

# Decision of the FIBAA Accreditation and Certification Committee



7<sup>th</sup> Meeting on September 28, 2022

## PROGRAMME ACCREDITATION

<b>Project Number:</b>	21/083
<b>Higher Education Institution:</b>	Universitas Airlangga
<b>Location:</b>	Surabaya, Indonesia
<b>Study Programme:</b>	Bachelor of Library and Information Science / Sarjana Ilmu Informasi dan Perpustakaan / S.IIP (Bachelor of Library and Information Science)
<b>Type of Accreditation:</b>	initial accreditation

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

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

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

### **Condition:**

The University

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

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

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

The FIBAA Quality Seal is awarded.



**FOUNDATION FOR INTERNATIONAL  
BUSINESS ADMINISTRATION ACCREDITATION**

---

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

## Assessment Report

---

---

**Higher Education Institution:**

Universitas Airlangga (UNAIR), Indonesia

---

**Bachelor programme:**

Bachelor of Library and Information Science / Sarjana  
Ilmu Informasi dan Perpustakaan / S.IIP

---

**Qualification awarded on completion:**

Bachelor of Library and Information Science

# General information on the study programme

---

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

The full-time study programme Bachelor of Library and Information Science (BLIS) has a regular duration of four years (eight semesters). It consists of 41 compulsory courses and additional elective courses. Graduates are prepared for different occupations and can become for example librarians, archive managers or archivists, information managers, information scientists or entrepreneurs in the information sector. BLIS graduates work in school libraries and in the field of archives and documentation in private and government agencies.

---

## **Type of study programme:**

Bachelor programme

---

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

4 years, 144 sks credits / 230 ECTS credits

---

## **Mode of study:**

full-time

---

## **Didactic approach:**

study programme with obligatory class attendance

---

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

no

---

## **Enrolment capacity:**

110 students per year

---

## **Programme cycle starts in:**

August

---

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

2003

---

## **Type of accreditation:**

initial accreditation

# Procedure

A contract for the initial accreditation of the Bachelor of Library and Information Science 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 panel<sup>1</sup>. The HEI has agreed with the chosen experts. The panel consisted of:

**Prof. Dr. André Haller**

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

**Stefanie Jezek**

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

**Prof. Dr. Claudia Lux**

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

**Rouli Manalu Ph.D.**

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

**Christoph Sodemann**

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

FIBAA project manager:

Dr. Birger Hendriks

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference (because of the Covid-19 pandemic). The online conference took place on May 23 to 25, 2022 via the video conferencing tool Zoom. The same cluster included an appraisal of the programme Bachelor of Communications (Bachelor of

---

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

Communications). At the end of the online conference, the panel has given brief feedback on its first impressions to representatives of the HEI.

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

## Summary

The Bachelor of Library and Information Science offered by Universitas Airlangga, Indonesia, fulfils with few coulexceptions the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on September 28, 2022, and finishing on September 27, 2027, under one condition. The programme is in accordance with the national and the European Qualification Framework and the European Standards and Guidelines of the EHEA in their applicable versions valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects<sup>2</sup>: clarifying the integration of the MBKM requirements in the curriculum and the respective study regulations (see chapter 3.2). They recommend the accreditation on **condition** of meeting the following requirements:

### **Condition:**

The University

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

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

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

- paying more attention to updated literature recommendations in the course descriptions (see chapter 3.2);
- including courses in the BLIS full-time programme that are conducted in English, taking into account that UNAIR is oriented at intensifying the internationalisation (see chapter 3.4);
- widening the cooperation in the direction of European and US institutions (see chapter 4.3).

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

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

- Objectives of the study programme (see chapter 1.1);
- International orientation of the study programme design (see chapter 1.2);
- Positioning the study programme in the educational market (see chapter 1.3);

---

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

- Counselling for prospective students (see chapter 2.2);
- Logic and conceptual coherence (see chapter 3.1);
- Integration of theory and practice (see chapter 3.1);
- Ethical aspects (see chapter 3.1);
- Methods and scientific practice (see chapter 3.1);
- Logic and plausibility of the didactical concept (see chapter 3.3);
- Guest lecturers (see chapter 3.3);
- Skills for employment (Employability) (see chapter 3.6);
- Student support by the faculty (see chapter 4.1);
- Cooperation with business enterprises and other organisations (see chapter 4.3);
- Career counselling and placement service (see chapter 4.5);
- Alumni activities (see chapter 4.5);
- Programme description (see chapter 5.3).

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

# Information

## Information on the Institution

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

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

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

The Bachelor of Library and Information Science (BLIS) was established in 2003, according to a decision of the Directorate General of Higher Education, Ministry of National Education, Indonesia<sup>3</sup>. The study programme belongs to the Faculty of Social and Political Sciences (FISIP).

---

<sup>3</sup> No. 1185 / B / T / 2003 June 10, 2003/1185 / B / T / 2003, an addendum to the UNAIR Rector's (Rektor) Decree No.4311 / JO3 / OT / 2008.



## Further development of the programme, statistical data

### Bachelor of Library and Information Science

		2020	2019	2018
<b># Study Places</b>		110	110	110
<b># Applicants</b>	Total	1139	778	1632
	Female	763	482	1044
	Male	376	296	588
<b>Application Rate</b>		<b>1 : 11</b>	<b>1 : 7</b>	<b>1 : 15</b>
<b>#First Year Students</b>	Total	104	108	107
	Female	70	67	68
	Male	34	41	39
<b>Rate of Female Students</b>		<b>0.67</b>	<b>0.62</b>	<b>0.64</b>
<b>#Foreign Students</b>	Total	<b>Full-time</b>	<b>Full-time</b>	<b>Full-time</b>
		0	0	0
	Female	0	0	0
	Male	0	0	0
<b>Rate of Foreign Students</b>				
<b>Percentage of Occupied Study Places (Rubah Kuota)</b>		<b>94.55%</b>	<b>98.18%</b>	<b>97.27%</b>
<b>#Graduates</b>	Total	101	103	89
	Female	68	64	57
	Male	33	39	32
<b>Success Rate</b>		<b>97.48%</b>	<b>94.17%</b>	<b>94.38%</b>
<b>Dropout Rate</b>		<b>2.52%</b>	<b>5.83%</b>	<b>5.62%</b>
<b>Average Duration of Study</b>		<b>3.7</b>	<b>3.8</b>	<b>3.9</b>
<b>Average Grade of Final Degree</b>		<b>3</b>	<b>3.16</b>	<b>3.17</b>

According to UNAIR<sup>4</sup>, BLIS is at present the only Library and Information study programme in Indonesia that has been accredited as “UNGGUL” (excellent) by the Indonesian National Accreditation Board for Universities. Moreover, BLIS has achieved the title "Premiere Institution " from the Accreditation Service for International Colleges (ASIC) in 2019<sup>5</sup>. In reaction to the accreditation results, UNAIR intends to improve the learning process, as follows:

<sup>4</sup> See self-evaluation report (SER) p. 15 f.

<sup>5</sup> [www.akreditasi.bpm.unair.ac.id](http://www.akreditasi.bpm.unair.ac.id)

- a. continue to develop more taught classes in the English language,
- b. continue to develop international partnerships,
- c. continue to develop and strengthen the social media presence of the University,
- d. recruitment of international staff and staff with industrial experience,
- e. development of an industrial relevant soft skills portfolio.

To enrich the students' knowledge and skills in the English language, BLIS has used English as communication language for academic activities and encourage students to improve their ability in attending international conferences. Since 2018 onwards, BLIS also conducted research collaboration with National Yang Ming Chiao Tung University (Taiwan). Social media are used to communicate with BLIS students, alumni, and lecturers. A YouTube channel developed by BLIS can help to spread BLIS activities. BLIS lecturers cooperate with national and International academic fellows to conduct collaborative research and write publications.

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

In its self-evaluation report (SER) UNAIR does not mention the MBKM requirements. When commenting on the draft report UNAIR expressed the view that it obliged all study programmes including the BLIS to accommodate MBKM requirements<sup>7</sup>.

## Appraisal

The panel notes that the numbers of applications exceed those of the available study places by on average 10 times (2018 – 2020) which means that the study programme has an excellent reputation. Also, the success rates of graduates mirror a good counselling and academic support of the students. Around 70 % of the first-year students are female.

---

<sup>6</sup> Mendikbud Decrees, 2020 No. 3 – 7.

<sup>7</sup> See more to this in chapter 3.2 below.

# Programme Description and Appraisal in Detail

## 1. Objectives

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

The main goal of BLIS is to produce professional graduates who have high competence to work in libraries, documentations, and archive institutions. Moreover, UNAIR wants to produce BLIS graduates:

- who have competence in managing information, archives, documents, and libraries based on information and communication technology;
- who can critically and analytically think and evaluate questions of the librarian domain;
- who are productive, creative, and innovative in facing the dynamic development of society.

In the scheme of improving academic achievement, the objectives of the study programme can be subdivided into short- and long-term goals.

As a short-term goal BLIS encourages lecturers to produce articles in top tier international journals every year. Other short-term objectives are sending out BLIS full-time lecturers for attending international seminars and workshops of universities abroad and part-time lecturers for internships in the Library and Information field. BLIS students will be encouraged to attend seminars or workshops at both the national and international level, to use internships in information and library institutions, and to join start up competitions for developing system and software for library and management information at national and international level.

On the other hand, one of the long-term goals is to improve the BLIS curriculum by updating academic materials and to evaluate and re-design the curriculum every five years. Moreover, BLIS wants to encourage lecturers with a Master degree to achieve a doctoral degree. Also, BLIS will raise lecturer's spirits to increase their level of academic achievement to Professor. In addition, BLIS has the motivation to enhance and expand the networking with other universities in Indonesia and other countries.

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

According to UNAIR<sup>8</sup>, the curriculum including the objectives have been reviewed since its establishment and regularly updated at least once in five years. When the study programme decides to update the curriculum, it invites all stakeholders to get their perspectives. The modified curriculum draft is then reviewed by the Quality Assurance Board (BPM) and the Directorate of Innovation and Academic Development (DIPP) to assess whether the development process and the content of the curriculum comply with all regulations and the requirements.

## Appraisal:

The qualification objectives of the programme are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality. This refers to the wide range of professions in the media, in PR as well as in research, politics or administration.

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

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

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

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

UNAIR<sup>9</sup> strives to become a leading university both at the national and international levels. To achieve this goal, UNAIR tries hard to carry out teaching and learning activities optimally to produce high quality graduates who are able to compete both nationally and internationally.

Several BLIS courses include an international orientation such as (1) Resources and Information Services, (2) Introduction to Information and Communication Technology, (3) Digital Library, (4) Information Search Method, and (5) Information and Society.

<sup>8</sup> See SER p. 33 f.

<sup>9</sup> See self-evaluation report (SER) p.20.

Moreover, UNAIR takes part in international activities that include individual courses and / or lecturers of existing study programmes such as of BLIS – without being part of BLIS. These programmes have been initiated by the AGE<sup>10</sup> such as:

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

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

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

## Appraisal:

The panel welcomes that the programme design takes into account international aspects, with respect, too, to its graduates' employability.

Owing to the emphasis of the programme design on internationality in teaching and study (e.g. in terms of curricular contents, academic staff, practical experience abroad), the programme, by imparting knowledge with that goal in mind and developing the concomitant skills, enables graduates to competently handle international tasks.

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

<sup>10</sup> Airlangga Global Engagement (AGE).

### 1.3 Positioning of the study programme

Library and information studies have become popular in Indonesia<sup>11</sup>, especially with the advancement of information theory and technology. Therefore, the BLIS department expects to attract more students in the future. Other factors that describe the position of BLIS are as follows:

- a. Prospective students of BLIS come from various regions across Indonesia. This means that the study programme is attractive not only for those applicants who live in the area around Surabaya but also for people from far.
- b. BLIS is one of the study programmes that generates competent professional graduates for managing libraries. They can be working in various sectors such as the central government, regional government sectors, a school's library, and universities libraries in Indonesia.
- c. In contrast to similar study programmes in Indonesia, BLIS has the advantage to include technology subjects such as data science, library application design and development (artificial intelligence), digital forensics, and electronic commercial design (e-commerce).
- d. BLIS has received several grants, including national competitive research held annually by DIKTI, through the PTUPT (Higher University Applied Research), Dissertation Research, Fundamental Research, and PDUPT (University Superior Basic Research) scheme. In addition, BLIS also received research grants from UNAIR for collaborative research scheme with lecturers/researchers from foreign universities.

BLIS strives to ensure that the curriculum has a positive impact on the students' success in the labour market. BLIS involves graduates for teaching who have become practitioners in the field of library and information. Also, in the internship course, those graduates are involved as supervisors for the internship and for final assessments together with BLIS lecturers.

Therefore, in addition to making continuous improvements, every five years BLIS conducts field data assessments related to the competitiveness of graduates through tracer studies. BLIS uses the feedback from these studies to further improve the curriculum in terms of scientific development and practical experience. The results of the tracer study conducted in 2021 show that most of users said, the work ethics of BLIS graduates has excellent discipline, honesty, high work motivation, and good work ethics. Almost 70 % of BLIS graduates will get the first job within 3 to 6 months. This shows that most BLIS graduates are needed in the job market. Additionally, the tracer study shows that about 90 % of graduates have jobs that are in accordance with the field of Library and Information Science<sup>12</sup>, such as:

- a. Librarians,
- b. Archivists,
- c. Information Managers/ Information Resources Managers,
- d. Information Scientists,
- e. Information Systems Specialists (Information System Managers),
- f. Knowledge Managers,
- g. Records Managers (Document Managers),

---

<sup>11</sup> See SER p. 23.

<sup>12</sup> See SER p. 25

h. Entrepreneurs in the Information Sector.

In addition, BLIS also involves professionals from relevant industries to participate in the teaching and assessment of students' projects so that they get the opportunity to see the potential of BLIS students.

According to its mission UNAIR aims to organise and develop academic education, professional education, and/or vocational education with world class excellence based on nationalism and religious moral values. Oriented at this goal, BLIS strives to support graduates on achieving high-quality competence in Information and Library fields. The result: Most of BLIS graduates are working in the library sectors and most of librarians who are working in university Libraries in East Java province are graduates from BLIS.

**Appraisal:**

The panel considers the reasons given for the positioning in the educational market of this study programme to be plausible. The University has thoroughly examined the educational market and used the results in establishing its own unique and competitive profile.

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

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

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

## 2. Admission

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

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

The selection assessment of SNMPTN is based on the Student Index and School Index. In terms of the Student Index, schools are required to rank their students' university application based on students' performance such as school subject grades and students' performance portfolio. The School Index measures the performance of the school in delivering education that comprises school performance in academic and non-academic competition, school accreditation, and school education management. In addition, UNAIR may impose criteria to select candidates that fit the study programmes objectives. The official SNMPTN committee's website<sup>13</sup> serves as a main tool that the school and the prospective student can use to monitor the admission process. A committee consisting of state universities' representatives and regulators has to assess the application portfolio and to decide upon the successful candidates by considering the quota set by the universities.

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

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

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

---

<sup>13</sup> [LTMP Website](#).



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

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

In accordance with national regulations<sup>14</sup>, the University has set the quota for SNMPTN, SBMPTN, and Mandiri in percentages of minimum 20%, minimum 40%, and maximum 30%, respectively.

The admission results reported by PPMB<sup>15</sup> to the Rector and the admission decisions are discussed in a meeting between Rector, Vice Rectors, head of PPMB and Deans. The results are announced on the PPMB website.

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

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

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

---

<sup>14</sup> Regulation of The Minister of Education and Culture Number 6 year of 2020.

<sup>15</sup> UNAIR Student Admission Center.

<sup>16</sup> Telephone numbers are: +62 31 5914042, 5914043, 5912546, 5912564.

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

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

According to UNAIR<sup>17</sup> the admission processes SNMPTN, SBMPTN and the Mandiri Selection ensure that the study programme will have good candidates that fit with the study programme's objectives. The procedures SNMPTN and SBMPTN are explained on the [LTMPT<sup>18</sup> Website](#). Therefore, prospective students only need to access this website to register and finish all the admission process. The selection results are announced on this website and on the University sites.

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

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

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

## Appraisal:

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

Applicants can directly turn to a student counselling service, or to helpdesk at the university, for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and the HEI is provided by defined office hours, by telephone, social media and via e-mail. Thus, the HEI ensures a constant availability for prospective students and

---

<sup>17</sup> See SER p. 29 f.

<sup>18</sup> Higher Education Test Institute, see above.

reacts quickly to incoming enquiries. The counselling options are based on the target group's needs.

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

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

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

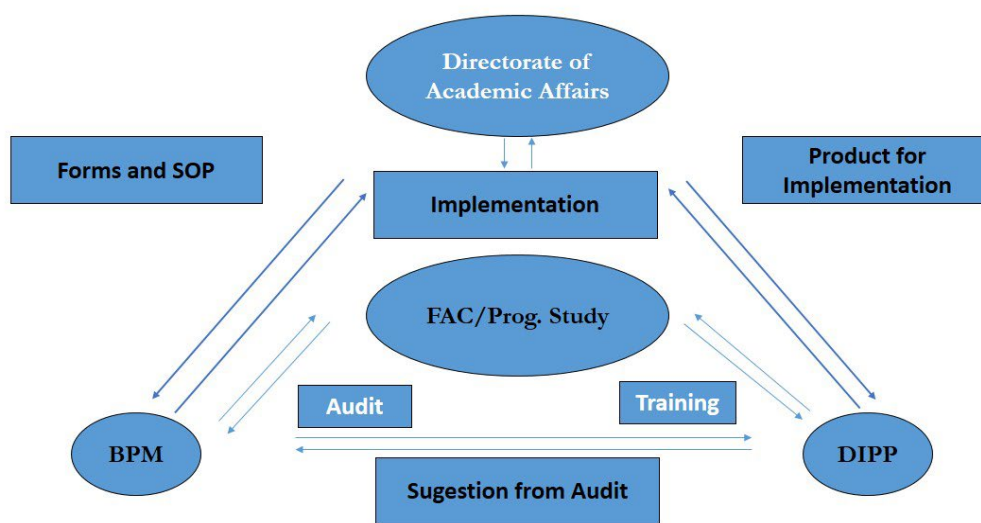
		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students		X			
2.3*	Selection procedure (if relevant)			X		
2.4(*)	Professional experience (if relevant; Asterisk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

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

#### 3.1 Contents

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

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



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

According to The Regulation of Higher Education Directorate of Ministry Education No. 84/E/KPT/2020, the programme’s curriculum should provide courses that are each compulsory at national level, at university level<sup>19</sup>, or at study programme level. Study programmes in UNAIR therefore provide national compulsory courses namely: Religion, Civics, Indonesian Language, and Pancasila (Five Pillars of Indonesian National Philosophy)<sup>20</sup>.

<sup>19</sup> In the following the courses required at “national level” are described under the heading “university level”.

<sup>20</sup> Pancasila is the official, foundational philosophical theory of Indonesia. It is composed of five principles and contends that they are inseparable and interrelated: Belief in God, Humanity, Unity of Indonesia, Democracy and Social Justice.

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

Moreover, each study programme can offer courses that are aimed to achieve the programme's specific learning outcomes. For the BLIS there are in particular two areas available: library and information studies.

For finishing the study programme, students must take for 41 courses with a workload of 109 sks credits<sup>21</sup> for compulsory courses, and elective courses with a workload of at least 35 credits.

### Specific Skills in Bachelor of Library and Information Science (BLIS)

Areas of Interest	Number of courses / credits	
	Compulsory	Elective
Library Studies	41 Courses/109 sks credits	36 sks credits
Information Studies	41 Courses/109 sks credits	36 sks credits

BLIS aims to produce in terms of the graduates profile four types, namely: 1. Organiser, 2. Designer, 3. Manager, and 4. Researcher. Each graduate profile is supported by the combination of subjects both compulsory and elective, and the respective number of credits.

The number of achieved credits may differ from semester to semester because of the elective courses that students can choose. Therefore, in the following course plan total sks credit numbers per semester and for the whole programme – except semester 1, 2 and 8 - are not binding. The elective courses are open to the students' different interests. UNAIR does not offer a special list of courses for the areas Library Studies and Information Studies.

### Curriculum Bachelor of Library and Information Science, 8 semesters

Course number	Course name	sks credits (ECTS credits)
<b>Semester 1</b>		
<b>Compulsory required by University</b>		
1	Religion 1	2
2	Civics	2
3	Social and Political Ethics	2
4	Indonesian Language	2
5	Philosophy of Science	2

<sup>21</sup> Sks credits are the Indonesian national credit system for measuring the workload, corresponding to the ECTS credits. More explanation is given below in chapter 3.2.

6	General English	2
<b>Compulsory required by Study Programme</b>		
7	Foundation of Information and Library science	3
8	Foundation of Information Organisation	2
9	Introduction to Record and Documentation	3
<b>Total sks credits</b>	<b>per semester</b>	<b>20 (= 32 ECTS credits)</b>
<b>Semester 2</b>		
<b>Compulsory required by University</b>		
1	Introduction to Sociology	3
2	Introduction to Social Statistics	3
3	Pancasila	2
<b>Compulsory required by Study Programme</b>		
4	Advanced English	2
5	Management Principles	3
6	Introduction to Social Research Methodology	3
7	Subject Analysing	2
8	Record Management	2
<b>Total sks credits</b>	<b>per semester</b>	<b>20 (= 32 ECTS credits)</b>
<b>Semester 3</b>		
<b>Compulsory required by Study Programme</b>		
1	Social Statistics I	3
2	Quantitative Research Methods	3
3	Resources and Information Services	2
4	Collection Development	2
5	Library Data System	2
6	Library Information System	2
7	Classification	2
<b>Electives offered by Study Programme</b>		
8	Service Ethics	2
9	Scientific Writing Technique	2
<b>Total sks credits</b>	<b>per semester</b>	<b>20 (= 32 ECTS credits)</b>

<b>Semester 4</b>		
<b>Compulsory required by Study Programme</b>		
1	Social Statistics II (Non-Parametric)	3
2	Qualitative Research Methods	3
3	Preservation	2
4	Cataloguing	2
5	Indexing	2
<b>Electives offered by Study Programme</b>		
6	Information and Aspects of Psychology	2
7	Introduction to Information and Communication Technology	3
8	Publishing and Book Distribution	2
9	Information Literacy	2
10	Commercial Electronics Design	2
11	Human Resources Management	3
<b>Total sks credits</b>	<b>per semester</b>	<b>21 (= 33.6 ECTS credits)</b>
<b>Semester 5</b>		
<b>Compulsory required by Study Programme</b>		
1	Total Quality Management	2
2	Information Behaviour	3
3	Communication Research	3
4	Digital Library	2
5	Information Search Method	2
6	Information Service	2
<b>Electives offered by Study Programme</b>		
7	Library Information Network	2
8	Designing Library Application	2
9	Information Space Center Design	2
10	Archive Classification	2
11	Business and Information Analysis	2
12	Construction of Information Portal	2
13	Basics of Public Relations	3
14	Electronic Record	2

15	Library Application Development	2
16	Information and Specific Groups	2
17	Bibliometrics	2
<b>Total sks credits</b>	<b>per semester</b>	<b>20 (= 32 ECTS credits)</b>
<b>Semester 6</b>		
<b>Compulsory required by Study Programme</b>		
1	Information and Library Matters	3
2	Information Marketing	3
3	Communication Ethics	3
4	Communication and Philosophy	3
5	Internship	3
<b>Electives required by Study Programme</b>		
6	Non-Book Cataloguing	2
7	Reading Interest Issue	2
8	Information and Society	3
9	Knowledge Management	2
10	Library System Analysis	2
11	Information Organisation Strategic Planning	2
12	Assessment and Depreciation Archive	2
13	Information and Culture	2
14	Information Policy	2
15	Data Transformation System	2
16	Leadership	3
17	Theory and Behaviour of Organisation	3
<b>Total sks credits</b>		<b>22 (= 35.2 ECTS credits)</b>
<b>Semester 7</b>		
<b>Compulsory required by University</b>		
1	Community Service (KKN)	3
2	Thesis Proposal	3
<b>Electives offered by Study Programme</b>		
3	Comparison Study of Information Agencies	2
4	Gender and Human Rights Issue	3



5	Library and Information Science Assistance	3
6	Comparison Study of Classification and Cataloguing	2
7	Comparison Study of Information Technology	2
<b>Total sks credits</b>	<b>per semester</b>	<b>14 (= 22.4 ECTS credits)</b>
<b>Semester 8</b>		
<b>Compulsory required by University</b>		
1	Thesis	6
<b>Total sks credits</b>	<b>per semester</b>	<b>6 (= 9.6 ECTS credits)</b>
	Colloquium	1 (= 1.6 ECTS credits)
<b>Total sks credits for all semesters (as a minimum)</b>		<b>144 (= 230 ECTS credits)</b>

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

The choice of the programme name of this degree is adapted to the needs and demands of the labour market based on the skills and needs of information science and library science. It is in line with the nomenclature.

The next table gives an insight into the integration of theory and practice with the courses of BLIS. It shows that oriented at the basic job outlines of graduates several courses for each profile offer theoretical and practical contents.

#### Targeted Skills in BLIS (T = Theory; P = Practice)

No.	Skills	Practical Objectives	Sample of courses <sup>*)</sup>
1	<i>Organiser</i>	Able to <b>manage information</b> systems, libraries, archives, and documents by using a system of collecting, processing, dissemination and information services, archives and documents	<ul style="list-style-type: none"> <li>▪ Introduction to Information and Library Science (T)</li> <li>▪ Introduction to Archive and Documentation (T)</li> <li>▪ Information Source Services (T, P)</li> <li>▪ Introduction to Technology Information and Communication (T, P)</li> <li>▪ Introduction to Information Organization (T)</li> <li>▪ Indexing (T, P)</li> <li>▪ Collection Development (T)</li> <li>▪ Subject Analysis (T, P)</li> </ul>

<sup>22</sup> Number 15 of 2017 Article 6 concerning Naming Study programmes in Higher Education

No.	Skills	Practical Objectives	Sample of courses*)
		constructively and creatively.	<ul style="list-style-type: none"> <li>▪ Classification (T, P)</li> <li>▪ Cataloguing (T, P)</li> <li>▪ Record Classification (T, P)</li> <li>▪ Record Management (T, P)</li> <li>▪ Electronic Record Management (T, P)</li> <li>Preservation (T, P)</li> </ul>
2	<b>Designer</b>	Able to <b>design information systems, libraries, archives, and documents</b> professionally based on information technology.	<ul style="list-style-type: none"> <li>▪ User and Library Information System (T, P)</li> <li>▪ Library Data System (T, P)</li> <li>▪ Library Information Network (T, P)</li> <li>▪ Electronic Commercial Design (T, P)</li> <li>▪ Library Application Design (T, P)</li> <li>▪ Digital Library and Society (T, P)</li> <li>▪ Portal dan Information Application Design (T, P)</li> <li>▪ Library System Analysis (T, P)</li> <li>▪ Data Transformation System (T, P)</li> <li>▪ Information of Seeking Study (T)</li> <li>Library Application Development (T)</li> </ul>
3	<b>Manager</b>	Able to <b>manage library institutions</b> and institutions that provide information, archives and documents supported by managerial skills.	<ul style="list-style-type: none"> <li>▪ Management Principles (T)</li> <li>▪ Information on Organization Strategic Planning (T)</li> <li>▪ Total Quality Management (T)</li> <li>▪ Theory and Information Behaviour (T)</li> <li>▪ Basics of Public Relations (T)</li> <li>▪ Human Resources Management (T)</li> <li>▪ The Leadership (T)</li> <li>▪ Knowledge Management (T)</li> <li>▪ Service Ethics (T)</li> <li>▪ Information Service (T)</li> <li>▪ Information Marketing (T)</li> <li>▪ Business Information Analysis (T, P)</li> <li>Information Center Space Planning (T)</li> </ul>
4	<b>Researcher</b>	Able to <b>conduct scientific studies and research</b> that can be used to design a system and manage library institutions and other information-providing institutions based on mastery of theories in the field of Information and Library Science.	<ul style="list-style-type: none"> <li>• Scientific Writing Techniques (T)</li> <li>• Introduction to Sociology (T)</li> <li>• Introduction to Social Psychology (T)</li> <li>• Science Philosophy (T)</li> <li>• English (T)</li> <li>• English Advanced (T)</li> <li>• Study of Information and Library Matter (T)</li> <li>• Bibliometrics (T, P)</li> <li>• Information behaviour (T)</li> <li>• Reading Interest Issues (T)</li> <li>• Information and Society (T)</li> <li>• Information and Culture (T)</li> <li>• Information and Psychological Aspects (T)</li> <li>• Information and Specific Group (T)</li> <li>• Information Literacy(T)</li> <li>• Information Policy (T)</li> <li>• Book Publishing and Distribution (T)</li> <li>• Gender and Human Rights Issues (T)</li> <li>• Library and Information Science Assistances(T)</li> </ul>

No.	Skills	Practical Objectives	Sample of courses*)
			<ul style="list-style-type: none"> <li>• Comparative Study of Organization (T)</li> <li>• Comparative Study of Classification and Cataloguing (T)</li> <li>• Comparative Study of Information Technology (T)</li> <li>• Basic of Social Research Methodology(T)</li> <li>• Quantitative and Qualitative Research Methods (T)</li> <li>• Information and Library Science Research Proposal (T)</li> <li>• Introduction to Social Statistics (T)</li> <li>• Social Statistics I (Inference) (T)</li> <li>• Social Statistics II (non-parametric) (T)</li> <li>• Thesis (T, P)</li> <li>• Internship (P)</li> <li>• Community Service Programme (KKN) (P)</li> </ul>

The table above shows that the professional profiles for organisers and managers require more theoretical courses than practical ones, whereas for the other profiles (Organiser and Designer) a combination of theoretical and practical courses is essential.

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

BLIS is a multidisciplinary subject, not specifically developed on its own. Students not only gain knowledge from the field of librarianship but also from other social science disciplines. This can be seen in the BLIS curriculum which provides courses that do not belong to the core of information and library science. Student could also take courses from other study programmes within the FISIP. For their thesis, BLIS students can broaden their understanding by attending lectures on Social Theory, Introduction to Statistics, and Social Statistics 1 and 2, from the Sociology study programme.

Interdisciplinary thinking can also be developed through internships because here students can achieve managerial skills. They also get in touch with promotion, ethics, communication with users, designing digital services, and managing information.

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

In IQF (Indonesian Qualification Framework) level 6, students are required to have achieved scientific skills including scientific writing and data analysis. To promote scientific practice, interaction between students and lecturers are encouraged via activities of both inside and outside the classroom, for example seminar activities and the internship programme. Furthermore, the study programme provides facilities that support the academic activities, such as rooms and spaces for conducting academic and non-academic activities, free WIFI/internet access in every area around the buildings and providing reading rooms with access to online literature services.

The BLIS programme trains students' academic skills through various activities, including:

- a. PKM<sup>23</sup> activities, students are trained to use skills both in research methodologies, and practice finding data in the field;
- b. Collaborative research with lecturers, students are not only tasked with finding data in the field, but also doing data entry so that research data can be processed and analysed;
- c. Student Association activities, such as research, and community service collaboration with lecturers, library institutions and community reading parks.

The curriculum also provides students with experience in Basic Research Methods, Quantitative Research Methods and Qualitative Research Methods. Here, students are not only taught theories related to research methods, but they are also invited to compile complete research reports, to start preparing proposals, compiling instruments, data processing, to final reports and presentations.

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

As for the final thesis assessment, all study programmes in FISIP follow the Faculty regulation PP-UNAIR-PBM-04 of the AIMS Guideline and Academic Study Guide at Faculty. There is also a thesis

---

<sup>23</sup> Community service.

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

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

### Appraisal:

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

The contents of the modules/courses consistently reflect the strategic orientation of the study programme. They clearly meet the requirements of the job market. Additional electives enhance the graduates' employability.

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

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

There is evidence that the programme qualifies for interdisciplinary thinking. The study programme puts an emphasis on preparing the students for an occupation requiring trans- or interdisciplinary knowledge.

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

Students acquire methodological competences and are enabled to do scientific work on the required level. Methodological competences and scientific practice are thoroughly trained.

Students are equipped with the necessary skills for research-oriented work and for applying those skills in the respective vocational fields.

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

The final theses are evaluated based on published on the Faculty website and coherently applied criteria, rules, and procedures. The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives.

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

## 3.2 Structure

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

In Indonesia, the workload that students have to achieve is between 144 and 160 sks credits to successfully finalise their study and has been fixed by the Regulation of the Ministry of Research, Technology and Higher Education<sup>24</sup>. Based on this and according to the UNAIR Educational Guideline 2018, one sks credit describes a workload of 170 minutes, which is divided into a 50-minute lecture, a 60-minute students' structured activity, and a 60-minute students' independent activity. In every regular semester, there will be 14 lessons in class. Thus, 1 sks credit per semester means 170 minutes x 14 (2,380 minutes or 39,7 hours). Therefore, 144 sks credits correspond to a total workload of about 230 ECTS credits for the whole study programme.

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

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

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

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

Students are accepted by having transfer credits from an 'A' accredited corresponding study programme of another Indonesian university. Graduates from foreign tertiary education institutions may attend higher education in Indonesia based on equivalence<sup>25</sup>.

The curriculum contains a compulsory internship in the sixth semester<sup>26</sup>. The MBKM requirements have not been included<sup>27</sup>. Otherwise, the programme would have to offer (as well) a longer internship based on the MBKM which could last up to six months or even longer and would be an elective part, not a compulsory one. This also applies to other MBKM components such as the student mobility and student exchange. The respective regulations of UNAIR do not include these possibilities.

---

<sup>24</sup> Number 3, year 2020 concerning National Standard of Higher Education.

<sup>25</sup> Indonesian Law No. 12 on Higher Education, Section 40.

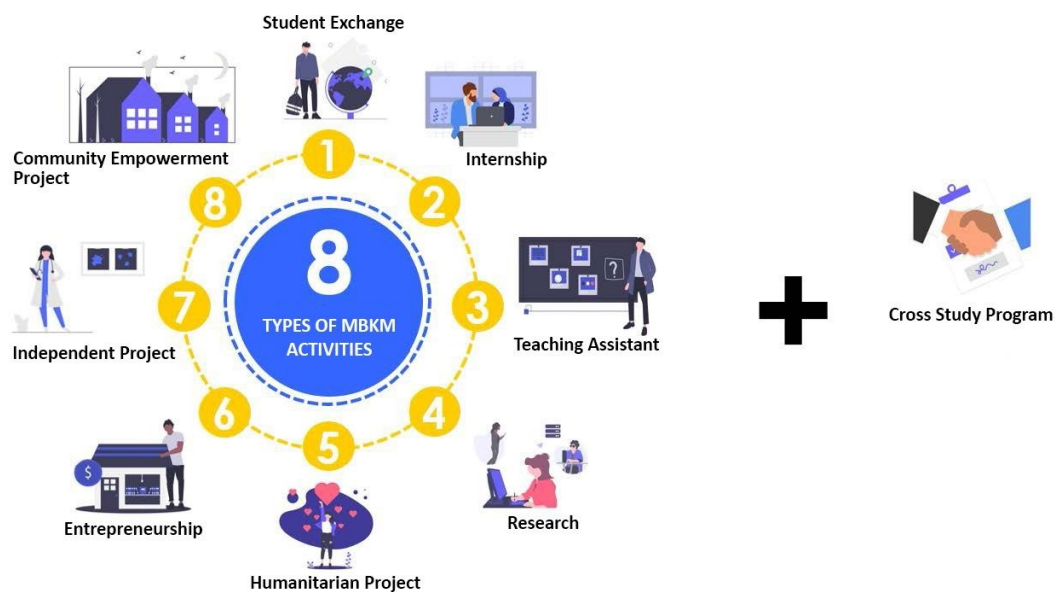
<sup>26</sup> See above chapter 3.1.

<sup>27</sup> See above chapter "Further development of the programme".

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

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

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



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

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

1. SOP of International Internship
2. SOP of National Internship
3. SOP of Research Project
4. SOP of Student Exchange (National and International)
5. SOP of Teaching Assistant at Formal Educational Institution
6. SOP of Humanitarian Project
7. SOP of Entrepreneurship



8. SOP of Independent Project
9. SOP of Community Empowerment Project
10. SOP of MBKM Credit Conversion

To prove this and other details UNAIR attaches appendices with a volume of overall 373 pages, that are mainly written in the Indonesian language, in other parts in English. Among them are parts of the curriculum. UNAIR describes examples that are aiming to show that the curriculum with several courses accommodates the MBKM requirements, such as Social and Political Ethics, Introduction to Sociology or Quantitative Research Methods. Some of those courses are offered by other study programmes at UNAIR.

The curriculum includes in semester six a compulsory course “Internship” with 3 sks credits. This fully corresponds with the above-mentioned curriculum<sup>28</sup>. According to UNAIR<sup>29</sup>, students can learn and implement particular technical and soft skills needed by librarians within a real industrial situation for the period of one month (189 hours which equal to 14 weekly meeting in class).

After the completion of internship activities, students are provided with a credit conversion opportunity up to 20 SKS (32 ECTS). The result is depending on the equalness of various competences that were practiced during the internship period and learning outcome of the courses targeted for the conversion.

According to UNAIR, an internship guidebook for the BLIS programme provides for the conversion of internship activities<sup>30</sup>. A conversion team works to convert these activities into credits obtained from BLIS.

The Study and Examination Regulations stipulate the essential elements of assessments. The academic assessment for courses should consist of at least three components, including mid-exam, final exam and assignment assessments. On the other hand, soft skills assessment is integrated in the learning process, such as being active, communicative, critical, discipline, teamwork, and self-confidence. All assessments are processed using Criterion-Referenced Score (CRS) and converted in seven grade-letters, as presented in table below:

**Criterion-referenced Score (CRS) FISIP UNAIR**

Score	Letter Value	GPA Equivalent
≥ 75	A	4
70.0 – 74.9	AB	3.5
65.0 – 69.9	B	3

<sup>28</sup> See above chapter 3.1.

<sup>29</sup> See the comments on the draft report.

<sup>30</sup> Ibid., the internship guidebook was not available for the panel members.

60.0 – 64.9	BC	2.5
55.0 – 59.9	C	2
40.0 – 54.9	D	1
< 40.0	E	0

The first and the second semester consist of University compulsory courses (MKWU) and Study Programme compulsory courses only. In the subsequent semesters, students' workloads in each semester are determined by their achievement in the previous semester. Only students who perform well, by achieving at least GP 3 in the previous semester, are allowed to take a maximum of 24 SKS (38.4 ECTS) for the next semester. Those who did not perform well should take fewer SKS/ECTS.

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

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

In BLIS, there are students with physical limitations (using crutches) who have the opportunity to study together with other students. The faculty provides facilities like lift to the classrooms on the third floor, and toilet for special needs. They also get the same opportunity in class activities, practical components including internship, field research. There are also students with mild autistic conditions, who receive the same attention and treatment as other students in studying at BLIS.

BLIS provides consulting services to students related to academic activities, such as:

- a. Academic Counselling regarding courses,
- b. Thesis Supervising on the preparation of proposals and thesis,
- c. Internship guidance,
- d. BLIS services through educational staff who assist students in administrative correspondence activities for internships, theses, and others.

BLIS students are in the majority female, with a ratio of 70 % female and 30 % male students. During the learning process, the lecturers do not differentiate in treating female and male students. In addition, students are also involved in various BLIS activities such as collaboration in lecturer research, community service, and committees in some seminars without any differentiation.

## Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of courses and assigns Credit-Points per course on the basis of the necessary student workload. Practical components as the internship in the sixth semester are designed and integrated in such a way that Credit-Points can be acquired. The course descriptions provide detailed explanations of intended learning

outcomes and the information defined in the ECTS Users' Guide. The panel recommends paying more attention to updated literature recommendations in the course descriptions.

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

The panel members welcome that UNAIR has developed a concept for the BLIS accommodating MBKM requirements, although they were not able to read the diverse documents that have been passed on to them in the Indonesian language. They also appreciate that UNAIR has found a solution for ensuring that the programme's learning outcomes will be achieved when a student opts for a six-months internship or an even longer other activity within the MBKM programme. They consider it legally necessary that UNAIR completely fulfils the MBKM requirements in the curriculum and with respective study regulations. However, the panel has the impression that by now UNAIR has not made this goal a full reality in a convincing way. For example, the implementation of the Internship, as an important element of the MBKM programme is inconsistent in the curriculum. There is a workload of 3 sks credits for this course in the curriculum although the MBKM also allows a frame of at least one semester (20 sks credits). It is also not clear how the other MBKM elements are structurally integrated into the curriculum. What exactly are the requirements for the award of the sks credits?

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

Therefore, they recommend the following **condition**:

The University

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

The panel is convinced that the feasibility of the study programme's workload is ensured by the suitable curriculum design, by a plausible calculation of the workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling. When reviewing the workload, the HEI also takes into account evaluation findings<sup>31</sup> and the programme's success rate.

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.

---

<sup>31</sup> See also the condition in chapter 5.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)				Condition	
3.2.2*	Study and exam regulations (Asterisk Criterion)			X		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity			X		

### 3.3 Didactical concept

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

In general, BLIS promotes the implementation of a student-centred learning strategy. Teaching and learning methods used are as follows:

- Lectures as oral presentations for the purpose of delivering teaching materials prepared by teaching teams as well as by academic guests. Lectures are conducted synchronously and asynchronously by providing audio or audio-visual recordings for students to access.
- Tutorials are providing sessions with individual students or with small groups of students on specific topics or assignments related to course material.
- Other methods are also used, such as: Presentation by students, role plays, case studies, problem-based learning through class discussion, problem-based learning, project-based learning and assignments.

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

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

Course materials can be accessed through a particular online teaching-learning method via the university network<sup>32</sup> and the programme's website. Several teaching and learning methods, such as group discussion / interactive discussion, assignment, and quiz, can be conducted with this platform. The materials' contents are managed and updated on a regular basis at the start of each semester. Course materials may include presentation slides, book chapters, e-books, journal articles, and videos.

The course materials for every course/ subject are designed and provided by the team of lecturers responsible for those lectures. They are usually reviewed every semester by the Subject Coordinator who will discuss it with lecturers team and make necessary adjustments and updates.

In the courses on Basic English in semester 1 and Advanced English in semester 2 students are provided with English materials in terms of English as a Second Language (ESL).

The programme invites guest lecturers on a regular basis. They deliver lectures and contribute to workshops, seminars, conferences, joint research and publications. In general, the guest lectures can be divided into two groups:

- a. At national level: The invited professors/scholars are selected based on expertise and from various occupations such librarians, archivists, and other related positions.
- b. International: These are invited guest lecturers from overseas universities on a regular basis by using faculty schemes (inbound mobility) or University schemes.

## Appraisal:

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

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

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

Guest lecturers are regularly invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work, but also, for example, from culture and politics. Moreover, the panel appreciates that the guest lecturers' contributions form an integral part of the study programme's didactical concept. They come from a variety of occupations, which enhances students' chances of employment, such as from Universiti Teknologi

---

<sup>32</sup> [www.aula.unair.ac.id](http://www.aula.unair.ac.id)

Mara (Malaysia), from Gadjah Mada University (Indonesia), Coventry University (UK), or Tamkang University (Taiwan).

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

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

### 3.4 Internationality

The BLIS programme offers courses with international content such as International Communication and Cyber Culture: Internet, Multimedia and Culture<sup>33</sup>. This also automatically includes intercultural connections.

BLIS courses are used for the DECOTA<sup>34</sup> programme, including the materials conducted in English. The courses used for these activities are the Introduction to Information and Communication Technology and Preservation. BLIS also conducts other international activities, namely INDIAR through FIM activities. This activity invites foreign students to convey their ideas through an essay that is submitted to the jury and other Indonesian participants including BLIS students.

There are no foreign students studying BLIS full-time. But BLIS students can do internships abroad, such as at the Universiti Teknologi Mara (Malaysia), the National Library of Thailand, National Yunlin University of Science and Technology (Taiwan), and National University of Singapore. In addition, they can participate in student exchanges with SIAS international University China, as well as attend conferences at the international level such as at the International Federation of Library Associations and Institutions IFLA. In 2020, students and lecturers were also actively involved in collaborative research programmes with Universiti Teknologi MARA.

Every semester since 2017/2018 some students do internships at various universities abroad such as at Technology University Mara (UiTM) (Malaysia), National Library of Thailand, National Yunlin University of Science and Technology (Taiwan), and National University of Singapore.

<sup>33</sup> See above the curriculum in chapter 3.1.

<sup>34</sup> Video Conferencing

No foreign lecturers belong to the academic staff teaching BLIS courses. But at Faculty level, FISIP has continuously invited adjunct professors from universities abroad to assist study programmes in teaching, research, and community empowerment projects. Also, several staff members studied abroad and made their Doctorate or a Master degree there. Moreover:

- a. The junior lecturers are given the opportunity to continue their studies abroad, such as at Victoria University (Australia), and National Chiao Tung University (Taiwan).
- b. During the last three years 2018-2020, lecturers at BLIS have participated in activities abroad, such as in a conference at University Le Havre (France), in scientific and information meetings of library science namely the ALIRG<sup>35</sup> in 2018 at Kyushu University (Japan), and at Beijing Normal University (PR China) in 2019.
- c. In 2019, BLIS lecturers conducted post-doctoral activities at the British Coventry University. Through this post-doctoral activity, BLIS collaboration with the university developed to create a collaborative research. One of the professors has become guest lecture in the BLIS programme.
- d. BLIS has participated in the ICocSPA as committee, which is an international conference under the auspices of the faculty.
- e. Since 2018, BLIS has collaborated with Universiti Teknologi Mara (UiTM) (Malaysia) to hold an adjunct professor programme three times a year.

BLIS invites international scholars as guest lectures from UiTM (Malaysia), and from the National Yang Ming Chio Thung University (Taiwan). They are involved in courses such as Digital Library, Library Information System, Knowledge Management, Preservation, and Data Transformation System. Most of the guest lectures or webinar collaboration sessions were video recorded and then uploaded in UNAIR's Public Lecture website and the Official YouTube Channel <sup>36</sup>.

The two courses on General English (1<sup>st</sup> semester) and "Academic English for Communication" (2<sup>nd</sup> semester) aim to support students to achieve the minimum of English Proficiency as a requirement for graduation. Also, students are trained to master English in daily life conversation.

## Appraisal:

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

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

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

The panel notes that all courses of the study programme are taught in the Indonesian language. Apart from that there are some courses offered to international students that are taught in English

---

<sup>35</sup> Asia Library and Information Research Group

while not belonging to the BLIS curriculum. The panel supports that students can improve their English language skills both in general and subject-specific. The proportion of required foreign language materials corresponds with the qualification objectives of the study programme. However, the panel recommends including courses in the BLIS full-time programme that are conducted in English, taking into account that UNAIR is oriented at intensifying the internationalisation.

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

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

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

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

With the compulsory internship, BLIS students are provided with skills and competencies in a multidisciplinary manner. Before students start an internship, they must pass courses that are related to the apprenticeship place. Courses such as Cataloguing and Classification, User and Library Service, Subject Analysis, Indexing, Preservation, Library Data System, Library Application Development, can prepare an internship at libraries.

Other courses such as the introduction of Technology Information and Communication, Library System Analysis, Business Information Analysis, and Leadership aim to improve the students’ soft skills in practicing management and library.



Students also take courses provided by other programmes within FISIP, such as Introduction to Sociology, Basic Research Methods, Social Statistics 1 and Social Statistics 2, Leadership, Management Principles.

### Appraisal:

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

The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured.

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

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

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

After graduation, PPKK holds an Airlangga Career Fair (Job Fair) to establish a relationship between graduates and stakeholders. It can lead to reducing the waiting time for each graduate to enter a certain career field.

To better prepare the BLIS graduates for future employment, it provides courses about knowledge, hard skills, and soft skills that equip graduates to be ready to work in various institutions.

Furthermore, the study programme has installed a librarianship certification scheme conducted by the Professional Certification Institute or *Lembaga Sertifikasi Profesi* (LSP). Students can apply their competencies that are tested by certified assessors. The aim of this competency test is to measure the quality of the students' knowledge, hard skills, and soft skills. As a result, they receive a certificate as a companion to the Bachelor of Library and Information Science.

## Appraisal:

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

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

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

## 4. Academic environment and framework conditions

### 4.1 Faculty

BLIS currently consists of eleven full-time lecturers, six lecturers with Doctoral qualifications, two of them pursuing their Ph.D. degrees at universities abroad. BLIS also has five lecturers with master's degrees. BLIS also recruited five part-time professional lecturers, consisting of librarians, archivists, and practitioners in the field of library. In the case of MKWU lecturers, there are at least two to three lecturers in charge of MKWU courses dispatched from other faculties in UNAIR.

#### Structure of the Faculty Members of BLIS

Academic Occupation	Bachelor of Library and Information Science (BLIS)
<b>Full Time Lecturers</b>	
Associate and Assistant Professors	11
Doctors	6
Masters	5
MKWU Lecturers <sup>37</sup>	2 – 3 for MKWU Courses
<b>Total</b>	<b>24 - 25</b>
<b>Part Time Lecturers</b>	
Retired Former Lecturers	0
Professionals	5
<b>Total Lecturers</b>	<b>29 - 30</b>

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

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

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

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

---

<sup>37</sup> For compulsory courses at University level.

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

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

Individually, lecturers who have special expertise in a particular fields are recruited to become advisors or experts in private companies or public institutions or entities. BLIS has several lecturers who developed additional professions, such as consultants and examiners in the Regional Government, business owners in the fashion sector, IT consultants in private institutions, and the SPBE<sup>38</sup> Assessor Team in the Central Government. Other lecturers have additional positions as university secretaries. With that position lecturers can provide their experiences and insights to share with students, especially the ability to archive documents, to plan organisational strategies and to train leadership. BLIS also has lecturers who become disability coordinators. These abilities and experiences are applied to courses on disability, especially in accessing information and strategies for serving disabled users in the library.

Internal cooperation in the programme can be summarised as follows:

#### Internal Cooperation at UNAIR

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

<sup>38</sup> Electronic-based Government system

	<b>Others (research centres, supporting units)</b>	Becoming managerial staff of a supporting unit
--	--	--

BLIS every semester conducts an internal meeting with all academic staff members to prepare activities for the next semester such as planning lecture schemes, planning to conduct research collaboration with overseas universities, preparing collaboration in community service projects. On the other hand, at the end of semester, BLIS also evaluates the activities of the semester such as evaluation of lecturing during the semester, monitoring and evaluating research collaboration with other Universities in Indonesia, and overseas Universities, monitoring and evaluating collaboration in community service projects.

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

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

## Appraisal:

The panel is convinced that even when their teaching assignments in other study programmes are taken into account, the structure and number of the faculty correspond to the programme requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and part-time (visiting) lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

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

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

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

Within UNAIR student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully. Also, during the online conference the panel got the impression that academic and administrative staff are highly motivated to guide and support students during their studies. The faculty members are available for the students outside the specified office hours as well. The students are “fully content” with the support they receive.

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

## 4.2 Programme management

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

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

- e. Preparing accountability reports to the Dean.

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

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

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

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

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

## Appraisal:

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

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

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

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

### 4.3 Cooperation and partnerships

UNAIR in collaboration with FISIP has concluded 18 Memoranda of Understanding or agreements with foreign universities, including the Edith Cowen University (Australia), the University of Teknologi MARA (Malaysia), the College of Management, Tatung University (Taiwan), the Universiti Sultan Zainal Abidin (Malaysia), and the University Tunku Abdul Rahman (UTAR, (Malaysia). They mainly refer to student and staff exchange, joint research or a double degree. They also aim at exchanging academic materials for teaching and research as well as at training of postgraduate students.

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

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

#### Appraisal:

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

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



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

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

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

#### 4.4 Facilities and equipment

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

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

### Details on Infrastructure Spread across FISIP

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

### Room Details of Bachelor of Library and Information Science (BLIS)

No.	Teaching Accommodation	Amount	Total Area (m <sup>2</sup> )
1	Lecturers' Room	1	142,8
2	Administration Office		
3	Lecturers' Desks		

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

To access digital literature, UNAIR offers Airlangga's E-Book Collections services<sup>39</sup>. This service contains 1423 titles from digital book collections about social and political sciences. and the dissertations are also accessible via the [UNAIR REPOSITORY](#). Students and teachers can also access

<sup>39</sup> [Collection of digital books.](#)

international journals that UNAIR has subscribed to (through various providers such as ProQuest, Science Direct, Sage Publication, UNAIR Journal, etc.).

The library has provided a tutorial class for users to learn about this off-campus access network. Also, the library has installed services for users with disability by providing a special digital room.<sup>40</sup>

According to UNAIR<sup>41</sup>, the literature used as lecture material in the Information and Library Science Study programme is always updated by the lecturers every semester. In addition, to support the BLIS, the existence of books and journals on library science is especially important in supporting scientific development.

## Appraisal:

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

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

Services for adequate support of the participants are documented.

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

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

<sup>40</sup> Zoomax Aurora HD and Voice for NVDA.

<sup>41</sup> See SER p. 71; but see also chapter 3.2 above.

## 4.4 Additional services

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

a. Career Counselling (CC)

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

b. Airlangga Career Fair (ACF)

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

c. Airlangga Career Club (ACC)

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

d. Career Preparation (CP)

CP is conducted in two ways, a week before the graduation ceremony and a week after the graduation ceremony. The purpose of these activities is to introduce students to the technical aspects of job seeking, such as enhancing their Curriculum Vitae, cover letters, and preparation for interviews and assessment tests.

e. Campus Recruitment (CR)

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

BLIS also collaborates with alumni organisations, namely IKA BLIS (Information and Library Science Alumni Association) as well as with HIMA FORSTA (Information and Library Science Student Association) in the process of tracking graduates on data processing activities obtained from the results of the graduate tracer study.

### Appraisal:

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

In addition, career counselling and placement services are offered to the students and graduates, as events and on an individual basis. Such activities are planned on a long-time basis, performed regularly, and are actively marketed. Sufficient staff is available for this purpose. Students have

access to the HEI-wide corporate network. The HEI brings its graduates in contact with representatives from business enterprises at regular events.

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

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

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

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

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

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

#### Appraisal:

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

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

## 5. Quality assurance and documentation

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

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

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

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

### Annual quality control

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

### Semi-annual quality control

- Students, lecturers, and staffs fill out online questionnaires to assess the quality of curriculum, academic activities, and academic services. The results are available online and accessible for the QAU to be discussed with the study programmes.
- The Directorate of Career Development conducts a tracer study of alumni and to assesses the output of the education process and the satisfaction of employers.

There are two processes of internal evaluation:

The structured evaluation by students is categorized into three parts: (1) first-year evaluation, (2) class evaluation, and (3) graduation evaluation. The results of these evaluations are available online. The first-year evaluation is done by first-year students. The objective of this evaluation is to assess whether their prior expectations are met during their first-year experience. Class evaluation is conducted at the end of every semester to gather data on how students perceive the quality of each class, including course content, class delivery, lecturers' performance, and scoring transparency. The results of this class evaluation are described as quantitative score (from 1 to 4) and qualitative comments and available for the lecturers who are responsible for each respective class. Graduation evaluation is provided by graduates once they have joined the graduation ceremony. The purpose of this evaluation is to assess the management and organisation of the graduation processes. Results of these evaluations are accessible for the QAU. These bodies use the data to evaluate how the education processes are done and experienced by students.

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

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

Special attention is then given to lecturers who get quantitative scores below 3 (scale 1-4). The study programme will take measures to improve the lecturer's performance. Such measures may include, but are not limited to, assigning the said lecturer to enrol in a pedagogic workshop, assigning the lecturer to other classes, limiting the number of classes taught by the said lecturer, and suspending the teaching activity of the said lecturer. Measures taken are documented in the programme's minutes. Every semester, student representatives are invited to the meeting conducted by the programme. In the meeting, the programme will describe the student evaluation of the previous semester and explain which measures had been taken.

Students will have the chance to evaluate lecturers in their classes through an online survey on UACC at the end of each semester. The evaluation focuses on each lecturer's performance in planning, communicating, and evaluating the learning process, as well as lecturers' time management, teaching methods, and learning media. In addition, students are asked to rate the course materials used by each lecturer. Students should also evaluate the availability and the update methods of the study materials used in each lecture during the learning process. This evaluation gives feedback and recommendations to all lecturers for consideration to improve the next academic semester.

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

can also be downloaded from the cyber campus system. The evaluation process is overseen by the SPM at the faculty level and the QAB at the University level. The result is sent to the Rector of UNAIR and the whole QAB. The faculty members are informed of the results via the regular meeting mechanisms. The document can also be accessed individually.

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

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

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

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

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

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

Information regarding activities during the academic year can be accessed on the web and in some printed materials, such as in the Academic Manual. Information related to programme activities



can also be accessed through the website address [http://dip.fisip.unair.ac.id/en\\_US/](http://dip.fisip.unair.ac.id/en_US/). It shows diverse information ranging from the menu as follows:

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

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

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

## Appraisal:

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes, has been set up. It takes into account the evaluation results, success rate, and graduate employment as well as the profile of the student population. Faculty members participate in the respective committees to plan and assess the quality assurance and development procedures but not students. Responsibilities are clearly defined.

Questions whether the actual workload of the whole course corresponds with, is lower or higher than the estimated workload (including teaching time, self-study time, and examination) should be included in the questionnaire for students.

As part of its comments on the draft report, UNAIR has presented a questionnaire for a “Post Course Workload Assessment Survey” that students will be asked to fill out. It refers to face-to-face activities, to self-study times, to performing tasks as well as to the semester exams, apart from

questions on the achievement of learning objectives. The Faculty Quality Assurance Unit has to conduct this survey at the end of the semester.

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

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

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

The study programme's content, curriculum and examination scheme have been suitably documented and published (course plan and exam regulations). Moreover, the panel appreciates, that the study programme is described in detail. This documentation is constantly updated and easily accessible for interested parties both in print and in digital form, which ensures a high level of transparency.

The HEI regularly publishes current news and information – both quantitative and qualitative – about the study programme.

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

# Quality profile

HEI: Universitas Airlangga (UNAIR), Indonesia

**Bachelor programme:** Bachelor of Library and Information Science

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

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

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