Inbound. As a part of the international partnership, the study programmes conduct inbound programmes where students and academic staff from other institution visit the programmes to deliver lectures in classes, participate in Indonesian language classes, seminar, be consultant for lecturers to publish their articles and other activities.

3. Combination. In this case, partnership between the study programmes and other institutions can take form of collaborative work which among others focuses on the output of publishing articles in periodicals and international conference.

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

Table 24: Partner universities of Airlangga University

	Partner universities
BPELL	Université Le Havre Normandie (France), Universiti of Malaya (Malaysia), Vrije Universiteit Amsterdam (Netherlands), Faculty of Philological and Cultural studies, University of Vienna (Austria), Humboldt University (Germany) University of Indonesia (Indonesia), Diponegoro University (Indonesia), Trunojoyo Madura University (Indonesia), the Association of Indonesian Linguistic Scholars (MLI) Indonesia Commissariat (Indonesia), the Association of Indonesian Literature Scholars (HISKI) Surabaya Commissariat (Indonesia), Academy of Aviation Engineering and Safety (ATKP) Surabaya (Indonesia), Language House of Surabaya (Indonesia), Chulalongkorn University (Thailand)
BPJS	Kumamoto University (Japan), Chuo University, Tokyo (Japan), University of Vienna (Austria), Chiba University (Japan), Asian Studies Association, Boston (U.S.), Tokyo Ryutsu Kezai University (Japan), Tokyo Denki University (Japan), Nihon University (Japan), Kyoto University (Japan), Kyoto Ritsumeikan University (Japan), Nagasaki University (Japan), Kansai University (Japan), Hiroshima University (Japan), Osaka University (Japan), Shizuoka University of Art and Culture (SUAC) in Hamamatsu (Japan), University of Miyazaki (Japan) and Nara Joshi Daigaku (Japan)
BPH	Le Havre Université (France), Chuo University (Japan), Iwate University (Japan), Monash University (Australia), Universiti Perlis (Malaysia), Universiteit Leiden (Netherlands), Istanbul Aydin Universitesi (Turkey), Khong Kaen University (Thailand), Universiti Teknologi Malaysia (Malaysia), International Islamic University (Malaysia), Conference of Indonesian Student Association (South Korea), Joint Research Kampung SEANNET Thailand, Monash Herb Feith Centre (Monash University)
BPILL	Université Le Havre Normandie (France), Universiti Kebangsaan (Malaysia), KITLV Leiden (Netherlands), Universiti Malaya (Malaysia), Jeonbuk National University (South Korea)

UNAIR has built cooperation and networks with other universities and other academic institutions aligned with the strategy of the study programme. These cooperation and networks are in line with the programme’s objectives, especially in terms of linking the academic and the professional

as well as the theoretical and the applied. Thus, through these cooperation and networks, the study programmes does not only want to bring the real world into the classroom but also to bring students outside and give them real-world experience. The study programmes also utilises these cooperation and networks to gain feedback on students' competencies, skills, and performances documented well to determine their future feasibility and put into consideration in the programme's strategic meetings.

For example, the **BPJS** held summer course activities for Japanese students who wanted to learn the Indonesian language and culture. They also bring in Professors from Japan to give public lectures to students and cooperate with domestic institutions and universities in the Japanese language. In addition, the study programme has signed Memoranda of Understanding with Osaka University (Japan), Shizuoka University of Art and Culture (SUAC) in Hamamatsu (Japan), Kumamoto University (Japan), Nagasaki University (Japan), University of Miyazaki (Japan) and Nara Joshi Daigaku (Japan). This collaboration allows students to exchange for six months to one year in Japan.

The **BPILL** send lecturers either to join seminar or teaching Indonesian Language. For example, a joint cooperation with Erasmus sends the BPILL lecturers to Turkey to teach Bahasa Indonesia. For inbound programme, the BPILL conducts a cooperation with University of Leiden. The University sends its lecturers to give guest lecture in BPILL. Moreover, the BPILL conducts a cooperation with Universiti Kebangsaan Malaysia to exchange staff members.

The **BPELL** has conducted some conferences in collaboration with other Indonesian universities and academic institutions in order to improve the knowledge and perspective of lecturers in solving certain issues in society but also elevate the knowledge and skill of students as analysts and innovators in line with the profiles of graduates. The BPELL also has conducted guest lectures, workshops and writing clinics in collaboration with various universities to bring the real world inside the classrooms, so students' qualifications, skills, and competencies of English needed either as communicators, analysts, researchers or innovators can be developed.

To improve the skills and competencies of staff, BPELL has sent a member of staff to participate in a staff exchange programme in collaboration with Chulalongkorn University (Thailand). Through these programmes, BPELL can elevate the skill and competencies of its staff in providing more excellent services to students.

To improve intercultural environment, during 2017-2019 **BPH** has sent 27 students to attend various student outbound programmes in various universities such as the Istanbul Aydin Universitesi (Turkey), Khong Kaen University (Thailand), Universiti Teknologi Malaysia (Malaysia), International Islamic University (Malaysia), Conference of Indonesian Student Association in South Korea, Joint Research Kampung SEANNET Thailand, Monash Herb Feith Centre (Monash University).

What is more, with the new curricula in **all four programmes**, including the MBKM freedom to learn, students have several opportunities to benefit from these cooperations and participate in one of the activities and programmes.

Students from partner universities join the study programmes courses and other activities in AMERTA, LINGUA and INDIAIR exchange programmes. Students at these international classes will receive not only certificate or credits for their participation, but they are also given chances to learn Indonesian language and cultures throughout their stay.

Cooperation with business enterprises and other organisations

Table 25: Partner institutions of Airlangga University

	Partner institution
BPELL	Regional English Language Office of the US Embassy, Senior Experten Service of Germany, East Java Center for Early Childhood Education and Community Education (Indonesia), the Surabaya City Library and Archives Service (Indonesia), the Baitul Hikmah Student Islamic Boarding School Foundation (Indonesia), the Savy Amira Women's Protection Foundation (Indonesia), eLKISI Islamic Boarding School Foundation (Indonesia), Tiket.com, PT Digital Inisiatif, PT Telkom Indonesia
BPJS	Ashinaga Foundation (Japan), Japan Indonesia Academic Programme (JIPA), International Association of Students in Economic and Commercial Sciences (AIESEC), Japan Foundation Jakarta (Indonesia), Consulate General of Japan in Surabaya (Indonesia), the Embassy of Japan in Jakarta, City Government of Surabaya
BPH	Netherlands Institute Orloog Documentatie (NIOD), Australia Netherlands Research Collaboration (ANRC), Stichting Dialoog Neterland-Japan-Indonesia (NJI) – ARQ Nationaal Psycotrauma Centrum, several state-owned companies and private companies
BPILL	East Java Tourism and Cultural Office (Indonesia), East Java Language Agency (Indonesia), PT Telkom Indonesia, Video.com, Bhinneka Rakhsa Nusantara (A start-up), Aku Pintar Indonesia Kampus Guru Cikal

The **BPELL** conducts community outreach programmes in collaboration with other academic institutions to provide an opportunity for lecturers and students to develop their academic abilities as well as apply the skills and competencies of English language and literature learned in class to the community directly. BPELL also has provided internship programmes in collaboration with HEIs and business enterprises to give students a chance to apply their knowledge, skills and competencies of English.

The **BPJS** cooperates with foreign institutions in Japan, particularly the Ashinaga Foundation. Every year Ashinaga foundation sends two Japanese students who serve as assistant lecturers in Japanese language study programmes. This collaboration with the Ashinaga Foundation provides an opportunity for two study programme students each year to take part in a two-week summer course programme in Japan. Ashinaga Foundation also facilitates study programme students to conduct exchange studies at Kansai University and Hiroshima University. The study programme also set up internship programme in Japan through the JIPA (Japan Indonesia Academic Programme) scheme. The internship is conducted in Hokkaido, students work in hotels (ryoukan) as interns. Besides JIPA, students also do internships through the AIESEC (International

Association of Students in Economic and Commercial Sciences) programme. Various internship activities are carried out by students in Japan for 3-6 months through the AIESEC programme.

Moreover, there is cooperation with the Japan Foundation Jakarta in conducting Japanese language workshops in Surabaya involving lecturers as committee members and participants and cooperation with the Consulate General of Japan in Surabaya in Japanese speech competitions and Kanji Cup activities. In addition, the BPJS cooperates with the Embassy of Japan in Jakarta in sending student programmes with scholarships and the City Government of Surabaya to provide lecturers of the study programme as volunteer teachers to teach the Japanese language to the citizens of Surabaya at the Rumah Bahasa. The Rumah Bahasa programme is organised by the Surabaya City Government collaborated with the Consulate-General of Japan in Surabaya.

The **BPH** has collaborated with many organisations, whether it is universities, government institutions, state-owned companies and private companies, to conduct several activities aimed to support academical programme, such as internship and field work. What is more, the BPH cooperates with many institutions at national and international level to conduct several activities related to historical studies, such as archival institution, libraries, museum and Heritage institutions. They can join internship at various institutions, for instance in the Ministry of Foreign Affairs, Ministry of Education and Culture and the Museum of Bank of Indonesia.

The **BPILL** has cooperations with other institutions in the form of internship programmes. For several years till now, the programme has sent its students to do internships at East Java Tourism and Cultural Office and East Java Language Agency. In addition, there is also some collaboration with other business enterprise in the same programme with business enterprises such as PT Telkom Indonesia, Video.com, Bhinneka Rakhsa Nusantara (A start-up), Aku Pintar Indonesia and Kampus Guru Cikal.

Appraisal:

The scope and nature of cooperation with HEI, other academic institutions and networks, business enterprises and other institutions relevant for the programmes are plausibly presented. The agreements forming the basis of the cooperations are documented. The cooperations are actively pursued and have a clear impact on the conception and implementation of the study programmes. All such activities contribute to the development of the students' qualification and skills. Particularly with the new initiative for freedom to learn (MBKM), students are given opportunities to engage in UNAIR's cooperations.

With regard to the cooperations with business enterprises, all study programmes have several cooperations with other institutions. What is more, these cooperations are actively promoted. Such cooperation has a formative impact on the contents of the programme and on the profile of the graduates. By means of specific measures (e.g. cooperation in projects, provision of internships and field work, appointment of professionals in teaching), they significantly contribute to the development of qualifications and skills and to the quality of the final theses.

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

4.4 Facilities and equipment

The Faculty of Humanities has academic and non-academic facilities. The former includes equipment and infrastructures which support teaching and researching, whereas the latter facilities are used to train and develop students' talents and interests through extracurricular activities.

The faculty building has the following academic facilities:

- a. 18 classrooms (1,486 m²) located on the third floor
- b. two language laboratories (140 m²) located on the first floor
- c. two computer laboratories (115 m²)
- d. two libraries – main library and special collection library
- e. three seminar rooms (525 m²)
- f. Faculty of Humanities' Journal Center (39 m²)
- g. Discussion room (30 m²)
- h. Common Room (12 m²)

Meanwhile, the non-academic facilities are as follows:

- a. eleven administration offices (302 m²)
- b. two parking lots (534 m²)
- c. Student centre (187 m²)
- d. Mini theatre room (190 m²)
- e. Gamelan room (Javanese traditional musical instrument - 54 m²)
- f. Band and Music Studio (50 m²)
- g. Praying room (72 m²)

The advancement of technology and multimedia are mandatory to sustain a good practice of lectures. Most classrooms are connected to an N-computing system, internet access (Wi-Fi access), 90 LCD projectors, sound systems and amplifiers. These enhance the experience and effectiveness in course delivery as well as provide opportunities to practice various learning and teaching methods. Language and computer laboratories are equipped with the standard technology that creates better learning and teaching environment. The two language laboratories on the first floor have a voice server and master control desk. On the third floor, there is a computer laboratory equipped with the latest Virtuoso language software. These facilities have been highly assistive to the teaching lecturers.

Furthermore, the language laboratories are designed to be user-friendly for disabled students and give them barrierfree access, especially because they are located on the first floor. For classes conducted on the second or third floor, stairs with a ramp are made ready for whoever needs them.

Common rooms are provided for students and used for academic and non-academic discussions. In addition, there are five open gazebos around the main building with the size of two x two meters along with a Wi-Fi connection and electrical outlets. Like other study programmes at UNAIR, all study programmes use Universitas Airlangga Cybercampus (UACC)—the University’s one-stop academic service platform—for students’ admission and registration every semester. The system is centralised in UNAIR’s Directorate of Information System (DSI). Any technical issue in the system is first locally troubleshot by the faculty’s Unit of Information System (USI). Should a problem persist or be unsolved, it will be handled by DSI.

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

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

Library and literature

In the Faculty of Humanities, students can access library resources in the Ranggawarsita Reading Room. Moreover, students of the four Bachelor programmes also have access to the programmes’ literature collection. These two libraries are integrated into UNAIR’s Library Management Information System (LARIS). There are more than 6,500 titles available in the Faculty of Humanities’ Reading Room. Students also have access to the three main libraries of Universitas Airlangga accessible on the library’s website, with more than 90,000 titles available. Students can also access all subscribed online journals from their gadgets which are connected to UNAIR’s hotspots or from their home by using an online proxy system provided by the library called Remotexs²⁹. Students also have access to ebooks made available by the National Library or the Directorate General of Higher Education. All these facilities and supports are informed to freshmen during new-student orientation in which students received information on how to access the library online and offline. Faculty of Humanities’ Reading Room has also recently initiated academic workshops on how students manage their references for paper or thesis draft and on other topics.

²⁹ see: <https://unair.remotexs.co> (last accessed on May 25, 2022)

Currently, UNAIR and the Faculty of Humanities have the following subscriptions, databases and archives.³⁰

1. Sources provided by Universitas Airlangga:

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

a. Ejournals and Ebooks

- i. JSTOR
- ii. EBSCO
- iii. ScienceDirect
- iv. SpringerLink
- v. ProQuest
- vi. SageJournals
- vii. Oxford Academic
- viii. SCOPUS
- ix. Web of Science
- x. Emerald
- xi. Cengage

b. Sub-category Languages & Literatures (e-resources portal):

<https://dv8pk4tu6d.search.serialssolutions.com/ejp/?libHash=DV8PK4TU6D#/?language=en-US&titleType=ALL>

<https://www.jstor.org/subjects>

2. Universitas Airlangga (Students theses, research reports, professor's speech): Link to access: <https://repository.unair.ac.id/>

3. Other relevant institutions repository

a. UGM: <https://repository.ugm.ac.id/>

b. UI: <http://repository.ui.ac.id/>

c. QUT: <https://eprints.qut.edu.au/>

d. Indonesian scientific repository: <https://www.neliti.com/id/>

4. eResources Perpustakaan Nasional Republik Indonesia (National Library of Indonesia).

Link to access: <https://e-resources.perpusnas.go.id/>

- i. Wiley Online Library
- ii. Taylor & Francis
- iii. Sage Books
- iv. Balai Pustaka
- v. Cambridge University Press
- vi. Britannica Library
- vii. IGI Global

³⁰ see: https://www.lib.unair.ac.id/index.php?option=com_content&view=article&id=1274&Itemid=800&lang=en (last accessed on May 25, 2022)

For the **BPILL** and the **BPH**, there are additionally the following subscriptions:

1. Perpustakaan Nasional Republik Indonesia (National Library of Indonesia) Old Manuscript Collections: <http://khastara.perpusnas.go.id/>
2. Archipel Journal: <https://www.persee.fr/collection/arch>
3. British Library Digitised Manuscripts: <https://www.bl.uk/manuscripts/>
4. Indonesian Minister of Education and Culture repository: <http://repositori.perpustakaan.kemdikbud.go.id/view/subjects/>
5. <https://archive.org/>
6. Old Javanese online dictionary: <http://sealang.net/ojed/index.htm>

For specific journal articles in Japanese, the **BPJS** gives information to students to access under the link for CiNii Research: <https://ci.nii.ac.jp/en>.

To maximise the process and flexibility of learning, the main library's opening hours have been adjusted as follows: Monday – Friday: 07.30 – 22.00 WIB, and Saturday: 08.00 – 16.00 WIB. The librarians are also ready to advise students both during working hours and after hours via emails, WhatsApp, and the library's Instagram and Facebook. In addition to this service, the Reading Room in the faculty and the main library of the University also provide opportunities for students to reserve books they need. The books will then be delivered by the librarians to their homes.

Appraisal:

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

The library is accessible during most of the day and takes students' needs sufficiently into account. Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured and available from the students' home. Qualified library staff is there to advise students. The literature expressly required for the study programme is available in the library and also kept up to date. The panel is of the view that there is already a wide range of literature and documents for each study programme. However, for the **BPH**, it could be valuable for students' research if they had more access to smaller archives. Therefore, the panel recommends fostering the digitalisation of smaller archives with respect to the History programme.

		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)			BPELL, BPILL, BPH, BPJS		
4.4.2*	Access to literature (Asterisk Criterion)		BPELL, BPILL, BPJS	BPH		

4.5 Additional services

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

- Job openings information: information on various job and internship openings are published on the DPKKA's webpage and social media.
- Online job application: students and graduates can submit online application for job openings listed on DPKKA webpage.
- Career Counselling (CC): This programme is conducted through online and offline methods. The online methods can be accessed on the website³¹, while the offline method is carried out once a month.
- Graduates preparation: it is a part of graduation process undergone by all students to prepare them for the job market and life beyond campus including how to make curriculum vitae and cover letter correctly, and also how to prepare for assessment tests and interview.
- Campus hiring: DPKKA connects companies and job seekers through in-campus recruitment and testing. Campus recruitment is usually conducted at least once a month.
- Career buddy: DPKKA connects alumni working as professionals and students/graduates in form of mentoring programmes.
- Airlangga Career Fair (ACF): A job-fair event held twice a year to facilitate companies looking for potential candidates and graduates seeking for jobs.
- Entrepreneurship Workshop: DPKKA holds regular workshops to improve students'/graduates' entrepreneurial skills.
- Student entrepreneurship competition: An annual entrepreneurship competition for students of Universitas Airlangga, providing not just money prizes, but also mentoring programmes for the winners.
- Airlangga Career Club (ACC): The aim of ACC is to introduce students to any career fields. This programme is participated by all UNAIR's students and conducted four times a month.

Officially, there is no alumni organisation at study programme level. The official alumni organisation is at faculty level, called Ikatan Alumni Fakultas Ilmu Budaya (IKA FIB). The

³¹ see: <https://dpkka.unair.ac.id/> (last accessed on May 25, 2022)

members of the organisation committee are elected every five years and responsible for conducting regular programmes including annual alumni gatherings, committee meetings, community services and seminars for active students. Notable alumni are invited to give motivation to new students and to provide career insights for graduate candidates.

In order to develop and strengthen its alumni network, the **BPELL** has set up regular programmes that involve alumni such as in guest lectures, career seminars and alumni talks. Some of the programmes are conducted in collaboration with the BPELL Student Association so that the networking between students and alumni is established. For the alumni, the programmes also allow them to present their thoughts for the improvement of the BPELL. Many strategic improvements have been done by the BPELL based on alumni suggestions.

Additionally to the two alumni organisations at University and faculty level, the **BPJS** also communicates with its alumni through social media. Communication between alumni is maintained because alumni are accommodated in one group on social media where alumni can share information about various things. Through the group, alumni are also asked to provide the latest news regarding the situation and conditions experienced. Based on what the alumni experienced, the study programme asked for suggestions and input that were deemed necessary to improve the quality of learning in the study programme.

The **BPILL** has regular meetings with alumni in gathering initiated by the programme and organised by the alumni. During the gatherings, alumni meet with the programme's member and students to share their ideas and work experiences. Alumni also provide input for the programme in relation with the programme's planning for curriculum development. In addition to these gatherings, the programme also regularly invites alumni to give talks and lectures for students.

For the **BPH**, there is an alumni organisation on study programme level which is called Ikatan Alumni Sejarah Unair and was founded in 2007. Up to now there have been three committees who managed this organisation. The activities done in this organisation include scientific discussion, book review discussion, social services, workshops on entrepreneurship, alumni gathering and the provision of job vacancy. The alumni, through this organisation, also play a role as one of stakeholders who contribute to update and revise the curriculum periodically.

Appraisal:

Career counselling and placement services are offered by the DPKKA to the students and graduates to promote their employability. These services include, among others, a career fair, workshops and career trainings as well as a career club. UNAIR provides sufficient resources to be able to offer these activities on a regular basis.

At University and faculty level, an alumni organisation has been set up with the aim of developing an alumni network. Alumni are integrated into the revision of curricula and share their experiences from a professional view. For the **BPELL**, **BPJS** and **BPILL**, there is no alumni network on programme level, but the study programmes keep contact with their respective alumni and invite them as guest speakers to provide insights into potential working field for the students.

However, the panel recommends setting up an alumni network on programme level in order to facilitate contact between students and alumni. For the **BPH**, there is a study programme alumni network which organises alumni gatherings and other events on a regular basis.

		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			BPELL, BPILL, BPH, BPJS		
4.5.2	Alumni Activities			BPELL, BPILL, BPH, BPJS		

4.6 Financing of the study programme (Asterisk Criterion)

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

Nowadays, UNAIR has three sources of income:

- a) Revenue from state budget. It represents revenue from the state budget for payroll of civil servants, civil servants' meal allowance, professional allowance lecturers, professors and allowances for honorary professors, grants, subsidy, facility procurement and collaborations/partnership funds such as research and community services funds. This revenue usually contributes 35 % to the total income earned by UNAIR.
- b) Revenue from Public Fund. It is revenue earned in exchange for goods or services rendered to the community including student tuition fee and grants from public or private institutions. Revenue from public funds further specified per type of service obtained by the University. This revenue usually contributes 40 % to the total income earned by UNAIR.
- c) Revenue of Services and Business. It is revenue earned by UNAIR from work contracts, for providing services with certain institutions or community and commercial activities. This revenue usually contributes 25 % to the total income of UNAIR. UNAIR has several revenue centres that annually provide considerable income such as UNAIR hospital, subsidiary companies and public service centres.

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

The budgeting policy used by UNAIR gives each study programme funds to run its operation based on programme's tuition contribution, size of faculty members and staff and strategic

factors determined by the University executives. To date, all study programmes are well financed. There are no study programmes closed due to financial difficulties. Nevertheless, UNAIR has an emergency policy in case it should close a study programme due to inability to fulfil the national requirement. In case that a study programme is discontinued, the remaining students will be treated as follows:

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

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

Appraisal:

UNAIR is a state-owned University and is therefore largely financed by the state. Moreover, the University receives income from student tuition fees and from other services and businesses. **All four study programmes** are funded for the entire accreditation period so that students will definitely be able to complete their studies (through respective agreements, if necessary, at another University).

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.6* Financing of the study programme (Asterisk Criterion)			BPELL, BPILL, BPH, BPJS		

5. Quality assurance and documentation

Based on the Law of the Republic of Indonesia³² the higher education Quality Assurance System consists of 1) internal quality assurance system developed by universities and 2) external quality assurance system which is conducted through accreditation. For internal quality assurance system, Universitas Airlangga developed a Quality Assurance Information System Management (SIM QA).

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

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

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

1. Annual quality control
 - a. Study programmes complete self-evaluation online report with supervision from QAU. This report adopts national accreditation board assessment items. The findings in the report will be analysed and followed up by the faculty board for further development.
 - b. QAB forms audit committee to perform desk review on the self-evaluation report submitted by study programmes.
 - c. Audit committee conducts audit on the self-evaluation report of study programmes to assess the compliance of study programmes with quality standard.
2. Semi-annual quality control
 - a. Students, lecturers, and staffs fill-out online questionnaires to assess the quality of curriculum, academic activities and academic services. The results are available online and accessible for QAU to be discussed with study programmes.³³
 - b. Directorate of Career Development, Business Incubation, Entrepreneurship and Alumni Affairs conducts tracer study of alumni and users to assess the output of education process and satisfaction of users to University graduates.

³² Law No.12/2012 (Article 53)

³³ cf: requirement in Quality Guideline (Pedoman Mutu/PM) of Universitas Airlangga chapter 9.0. and Guideline Procedure (PP-UNAIR-MSM-05, PP-UNAIR-MSM-06, PP-UNAIR-MSM-07)

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

The external quality assurance is conducted by institutions outside Universitas Airlangga through accreditation. According to the Law of the Republic of Indonesia³⁴, every higher education institution must be accredited at least by National Accreditation Board for Higher Education (BAN-PT). This national standard of education is intended to encourage educational institutions to improve their performance in providing quality education services. Moreover, the objective of this standard is to support transparency and accountability in the implementation of the national education system. Once the institution has been accredited, the accreditation has to be renewed every five years. UNAIR is accredited by National Accreditation Board (BAN-PT) and independent certification boards, such as the Indonesian Accreditation Agency for Higher Education in Health (IAAHEH).

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

Evaluation by students

Students are obliged to complete an evaluation form in the cyber campus system (UACC)³⁵. The assessment aspects of this evaluation are including the punctuality, the teaching method, the interaction between lecturer and students and the objectivity of learning assessment. There are two processes of evaluation:

1. Structured evaluation: This is divided into three categories: (1) first-year evaluation, (2) class evaluation and (3) graduation evaluation. These evaluations are available online. First-year evaluation is done by first-year students. The objective of this evaluation is to assess whether their prior expectations are met during their first-year experience. Class evaluation is conducted at the end of every semester to gather data on how students perceive the quality of each class, including course content, class delivery, lecturers' performance and scoring transparency. The results of this class evaluation are described as quantitative score (from 1 to 4) and qualitative comments and available for the lecturer responsible for each respective class. In addition, the students are also required to evaluate University services including supporting academic staff, physical and digital infrastructures and other facilities. Graduation evaluation is provided by graduates once they have joined the graduation ceremony. The purpose of this evaluation is to assess the management and organisation of graduation processes. Results of all these evaluations are accessible for QAU. These bodies use this data to evaluate how education processes are done and experienced by students.
2. Unstructured evaluation: This is the non-scheduled evaluation conducted by the study programme, faculty or University. The unstructured evaluation is conducted to meet

³⁴ Law No.12/2012 (Article 55)

³⁵ see: <https://cybercampus.unair.ac.id/> (last accessed May 16, 2022)

special needs and/or regular voluntary monitoring. For instance, in 2021, QAB conducted an evaluation on online learning during the pandemic to assess whether study programmes delivered online academic activities properly.

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

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

Evaluation by faculty

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

Additionally, the institution also holds several regular and incidental meetings which involve lecturers to respond to several circumstances. The evaluation process will be supervised by QAU. Faculty members will be informed of the results through a regular meeting mechanism or the document can be accessed individually.

External evaluation by alumni, employers and third parties

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

aspects are highlighted such as grace period of graduates, the first salary, services of the faculty, effectiveness of teaching methods and applicability of the curriculum.

Programme documentation

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

Information regarding the study programmes (BPELL, BPJS, BPH and BPILL) and the Faculty of Humanities are accessible on the faculty's website³⁶. The website provides information for academic members of the faculty, including documents, guidelines and links to related websites and services in the University. Moreover, the website also provides information to external parties, such as a list of departments, faculty members, prospectus (including the curriculum), research roadmap, admission procedure, possible job opportunities and current news. In addition to the website, the faculty and programmes also provide information in their social media accounts on Facebook, Instagram and Twitter.

Activities of the Faculty of Humanities and all its study programmes are published in the news section of the website. The published news includes information on workshops and/or seminars held by the faculty/study programmes, guest lectures, students' activities, featured research and featured alumni. In addition, the University also publishes Accountability Report of Government Agency to report the use of the state budget in performing the service as government agency. Moreover, UNAIR publishes an annual performance to inform the achievement of key performance indicators. Both are available online on the University's website³⁷. Study programmes and the faculties contribute by providing data necessary for the compilation of these reports.

Appraisal:

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

However, there is no student survey at the course level in the four Bachelor programmes, which includes a question regarding the workload. A question whether the actual workload of the whole

³⁶ see: <https://fib.unair.ac.id/fib/> (last accessed on May 16, 2022)

³⁷ see: www.unair.ac.id (last accessed on May 16, 2022)

course corresponds with, is lower or higher than the estimated workload (including teaching time, self-study time and examination) is missing.

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

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

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

The study programme's content, curriculum and examination scheme have been suitably documented and published. These are available on the website as well as in the Cypercampus system of UNAIR.

Moreover, Universitas Airlangga regularly publishes current news and information – both quantitative and qualitative – about the study programme. These are distributed via the website of UNAIR and several social media accounts including Facebook, Instagram and Twitter.

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

Quality profile

HEI: Universitas Airlangga

Bachelor programmes: Bachelor of English Language and Literature (BPELL), Bachelor of Indonesian Language and Literature (BPILL), Bachelor of History (BPH), Bachelor of Japanese Studies (BPJS)

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

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
				BPJS		
3.1.3*	Integration of theory and practice (Asterisk Criterion)		BPJS, BPH	BPILL, BPELL		
3.1.4	Interdisciplinary thinking		BPH	BPELL, BPILL, BPJS		
3.1.5	Ethical aspects			BPELL, BPILL, BPH, BPJS		
3.1.6*	Methods and scientific practice (Asterisk Criterion)			BPELL, BPILL, BPH, BPJS		
3.1.7*	Examination and final thesis (Asterisk Criterion)			BPELL, BPILL, BPH, BPJS		
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			BPELL, BPILL, BPH, BPJS		
3.2.2*	Study and exam regulations (Asterisk Criterion)			BPELL, BPILL, BPH, BPJS		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			BPELL, BPILL, BPH, BPJS		
3.2.4	Equality of opportunity		BPELL, BPILL, BPH, BPJS			
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			BPELL, BPILL, BPH, BPJS		
3.3.2*	Course materials (Asterisk Criterion)			BPELL, BPILL, BPH, BPJS		
3.3.3	Guest lecturers		BPELL, BPILL, BPH, BPJS			
3.3.4	Lecturing tutors		BPELL, BPILL, BPH, BPJS			
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			BPELL, BPILL, BPH, BPJS		
3.4.2	Internationality of the student body			BPELL, BPILL, BPH, BPJS		
3.4.3	Internationality of faculty			BPELL, BPILL, BPH, BPJS		
3.4.4	Foreign language contents		BPELL, BPILL, BPH,			

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
BPJS						
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			BPELL, BPILL, BPH, BPJS		
3.6*	Skills for employment / Employability (Asterisk Criterion)			BPELL, BPILL, BPH, BPJS		
4.	Academic environment and framework conditions					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			BPELL, BPILL, BPH, BPJS		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)		BPELL, BPILL, BPH, BPJS			
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			BPELL, BPILL, BPH, BPJS		
4.1.4	Practical business experience of faculty					BPELL, BPILL, BPH, BPJS
4.1.5*	Internal cooperation (Asterisk Criterion)		BPELL, BPILL, BPH, BPJS			
4.1.6*	Student support by the faculty (Asterisk Criterion)		BPELL, BPILL, BPH, BPJS			
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					BPELL, BPILL, BPH, BPJS
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			BPELL, BPILL, BPH, BPJS		
4.2.2	Process organisation and administrative support for students and faculty			BPELL, BPILL, BPH, BPJS		
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			BPELL, BPILL, BPH, BPJS		
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)		BPELL, BPILL, BPH, BPJS			
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms			BPELL, BPILL, BPH,		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
	(Asterisk Criterion)			BPJS		
4.4.2*	Access to literature (Asterisk Criterion)		BPELL, BPILL, BPJS	BPH		
4.5	Additional services					
4.5.1	Career counselling and placement service			BPELL, BPILL, BPH, BPJS		
4.5.2	Alumni Activities			BPELL, BPILL, BPH, BPJS		
4.6*	Financing of the study programme (Asterisk Criterion)			BPELL, BPILL, BPH, BPJS		
5	Quality assurance and documentation					
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)				BPELL, BPILL, BPH, BPJS	
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			BPELL, BPILL, BPH, BPJS		
5.2.2	Evaluation by faculty			BPELL, BPILL, BPH, BPJS		
5.2.3	External evaluation by alumni, employers and third parties			BPELL, BPILL, BPH, BPJS		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			BPELL, BPILL, BPH, BPJS		
5.3.2	Information on activities during the academic year			BPELL, BPILL, BPH, BPJS		