

Decision of the FIBAA Accreditation and Certification Committee



15th Meeting on September 13, 2024

PROGRAMME ACCREDITATION

Project Number: 22/087

Higher Education Institution: Bina Nusantara University

Locations: Jakarta and Malang, Indonesia

Study Programmes:

- Bachelor in Communication Science (Bachelor) (Jakarta)
- Bachelor in Communication Science (Bachelor) (Malang)
- Bachelor in Public Relations (Bachelor) (Malang)
- Master in Communication Science (Master) (Jakarta)

Type of Accreditation: Initial accreditation

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

For all three Bachelor study programmes:

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

Period of Accreditation: September 13, 2024 until September 12, 2029

For the Master in Communication Science (Master) (Jakarta)

The FIBAA Accreditation and Certification Committee reviewed the panel team's recommendation and concluded that the ECTS calculation provided by the University allows to assume that the Master offers less than the required ECTS credit points. Therefore, the FIBAA Accreditation and Certification Committee concluded to issue a condition asking the University for clarification.

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:

Condition:

The HEI updates the ECTS calculation and proves that the Master has 60 ECTS credits with 1500 hours of workload.

✓ Condition fulfilled – decision by the FIBAA Accreditation and Certification Committee on September 5, 2025.

Period of Accreditation: September 13, 2024 until September 12, 2029

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution:

Bina Nusantara University, Indonesia

Bachelor programmes:

Bachelor of Communication Science (Jakarta Campus)

Bachelor of Communication Science (Malang Campus)

Bachelor of Public Relations (Malang Campus)

Master programme

Master of Communication Science (Jakarta Campus)

Qualification awarded on completion:

For all Bachelor programmes:

Bachelor of Communication

For the Master programme:

Master of Arts in Communication

General information on the study programmes

Brief description of the study programmes:

Bachelor programmes

The Bachelor programmes Bachelor of Communication Science Jakarta), Bachelor of Communication Science (Malang) and Bachelor of Public Relations (Malang) offer within four years (8 semesters) and with a workload of min. 146 sks credits / 219 ECTS credits a training for graduates to work in functions aligned with communication science. Communication Science graduates can work in various job fields, including content creation, social media analysis, journalism, reporting, copywriting, video editing, content management, photography and videography, broadcasting, digital communication, and social media specialisation. In addition to that, Public Relations graduates can find jobs as public relations officers, public relations consultants, strategic planners, branding and social media strategists, influencers, event planners and consultants, and marketing communication professionals. Up to 40 % of the courses of each programme are taught in English language. Graduates achieve a degree as a Bachelor of Communication.

Master of Communication Science programme

The Master programme has a workload of 36 sks credits / 54 ECTS credits with a duration of one year (two semesters). Students who have a job can study the same curriculum instead within two years (four semesters). Students may already have industry experience upon enrolment. They pursue the study programme to enhance their skills and knowledge in integrating marketing communication, advance within their companies, or transition to different industries. Alumni exhibit a diverse range of career paths, with 17% in marketing communications, 15% in digital marketing, 12% in communication consultancy and public relations, 11% in corporate communications and online media, and 3% specialising in crisis communication and e-government roles. The courses are taught in Indonesian language. Graduates achieve a degree as a Master of Arts in Communication.

Type of all study programmes:

Bachelor programmes and Master programme

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

Bachelor programmes: 4 years (219 ECTS credits)

Master programme: 1 year (two semesters), alternatively 2 years (4 semester) (36 sks credits/ 54 ECTS credits)

Mode of study:

Bachelor programmes: full-time

Master programme: full-time / part-time

Didactic approach:

Study programmes with obligatory class attendance

Double/Joint Degree programme:

no

Scope (planned number of parallel classes):

No parallel classes,

Enrolment capacity:

Bachelor programmes:

Bachelor of Communication Science (Jakarta Campus): 520 study places

Bachelor of Communication Science (Malang Campus): 80 study places

Bachelor of Public Relations (Malang Campus): 60 study places

Master programme:

Master of Communication Science (Jakarta Campus): 125 study places

Programme cycle starts in:

Fall semester

Initial start of the programme:

Bachelor programmes: 2021

Master programme: 2014

Type of accreditation:

Initial accreditation

Procedure

A contract for the accreditation of the programmes Bachelor of Communication Science (Jakarta) (Bachelor of Communication); Bachelor of Communication Science (Malang) (Bachelor of Communication); Bachelor of Public Relations (Malang) (Bachelor of Communication); Master of Communication Science (Jakarta) (Master of Arts in Communication) was made between FIBAA and Bina Nusantara University on August 31, 2022. On March 18, 2024, the HEI submitted a self-evaluation report, which included a detailed description of the programmes and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel¹. The HEI has agreed with the chosen experts. The panel consisted of:

Luzie Breer

Student, Communication Science (B.A.)
Ludwig Maximilian University, Munich, Germany

Gundula Kraus

Independent Marketing Consultant & Communication Designer
Berlin, Germany

Prof. Dr. S. Rouli Manalu

Diponegoro University, Semarang, Indonesia
Assistant Professor for Communication Science
(Communication Science, Communication and Media Studies)

Prof. Dr. Maria Ochwat

University of Szczecin, Poland
Assistant Professor for Communication Sciences and Public Relation
(Public Relations, Communication Sciences, Intercultural Communication and Management)

Prof. Dr. Martin Wetzels

EDHEC Business School, Paris, France
Professor of Marketing
(Digital Transformation, Digital Business, Digital Marketing, Big Data)

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. The online conference took place on April 22 to 24, 2024 via the video conferencing tool *Zoom*. 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 24, 2024. The statement on the report was given up on August 29, 2024. It has been considered in the report at hand.

¹ The panel is presented in alphabetical order.

Summary

The three Bachelor study programmes Bachelor of Communication Science (Jakarta) (Bachelor of Communication), Bachelor of Communication Science (Malang) (Bachelor of Communication), and Bachelor of Public Relations (Malang) (Bachelor of Communication) offered by Bina Nusantara University, Indonesia fulfil 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 13, 2024 and finishing on September 12, 2029. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The Master in Communication Science programme (Djakarta) (Master in Communication Science) offered by Bina Nusantara University, Indonesia fulfils the FIBAA quality requirements for Master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on September 13, 2024, and finishing on September 12, 2029. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and with the Bologna Declaration.

Furthermore, relating to the study programmes Bachelor of Communication Science (Malang), Bachelor of Public Relations (Malang) and Master of Communication Science (Jakarta) the quality requirement that has not been fulfilled – Internationality of the student body - is not an asterisk criterion and therefore does not lead to a condition. The measures the HEI takes to solve the identified problems are to be considered during the re-accreditation.

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

- Increasing the required minimum level of English proficiency from 457 to at least 500 TOEFL PBT scores for first-year students of the Bachelor study programmes (see chapter 2.5);
- Aligning the ethical elements in both programmes BCSJ and BCSM (see chapter 3.1);
- Training in all programmes more elements of quantitative research (see chapter 3.1);
- Organising the curricula in modules which can bring courses of coherent context under a common roof (see chapter 3.2);
- Offering a lecture rather than a discussion as an offline session for pedagogical reasons (see chapter 3.3);
- Intensifying the student exchange with universities abroad (see chapter 3.4).

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

- Intensifying the specialisations in terms of more differentiation and going more into depths oriented at strategic developments (see chapter 3.1);
- Switching some courses to English language (see chapter 3.4).

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

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

- Positioning of the study programmes on the job market for graduates (“Employability”) (see chapter 1.3);
- Counselling for prospective students (see chapter 2.2);
- Guest lecturers (see chapter 3.3);
- Skills for employment / Employability (see chapter 3.6);
- Internal cooperation (see chapter 4.1);
- Student support by the faculty (see chapter 4.1);
- Process organisation and administrative support for students and faculty (see chapter 4.2);
- Cooperation with business enterprises and other organisations (see chapter 4.3);
- Career counselling and placement service (see chapter 4.5).

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

Information

Information on the Institution

Bina Nusantara (Binus) University is a private university in Indonesia. Founded in 1974 in Jakarta, it started as a small institution offering short courses in computing. Later, it expanded its service to include other educational areas and became Bina Nusantara University on December 20, 1998. As of October 2023, the structure of Binus University consists of 56 study programmes offered by three faculties, seven schools, a graduate programme, and an online learning programme, as listed as follows:

- Faculty of Digital Communication and Hotel & Tourism
- Faculty of Engineering
- Faculty of Humanities
- Binus Business School
- School of Accounting
- School of Information Systems
- School of Computer Science
- School of Design
- School of Computing and Creative Arts
- Binus-ASO School of Engineering (partnership with ASO College Group, Japan)
- Binus Graduate Program
- Binus Online Learning

Binus University carries out academic activities in ten campuses located in the greater Jakarta area, Bandung (West Java), Semarang (Central Java), and Malang (East Java) with approximately 45,000 active students and 1,500 faculty members. At the national level, Binus University is accredited *Unggul* or Excellent by the Indonesian National Accreditation Council (BAN-PT) until December 2026. According to Binus University², only 4% of higher education institutions in Indonesia are accredited Excellent out of more than 1,500 accredited institutions.

Since 2010, Binus University has aimed for an international recognition through international accreditations and rating/ranking systems, as stated in its latest vision statement "*to become a world class university fostering and empowering the society in serving and building the nation*".

To support Binus University's vision, all study programmes have been encouraged to apply for international accreditations. As of October 2023, 22 of the 56 study programmes at Binus University have been accredited internationally by accrediting organisations including the Accreditation Board for Engineering and Technology (ABET), the Association to Advance Collegiate Schools of Business (AACSB), TedQual-UNWTO, and the Higher Education Evaluation and Accreditation Council of Taiwan (HEEACT). Binus University aims for more study programmes obtaining international accreditations, with a short-term goal of 1 out of 2 study programmes being accredited internationally by 2025.

Founded in 2021, the Faculty of Digital Communication and Hotel & Tourism (FDCH&T) at Binus University currently consists of five study programmes enrolled at Greater Jakarta and Malang Campuses that in particular include the three relevant Bachelor programmes:

² See Self-Evaluation Report (SER), p. 1.

- Bachelor of Communication Science at Jakarta Campus (nationally accredited A),
- Bachelor of Communication Science at Malang Campus (nationally accredited *Baik* or Good),
- Bachelor of Public Relations at Malang Campus (nationally accredited B),
- Bachelor of Hospitality at Jakarta Campus (nationally accredited A), and
- Bachelor of Tourism at Jakarta Campus (nationally accredited B).

Currently, the FDCH&T has around 1,430 active students and 125 faculty members. Its vision is to become a world class faculty of excellence in Digital Communication, Hotel, and Tourism by 2035 that would contribute to fostering and empowering society through digital innovation.

Founded in 2014, the Binus Graduate Programme (BGP) at Binus University currently consists of six study programmes at Greater Jakarta Campuses that include:

- Master of Communication Science (nationally accredited B), (which is the relevant Master programme in this report),
- Master of Information Systems Management (nationally accredited *Unggul* or Excellent),
- Master of Industrial Engineering (nationally accredited *Unggul* or Excellent),
- Master of Accounting (nationally accredited *Unggul* or Excellent),
- Master of Computer Science (nationally accredited A), and
- Doctor of Computer Science (nationally accredited *Baik Sekali* or Very Good).

The BGP currently includes around 1,350 active students and 68 faculty members. Its vision is to become a world class graduate programme by 2035 that creates leaders and technopreneurs able to leverage knowledge and technology for strategic advantages.

Further development of the programmes, statistical data, and evaluation results

The FIBAA international accreditation concerns the following four study programmes: 1) Bachelor of Communication Science at Jakarta Campus (BCSJ), 2) Bachelor of Communication Science at Malang Campus (BCSM), 3) Bachelor of Public Relations at Malang Campus (BPRM), and 4) Master of Communication Science at Jakarta Campus (MCSJ).

Students Statistics BCSJ

		<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
# Study places		<u>520</u>	<u>520</u>	<u>520</u>	<u>520</u>	<u>520</u>
# Applicants	<u>Σ</u>	<u>745</u>	<u>885</u>	<u>818</u>	<u>994</u>	<u>815</u>
	<u>F</u>	<u>469</u>	<u>562</u>	<u>492</u>	<u>635</u>	<u>540</u>
	<u>M</u>	<u>276</u>	<u>323</u>	<u>326</u>	<u>359</u>	<u>275</u>
Application rate (%)		<u>143.3</u>	<u>170.2</u>	<u>157.4</u>	<u>191.1</u>	<u>156.7</u>
# First-year students	<u>Σ</u>	<u>442</u>	<u>504</u>	<u>481</u>	<u>520</u>	<u>469</u>
	<u>F</u>	<u>261</u>	<u>315</u>	<u>276</u>	<u>314</u>	<u>306</u>
	<u>M</u>	<u>181</u>	<u>189</u>	<u>205</u>	<u>206</u>	<u>163</u>
Rate of female students (%)		<u>59.0</u>	<u>62.5</u>	<u>57.4</u>	<u>60.4</u>	<u>65.2</u>
# Foreign students	<u>Σ</u>	<u>10</u>	<u>13</u>	<u>9</u>	<u>0</u>	<u>10</u>
	<u>F</u>	<u>6</u>	<u>7</u>	<u>6</u>	<u>0</u>	<u>7</u>
	<u>M</u>	<u>4</u>	<u>6</u>	<u>3</u>	<u>0</u>	<u>3</u>
Rate of foreign students (%)		<u>2.3</u>	<u>2.6</u>	<u>1.9</u>	<u>0</u>	<u>2.1</u>
Percentage of occupied study places (%)		<u>85.0</u>	<u>96.9</u>	<u>92.5</u>	<u>100</u>	<u>90.2</u>
# Graduates	<u>Σ</u>	<u>339</u>	<u>379</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
	<u>F</u>	<u>204</u>	<u>240</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
	<u>M</u>	<u>135</u>	<u>139</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
Success rate (%)		<u>76.7</u>	<u>75.2</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
Dropout rate (%)		<u>8.0</u>	<u>8.4</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
Average duration of study (year)		<u>4.26</u>	<u>4.32</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
Average grade of final degree		<u>3.27</u>	<u>3.31</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>

Statistics BCSM

		2018	2019	2020	2021	2022
# Study places		35	50	70	70	80
# Applicants	Σ	36	50	75	64	85
	F	17	23	42	46	49
	M	19	27	33	18	46
Application rate (%)		100.3	100.0	107.1	91.4	106.3
# First-year students	Σ	32	45	69	57	78
	F	15	21	38	40	44
	M	17	24	31	17	34
Rate of female students (%)		46.9	46.7	55.1	70.2	56.4
# Foreign students	Σ	0	0	0	0	0
Rate of foreign students (%)		0	0	0	0	0
Percentage of occupied study places (%)		91.4	90.0	98.6	81.4	97.5
# Graduates	Σ	22	33	N/A	N/A	N/A
	F	11	14	N/A	N/A	N/A
	M	11	19	N/A	N/A	N/A
Success rate (%)		68.8	73.3	N/A	N/A	N/A
Dropout rate (%)		15.6	11.1	N/A	N/A	N/A
Average duration of study (year)		3.86	4.13	N/A	N/A	N/A
Average grade of final degree		3.46	3.49	N/A	N/A	N/A

Statistical data of BPRM

		2018	2019	2020	2021	2022
# Study places		35	35	60	60	60
# Applicants	Σ	38	36	56	58	56
	F	29	24	41	45	36
	M	9	12	15	13	20
Application rate (%)		108.6	100.0	93.3	96.7	93.3
# First-year students	Σ	35	30	51	53	46
	F	28	20	40	42	34
	M	7	10	11	11	12
Rate of female students (%)		80.0	66.7	78.4	79.2	73.9
# Foreign students	Σ	0	0	0	0	0
	F	0	0	0	0	0
	M	0	0	0	0	0
Rate of foreign students (%)		0	0	0	0	0
Percentage of occupied study places (%)		100.0	85.7	85.0	88.3	76.7
# Graduates	Σ	29	26	N/A	N/A	N/A
	F	25	17	N/A	N/A	N/A
	M	4	9	N/A	N/A	N/A
Success rate (%)		82.9	86.7	N/A	N/A	N/A
Dropout rate (%)		11.4	6.7	N/A	N/A	N/A
Average duration of study (year)		3.91	3.94	N/A	N/A	N/A
Average grade of final degree		3.62	3.60	N/A	N/A	N/A

Statistical data of MCSJ

		2018	2019	2020	2021	2022
# Study places		50	75	100	125	125
# Applicants	Σ	48	62	109	127	131
	F	28	36	68	81	88
	M	20	26	41	46	43
Application rate (%)		96.0	82.7	109.0	101.6	104.8
# First-year students	Σ	42	52	100	110	120
	F	24	33	64	76	82
	M	18	19	36	34	38
Rate of female students (%)		57.1	63.5	64.0	69.1	68.3
# Foreign students	Σ	0	0	0	0	0
	F	0	0	0	0	0
	M	0	0	0	0	0
Rate of foreign students (%)		0	0	0	0	0
Percentage of occupied study places (%)		84.0	69.3	100.0	88.0	96.0
# Graduates	Σ	34	34	78	48	N/A
	F	21	24	56	34	N/A
	M	13	10	22	14	N/A
Success rate (%)		81.0	65.4	78.0	43.6	N/A
Dropout rate (%)		19.0	15.4	4.0	5.5	N/A
Average duration of study (year)		1.71	1.77	2.11	2.05	N/A
Average grade of final degree		3.74	3.83	3.80	3.75	N/A

Appraisal:

The statistics allow the following conclusions:

- The two study programmes offered at Jakarta Campus have more students and applicants than the programmes at Malang Campus.
- The BCSJ programme includes per year on average about eight students from abroad.
- The four programmes have more female students than male students.
- The dropout rates seem to be normal and acceptable.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

Based on the vision and mission of Binus University as well as on the Indonesian Qualification Framework³, the visions, mission, goals, and objectives of the four programmes are as follows:

Bachelor of Communication Science at Jakarta Campus (BCSJ)

Vision

A world-class Communication study programme preparing students to become communication professionals with digital resilience to foster and empower the society in building and serving the nation.

Missions

To build the nation and to contribute to global community development by providing world-class education in communication by means of:

- Educating BINUSIAN⁴ to develop exemplary characters through integrated approach that meets global standards,
- Resolving the nation's issues through high-impact research,
- Fostering BINUSIAN as lifelong learners through self-enrichment,
- Empowering BINUSIAN to continuously improve society's quality of life,
- Being the main driver to enrich the BINUS Higher Education system.

Referring to the programme's vision and mission its goals and objectives are defined as follows:

Goals

- Educating students with data, technology, and humanity literacy to become competent professionals and entrepreneurs in the digital era,
- Developing resilient character by integrating diversity, equality, and inclusion values into communication science to create sustainable future and society,
- Creating a global mindset for students and lecturers through international experiences and partnerships to become global citizens.

Objectives:

- Two out of every three graduates work in global companies or become entrepreneurs within six months upon graduation,
- One out of every three graduates hold certificates of competence,
- All Graduates have international experience,
- One out of every three students participate in the activities of empowering society which has a high impact,

³ As of June 4, 2014.

⁴ According to Binus University, Binusian refers to BINA NUSANTARA community consisting of the whole academic community at the University (<https://curriculum.binus.ac.id>), last seen on May 19, 2024.

- All Faculty Members have International Papers,
- Eleven Intellectual property rights have been registered,
- The Academic Satisfaction Index achieves 80%,
- The Stakeholder Satisfaction Index achieves 80%.

Binus University describes the aim of BCSJ as follows: Graduates will possess the capability to apply fundamental theories and practices within the field of communication. They will demonstrate proficiency in applying analytical skills to resolve communication challenges and conduct research. Additionally, these graduates will be equipped to generate opportunities within the communication industry. They will also possess supplementary competencies for categorising professional communication methods, analysing professional communication strategies and image management. Moreover, they will be able to put professional communication approaches into practice.

Bachelor of Communication Science at Malang Campus (BCSM)

Vision:

The Communication study programme aims to train students to be an outstanding world-class Communication graduate with creation skills for fostering and empowering Indonesian citizens, particularly in East Indonesia.

Mission:

- Conducting the educational communication programme with theoretical and practical implementation for educating students to be professional in communication industries and prepare them for pursuing advanced degrees in Communication or related disciplines,
- Facilitating and reinforce lecturers and students with a global standard comprehensive approach to conduct lifelong learning,
- Conducting communication research and community development with an emphasis on the application of impactful knowledge for Indonesian citizens and global community,
- Contributing to the improvement of entrepreneurial knowledge and skills particularly in the communication field.

The **goals** and **objectives** of the programme reflect its vision and mission in the following way:

- To provide competent lecturers and high technology facilities to achieve communication graduates with theoretical and practical communication knowledge by means of creative and innovative content,
- Equip students with philosophical and ethical framework to conduct communication research,
- Prepare students with organisational and business knowledge to become professional or entrepreneur in communication field,
- Arrange student activities to socially interact for fostering and empowering society.

Graduates shall possess various skills, such as: producing communicative and creative content on different digital platforms, conducting communication research, upholding professional ethics, analysing diverse phenomena with critical and practical approaches, applying interdisciplinary knowledge to create solutions, and having adaptive communication abilities in a professional work environment.

Bachelor of Public Relations at Malang Campus (BPRM)

Vision

BPRM aims to become a nationally recognised and global public relations study programme in the development and implementation of public relations connected with digital and creative technology by promoting local and national cultural wisdom.

Mission

- To provide an innovative and creative educational programme to convey knowledge, skills, and attitudes required in public relations,
- To be an international research centre that emphasises scientific and technological development in public relations,
- To provide added value for local and international communities through the implementation of Tri Dharma activities (teaching, research, and community development) in the field of Public Relations study.

Based on this the programme's goals and objectives are defined as follows: The programme aims to cultivate professionals and leaders who embody ethical standards, credibility, and professionalism. Moreover, it aims to enhance the quality of life in Indonesia, rooted in the cultural values and wisdom of local and national traditions by preparing students with skills as follows:

- Theoretical and technical skills in line with the public relations industry,
- Critical thinking, analysis, and strategic planning skills to succeed in a public relations career,
- The ability to build relationships with various organisations,
- Information and communication technology skills in the field of public relations,
- Managerial skills and entrepreneurship,
- A lifelong spirit of learning.

By blending communication theory and practical application across a spectrum of courses, the public relations study programme is structured to nurture its graduates equipped with profound analytical capabilities. They are adept at crafting brand-building strategies, possess advanced communication skills, foster robust relationships with diverse stakeholders, command digital communication technologies, and thrive in the global landscape.

Master of Communication Science at Jakarta (MCSJ)

Vision

The MCSJ aims to become an excellent, professional, and world-class Master of Communication Science programme based on information and communication technology to fostering and empowering the society in building and serving the nation.

Mission

- Educating and developing students' self-potential in theories and practises of the communication field,
- Preparing students to become leaders in the field of communication with globally competitive expertise,

- Providing advanced knowledge in research of communication science to students to compete professionally in national and international scope,
- Producing human resources in professional services, fostering, and empowering the society in communication field.

The programme's vision and mission are reflected in its **goals and objectives** as follows:

- Providing advanced knowledge in communication science, specifically in marketing communication strategies which business and digital communication oriented,
- Providing advanced knowledge, skills, and experience to be an innovative leader in communication field with globally competitive expertise,
- Providing advanced knowledge and international research experience to students towards societal problems solution,
- Providing professional human resources to fostering and empowering the society in communication field.

According to the programme's objectives, its aim is to produce graduates capable of effectively executing marketing and media communication activities, both in traditional and digital formats. These graduates should possess the ability to analyse and anticipate existing issues to formulate digital media and marketing communication strategies for companies. Consequently, they are expected to be versatile professionals capable of contributing to a wide array of institutions, whether in the public or private sector, as expertise in the field of Communication Studies is essential for virtually all types of organisations.

As expressed during the on-line conference, Binus University understands the expression "world-class university" in the sense that graduates should be able to work in international or global companies and in various facets of communication, including marketing communication and media convergence, where they can offer communication consulting services to private companies, industries, government entities, and non-governmental organizations (NGOs). The range of graduate profiles encompasses roles such as marketing communication specialist, corporate communication practitioner, public relations professional, digital marketer, techno-entrepreneur, communication consultant, communication researcher, or digital media expert.

Appraisal:

Binus University convincingly explains the qualification objectives of the four programmes and presents them in relation to the target groups, to the targeted professional fields and societal contexts of the disciplines. The qualification objectives embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality. The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation. They consider the requirements of the national qualification framework.

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

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

In all Bachelor programmes, the students of Binus University can participate in student exchanges and study abroad programmes during their 6th and 7th semesters. This activity is one of the six tracks available in the Enrichment Programme, which enables students to do internships, research, or entrepreneurship, or to study abroad, do an independent study or participate in community development⁵. The study abroad track allows students to spend one or two semesters at partner institutions with credit transfer arrangements. The programme operates based on either the student exchange agreement (tuition-waived, where students only pay tuition at Binus University) or study abroad agreements (fee paying, where students are required to pay tuition fees at both Binus University and the host university).

The main requirement to pass the study abroad track includes English language proficiency with a minimum TOEFL score of 79 (iBT) or 550 (paper-based), or IELTS score of 6.00, in addition to meeting GPA minimum requirements.⁶

Additionally, students can explore studying abroad through competitive scholarships offered by the Ministry of Education, such as the Indonesian International Student Mobility Awards (IISMA), or through other institutions like The Asian International Mobility for Students (AIMS) Programme, which supports student mobility and higher education cooperation in Asia.

Over the past three years, the study programmes sent 40 students to study abroad at universities in Europe, Asia, Australia, the United States. Two examples:

- BCSM has successfully sent students to study abroad, including at Universiti Teknologi Mara in Malaysia.
- BCSJ Students participated in Student Exchange Programme in 2023

HOST UNIVERSITY	SCHOLARSHIP
Kangwon National University	GKS
Rotterdam University of Applied Sciences	No
The University of Western Australia	IISMA
University of Pisa	IISMA
HAN University of Applied Sciences	No
Tokyo Metropolitan University	No
Hanyang University	IISMA Co-Funding

Furthermore, about 40% of the courses in Bachelor programmes are delivered in English. This means that all class materials, discussions, and exams are conducted in English.

⁵ In 2020 / 2021 the Ministry of Education and Culture (Mendikbud) published ministerial decrees that introduced a new policy 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.

⁶ <https://io.binus.ac.id/binus-students/post/31-enrichment-study-abroad/>) – last seen on April 17, 2024.

According to Binus University, the Master programme incorporates an international orientation, integrating global case studies into the courses although the programme is offered in Indonesian language only.

Annually, the study programmes host an International Communication Week (ICC), where they collaborate with partner universities from Indonesia and abroad to conduct a case study competition. For two weeks, students work in groups with representatives from the partner universities to offer solutions to global issues. These groups are mentored by lecturers from different universities, and they present their ideas to a panel of international judges.

Moreover, the Bachelor and Master programmes actively organise international seminars and workshops for students by inviting international partners, practitioners, and academics to provide students with soft and hard skills that complement their regular coursework.

Lecturers and students in the four study programmes actively engage in research with international partners and attend international conferences, organised by e.g. the Association for Education in Journalism and Mass Communication (AEJMC) and by the International Communication Association (ICA). This active engagement has led to the publication of articles in conference proceedings and international journals indexed by Scopus and the Web of Science (WOS).

The study programmes further enhance international perspectives by facilitating the active participation of lecturers who have graduated from international universities in teaching and lecturer exchange programmes at universities abroad. Binus University is one of the seven Indonesian universities that have partnered with the Alliance 4 Universities (A4U) to support academic mobility between the institutions and four A4U member universities, including Universitat Autònoma de Barcelona, Universidad Autónoma de Madrid, Universidad Carlos III de Madrid, and Universitat Pompeu Fabra in Barcelona. Lecturers chosen to represent Binus University in this programme are afforded the opportunity to teach in classes in Spain and share their research expertise and interests with both lecturers and doctoral students at the host university.

Appraisal:

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

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

1.3 Positioning of the study programme

Currently, there are 178 higher education institutions in Indonesia offering Communication study programmes which means that these programmes are popular in Indonesia. with most

of them falling under the purview of the respective Faculty of Social Sciences and Politics⁷. In contrast, at Binus University, the Bachelor programmes are housed within the Faculty of Digital Communication and Hotel & Tourism, while the Master programme is administered by the Binus Graduate Programme. From Binus's point of view⁸, this arrangement sets the programmes apart from similar offerings at other universities, as they place a strong emphasis on multidisciplinary, digitalisation, and resilience as core principles.

All four programmes have relatively steady numbers of applicants each year. BCSJ is one of Indonesia's leading Communication programmes. In the 2023 Times Higher Education World University Ranking (THE WUR) by Subject, it holds a 4th place nationally, trailing only Universitas Indonesia (UI), Universitas Airlangga (Unair), and Institut Teknologi Bandung (ITB).

Development of student enrolments



Furthermore, the emphasis on digitalisation and industry engagement has become a strength for BCSM and BPRM, making these programmes increasingly attractive to prospective students. Despite BCSM and BPRM being launched as recently as 2016, they have proactively established partnerships with numerous high schools in East Java and Eastern Indonesia to encourage high school students to pursue their education within these programmes. This strategic approach has enabled these programmes to effectively compete with similar offerings at various state universities and private institutions in East Java.

Meanwhile, the added value of MCSJ, allowing it to compete effectively with Master programmes in Communication Science at renowned universities such as the University of Indonesia, LSPR University, Multimedia Nusantara University, Mercu Buana University, and the Bogor Agricultural Institute, lies in its focus on imparting knowledge and skills needed in today's communication industry. Specifically, MCSJ specialises in Strategic Marketing Communications and Strategic Digital Media, further enhancing its attractiveness and competitiveness in the academic landscape.

Employability

The Bachelor programmes provide opportunities for students to engage in internships, which can extend for up to two semesters (60 ECTS credits). The primary objective is to ensure graduates' employability within a maximum of 6 months after completing their degree.

⁷ See Binus Self-Evaluations Report (SER), p. 16.

⁸ See SER ibid.

According to Binus University⁹, more than 80% of graduates from BCSJ, BCSM, and BPRM achieve employment within this period, with over 37% finding positions in global companies, whether headquartered abroad or within Indonesia. The alumni's workplaces are diverse and encompass media companies like Trans TV, IDN Media, Good News from Indonesia (GNFI), and TEMA Indonesia, as well as non-media companies such as PT Intiland Development Tbk, AVB Media Asia, Kanmo Group, CMLABS, and Swanz Brand¹⁰. Graduates have the chance to work in functions closely aligned with communication science. Their profiles encompass various job fields, including content creation, social media analysis, journalism, reporting, copywriting, video editing, content management, photography and videography, broadcasting, digital communication, and social media specialisation.

In addition to that, Public Relations graduates typically find jobs as public relations officers, public relations consultants, strategic planners, branding and social media strategists, influencers, event planners and consultants, and marketing communication professionals.

In the Master programme, a considerable number of students already have industry experience upon enrolment. They want to enhance their skills and knowledge in integrating marketing communication, whether to support their current roles, advance within their companies, or transition to different industries. Master of Communication programme alumni exhibit a diverse range of career paths, with 17% in marketing communications, 15% in digital marketing, 12% in communication consultancy and public relations, 11% in corporate communications and online media, and 3% specializing in crisis communication and e-government roles.

The study programmes also aim to inspire students to explore entrepreneurship and open their own business. This is aligned with the current University's quality objectives, at least two out of three graduates should either become an entrepreneur. Currently around 21 percent of BCSJ graduates created their own business, around nine percent of BCSM and BPRM, and 38 percent of MCSJ graduates. Students who are interested in taking an entrepreneurship path get support from Binus Entrepreneurship Centre (BEC).

Leveraging the resources of the Binus Career & Alumni Relations Office (ARO), graduates can tap into the extensive Binus alumni network for diverse opportunities. This network not only facilitates access to job opportunities but also serves as a potential source of funding for budding entrepreneurs seeking to establish new businesses. The Binus alumni network provides a supportive community and networking opportunities for graduates as they embark on their professional and entrepreneurial journeys.

Strategy

According to Binus University¹¹, the four study programmes are oriented at BINUS 2035's strategic objectives, which encompass Sustainable Competitive Advantage, Global Recognition, Empowering Society, Global Employability and Entrepreneurship, as well as Knowledge and Innovation. These strategic goals are concretely reflected in the performance indicators (PI) and key performance indicators (KPI) at both the study programme and staff levels.

⁹ See SER p. 17.

¹⁰ See SER, p. 18.

¹¹ See SER p. 18 f.

Furthermore, all Bachelor programmes and the Master programme hold significant strategic importance for Binus as they continue to attract students. This also contributes to its financial sustainability. The MCSJ programme boasts the highest enrolment among the five Master study programs at Bina Nusantara University. Similarly, BCSJ, BCSM, and BPRM are among the programmes with the largest student populations at the Jakarta and Malang campuses.

In addition to student enrolment, the communication skills and knowledge possessed by the faculty members are important for facilitating the University's engagement with society, prospective students, industry, and government. These faculty members actively participate in community development initiatives and professional service programmes.

Appraisal:

The panel takes the view that Binus University has plausibly explained the reasons given for the positioning in the educational market of the four relevant study programmes.

Moreover, the arguments in support of graduate employability and successful entrepreneurship based on the stated qualification objectives are convincingly presented. The future fields of employment and entrepreneurship for graduates are plausibly set forth. The panel appreciates that Binus University has thoroughly analysed the job market for graduates and has comprehensively incorporated the results in the study programmes.

The study programmes are convincingly integrated into the HEI's overall strategic concept. Apart from the Binus University's goal to gain as many students as possible for each programme because of tuition fees, the programmes' 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

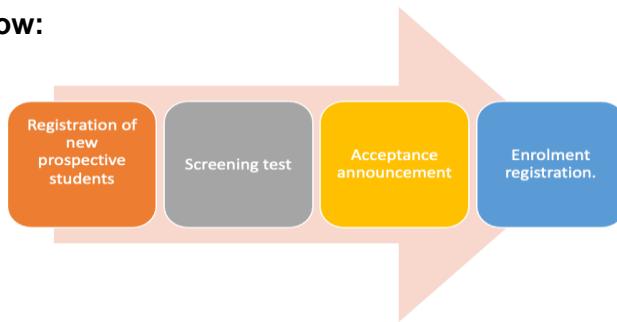
University applicants must undergo an admission process, which is based on the Law on Higher Education¹², by Binus University articulated in a "Procedure for new student registration"¹³ relating to all Bachelor, Master, and PhD study programmes. The applicants are

¹² No. 12, 2012, Section 73 f.

¹³ As of January 3, 2022.

required to fulfil the prerequisites of admission: the registration and an “Entrance Screening Exam Procedure”.

Student enrolment flow:



To be eligible for admission, prospective students for Bachelor programmes are required to have successfully completed their high school or vocational school education in any major, while the Master programme requires the completion of a Bachelor degree in any major, if applicants are currently working in the field of communication. The students are not offered any remedial classes in communication. In this regard, the consideration and judgement of why one can be admitted is mostly decided on the interview result where the head of the programme interviews every single potential candidate.

Moreover, to be admitted to a Bachelor study programme, students must undergo a series of tests. They are evaluated based on their performance in the Study Success Potential Test (TPKS), which includes three subtests: numerical logic, abstraction, and verbal tests. Students are required to achieve passing grades in these tests for admission. Following the completion of TPKS, students must also take the Binus University English Proficiency Test (BUEPT) administered by the relevant unit. To pass this selection process for the Bachelor programme, a score of over 457 scores PBT on the BUEPT is necessary. This is important because Binus University offers up to 40 % of the courses in the relevant Bachelor programmes in English. Furthermore, prospective Master students are required to attain a minimum score of 500 on the TOEFL test although the Master programme is taught totally in Indonesian.

The admission tests aim at a thorough selection procedure by which the University wants to maintain the standard of prospective students entering the programmes, ensuring the fulfilment of the learning objectives outlined in the curriculum. In addition to these tests, as part of the admission process the programmes also conduct interviews with students, when necessary. The interviews are not standardized. These interviews serve a dual purpose: They help the programmes assess the students' suitability and eligibility, while also providing an opportunity for students to address any concerns they may have before joining a programme.

All study programmes welcome students from a wide spectrum of backgrounds, encompassing diverse ethnicities, religions, races, social statuses, genders, and political affiliations. Additionally, Binus University provides support to high-achieving students in need of scholarships and individuals with specific requirements due to physical disabilities.

Binus offers support to prospective students who may have questions about the admission process. They can reach out per email to Binus Support¹⁴ or chat at +6285208696969 and get answers quickly. Moreover, all departments collaborate closely with the Marketing and Admission team at the University. Binus University organises public lectures, promotional events, and industry-alumni gatherings to showcase the individual programme. Additionally,

¹⁴ See infobinus@binus.edu

all study programmes actively participate in education fairs, where they set up information booths for visitors to collect flyers and booklets about the programmes. This is also an opportunity to meet with both the admission team and programme representatives.

The study programmes also regularly host "Parent Meets Program" events, which are information sessions aimed at introducing prospective parents and students to the programme profiles and career prospects. Moreover, the programmes offer prospective students the chance to attend some of their classes. This provides students with a first-hand experience of what it is like to be a student in Binus's communication science programmes. These trial classes typically cover topics of interest to the students and offer insights into the programme profiles. It is also an opportunity for them to interact with senior students.

Newly admitted students are required to participate in the First Year Programme (FYP), which helps them anticipate and cope with potential academic challenges. The FYP is structured into two semesters, with an additional pre-semester session before the first semester to ensure a seamless transition process. The FYP initiates before the first semester with the General Orientation (GO) programme, which is designed to familiarise all students with the Binus University environment, campus life rules and regulations, student organizations, and the lectures, exams, and registration procedures.

Following the GO, students proceed to the Academic Orientation (AO), which serves as the pre-college period. During AO, students are introduced to the curriculum, essential study skills, and fundamental course material specific to each programme. Additionally, they become acquainted with their lecturers and academic supervisors.

To fulfill the BINUS Graduate Attributes, the University has mandated that its graduates should possess EES (Employability and Entrepreneurship Skills) which encompasses essential soft skills such as foreign language proficiency, ICT skills, and numerical literacy. These competencies are supported by the learning process.

Starting from 2015-2016 academic year, BINUS University created a policy that students will get different types of English course depending on their English Proficiency Test score. The course advance placement scheme can be seen in the table.

Courses related to English Proficiency Test Score

TOEFL	SEMESTER 1	SEMESTER 2
< 500	English in Focus	English Savvy
≥ 500	English for Business Presentation	English for Written Business Communication

Furthermore, Binus University has developed "Beelingua", a language learning platform that offers a personalised, structured, and gamified learning experience. Beelingua has been in operation for over a year and is designed to make learning engaging and meaningful. This platform encompasses all language skills, including reading, listening, writing, and speaking (for certain proficiency levels). It offers a range of progressive lessons and supportive materials to enhance accuracy and fluency, allowing students to learn at their own pace while working towards specific learning objectives.

Completing the Beelingua course will be a prerequisite before enrolling in enrichment programmes from 2026 onwards. Students must ensure that they finish these courses and

successfully pass the course mastery assessments to earn the Beelingua certificate. Each course comprises eight units with a variety of activities, including multiple-choice questions, drag-and-drop exercises, dictation, fill-in-the-blanks, and more. Beelingua also provides access to Massive Open Online Courses (MOOCs) and lecture note videos to further enrich the learning experience.

Binus University offers an online registration platform. This user-friendly platform simplifies the application process, making it convenient for prospective students to submit their applications. Prospective students and their families have access to all relevant information regarding admissions. By making this information accessible online, Binus University aims to simplify the application process and help students make informed decisions about their education.

The Admission Centre plays a crucial role in this process, offering information services through the University's official website (www.binus.ac.id/daftaronline¹⁵). Additionally, prospective students can explore detailed content related to specific study programmes by visiting the respective programme websites. This allows students to gain insights into the courses, requirements, and opportunities offered by each programme. To streamline the registration process for new students.

For further guidance, Binus University provides a tutorial on the steps required for online registration through the Gabung_BINUS YouTube channel¹⁶). This video resource offers a comprehensive overview of the registration process, ensuring that students are well-informed and can complete their applications with ease. Furthermore, prospective students can access the announcement of entrance test results directly from a University website¹⁷. This direct access provides clarity and transparency, allowing students to check their results efficiently.

Appraisal:

The panel notes that the admission requirements are regulated and defined through a University decree in a comprehensible way. The national requirements are presented and considered.

Applicants can directly turn to a student counselling service (Binus Support), per email or telephone or to whatever other helpdesk at the HEI, for clarification of specific questions, of personal aptitude, of career perspectives etc. The panel welcomes that personal dialogue between applicants and the HEI is provided by defined office hours or within special regular events such as Parent meets Programme. In this way, Binus University ensures a constant availability for prospective students and reacts quickly to incoming enquiries. The counselling options are based on the target group's needs.

The selection procedure consists of tests and as part of the admission is transparent and ensures that qualified students are admitted.

The admission requirements (required language proficiency level or required result in a concrete language test) and in addition into preparatory language courses generally ensure that students can follow the courses that are taught in English and successfully complete the

¹⁵ Last seen on May 8, 2024.

¹⁶ <https://www.youtube.com/watch?v=Alek3ozoMeA> (last seen on May 8, 2024).

¹⁷ See SER p. 23.

study programme (with the additional language courses). However, the panel takes the view that students should have an even better proficiency in English right at the beginning of their studies. Therefore, the panel **recommends** increasing the required minimum level of English proficiency from 457 to at least 500 TOEFL PBT scores for first-year students of the Bachelor study programmes.

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

		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 programmes

3.1 Contents

All HEIs in Indonesia implement outcome-based education (OBE) as regulated under the legal requirements of the Ministry of Education, Culture, Research and Technology (Mendikbud-Ristek). Outcome-based education is developed with four core aspects (attitudes, knowledge, general skills, and specialised skills). Attitude aspects have been set by the National Qualification Framework (KKNI), while general skills have been formulated by the Ministry Mendikbud-Ristek. Knowledge and specialised skills are determined by the University / study programme.

In all Binus study programmes, the curricula are designed by combining theoretical and practical aspects according to the KKNI delivered through the Presidential Regulation (*Peraturan Presiden*) No. 8 Year 2012 and based on the OBE. The Bachelor and Master qualifications align with level 6 and 8 of the KKNI respectively. Regarding the content, it is noteworthy that the curriculum has been developed by referring to the curriculum recommendation of the National Association of Higher Education in Communication Science (Aspikom).

The content and credit distribution in the curricula encompass compulsory university courses, fundamental (core) courses, elective courses, the enrichment programme, and the thesis¹⁸. According to the Regulation of the Minister of Education, Culture, Research, and Technology (*Permendikburistek*)¹⁹, a sks credit (*Satuan Kredit Semester*) in the Indonesian national standards for higher education is defined as a 45-hour workload distributed in 16 weeks of academic activities. The compulsory University courses for Bachelor programmes include Character Building (Religion, Civics, and Pancasila²⁰) and Indonesian courses as instructed by the government, in addition to English and Entrepreneurship courses. These courses are mandatory for all Bachelor students. The fundamental (core) courses, obligatory for all students to obtain the degree, are composed of courses defining the competences of graduates.

As 30-40 % of the courses in all three Bachelor programmes are offered in English, the students are obliged to take the designated courses in English since this is Binus's strategy to enhance the students' exposure towards internationalisation and their access to international opportunities. In the Master programme, all the courses are offered in Indonesian.

The elective courses are available for the students to choose from (1) streaming courses managed by the study programme, (2) minor courses and (3) free elective courses managed by other study programmes at Binus University. If students opt for streaming courses instead of minors, the study programme ensures that interdisciplinary knowledge is still achieved by offering several courses within the streaming option that integrate interdisciplinary thinking, such as Statistics for Communication; Digital Corporate Communication; Global Consumer Behavior; Digital Brand Communication; Strategic Brand Management; Media Promotion and Marketing in Journalism Broadcasting; Media Promotion and Marketing in Creative Broadcasting; Visual Design; Public Relations Photography; Digital Platform Strategies; Digital Analytical for Public Relations.

Minor courses are provided for students as a component of MBKM implementation and contribute to the distinctiveness of each campus. They offer diverse career prospects for graduates and allow students to explore the unique offerings of different campuses. Before enrolling in a minor course, students are required to submit three preferences. Registration is then based on their prioritised choices. If the maximum capacity for their first preference has been reached, students will automatically be assigned to their subsequent options. Consequently, enrolment is determined by students' preferences.

A list of minor courses that are offered for the semesters 4 and 5 partly by other units of Binus University includes courses such as:

- Human Capital in Digital Workplace
- Sustainable Development
- Cross Cultural Communication
- Users Experience Design
- Data Analytics
- Robotic Process Automation

¹⁸ See Table "Credit distribution in the curriculum" below.

¹⁹ No. 53 Year 2023.

²⁰ National Philosophy

- Digital Business
- Virtual Services
- Digital Technopreneur
- Designpreneur

Moreover, the mandatory “Enrichment Programme” also guarantees the achievement of interdisciplinary student outcomes. This programme²¹ is taken by Bachelor students during their last academic year, providing the students with authentic experience according to their choices of track. Each student can choose one track from six available tracks for each enrichment programme: internship, research, study abroad, entrepreneurship, community development, and specific independent study. Most students chose the internship, which in many cases is based on collaboration between faculties and private companies or government institutions.

The distribution of students taking an internship as enrichment programme is presented in the following table:

	BCSJ	BCSM	BPRM
Even 2020	95%	92%	83%
Odd 2021	89%	85%	89%
Even 2021	92%	88%	96%
Odd 2022	87%	84%	92%
Even 2022	87%	96%	88%
Odd 2023	89%	92%	83%

A student internship is equivalent to 20 SKS credits (30 ECTS), with an internship duration of four to six months. Before starting their internship, students must submit a detailed learning plan document outlining their learning objectives, job responsibilities, and employer contact information. This learning plan, created by the study programme, aligns the internship's learning outcomes with the student outcomes. Internship placements span a wide range of roles, including brand communication, marketing communication, advertising, content writing, copywriting, event organization, public relations, KOL management, media monitoring, market research, content creation, production, social media specialisation, video editing, videography, reporting, and others.

The thesis is obligatory for both Bachelor and Master students and allows them to deepen their interest in a specific topic and express it in the form of a scientific work.

The Bachelor programmes have an obligatory workload of 146 sks credits (corresponding to 219 ECTS credits)²² and are divided into eight semesters (four-year programmes). They include 38 to 40 courses as standardised at the higher education curriculum by the Ministry and the National Accreditation Board for Higher Education.

The Master programme is a one-year programme for full-time students and has an obligatory workload of 36 sks credits which corresponds to 54 ECTS credits and includes 10 courses

²¹ As already mentioned, this programme is an adaptation of the Independent Campus-Freedom to Learn programme (MBKM) initialised by the Ministry of Education and Culture in 2020.

²² See explanation below in chapter 3.2.

plus thesis. Students who have a job while studying can take four semesters (two years) for the same workload and content.

The lecturers entirely describe content and course learning outcomes (CLOs) of each course in the syllabi. The CLOs express what students should demonstrate at the end of the course. It is also linked to the programme learning outcomes (PLOs).

Credit distribution in the curriculum

	BCSJ	BCSM	BPRM	MCSJ
University courses (compulsory)	18	18	18	0
Fundamental courses (compulsory)	62	62	62	12
Elective courses	20	20	20	16
Enrichment programme (compulsory)	40	40	40	0
Thesis (compulsory)	6	6	6	8
	146	146	146	36

Binus University has in place a voluminous “Curriculum Document” for every study programme with a period of validity of four years. This document describes programme objectives in the light of its vision and mission, the learning objectives and desired student outcomes, curriculum and course distribution per semester, course contents, minors, free electives, the enrichment programme as well as course prerequisites and minimum passing grades.

The course distribution in the curricula is conceived by considering the achievement of all student outcomes (SOs). In the curriculum mapping presented in the Curriculum Development document, the Student Outcomes and Learning Objectives are derived from the Programme Objectives. Following the design of courses and assessments, the contents of the study programmes align them with the Programme Objectives and student outcomes to ensure coherence. It is noteworthy that at the end of each semester, the achievement of the SOs is regularly measured by different means in the form of annual study programme's self-evaluation report for continuous improvement.

Exclusively for BCSJ, the study programme is further oriented into two programmes, namely Marketing Communication and Mass Communication. The two programmes have distinct curriculum emphases. Marketing Communication focuses on developing skills in crafting strategic communication plans for corporations or brands. Meanwhile, Mass Communication concentrates on nurturing skills in news and broadcasting programme production, encompassing planning, production, and post-production.

Curriculum Overview												
Communication Study Programme (Jakarta), Bachelor Programme, 8 Semesters												
Title of Module / Course Unit + Compulsory or elective?	ECTS credits per Semester								Working hours		Mode of Teaching	Form and Duration of Examinations
	1.	2.	3.	4.	5.	6.	7.	8.	in Class	Hours Self-Study		

Introduction to Communication Science	6						53	128	L	Exam Paper (100 Min)
Introduction to Sociology	6						27	64	L	Exam Paper (100 Min)
Philosophy and Ethics of Communication	6						27	64	L	Exam Paper (100 Min)
Public Speaking	6						53	128	L	Exam Paper (100 Min)
Writing Fundamentals	3						53	128	L	Exam Paper (100 Min)
Indonesian	3						27	64	L	Exam Paper (100 Min)
English in Focus/ for Business Presentation	3						27	64	L	Exam Paper (100 Min)
Character Building: Pancasila		3					27	64	L	
Theory of Communication		6					53	128	L/T	Case Study (Final Exam)
Interpersonal Communication		6					53	128	L	Exam Paper (100 Min)
Psychology of Communication		3					27	64	L	Exam Paper (100 Min)
Political Communication		3					27	64	L	Exam Paper (100 Min)
Public Opinion		3					27	64	L	Exam Paper (100 Min)
Entrepreneurship: Ideation		3					27	64	L	Project
English Savvy/ English for Written Business Comm.		3					27	64	L	Exam Paper (100 Min)
Character Building: Civics			3				27	64	L	
Social Design Thinking			6				53	128	L	Case Study (Assignment)
Intercultural Communication			6				53	128	L	Exam Paper (100 Min)
Organisational Communication			6				53	128	L/T	Case Study (Final Exam)
Theory of Mass Communications			3				53	128	L	Exam Paper (100 Min)
Contemporary Writing			3				27	64	L	Exam Paper (100 Min)
Entrepreneurship: Prototyping			3				27	64	L	Project

Character Building: Religion			3					27	64	L	
Communication Data and Technology*				9				80	192	L/T	Market Analysis Project (Assignment)
Entrepreneurship: Market Validation				3				27	64	L	
Quantitative & Qualitative Research Methods in Communication Context				6				53	128	L	Research Outline (Assignment)
Workplace Ethics and Behavior				6				53	128	L/P	Final Project (Video)
Enrichment progr. Internship/Research/Entrepreneurship/Community Development/Stud y Abroad/Certification (Compulsory)					30	30		533	1280	P	Activity Report
Thesis (Compulsory)							9	80	192	S	Presentation/Seminar
Streaming: Marketing Communication - Streaming Corporate Communication (Elective)				12	18			267	640		
Narrative Development				6				53	128	L/T/P	Project
Communication & Public Affairs				3				27	64	L	Exam Paper (100 Min)
Statistics for Communication				3				27	64	L	Exam Paper (100 Min)
Crisis and Reputation Management				6				53	128	L	Project (Crisis Management Planning)
Digital Corporate Communication				6				53	128	L/P	Exam Paper (100 Min)/Lab Project
Corporate Event Management				6				53	128	L/P	Exam Paper (100 Min)/Lab Project
Streaming: Marketing Communication - Brand				12	18			267	640		

Communication (Elective)											
Global Consumer Behavior			3				27	64	L	Exam Paper (100 Min)	
Writing for Branding			6				53	128	L/T/P	Project	
Statistics for Communication			3				27	64	L	Exam Paper (100 Min)	
Event Management for Brand				6			53	128	L/P	Exam Paper (100 Min)/ Lab Project	
Strategic Brand Management				6			53	128	L	Final Project Brand Campaign	
Digital Brand Communication				6			53	128	L/P	Exam Paper (100 Min)/ Lab Project	
Streaming: Mass Communication - Journalism Broadcasting (Elective)			12	18			267	640			
Reportage & Interview- Technique			6				53	128	L/P	Exam Paper (100 Min)/ Lab Project	
Script Writing for News			3				27	64	L/T	Project	
Statistics for Communication			3				27	64	L	Exam Paper (100 Min)	
Digital News Production				6			53	128	L/P	Project	
Media Promotion & Marketing in Journalism Broadcasting				3			27	64	L	Exam Paper (100 Min)	
Editing for News Programme				6			53	128	L/P	Exam Paper (100 Min)/ Lab Project	
Media Convergence in Journalism Broadcasting				3			27	64	L	Exam Paper (100 Min)	
Streaming: Mass Communication - Creative Broadcasting (Elective)			12	18			267	640			
Creative Programme Design			6				53	128	L/P	Exam Paper (100 Min)/ Lab Project	

Script Writing for Creative Programme			3				27	64	L/T	Project (Script Writing)
Statistics for Communication			3				27	64	L	Exam Paper (100 Min)
Digital Entertainment Programme Production			6				53	128	L/P	Project
Media Promotion & Marketing in Creative Broadcasting			3				27	64	L	Exam Paper (100 Min)
Editing for Creative Programme			6				53	128	L/P	Exam Paper (100 Min)/ Lab Project
Media Convergence in Creative Broadcasting			3				27	64	L	Exam Paper (100 Min)
Streaming: Digital Public Relations (Elective)			12	18			267	640		
Integrated Marketing Communications			3				27	64	L	Exam Paper (100 Min)
SEM and SEO Management			3				27	64	L	Exam Paper (100 Min)
Public Relations Photography			3				27	64	L	Project
Digital Platforms Strategies			3				27	64	L	Exam Paper (100 Min)
Branding and Advertising			6				53	128	L/P	Project - Produce Branding Tools
Event Management			3				27	64	L	Project
Visual Design			6				53	128	L	Project
Digital Analytical for Public Relations			3				27	64	L	Project - Analytical Report
Streaming: Digital Media Communication (Elective)			18	12			267	640		
Production Planning			6				53	128	P	Project
Creativity for Media Communication			3				27	64	P	Project
Current Issues in Communication			6				53	128	L	Project

Creative Audio Visual				3				27	64	P	Project
Motion Graphics				3				27	64	P	Project
Content Production				9				80	192	P	Project
Minor / Free electives				12	18						
Total per semester	30	30	36	36	30	30	30	9	1947	4672	
Total per programme: ECTS credits 231; sks credits 154 6.619 hours											

L: Lecture; S: Seminar; P: Project

The Bachelor of Communication Science programmes at Jakarta Campus (BCSJ) and Malang Campus (BCSM) share similarities as they both fall under the umbrella of communication science. Therefore, these programmes have identical specific student outcomes, providing standardised results for communication graduates. However, due to their locations in different cities with distinct market characteristics, they also offer different outcomes, known as programme characteristic student outcomes. The curriculum of BCSJ emphasises strategic digital communication for corporate and brand sustainability, as well as digital broadcasting, whereas BCSM focuses on journalistic practices and content creation. Additionally, besides differences in curriculum focus, BCSJ targets the students coming from the western part of Indonesia, while BCSM targets the students from the eastern part of Indonesia.

Curriculum Overview												
Communication Study Programme (Malang), Bachelor Programme, 8 Semesters												
Title of Module / Course Unit			Credit Points per Semester (ECTS)								Method of Teaching	
			1.	2.	3.	4.	5.	6.	7.	8.	Hour s in Clas s	Hours Self-Study
Character Building: Pancasila (Compulsory)	3	0	0	0	0	0	0	0	0	27	64	L
Philosophy and Ethics of Communication (Compulsory)	3	0	0	0	0	0	0	0	0	27	64	L
Writing Fundamentals (Compulsory)	6	0	0	0	0	0	0	0	0	53	128	L
Public Speaking (Compulsory)	6	0	0	0	0	0	0	0	0	53	128	L
Introduction to Sociology (Compulsory)	3	0	0	0	0	0	0	0	0	27	64	L
Introduction to Communication Science (Compulsory)	6	0	0	0	0	0	0	0	0	53	128	L
English in Focus / English for Business Presentation (Compulsory)	3	0	0	0	0	0	0	0	0	27	64	L
Character Building: Civics (Compulsory)	0	3	0	0	0	0	0	0	0	27	64	L
Theory of Communication (Compulsory)	0	6	0	0	0	0	0	0	0	53	128	L
Political Communication (Compulsory)	0	3	0	0	0	0	0	0	0	27	64	L
Interpersonal Communication (Compulsory)	0	6	0	0	0	0	0	0	0	53	128	L

Psychology of Communication (Compulsory)	0	3	0	0	0	0	0	0	27	64	L
Indonesian Language (Compulsory)	0	3	0	0	0	0	0	0	27	64	L
Entrepreneurship: Ideation (Compulsory)	0	3	0	0	0	0	0	0	27	64	L
English Savvy/English for Business Communication (Compulsory)	0	3	0	0	0	0	0	0	27	64	L
Character Building: Religion (Compulsory)	0	0	3	0	0	0	0	0	27	64	L
Entrepreneurship: Prototyping (Compulsory)	0	0	3	0	0	0	0	0	27	64	L
Social Design Thinking (Compulsory)	0	0	6	0	0	0	0	0	53	128	L
Public Opinion (Compulsory)	0	0	3	0	0	0	0	0	27	64	L
Contemporary Writing (Compulsory)	0	0	3	0	0	0	0	0	27	64	L
Intercultural Communication (Compulsory)	0	0	6	0	0	0	0	0	53	128	L
Theory of Mass Communication (Compulsory)	0	0	6	0	0	0	0	0	53	128	L
Organizational Communication (Compulsory)	0	0	6	0	0	0	0	0	53	128	L
Communication Data and Technology (Compulsory)	0	0	0	9	0	0	0	0	80	192	L
Entrepreneurship: Market Validation (Compulsory)	0	0	0	3	0	0	0	0	27	64	L
Quantitative and Qualitative Research Methods in Communication Context (Compulsory)	0	0	0	0	6	0	0	0	53	128	L
Workplace Ethics and Behavior (Compulsory)	0	0	0	0	6	0	0	0	53	128	L
Enrichment program (Kampus Merdeka): Internship/Research/Entrepreneurship/Community Development/Study Abroad/Certification (Compulsory)	0	0	0	0	0	30	30	0	533	1280	P
Thesis (Compulsory)	0	0	0	0	0	0	0	0	80	192	S
Streaming: Digital Media Communication (Elective)	0	0	0	18	12	0	0	0	267	640	
Production Planning (elective)	0	0	0	6	0	0	0	0	53	128	P
Creativity for Media Communication (elective)	0	0	0	3	0	0	0	0	27	64	P
Current Issues in Communication (elective)	0	0	0	6	0	0	0	0	53	128	L
Creative Audio Visual (elective)	0	0	0	3	0	0	0	0	27	64	P
Motion Graphics (elective)	0	0	0	0	3	0	0	0	27	64	P
Content Production (elective)	0	0	0	0	9	0	0	0	80	192	P
Streaming: Journalism Broadcasting (Elective)	0	0	0	18	12	0	0	0	267	640	
Reportage & Interview Technique (Elective)	0	0	0	6	0	0	0	0	53	128	L/P
Script Writing for News (Elective)	0	0	0	3	0	0	0	0	27	64	L/T
Statistics for Communication (Elective)	0	0	0	3	0	0	0	0	27	64	L
Digital News Production (Elective)	0	0	0	0	6	0	0	0	53	128	L/P
Media Promotion & Marketing in Journalism Broadcasting (Elective)	0	0	0	0	3	0	0	0	27	64	L
Editing for News Program (Elective)	0	0	0	6	0	0	0	0	53	128	L/P

Media Convergence in Journalism Broadcasting (Elective)	0	0	0	0	3	0	0	0	27	64	L
Streaming: Creative Broadcasting (Elective)	0	0	0	18	12	0	0	0	267	640	
Creative Program Design (Elective)	0	0	0	6	0	0	0	0	53	128	L/P
Script Writing for Creative Program (Elective)	0	0	0	3	0	0	0	0	27	64	L/T
Statistics for Communication (Elective)	0	0	0	3	0	0	0	0	27	64	L
Digital Entertainment Program Production (Elective)	0	0	0	0	6	0	0	0	53	128	L/P
Media Promotion & Marketing in Creative Broadcasting (Elective)	0	0	0	0	3	0	0	0	27	64	L
Editing for Creative Program (Elective)	0	0	0	6	0	0	0	0	53	128	L/P
Media Convergence in Creative Broadcasting (Elective)	0	0	0	0	3	0	0	0	27	64	L
Minor / Free Electives	0	0	0	18	12	0	0	0	267	640	L
Total per semester	30	30	36	30	24	30	30	9	1868	4488	
Total per programme	219 ECTS credits / 146 sks credits								6.356 hours		

L: Lecture; S: Seminar; T: Tutorial

Curriculum Overview

Public Relations Study Programme (Malang), Bachelor Programme, 8 Semesters

Title of Module / Course Unit	Credit Points per Semester (ECTS)								Workload		Method of Teaching
	1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self-Study	
Character Building: Pancasila (compulsory)	3	0	0	0	0	0	0	0	27	64	L
Introduction to Public Relations (compulsory)	6	0	0	0	0	0	0	0	53	128	L
Public Speaking (compulsory)	6	0	0	0	0	0	0	0	53	128	L
Intercultural Communication (compulsory)	6	0	0	0	0	0	0	0	53	128	L
Corporate Relationship Management (compulsory)	3	0	0	0	0	0	0	0	27	64	L
Indonesian Language (compulsory)	3	0	0	0	0	0	0	0	27	64	L
English in Focus (compulsory)/English for Business Presentation (compulsory)	3	0	0	0	0	0	0	0	27	64	L
Character Building: Civics (compulsory)	0	3	0	0	0	0	0	0	27	64	L

Communication Theories in Public Relations Context (compulsory)	0	6	0	0	0	0	0	53	128	L
Professional Communication in Business Settings (compulsory)	0	3	0	0	0	0	0	27	64	L
Writing for Public Relations (compulsory)	0	6	0	0	0	0	0	53	128	L
Reputation Management (compulsory)	0	6	0	0	0	0	0	53	128	L
Entrepreneurship: Ideation (compulsory)	0	3	0	0	0	0	0	27	64	L
English Savvy (compulsory)/English for Written Business Communication (compulsory)	0	3	0	0	0	0	0	27	64	L
Character Building: Religion (compulsory)	0	0	3	0	0	0	0	27	64	L
Entrepreneurship: Prototyping (compulsory)	0	0	3	0	0	0	0	27	64	L
Social Design Thinking (compulsory)	0	0	6	0	0	0	0	53	128	L
Consumer and Audience Analytics (compulsory)	0	0	6	0	0	0	0	53	128	L
Strategic Planning in Public Relations (compulsory)	0	0	6	0	0	0	0	53	128	L
Crisis Management (compulsory)	0	0	6	0	0	0	0	53	128	L/P
Corporate Social Responsibility (compulsory)	0	0	6	0	0	0	0	53	128	L
Entrepreneurship: Market Validation (compulsory)	0	0	0	3	0	0	0	27	64	L
Communication Data & Technology (compulsory)	0	0	0	9	0	0	0	80	192	L
Quantitative and Qualitative Research Methods in Communication Context (compulsory)	0	0	0	0	6	0	0	53	128	L
Workplace Ethics and Behaviour (compulsory)	0	0	0	0	6	0	0	53	128	L/P
Enrichment program (Kampus Merdeka): Internship/Research/Entrepreneurship/Community Development/Study Abroad/Certification (Compulsory)	0	0	0	0	0	30	30	0	533	1280
Thesis (Compulsory)	0	0	0	0	0	0	0	9	80	192
										S

Streaming: Digital Public Relations	0	0	0	12	18	0	0	0	267	640	
Integrated Marketing Communications (elective)	0	0	0	3	0	0	0	0	27	64	L
SEM and SEO Management (elective)	0	0	0	3	0	0	0	0	27	64	L
Public Relations Photography (elective)	0	0	0	3	0	0	0	0	27	64	L
Digital Platforms Strategies (elective)	0	0	0	3	0	0	0	0	27	64	L
Branding and Advertising (elective)	0	0	0	0	6	0	0	0	53	128	L/P
Event Management (elective)	0	0	0	0	3	0	0	0	27	64	L
Visual Design (elective)	0	0	0	0	6	0	0	0	53	128	L
Digital Analytics for Public Relations (elective)	0	0	0	0	3	0	0	0	27	64	L
Streaming: Corporate Public Relations	0	0	0	12	18	0	0	0	267	640	
Narrative Development (elective)	0	0	0	6	0	0	0	0	53	128	L/T/P
Communication and Public Affairs (elective)	0	0	0	3	0	0	0	0	27	64	L
Global Consumer Behavior (elective)	0	0	0	3	0	0	0	0	27	64	L
Corporate Event Management (elective)	0	0	0	0	6	0	0	0	53	128	L
Digital Corporate Communication (elective)	0	0	0	0	6	0	0	0	53	128	L/P
Strategic Brand Management (elective)	0	0	0	0	6	0	0	0	53	128	L/P
Total per semester	30	30	36	30	24	30	30	9	1947	4672	
Total per programme: 219 ECTS credits; 146 sks credits; 6.619 hours											
<i>L: Lecture; S: Seminar; T: Tutorial</i>											

Students who made a transition directly from their Bachelor degree to the Master programme may not have gained professional experience, which is why the programme does not necessitate prospective students to possess such experience. Therefore, the programme is separated into one-year classes (two semesters) and two-year classes (four semesters). One-year classes are run during the working hours while two-year classes focus on evening after working hours, with both classes employing the same curriculum.

Curriculum Master of Communication Science (Jakarta)

The MCSJ offers besides the obligatory courses two specialisations that students can choose: Strategic Marketing Communications and Strategic media Convergence.

Title of Module / Course Unit	Credit Points per Semester (SKS)			Credit Points per Semester (ECTS)			Workload		Method of Teaching i.e. lecture course, seminar, tutorial, practicum
	1.	2.	3.	1.	2.	3.	Hours in Class	Hours Self-Study	
Advanced Theory of Communication	4	0	0	6	0	0	48	32	Lecturing, Presentation/Discussion
Research Methodology for Communication	4	0	0	6	0	0	48	32	
Research Result	0	0	2	0	0	3	14	20	
Research Proposal	0	2	0	0	3	0	14	20	Seminar
Streaming: Strategic Marketing Communications	4	16	0	6	24	0			
Branding in Strategic communication	4	0	0	6	0	0	48	32	lecturing, demonstration, case study, presentation, observation.
Cyber and Digital Marketing Communication Strategy	0	4	0	0	6	0	48	32	
Public Relations and Global Marketing Communication	0	4	0	0	6	0	48	32	
Management of Business Communication	0	4	0	0	6	0	48	32	
Media Relations Strategy	0	4	0	0	6	0	48	32	
Streaming: Strategic Media Convergence	4	16	0	6	24	0			
Digital Customer Behavior & Network Analysis	4	0	0	6	0	0	48	32	lecturing, demonstration, case study, presentation, observation.
Social Communication Multiplatform	0	4	0	0	6	0	48	32	
Digital Journalism Strategy	0	4	0	0	6	0	48	32	
Management of Media Convergence	0	4	0	0	6	0	48	32	
Digital Media Literacy	0	4	0	0	6	0	48	32	
Thesis	0	0	4	0	0	6	48	32	Seminar
Total per semester	12	18	6	18	27	9	384	296	
Total per programme: sks credits 36, ECTS 54							680 hours		

The degree and programme names in Indonesian are in line with the national regulations as expressed in the latest Regulation of the Directorate General of Higher Education, Research Technology.²³ The degree and programme names have been fixed in accordance with the curriculum content and in line with the specified programme objectives (POs) and student outcomes (SOs). All four study programmes received official statements from the Ministry of Education and Culture for their opening and operational activities, indicating that the determination of the names and delivered degree has been reviewed and approved at the

²³ (Keputusan Direktur Jenderal Pendidikan Tinggi, Riset, dan Teknologi) No. 163/E/KPT/2022 Year 2022

governmental level. The table below shows the name and degree of the accredited study programmes in Indonesian and English.

Names and degrees of the study programmes

	BCSJ	BCSM	BPRM	MCSJ
Name (Indonesian)	<i>Sarjana Ilmu Komunikasi (Jakarta)</i>	<i>Sarjana Ilmu Komunikasi (Malang)</i>	<i>Sarjana Hubungan Masyarakat (Malang)</i>	<i>Magister Ilmu Komunikasi (Jakarta)</i>
Name (English)	Bachelor of Communication Science (Jakarta)	Bachelor of Communication Science (Malang)	Bachelor of Public Relations (Malang)	Master of Communication Science (Jakarta)
Degree (Indonesian)	<i>Sarjana Ilmu Komunikasi (S.I.Kom.)</i>	<i>Sarjana Ilmu Komunikasi (S.I.Kom.)</i>	<i>Sarjana Ilmu Komunikasi (S.I.Kom.)</i>	<i>Magister Ilmu Komunikasi (M.I.Kom.)</i>
Equivalent degree (English)	Bachelor of Communication	Bachelor of Communication	Bachelor of Communication	Master of Arts in Communication

The curricula of the four programmes were prepared with special attention to integration of theory and practice to fulfill the competence of graduates who are needed in the business world and the industry. Both theoretical and practical aspects are integrated and combined in the respective curriculum. Compulsory university courses and fundamental courses are designed to provide a theoretical foundation for the students since these courses focus on the acquisition of knowledge, concepts, principles, and theories to develop a deep understanding of the subjects. In these theoretical courses, practical approaches are also integrated, such as the use of practical examples, case studies, and embedded practical works or projects in laboratories. In general, all practical courses are integrated into the streaming courses, minor courses, and the enrichment programme.

In the Bachelor programmes, the Global Learning System (GLS) contributes to integrating theoretical and practical aspects during students' learning activities. It is a manner by which the study programmes integrate external stakeholders (industrial partners, university partners, or experts) in the teaching and learning activities. Some courses are chosen to be held by implementing such a system. The external stakeholders usually give practical examples or case studies to discuss with the students in the discussion forum on the Binus learning management system (Binusmaya). Through this system, the students can learn about how the theories they learn in the class can be associated and implemented in a professional context. Specifically, for Bachelor students taking the Mass Communication programme, the broadcasting laboratory is integrated with Binus TV, a professional community television of Bina Nusantara group. Through laboratory activities integrated with Binus TV, the students can obtain broadcasting-related technical skills and are actively involved in its programmes. Thus, Binus TV is considered as a medium for integration of theories and practice in Mass Communication.

In the Master programme, the courses are designed in collaboration with industries to be strongly relevant to the professional industries in business, marketing, and media. Regularly, the students are exposed to different discussion sessions with professionals from industries as a part of their learning experience. In addition, industrial visits to business and media industries are regularly held to enrich the students with practical experience, such as Facebook, Google, TikTok, Hello, Shopee, Tokopedia, Blibli, and Lazada.

In both the Bachelor and the Master programmes, the theses include an analysis of a practical case, including social phenomena or cases in industries to improve the analytical skills of the students by integrating theory and practice. Additionally, lecturers have substantial industry experience from their prior employment. As a result, they can provide students with insights into current industry trends and future developments, equipping them with the knowledge and skills they need for their post-graduate endeavours.

As to interdisciplinary thinking, the Bachelor programmes contain courses outside the original field of study. The students have the possibility to choose courses that are managed by other study programmes in the form of minor or elective courses. There are twelve minor programmes and more than 200 elective courses that can be chosen. In addition, interdisciplinary thinking is also integrated into some obligatory and streaming courses in each study programme²⁴. Courses of general knowledge are grouped into the compulsory University courses, including Civics, Religion, Philosophy of Indonesia, Indonesian, and English. The content of such courses conveys general knowledge, such as sociology and history. Finally, the enrichment programme offers an opportunity for the students to acquire interdisciplinary knowledge through a 1-year practical orientation in different frameworks.

Courses integrating interdisciplinary thinking

BCSJ	BCSM	BPRM	MCSJ
<ul style="list-style-type: none"> • Social Design Thinking • Communication Data and Technology • Statistics for Communication • Workplace Ethics and Behavior 	<ul style="list-style-type: none"> • Social Design Thinking • Communication Data and Technology 	<ul style="list-style-type: none"> • Social Design Thinking • Communication Data and Technology 	<ul style="list-style-type: none"> • Cyber and Digital Communication Strategy • Global Public Relations and Marketing

Interdisciplinary thinking is also an integral component of the Master programme. Here, all courses are inherently intertwined with diverse academic disciplines, including information technology, sociology, psychology, management, political science, development studies, arts, culture, anthropology, and other humanities. Interdisciplinarity is not limited to the course content, textbook choices, and journal selections; it is also evident in the diverse research projects spearheaded by postgraduate faculty teams, aimed at enhancing and diversifying the curriculum.

Besides knowledge and skills, ethical aspects are a required part of the learning outcomes for graduates. Ethical aspects in the study programmes' curricula cover a standard of attitude and values which is set by the government. Moreover, ethical aspects are strongly upheld by all lecturers and students at Binus University, as the ethics code is written in the Lecturer's Guidebook and Students' Guidebook. Binus University respects the values of honesty, as reflected by a dropout policy for students who are caught cheating during exams. The delivery of ethics code towards students is conducted through socialisation and embedded in core and streaming courses.

²⁴ See the table below.

Ethical aspects integrated in courses

BCSJ	BCSM	BPRM	MCSJ
<ul style="list-style-type: none"> • Philosophy & Ethics of Communication • Communication and Public Affairs • Crisis and Reputation Management • Strategic Brand Management • Reportage and Interview Techniques • Script Writing for News • Script Writing for Creative Programme • Creative Programme Design 	<ul style="list-style-type: none"> • Philosophy and Ethics of Communication • Current Issues in Communication • Content Production 	<ul style="list-style-type: none"> • Workplace Ethics and Behavior • Professional Communication in Business Setting 	<ul style="list-style-type: none"> • Research and Methodology • Cyber and Digital Communication • Global Public Relations and Marketing • Management of Business Communication • Media Relations Strategy • Digital Media Literacy

For Master students, ethical aspects are considered prior to experimental research and field surveys involving humans related to their thesis. The students are coached to conduct studies by considering and respecting ethical values. An Ethical Committee for Research is active at the University level to review the ethical aspects regarding lecturers' and students' research activities. In the assignments and thesis, all collected documents by the students are subject to screening by Turnitin with a maximum accepted similarity level of 10 %.

In both Bachelor and Master study programmes, the students are prepared to conduct scientific studies. Several courses are designed to develop Bachelor students' competences in performing academic experiments. In BCSJ and BCSM, methodological competences and scientific works are built through courses such as Writing Fundamentals, Statistics for Communication, and Quantitative and Qualitative Research Methods in Communication Context. In BPRM, those competences are embedded in courses such as Digital Analytics for Public Relations, Social Design Thinking, Strategic Planning in Public Relations, and Crisis Management. In the Master programme MCSJ, the course Research Methodology for Communication is designed to help students conduct their studies for final thesis in a thorough and integrated manner.

Students' ability to conduct scientific studies is trained through assignments and projects requiring data collection (through surveys or interviews), data analysis, literature review, and report writing. Some courses contain academic project works resulting in reports and plans derived from scientific studies. Some others also require students to read scientific publications and perform a literature review to make them get used to academic writing. To some extent, such activities prepare the students to conduct an experiment and write their thesis. Scientific methods and practice are introduced and implemented especially in the experience of writing the final thesis.

During their studies, the students are welcome to help and participate in lecturers' research projects by applying directly to the lecturers for the opportunity. Also, they are encouraged to participate in research competitions supervised by the lecturers. For Bachelor students, research is one of the six offered tracks that they can choose for the enrichment programme. In addition, for all students, the thesis is the compulsory final research-based project. The required level of scientific work is assured based on the criteria for theses previously set and the assessment rubric-based scoring.

The examinations per semester consist of a combination of mid-term exam, final-term exam, assignments, and, in some courses, assessment of learning. The form of exam is adjusted to the student outcomes and learning objectives related to the course. For instance, a learning objective involving an analysis would be assessed by a case study while a learning objective involving an academic creation or production would be assessed by a project report. The exam can be taken on-site, online, or at home, depending on the course, related learning objectives, and intended student outcomes. All questions in the exams are also mapped into the course's learning outcomes according to the course outlines (syllabi) for further analysis including the attainment of student outcomes.

Exam scoring is done according to the assessment rubrics for scoring available in the course outline. To attend the final semester examination, a student must have attended 85 % of the lectures and not be in a state of undergoing academic sanctions. In addition, the students also must be actively registered in the allowed seven-year study time frame in accordance with the national standards for higher education. The study programmes adopt different formats of assignments to measure the acquisition of students' competences, including written and oral tests, observations, case studies, individual assignments, group assignments, and presentations.

Additionally, Bachelor students have the option to write a research-based scientific article eligible for publication in a Scopus-indexed journal or conference proceeding as a thesis project. The objective of theses for students is to understand phenomena or problems related to communication and propose recommendations towards these problems in a scientific manner by using communication-related approaches. The thesis allows to measure the ability of Bachelor students to implement theories and concepts in communication to solve problems. Meanwhile, the thesis for Master students involves a deeper analysis of phenomena or problems and the development of existing theories and concepts for problem solving.

Appraisal:

The panel welcomes that each curriculum adequately reflects the qualification objectives of the respective study programme. The contents of the courses are well-balanced, logically connected, and oriented towards the intended learning outcomes. The areas of specialisation (streaming electives) as well as minors and optional electives enable students to acquire additional competences and skills.

As to the programme Master of Communication Science the panel notes that it requires the completion of a Bachelor degree in any major. This means that the overall level of courses and requirements must be adapted also to those students who studied subjects at the Bachelor

level that are different from communication science. Irrespective of this difficulty, the panel takes the view that the overall level of the programme as a Master programme should be raised. Therefore, the panel **recommends** for the MCSJ intensifying the specialisations in terms of more differentiation and going more into depths oriented at strategic developments.

The panel is aware of the legal situation in Indonesia that the degree and programme names are stipulated by government regulations. Apart from this, the panel takes the view that degree and programme names correspond to the contents of the curriculum and the programme objectives.

Theoretical questions are, where possible, explained by means of practical examples. The panel welcomes that e.g. through laboratory activities integrated with Binus TV, especially Bachelor students can obtain broadcasting-related technical skills and are actively involved in its programmes. Thus, Binus TV is considered as a medium for integration of theories and practice in Mass Communication. In the Master programme also industrial visits to business and media industries are regularly held to enrich the students with practical experience, such as Facebook, Google, TikTok, Hello, Shopee, Tokopedia, Blibli, and Lazada.

There is evidence that all four programmes qualify for interdisciplinary thinking.

Ethical implications are appropriately communicated and integrated into courses. However, the panel notes that in the parallel study programmes BCSJ and BCSM the ethical elements included in courses are different. It recommends aligning the ethical elements in both programmes BCSJ and BCSM.

Students acquire methodological competences and are enabled to do scientific work on the required level. However, the panel has the impression that in all four programmes the courses are too much oriented towards qualitative research. Therefore, it recommends training in all programmes more elements of quantitative research.

All exams, as they are defined for the courses, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats. The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures. The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives.

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

3.2 Structure

Projected study time	Bachelor programmes: 8 semesters / 4 years Master programme alternatively: - One-year programme: 2 semesters - Two-year programme: 4 semesters
Number of credits (national credits and ECTS credits)	Bachelor programmes: 146 sks credits / 219 ECTS credits Master programme: 36 sks credits / 54 ECTS credits
Workload per credit	45 hours (sks) / 30 hours (ECTS)
Number of courses	Bachelor programmes: 38 – 40 Master programme: 10
Time required for processing the final thesis/project and awarded credits	Bachelor programmes: 6 months (9 ECTS) Master programme: 12 months (12 ECTS)
Number of contact hours	Bachelor programmes: - BSCJ 1,947 - BCSM 1,868 - BPRM 1,947 Master programme: 384

The three Bachelor programmes comprise four study years with eight semesters. Students must take a minimum of 146 sks credits²⁵ to be able to graduate from BCSJ, BCSM or BPRJ and can enrol for more courses up to a maximum of 160 sks credits. 146 sks credits correspond to about 219 ECTS credits. The Master programme (MCSJ) has a workload of 36 sks credits which therefore corresponds to 54 ECTS credits.

Skis is the Indonesian credit points system that could be converted into the European Credit Transfer System (ECTS). Skis are defined as “hours of activity” which include activities such as classroom learning, internship, student-exchange, research, independent study, and village projects. According to Binus University, one sks credit consists of 50 minutes of direct face-to-face lectures, mid-term exam, final exam, assignments, and independent studies with a total

²⁵ See above chapter 3.1.

of 45 hours workload per week. Whereas ETCS credits refer to the whole semester, sks are counted per week. Therefore, the conversion from sks credits to ECTS credits involves a factor of $45 / 30 = 1.5$.

The courses are – as already mentioned - classified into compulsory University courses, fundamental (core) courses, elective courses, the enrichment programme, and theses. The elective courses are available for the students to choose from (1) streaming courses managed by the study programme, (2) minor courses and (3) free elective courses managed by other study programmes at Binus University. The enrichment programme includes among other study abroad an internship. Students can acquire credits for all courses. If a student will choose minor courses or programmes this cannot replace core courses but other elective courses.

Students choose as many elective courses as they need for the minimum of 144 sks credits (219 ECTS credits) up to the maximum of 160 sks credits (240 ECTS). Thus, there is room for some elective courses that students can choose in addition to the minimum.

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 equivalence²⁶. Converting workloads from other institutions into credits of the study programme is possible under the supervision of the head of the study programme.

The courses are explained in descriptions 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, and a list of obligatory and additional literature in terms of recommended reading. Moreover, the language of instruction (Indonesian or bi-lingual Indonesian-English) is mentioned. In addition, a Curriculum Document for each programme contains essential elements and content descriptions of each course at a generic level.

The general conditions of study programmes are officially regulated by the Statute of Binus University. All students can access necessary information on the study programme's requirements, its structure, and the exams in the Students' Guidebook and Exam Guidelines accessible on Binusmaya. As previously stated, the main exams include a mid-term exam and a final-term exam. The scoring is done based on the predetermined assessment rubric and the scoring system for students is expressed using letter grades. In general, D is the minimum score required to pass a course. For thesis and some courses labelled as quality control courses, the minimum passing grade is set to be C. For the Master thesis, B is the minimum grade required for passing. Students obtaining E are considered as failing and, therefore, are required to retake the course.

Alphabet scoring system for the study programmes

LETTER GRADE	RANGE	WEIGHT	DESCRIPTION
A	90-100	4	Excellent
A-	85-89	3.67	
B+	80-84	3.33	

²⁶ Indonesian Law No. 12 on Higher Education, Section 40.

LETTER GRADE	RANGE	WEIGHT	DESCRIPTION
B	75-79		Good
B-	70-74	2.5	
C	65-69	2	Fair
D	50-64	1	Pass
E	0-49	0	Fail

Binus University edits “Student Exam Guidelines” for every semester and programme that stipulate general rules for the exam as well as open the access to exam online questions. Also, the University publishes per programme and semester “Guidelines for Thesis Preparation Procedure” as well as “Thesis Report Guidelines,” that define the formal requirements for preparing, writing, and finalising the thesis. These rules, criteria, and procedures for theses are published and accessible to all students through the learning management system, Binusmaya. While conducting the thesis, each student is supervised by a lecturer with expertise associated with the topic of the thesis. The minimum number of consultations with the supervisor is set to be ten meetings prior to thesis defence (viva) involving two lecturers as examiners.

Exams can be retaken only if the student is hospitalised, and the reasoning is strengthened by an official document of hospitalisation issued by a recognized hospital. However, in the case of ineligibility of participating in the exam due to insufficient presence (less than 85 %) or other reasonings (unjustified absence, arriving late, or under academic sanctions), there is no possible exam retaking possibility given.

The above-mentioned study and exams regulations are legally binding and contain all necessary rules and procedures and consider, where applicable, national requirements.

The Lisbon Recognition Convention is not recognized in Indonesia. However, owing to the implementation of Independent Campus-Freedom to Learn programme (MBKM), the Bachelor programmes’ structure allows the students to study abroad for one semester as a recognised track of the enrichment programme. The credits obtained at foreign universities can be recognised and transferred, so that the students performing academic mobility abroad would not be required to extend their studies. This credit transfer is managed by the International Office at Binus University.

The student workload is calculated according to the predetermined definition of a credit according to the latest national standards for higher education, where a credit is equal to 45-hour workload²⁷. At Binus University, where the duration of an effective semester is set to be 16 weeks (13 weeks of teaching and learning activities, 2 weeks of exams, and 1 week of independent study), a weekly credit is translated to $45/16=2.8$ hours or 170 minutes of workload. This 170-minute workload is further divided into 50 minutes of session in class, 60 minutes of assignment, and 60 minutes of independent study. The student workload is regularly reviewed during peer review meetings and in the teaching and learning evaluation (TLE) filled by the students.

The study programmes ensure that the students can successfully finish their studies at the appropriate time. Every semester, undergraduate students and their parents receive a performance report recapping students’ scores along with their current GPA. Through the

²⁷ See above in this chapter.

parents' portal, they are also updated regarding their children's academic performance. At the same time, heads of department also receive a collective performance report of the students that is useful to track some students prone to dropout or late graduation. Further measures are taken to reduce the dropout rate and support the students with difficulties, such as optimising the role of academic advisors to monitor students' performance, implementing additional curriculum (such as short-semester classes to facilitate students retaking classes), and offering counselling sessions with psychologists under the unit Student Advisory and Support Center (SASC). Students are also asked regarding their satisfaction towards academic experience and other aspects through the teaching and learning evaluation (TLE) and the student experience survey (SES). Their feedback along with the statistical data showing the satisfaction level of students are considered for internal evaluation and continuous improvement in the study programmes.

According to Binus University²⁸, it actively promotes gender equality and non-discrimination. There is no discrimination in terms of sex, religion, age, race, and physical disabilities. The University declares itself as an inclusive campus that respects diversity. This is reflected by the diversity observed within the campus environment, among the employees, lecturers, and students. The University also takes measures to support students with disabilities. All campuses have been equipped with facilities that accommodate people with disabilities, including elevators with Braille, toilets for disabled, ramps, and wheelchairs. Recordings of every class are available on Binusmaya to allow the students to revise, particularly those with hearing difficulties. Consultations with psychologists are offered for students with mental issues by the unit Student Advisory and Support centre (SASC). Alternative exam forms can be provided for students with disabilities, as well as other arrangements including extra time and rest breaks. Specific measures can also be taken to support students in special life circumstances, including study leaves and make-up exams due to pregnancy or bereavement.

Appraisal:

The structure of all four programmes supports the smooth implementation of the curriculum and helps students reach the defined learning outcomes. The programmes consist of courses and assign credits per course based on the necessary student workload. The syllabi provide detailed descriptions of intended learning outcomes, and the information defined in the ECTS Users' Guide. However, as the four programmes have been structured in courses rather than in modules the panel **recommends** Binus University organising the curricula in modules which can bring courses of coherent context under a common roof²⁹. This can intensify the collaboration of faculty and make studying easier for students.

There are legally binding study and exam regulations which contain all necessary rules and procedures and consider, where applicable, national requirements. The study programmes are designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The recognition of degrees and periods of study at other HEIs is regulated analogous to the Lisbon Recognition Convention; the recognition of periods of practical work – insofar intended – is also clearly defined. The final grade is supplied

²⁸ See SER p. 32.

²⁹ See chapter 3.4 in ECTS User's Guide 2015

with an ECTS grading table. The panel appreciates the transparent regulations and procedures that are stipulated for the exams including the theses.

The feasibility of each study programme's workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling. When reviewing the workload, the HEI also considers evaluation findings, including student feedback 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.

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

3.3 Didactical concept

The learning instruments and methods are planned and implemented to support the achievement of learning outcomes that are arranged in the "Curriculum Document" for each programme and for each course. The instruments used combine classroom (face-to-face) learning or practice, online-sessions, structured assignments, and independent learning with a learning orientation that refers to student centered learning (e.g., group discussions, presentations by students, problem-based learning, project-based learning, brainstorming, academic writing and report, and internship). Other learning methods such as discussion, simulation, role playing, teamwork and group presentation are also used. Problem-based learning and project-based learning are part of student-centred and interactive learning.

In a special manner, digital technology and a digital learning system are integrated in the course distribution. The application of digital technology in communication is embedded in different courses, including social media analytic tools and sentiment analytic tools. The use of a digital learning system is expressed through video-based learning and guided self-learning classes (GSLC), a learning method through which the students are engaged in an independent study guided by a lecturer on Binusmaya.

GSLC are an integral component of Binus's digital-based learning system, offering students the autonomy to engage in independent study sessions approximately 2-3 times per course

each semester out of a total of 13 sessions in a course³⁰. During GSLC sessions, lecturers facilitate self-learning by posting discussions or case studies related to the course topic on the Binusmaya Forum. Here, students are required to respond to the questions given or assignments directly within the forum interface and the students' participation is counted as a proof of presence in the session.

Binusmaya, the learning management system used at Binus University, is an online platform accessible by the students and lecturers to support and facilitate teaching and learning activities. This platform accommodates essential menus supporting teaching and learning activities, including discussion forum, activity tracking, session realisation, and attendance. Course outlines (syllabi) and all course materials, including presentation slides, textbooks, videos, scientific papers, and recordings are available and accessible through Binusmaya. In practice, the lecturers also provide the students with various materials to support the teaching and learning activities, such as textbooks, scripts, literature recommendations. These materials are regularly updated following a peer review discussion. Through the Global Learning System (GLS) involving academicians from other universities or industrial representatives, the students are exposed to practical knowledge and examples and case studies that can be solved by implementing the theories taught in the classes.

The study programmes adopt regular sharing sessions or seminars involving guest lecturers who are academicians from other (preferably foreign) universities or professionals from industry. These sessions, maintained to be delivered at least three times each semester, are held to improve students' knowledge and provide them with the latest trends in the industries. In addition, there are seminars and sharing sessions organised by units or other study programmes at Binus University to improve the multidisciplinary knowledge of the students. For Bachelor students, their participations in guest lectures are recorded in the student activity transcript (SAT), an obligatory requirement for the completion of their studies.

During the years 2021, 2022 and 2023, the four study programmes involved guest lecturers from other universities and industry as follows:

	BCSJ	BCSM	BPRM	MCSJ
2021	11	5	2	19
2022	11	5	7	5
2023	11	5	4	12

In the Bachelor study programmes, senior students (usually in their second and third academic year) are often recruited to be teaching assistants and laboratory assistants to help in tutoring and delivering practical works for new students and sophomores. In addition, some outstanding students are offered a scholarship and in return, they are asked to help other students with difficulties (GPA<2.00) in a mentor-mentee framework. In some cases, Master students are also invited to deliver courses or sharing sessions towards undergraduate students.

³⁰

Appraisal:

The panel welcomes that 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. The panel notes that in a course eleven lectures must be offline, two others can be online (plus exam and independent learning), and that the two online sessions are designed as discussions. However, the panel recommends for pedagogical reasons offering a lecture rather than a discussion as an offline session.

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 invited on a regular basis. Their contributions form an integral part of the study programme's didactical concept. Moreover, they 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. The panel welcomes invited guest lecturers to come from a variety of occupations, which enhances students' chances of employment thanks to the profound insights they gain.

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

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

3.4 International outlook

International contents and intercultural aspects in the four study programmes can be found in the curricula. The Bachelor programmes use course materials and textbooks in English as far as the courses are delivered entirely in English 30 to 40 % of each programme). Moreover, international and intercultural elements are part of some courses as listed below:

International and intercultural elements in the courses:

BCSJ	BCSM	BPRM	MCSJ
<ul style="list-style-type: none">• Intercultural Communication• Workplace Ethics and Behavior	<ul style="list-style-type: none">• Intercultural Communication• Current Issues in Communication	<ul style="list-style-type: none">• Intercultural Communication• Workplace Ethics and Behavior	<ul style="list-style-type: none">• Advanced Theory of Communication• Cyber and Digital Communication

BCSJ	BCSM	BPRM	MCSJ
<ul style="list-style-type: none"> • Global Consumer Behavior • Crisis and Reputation Management • Media Convergence in Journalism Broadcasting • Media Convergence in Creative Broadcasting 		<ul style="list-style-type: none"> • Professional Communication in Business Setting 	<ul style="list-style-type: none"> • Public Relations and Global Marketing Communication • Management of Business Communication • Management of Media Convergence • Digital Media Literacy

Students can study abroad at partner universities that they can choose within the enrichment track. Finally, international competitions regularly held by the study programmes involve local and international students as a part of curriculum.

In the Master programme, students use textbooks in English. At the end of their studies, they are required to write an international publication or present in an international conference as a prerequisite for graduation. In addition, based on the University's academic regulation, all Master students are required to have a minimum score of 500 on the TOEFL test.

Meanwhile, for Bachelor students, four-credit English courses are also provided for students in their first academic year to improve their English skills. Currently, Binus University develops Beelingua, accessible by students to learn English and other languages such as Japanese and Mandarin.

Annually, the Bachelor study programme BCSJ welcomed inbound foreign students participating in the international exchange programme organised by the International Office at Binus University, e.g. ten incoming students from Malaysia, Singapore, and the Philippines in 2022 and eleven incoming students from France and Malaysia in 2023. Currently, there is no foreign student registered in BCSM, BPRM, and MCSJ. However, these study programmes are projected to welcome international students in 2025. To promote the acquisition of international students, the International Office regularly participates in international education fairs and collaborates with foreign universities regarding student exchange. Moreover, Binus University pointed out that students from abroad join its study programmes for a summer camp online or offline for three days (eight hours per day), e.g. at BCSM and BPRM programmes.

Currently, all the lecturers registered in all study programmes are Indonesian. However, some of the faculty members collected international experience, either in academic or professional framework.

Faculty graduated from foreign universities (names are omitted)

Programme	University and Major
BCSJ	<ul style="list-style-type: none"> • M.A in Global Communication and International Politics, University of Hull, U.K. • Ph.D. in Media and Communication, Warwick University, U.K.
	<ul style="list-style-type: none"> • Ph.D. in Media and Communication Design, Northumbria University, U.K.
	<ul style="list-style-type: none"> • M.A. in Global Media Communication, University of Melbourne, Australia
	<ul style="list-style-type: none"> • Ph.D. in Media and Communication, Indonesian Studies, The University of Western Australia, Australia.

Programme	University and Major
	<ul style="list-style-type: none"> • M.A. in Communication, Journalism, and Related Programme, Chinese Culture University, Taiwan.
	<ul style="list-style-type: none"> • Doctoral student in Communication at University of Canterbury, NZ
	<ul style="list-style-type: none"> • Doctoral student in Communication at University of Canterbury, NZ
BCSM	<ul style="list-style-type: none"> • M.Litt. in Environment, Culture, and Communication, University of Glasgow, U.K.
BPRM	<ul style="list-style-type: none"> • B.A. in International Business Management, Asia Pacific University of Technology and Innovation, Malaysia. • M.A. in Communication and Media Studies, Monash University, Australia.
MCSJ	<ul style="list-style-type: none"> • Mgr. in Communication and Media Studies, Charles University, Czech Republic • Ph.D. in Communication and Media Studies, Universiti Brunei Darussalam
	<ul style="list-style-type: none"> • M.A. in Media and Journalism, Newcastle University, U.K. • Ph.D. in Journalism, University of Missouri, U.S.

The students may benefit from the international experience of the lecturers through several practical activities, such as delivering courses in English, giving an international point of view, providing exemplary cases applied in another country, sharing experience regarding studying abroad, and bridging the study programme with their respective alma mater.

The primary languages used in teaching and learning activities are Indonesian and English. In the Bachelor programmes, several courses are specifically designed to be conducted entirely in English, including the administration of exams and assignments (DINE) courses. In the Master programme, all courses are given in Indonesian, apart from the fact that in this programme students are required to have a minimum score of 500 on the English TOEFL test.

Appraisal:

In all four study programmes, 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 international composition of the student body in the BCSJ programme corresponds to the programme concept. The measures taken to promote internationality are goal oriented. As the composition of the student body in the other study programmes (BCSM, BPRM, MCSJ) is not international, the panel recommends intensifying the student exchange with universities abroad. As to the summer camps that the University offers also to foreign students, the panel takes the view that this may be a positive activity towards gaining students from abroad.

The international experience of some faculty members (teachers with international academic and professional experience) promotes the acquisition of international competences and skills. The measures taken are goal oriented.

The panel appreciates that the three Bachelor programmes offer up to 40 % of the courses in English, combined with textbooks and literature in English language. Insofar, the proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programme.

As the Master programme is taught in Indonesian, the panel recommends also in the Master programme including some courses in English language.

	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 ³¹	X ³²	
3.4.3 Internationality of faculty			X		
3.4.4 Foreign language contents			X		

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

The curricula of all study programmes focus on conveying multidisciplinary hard and soft skills that would prepare the students to enter the professional world.

Multidisciplinary competences of graduates

BCSJ	BCSM	BPRM	MCSJ
<ul style="list-style-type: none"> Analytical and problem-solving skills in communication context Communication research Problem-solving skills in crisis communication Professional communication Strategic communication plan for corporations and brands Broadcasting skills 	<ul style="list-style-type: none"> Social research Multi-channel communication Professional communication Creative programme production Problem solving 	<ul style="list-style-type: none"> Research skills in public relations Problem solving Professional communication Image and reputation management Relationship management Branding and marketing Strategic management 	<ul style="list-style-type: none"> Management competences (planning, implementing, and evaluating in corporate communication) Management of newsroom and broadcasting Business competences as entrepreneurs in digital and new media sectors

The methods of course delivery have been designed to involve the students in an active manner and help them to acquire cooperation and problem-solving skills. These methods include case studies, group discussions, brainstorming, role play, presentations, hands-on projects, and other group-based activities. In the entrepreneurship-related courses, all students coherently collaborate with students from other study programmes in integrated business projects, thus training multidisciplinary competences.

Personal development activities are provided to the students through regular seminars and sharing sessions involving external stakeholders, such as foreign academicians and industrial representatives. Students are also encouraged to obtain certificates of competency that can be recognised in the supporting graduation document. Student's social commitment has been a focus of the study programmes related to the current University's vision statement to foster

³¹ Bachelor of Communication Science (Jakarta)

³² Bachelor of Communication Science (Malang); Bachelor of Public Relations (Malang); Master of Communication Science (Jakarta).

and empower the society. Prior to graduation, Bachelor students are required to do 30-hour community service activities.

In the MCSJ, the students are encouraged to take the certification in public relations officially from the National Organisation of Professional Certification (BNSP). The students' social commitment is reflected from the realisation of community development activities in groups under the supervision of lecturers. In such activities, the students independently arrange, organise, and evaluate community development activities. The completion of the activities is recognised by delivering a certificate of recognition for the students as a requirement for graduation.

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)

Graduate's employability is one of the main indicators of a successful education at Binus University. According to its current quality objectives, at least two out of three graduates should either become an entrepreneur or work at multinational companies at the latest six months following graduation. In the past three years, more than 80 % graduates of BCSJ, BCSM, and BPRM obtained employment in less than six months following graduation³³. In the case of MCSJ, most students (>90 %) are employed in national and international companies while studying.

The curriculum in each of the four study programmes is designed by integrating employability and entrepreneurship skills, and this is also reflected in the student outcomes. In the Bachelor programmes, six credits are dedicated to general University courses conceived to provide the students with employability and entrepreneurship skills. In addition, the enrichment programme, particularly the internship track, provides the students with professional skills and helps promote the employability of graduates. The enrichment programme also allows the students to experience entrepreneurial activities.

To prepare the students for employment seeking, they are provided with a series of hard and soft skills acquired through their whole learning activities. Hard skills are provided through courses while soft skills are trained through different experiences, including the enrichment

³³ See SER p.37 f.

programme. Among these skills, some appear to be important for the labour market, including English, communication, leadership, and problem-solving skills.

To analyse the employability of graduates, the unit Binus Career is responsible for conducting tracer studies or alumni tracking studies. The unit tracks the employment status of alumni four times: at the time of graduation, six months following graduation, one year following graduation, and two years following graduation. The following table shows some statistical data regarding employment of the graduates. It is noteworthy that at least 90 % of the students in MCSJ are employees in enterprises.

Employment rate and graduates' first employment waiting period

		BCSJ	BCSM	BPRM	MCSJ
Employment rate (%) 6 months following graduation	2020	83	N/A	N/A	94
	2021	70	100	100	100
	2022	79	82	93	100
Waiting time until first employment (months)	2020	4.9	N/A	N/A	0
	2021	4.2	1.0	3.0	0
	2022	5.6	3.8	6.3	0

Appraisal:

The panel appreciates the efforts of all four study programmes to promote the students' employability. This is being done effectively, for instance through the integration of theory and practice, through the promotion of multidisciplinary competences and skills, and through the internships based on the enrichments programme. This runs as a common thread of each study programme through all its courses. Also, the panel underlines the importance of Binus University's tracking activities.

Moreover, the programmes enable the students to actively apply the acquired skills in new areas of work and to develop them further. The programmes are systematically oriented towards meeting the anticipated requirements of the dynamic job market and make 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

A total of 71 faculty members (FM) with expertise in Communication Science, Public Relations, and related fields teach in the four study programmes. Due to the high student population, the

majority of FMs (63.4 %) are assigned to the BCSJ programme. Out of the 71 active FM, 65 (91.5 %) are full-time FM, while six (8.5 %) are part-time FM with experience in the communication industry. Their qualifications are as follows:

Faculty composition per study programme

Type of FM	BCSJ	BCSM	BPRM	MCSJ	Total
Full-time Lecturers					
Latest educational degree					
Doctor's degree	12	0	0	8	20
Master's degree	27	10	8	0	45
National academic qualification					
Lecturer	0	3	1	1	5
Assistant Professor	38	7	7	6	58
Associate Professor	1	0	0	1	2
Professor	0	0	0	0	0
Total of full-time lecturers	39	10	8	8	65
Part-time Lecturers					
Latest educational degree					
Doctor's degree	4	0	0	0	4
Master's degree	2	0	0	0	2
National academic qualification					
Lecturer	0	0	0	0	0
Assistant Professor	6	0	0	0	6
Associate Professor	0	0	0	0	0
Professor	0	0	0	0	0
Total of part-time lecturers	6	0	0	0	6
Total of lecturers	45	10	8	8	71

Binus University strives to ensure that at least 25 % of all teaching faculty members in each Bachelor programme hold a doctorate, and 35 % of the faculty members are qualified as assistant professors (*Lektor*).

At present, there are no professors working for these study programmes, although professorship acceleration programmes have been initiated, aiming to introduce three to five new professors by 2030. Professorship in Indonesia is regulated nationally by the Ministry of Education by considering several requirements. The study programmes are currently working on improving the academic career of the faculty members, including those projected to obtain their professorship. Currently, two associate professors in BCSJ are preparing for professorship.

To ensure uniformity in human resources and maintain the quality of teaching and learning across all campuses, certain faculty members, particularly those with doctoral degrees, are assigned to teach at the Malang Campus. This team teaching involves faculty members from the Jakarta Campus travelling to the Malang Campus for several weeks to deliver classes.

Answering questions from the panel, the University underlined that BCSM has the same standards as BCSJ in terms of faculty members. The qualifications set for faculty members at

BCSM are the same as BCSJ and other study programmes at Binus University. However, because BCSM is still relatively young (established in 2016) in terms of experience, educational level, and academic level, the academic quality and career of the existing faculty members still need further improving. Some strategies for improvement include opportunities for further study (doctoral programme), collaboration in *tridharma* activities with faculty members at BCSJ, team teaching, inviting faculty members from BCSJ to teach at BCSM, and through a collaborative learning programme. Apart from that, the students at BCSM are also given the opportunity to take part in the student mobility programme in semesters 4 and 5 to BCSJ or other campuses.

The Indonesian standards for higher education (SN-DIKTI) are stipulated by the Regulation of the Minister of Education, Culture, Research, and Technology (Permendikbudristek)³⁴. These standards encompass the National Education Standards, the National Research Standards, and the National Community Service Standards, collectively known as the *tridharma perguruan tinggi* (three pillars of higher education). According to these standards, all faculty members in Indonesian higher education institutions are expected to engage in *tridharma* activities: education (teaching), research, and community development.

Binus University goes beyond these national standards by implementing *catur dharma perguruan tinggi* (four pillars of higher education), which adds as a fourth pillar self-development to the original three pillars of *tridharma*. Performance assessments for FM at Binus University are conducted annually using a Key Performance Indicator (KPI) scoring system ranging from 1 to 6. The target score is set at 4, with scores of 5 or 6 indicating achievements surpassing the targets. The KPI evaluations are based on the completion of *catur dharma* activities each year.

The academic qualifications of lecturers teaching in both Bachelor and Master programmes adhere to the national standards established by the Directorate General of Education of Higher Education, Research, and Technology under the Ministry of Education, Culture, Research, and Technology. As per these national standards, each study programme should have a minimum of six FM. For Bachelor programmes, all FM are required to hold at least a Master degree in related fields. In contrast, FM teaching in Master programmes must possess a doctorate. All full-time and part-time faculty members in the respective programmes at Binus University meet these national standards.

The recruitment of FM is centrally managed by the Human Capital (HC) Division. After receiving a new lecturer request from the head of the department, HC posts job openings through various channels and evaluates candidates based on their submitted documents. Recruitment criteria are aligned with national higher education standards. For Bachelor programmes, candidates for a faculty member position should have a minimum of a Master degree in communication science or related fields. In the Master programme, faculty members are required to hold a doctorate in Communication Science or related fields. Eligible candidates are then presented to the department head for further assessment. The department head conducts interviews and teaching demonstrations with the candidates. Successful candidates undergo various tests, including psychological, English, computer, and health assessments, before entering employment contracts. In the recruitment of FM for the Master programme in

³⁴ No. 53/2023.

Communication Science, as an additional requirement candidates should have taught in a Bachelor programme in Communication Science or related fields for at least one year.

Lecturer placement is coordinated by the study programme, considering factors such as the current need for faculty members, their availability, expertise, and credit rights. Each lecturer is assigned 4-12 teaching credits (equivalent to 6-18 ECTS) per semester. Before commencing teaching, new faculty members participate in onboarding programmes that equip them with teaching skills and familiarize them with classroom equipment and support facilities.

According to SN-DIKTI³⁵, the academic qualifications of faculty members are hierarchically categorised from lecturer (*tenaga pengajar*), assistant professor (*asisten ahli and lektor*), associate professor (*lektor kepala*), to professor (*guru besar*) as the highest qualification. In the study programmes, assistant professors make up the majority (90.1 %) of all active faculty members, followed by lecturers (7 %) and associate professors (2.9 %). Binus University told the panel, it continuously encourages eligible faculty members to pursue academic promotions, particularly those in the lecturer and assistant professor roles.

To attain full professorship, FM must accumulate a minimum of 850 credits from their *tridharma* activities, in addition to fulfilling other requirements. These requirements include holding a doctorate, being a full-time university lecturer, having at least 10 years of teaching experience, and having a minimum of four scientific articles published in reputable international journals. When all these prerequisites are met, an FM may apply for professorship, which is subject to review by the Ministry of Education, Culture, Research, and Technology. In Indonesia, the process of becoming a professor is regulated at the governmental level. All faculty members registered nationally at Higher Education Institutions (HEIs) in Indonesia are required to report their *tridharma* activities each semester, which are then converted into cumulative credits.

The calculation of cumulative credits is as follows: (1) every credit taught in courses is converted into 1 cumulative credit, along with credits earned from thesis or internship supervision; (2) publications in journals can be converted into 10-30 credits for each publication, depending on the quality and reputation of the journal; and (3) community development activities can be converted into 5-20 credits for each activity, based on the scale of the activities.

Binus University supports the academic advancement of its faculty members by offering opportunities for further qualification. The Lecturer Resources Center (LRC) at Binus University provides administrative support and is responsible for assisting faculty members in enhancing their academic careers. The LRC maintains a centralised record of all faculty members' academic data, provides individual attention to each faculty member, evaluates the potential for each faculty member to seek promotion, and offers recommendations to address any shortcomings hindering their academic career progression. Over the past three years, seven FM in the study programmes have successfully advanced in their academic careers.

Furthermore, all study programmes actively participate in international conferences and collaborate with other universities in various joint projects. To support the internationalisation efforts, these activities are primarily conducted in an international context involving foreign

³⁵ The Indonesian standards for higher education (see above).

partner universities. The number of FM participation as speakers in international conferences and collaborative projects in the past three years is detailed in the following table:

Participation in international conferences and collaborative projects

	BCSJ	BCSM	BPRM	MCSJ
Participation in international conferences (speakers)	139	25	13	15
Collaborative projects with national universities	17	30	9	21
Collaborative projects with international universities	25	67	7	21
Collaborative projects with national industries	38	20	64	47
Collaborative projects with international industries	6	3	18	18

As to the pedagogical and didactical qualification of faculty members they are categorised into various knowledge groups³⁶, which serve as the foundation for assigning the courses they teach. Each knowledge group is overseen by a Subject Content Coordinator (SCC). The arrangement of FM into these groups is primarily guided by an assessment of their expertise and their cohesive educational background. Expertise is often demonstrated through the FM's research interests or prior professional and industrial experiences.

Fields of study in each programmes

BCSJ	BCSM	BPRM	MCSJ
<ul style="list-style-type: none"> • Communication science • Basic public relations and branding • Applied public relations and branding. • Broadcasting science 	<ul style="list-style-type: none"> • Communication science • Applied communication science. • Advanced communication 	<ul style="list-style-type: none"> • Basic public relations • Applied public relations. • Relationship management • Strategic branding 	<ul style="list-style-type: none"> • Advanced communication science • Digital marketing communication • Digital media

Binus University constantly encourages all FM to obtain the national lecturer certification issued by the Ministry of Education, Culture, Research, and Technology. To be certified, FM should possess a national lecturer registry number, have been actively delivering *tridharma* activities for at least two years, and succeed in a series of competency and psychological tests. Currently, 26 FMs in BCSJ (57.8 %), 1 FM in BCSM (10.0 %), 1 FM in BCSM (12.5 %), and 5 FMs in MCSJ (62.5 %) have obtained their national certification.

To enhance the self-development and competencies of FM, Binus University offers a comprehensive series of training programmes conducted by a unit known as Binus Corporate Learning and Development (BCL&D). These training sessions are specifically designed for FM to improve both their hard and soft skills and provided at no cost. They are accessible to both full-time and part-time FM. Additionally, all FM are encouraged to engage in external self-development activities (those not organized by BCL&D) to enhance their pedagogical and

³⁶ See the table below.

didactical qualifications. As a requirement, each FM is expected to participate in at least one training course every semester.

In terms of research activities, the Research & Technology Transfer Office (RTTO) regularly organises various training sessions and seminars for lecturers. These events cover topics such as writing international publications and applying for external and international grants. Furthermore, individual study programmes also arrange training sessions aimed at enhancing the capabilities of FM in teaching and learning, academic support, research, and publications. Study programmes often invite academic experts, including visiting professors from other HEIs, to conduct training and engage in discussion sessions with the FM. On an annual basis, RTTO hosts several international conferences with Scopus-indexed proceedings.

The majority of FM bring professional experiences from the communication industry, in addition to their teaching roles. This practical experience enables them to combine theoretical knowledge with real-world applications. Most full-time FM are also active members or hold positions in professional organisations related to Communication. Part-time FM, aside from their teaching commitments, are seasoned professionals in communication. This includes roles like an executive producer in an international broadcasting company, a manager at a parliamentary TV station, and an academician at the National Broadcasting Institution.

In the BCSJ programme, FM have substantial industry experience in fields such as mass media, public relations agencies, and corporate communication. Two FM currently serve as expert staff at governmental institutions and work as consultants in consulting organisations. Other FM hold managerial or production positions at national TV companies.

In the BCSM and BPRM programmes, FM boast practical and entrepreneurial experience in various relevant fields, as content creators, journalists, account executives, TV hosts, radio announcers, or experts in ceremonies. Some FM own businesses in creative industries.

Within the MCSJ programme, FM possess practical and business experience across various fields, including public relations, journalism, broadcasting, marketing communication, and political communication.

Across all study programmes, regular meetings take place with the participation of all FM to facilitate the execution of teaching and learning activities and to gather input for ongoing enhancements. According to Binus University³⁷, faculty members gather to exchange ideas approximately once every two months, fostering an environment where sharing sessions create a platform for academic discussions and collaboration. Moreover, there are standard meetings scheduled each semester as follows:

List of regular meetings

Meeting	Schedule	Participants	Agenda
Lecturer gathering	At the beginning of each semester, twice a year	FMs	<ul style="list-style-type: none">• Discussion on the execution of new semester• Discussion on updates• Gathering activities
Mid exam preparatory meeting	Twice a year	FMs	<ul style="list-style-type: none">• Explanation about exam system

³⁷ See SER p. 44.

Meeting	Schedule	Participants	Agenda
			<ul style="list-style-type: none"> • Discussion about exam form and subjects
Final exam preparatory meeting	Twice a year	FMs	<ul style="list-style-type: none"> • Explanation about exam system • Discussion about exam form and subjects
Monthly meeting	Every month	Study programme management board	<ul style="list-style-type: none"> • Discussion on PI achievement • General issue updates
Implementation meeting	At the beginning of new fiscal year, once a year	Study programme management board	<ul style="list-style-type: none"> • Discussion on work plan • Evaluation of previous achievement
Management review meeting	Once a year	Rector, deans, directors, and heads of department	<ul style="list-style-type: none"> • Reporting of audit findings
Peer review meeting	Three times a year	FMs	<ul style="list-style-type: none"> • Reviewing teaching and learning activities • Discussion on continuous improvement
Curriculum review meeting	Every two years	FMs, students, representatives from industries and experts	<ul style="list-style-type: none"> • Reviewing the relevance of curriculum with current conditions
Sharing session	Twice a year	FMs, industrial partners	<ul style="list-style-type: none"> • Discussion on updates in academic and professional fields

In the curriculum design, Subject Content Coordinators (SCCs) appoint certain FMs as Subject Matter Experts (SMEs). In practice, SCCs and SMEs conduct regular discussion sessions on curriculum development, by which they review and analyse the course materials taught in each class to prevent any overlapping content in two or more courses. Every four months, peer review meetings led by SCCs involve all FM within the same field of study to assess teaching and learning activities, including a comprehensive analysis of course content. SCCs also conduct sit-in activities by attending classes without prior notice to verify the alignment between course planning and its actual delivery. Furthermore, the curriculum implemented in the study programmes adheres to the guidance published by the National Association of Higher Education in Communication Science (ASPIKOM), which minimises the risk of overlapping content.

FM collaborate in the fulfilment of *catur dharma* activities. In teaching, some courses in the study programmes are team-taught, meaning that several FM jointly instruct a course based on their expertise. FM also engage in collaborative efforts for research and community development activities, sometimes partnering with FM from other study programmes to reinforce and enrich multidisciplinary aspects.

Binus University offers students a one-stop service accessible through a dedicated unit known as the Student Service Centre (SSC). This unit operates under the Vice Rector in Academic Operations and Resources as the supervisor, with branches at each campus and continuous service during operational hours. SSC primarily manages student administrative matters, including registration, leave applications, graduation procedures, payment, and requests for official documents. To address student needs effectively, SSC collaborates with all other units at Binus University. These services are also available online through Binusmaya, WhatsApp for chat, and Microsoft Teams.

For academic support, students receive guidance from their lecturers throughout their studies. At the beginning, the students are paired with FM who serve as academic advisors. They are appointed by the department, help in addressing academic challenges and difficulties while motivating students to excel in their studies. Academic advisory sessions are scheduled twice a semester, and students can request additional one-to-one academic advisory meetings when needed. Interaction between students and lecturers is further fostered through supervisory activities related to thesis and the enrichment programme. Full-time FM are available for students during operational hours and can be reached in various locations, including lecturer's rooms, lounges, or co-working spaces. Lecturers are also accessible through alternative means of communication, such as WhatsApp chat and email. Appointments with part-time FM can be scheduled upon request at the campus, with priority typically given to full-time FM.

Appraisal:

The structure and number of the faculty correspond to the programme requirements and ensure that the students reach the intended qualification objectives. However, the panel recommends Binus University taking care for the Malang campus that the quantity of faculty covers the requirements of the four cohorts in the Bachelor programmes. 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 each 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 programmes. Bina University verifies the qualifications of the faculty members by means of an established appointment procedure. The University ensures that the lecturers are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for the further qualification of the faculty members are implemented.

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

The faculty members cooperate with each other for the purpose of tuning the courses towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly. Moreover, lecturers also cooperatively conduct projects and courses.

Student support is an integral part of the services provided by the faculty and by the administrative staff. It is offered on a regular basis and serves to help students study successfully. The panel welcomes that by law every student has an academic supervisor whom she /he can ask for advice and who will help her / him in case of difficulties. Also, it became clear during the online conference that 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

In terms of both academic oversight and organisational management, a study programme at Binus University is led by a department head, who reports to a dean of the faculty or a director. The current rector is the University's highest authority and directly supervises all the deans of faculties and directors and oversees six vice rectors (responsible for Academic Development, Academic Operations & Resources, Student Affairs, Global Employability & Entrepreneurship, Research & Technology Transfer, and Collaboration & Global Engagement), as well as the directors of Binus Graduate Program and Binus Online Learning, and the deans (faculty heads). The supporting units operate under the purview of the vice rectors.

At the study programme level, each department head is supported by a management board composed of various positions, the roles of which are outlined in the following table:

Positions in programme management and their roles

Position	Role(s)
Head of department	<ul style="list-style-type: none"> • Managing academic and operational activities at study programme level • Ensuring all the faculty members perform the <i>catur dharma</i> obligations (teaching, research, community development, and self-development) • Monitoring and evaluating the quality of the academic and operational activities and following up the results for continuous improvement. • Coordinating with other units and external stakeholders (industries, professional organizations, and parents) to ensure sustainable academic activities
Deputy head of department	<ul style="list-style-type: none"> • Assisting the head of study programme in conducting smooth operational activities

Position	Role(s)
	<ul style="list-style-type: none"> • Implementing and administering all activities and services related to faculty members, students, alumni, examination, scheduling, registration, thesis, teaching materials, etc. • Managing the implementation of academic operational policies with faculty and students
Head of programme	<ul style="list-style-type: none"> • Managing academic and operational activities of a programme (if there is any) under the direct supervision of head of department
Subject content coordinator	<ul style="list-style-type: none"> • Expanding the curriculum and course development • Coordinating the activities of all Subject Content Specialist (SCSs) and faculty members • Ensuring the readiness of teaching & examination materials on-time • Monitoring and evaluating teaching and learning activities through sit in and peer review processes
Lecturer specialist	<ul style="list-style-type: none"> • Providing the best teaching and learning experience to improve the competitive advantages of the programme. • Ensuring the quality of teaching and learning activities according to the standards • Involved in the activities for non-tuition revenue generation through research and professional services
Research coordinator	<ul style="list-style-type: none"> • Managing the research and publication activities within the programme based on the research roadmap. • Promoting research culture among the faculty members of the programme • Coordinating the integration of research and publication outputs into the curriculum of the programme
Enrichment programme coordinator	<ul style="list-style-type: none"> • Ensuring the implementation of enrichment programs of all students • Monitoring and reviewing all operational activities related to the enrichment programmes
Head of laboratory	<ul style="list-style-type: none"> • Managing the student laboratory activities • Monitoring and evaluating laboratory activities. • Maintaining the laboratory facilities • Coordinating the use of laboratories for faculty members and students
Head of internationalisation and partnership programmes	<ul style="list-style-type: none"> • Initiating, planning, and implementing collaborations with international stakeholders regarding academic activities • Maintaining and leveraging international partnerships through strategic and continuous activities • Managing academic activities involving international partners, including guest lectures and Global Learning System
Faculty member	<ul style="list-style-type: none"> • Performing the <i>catur dharma</i> activities (teaching, research, community development, and self-development) • Ensuring the implementation of teaching and learning activities with high standards • Supervising students in their learning activities, including thesis and enrichment programmes

On a regular basis, heads of departments provide reports on their performance and achievements to the supporting units. These reports are then summarised and forwarded to the respective vice rectors and, ultimately, the rector.

To enhance programme management, Binus University utilises the CODA (Centralised Operational Activities and Decentralised Academic Activities) system. This approach entails centralising the management and execution of all operational activities through the supporting units under the vice rectors (as detailed in the following table). Concerning academic matters, which are governed in a decentralised manner, each study programme has the flexibility to establish its own policies under the guidance of the Vice Rector for Academic Development.

Supporting units at Binus University and their roles

Supporting Unit	Role(s)
Quality Management Centre (QMC)	Creating and implementing quality planning and assurance, controlling quality, and ensuring improvement
Academic Resources Center (ARC)	Helping the programmes develop their curriculum and teaching materials
Lecturer Resources Center (LRC)	Recording lecturer data, managing lecturer functional promotion, and recruiting faculty members
Research & Technology Transfer Office (RTTO)	Managing research, intellectual properties, and publications of faculty members
Student Registration & Service Center (SRSC)	Serving, helping, and giving information to students regarding registration, administration, and payment
Community Development Academic Center (CDAC)	Assisting community development activities of faculty members
Academic Operations Center (AOC)	Supporting the whole teaching and learning activities (scheduling, grading, and graduation)
Software Laboratory Center (SLC)	Providing software for use in the teaching and learning activities
Library and Knowledge Center (LKC)	Serving the academia by providing concrete and digital information to support the teaching and learning activities
Binus Career & Alumni Relation Office (ARO)	Connecting Bina Nusantara University with industrial partners and its alumni
Binus Entrepreneurship Center (BEC)	Supporting the students willing to find their start-up business projects
Student Creativity Development Center (SCDC)	Managing the development of students' self-potential (both academic and non-academic) and housing various student organizations.
Student Advisory and Support Center (SASC)	Helping the students who need guidance by conducting counseling activities with psychologists
Character Building Development Center (CBDC)	Providing education to build the students' character based on nationalism and belief in God
Binus Collaboration Center (BCC)	Facilitating partnerships between Bina Nusantara University and other educational institutions
Binus International Office (BIO)	Facilitating programmes involving foreign partners (e.g. student exchange, lecturer exchange, international conferences, etc.)
Marketing	Conducting promotional activities and new student recruitment
Human Capital & Legal	Recruiting staffs and evaluating performance
Information & Technology	Handling all ICT-related issues and programme development
Finance	Organizing cash flow and financial-related issues at Bina Nusantara University

Due to the implementation of the CODA system, all existing facilities and infrastructure at Binus University are shared among all study programmes. The coordination for utilising these resources falls under the purview of the Vice Rector for Academic Operations and Resources. According to Binus University³⁸, this arrangement allows academic units to dedicate their efforts to enhancing and refining the quality of academic content. The CODA system is supported by a team of over 1,500 staff members responsible for operational activities within the supporting units, libraries, and administration centers.

The operational activities at Binus University receive comprehensive support from the various units operating under the CODA management system. Specifically, two units provide services for FM and students: the LSC for FM and the SSC for students.

LSC offers extensive administrative and operational support to FM during their teaching assignments. This supporting unit assists FM with classroom organisation, technical equipment provision, rescheduling, and related matters. Other supporting units are also available to aid FMs in their fulfilment of *catur dharma* activities: the RTTO for research, the CDAC for community development, and BCL&D. For services related to academic career qualification and progression, all FMs receive support from the LRC.

For students, the SSC provides a one-stop service. Additional services available to students encompass the Student Club and Activity Centre, which manages students' interests and participation in competitions, scholarships for outstanding students and those facing financial difficulties, and counselling services provided by psychologists. Binusmaya offers updated information on teaching and learning activities for students, including schedules, course materials, syllabi, and GPA records.

Binus University also supports the continuous professional development of all its employees and staff. BCL&D regularly offers a series of training programmes that can be chosen and attended by all employees and staff members. These training sessions are conducted by FM or external contributors and cover a range of topics, including IT courses, language courses, sharing sessions with experts, and other training related to the enhancement of both hard and soft skills.

Appraisal:

The panel notes that Binus University has installed clear and transparent competences for the programmes. The head of department, together with a management board, is responsible for coordinating the activities of everyone involved in the programme and ensures that the programme runs smoothly.

Faculty members and students are supported by the administration in the organisation of the study 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.

³⁸ See SER, p. 49.

With the CODA system, the opportunities of electronic service-support are used and supplement personal one-to-one counselling. Also, the learning management system Binusmaya is used for these purposes. The HEI offers the administrative staff opportunities for continuous professional development. The panel welcomes that the administrative staff acts as a service provider for students and faculty.

	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

Binus University collaborates with both Indonesian and foreign universities, with all collaborative initiatives falling under the purview of the Vice Rector in Collaboration & Global Engagement. The collaborations primarily focus on the four pillars of higher education: teaching, research, community development, and self-development. The specific terms and conditions of the partnerships are formalised in cooperative agreements, often referred to as memoranda of understanding.

At the study programme level, the collaborations with other universities have given rise to cooperative activities that include opportunities for student exchanges, lecturer exchanges, joint research projects, guest lectures, and benchmarking initiatives. Through such collaborations, faculty members and students are exposed to international experiences in their academic pursuits. Faculty members have the chance to learn from international lecturers and engage in research collaborations with peers from around the world, while students can enhance their English language skills and access learning opportunities in foreign countries. Partner universities of the four study programmes are outlined in the following table:

List of notable partner universities

	National	International
BCSJ	<ul style="list-style-type: none"> Universitas Padjadjaran, Bandung Universitas Brawijaya, Bandung Universitas Muhammadiyah Malang, Malang London School of Public Relations, Jakarta 	<ul style="list-style-type: none"> Universiti Teknologi Mara, Malaysia Nanjing University, China Lund University, Sweden Utrecht University, Netherlands
BCSM	<ul style="list-style-type: none"> Brawijaya University, Malang Universitas Muhammadiyah Malang, Malang Universitas Airlangga, Surabaya Universitas Multimedia Nusantara, Jakarta 	<ul style="list-style-type: none"> University Teknologi Mara, Malaysia Czech Life Science University, Czech Republic
BPRM	<ul style="list-style-type: none"> Universitas Bunda Mulia, Jakarta London School of Public Relations, Jakarta 	<ul style="list-style-type: none"> Lancaster University, UK Universiti Teknologi Mara, Malaysia University of Malaya, Malaysia

	National	International
	<ul style="list-style-type: none"> Universitas Katolik Indonesia Atma Jaya, Jakarta Universitas Sahid, Jakarta 	<ul style="list-style-type: none"> Pan Pacific University, Philippines
MCSJ	<ul style="list-style-type: none"> Universitas Indonesia, Jakarta Universitas Pelita Harapan, Tangerang Universitas Mercu Buana, Jakarta Universitas Petra, Surabaya 	<ul style="list-style-type: none"> Griffith University, Australia Utrecht University, Netherlands University of Missouri, USA University of Birmingham, UK

At the faculty level, the cooperation with industries or other organisations is managed by the Binus Head of Internationalisation and Partnership Program (HIPP). The forms of cooperation with industries range from the signing of memorandum of understanding (MoU), internship agreement, mutual project, and agreement on activities including guest lectures, knowledge sharing with industries, industrial visit for students, and global learning system (GLS). **Table 24** represents some of the notable partner industries of all study programmes.

List of some notable partner business enterprises/organisations

	National	International
BCSJ	<ul style="list-style-type: none"> PT Tikamoon Sourcing Indonesia PT Media Televisi Indonesia PT. Kata Data Indonesia SCM - SCTV 	<ul style="list-style-type: none"> Activate Asia Imogen PR Ogilvy PR Times International Next Animation Studio
BCSM	<ul style="list-style-type: none"> Suara Muda Sakti (Elfara FM) Jak FM Genesis Publisher Hard Rock FM Kompas Gramedia 	<ul style="list-style-type: none"> CNN HONGKONG CNA SINGAPORE
BPRM	<ul style="list-style-type: none"> Nutrifood Indonesia Semen Gresik Bank Central Asia BFI Finance Indonesia Home Center Indonesia (Kawan Lama Group) 	<ul style="list-style-type: none"> Google Digital Garage Google Skillshop Hubspot Academy ILO (International Labour Organization) Vostra Internasional
MCSJ	<ul style="list-style-type: none"> Jakarta Post Kanmo Group Liputan6.com Salemba Empat (Publishing) Lembaga Sensor Film (LSF). 	<ul style="list-style-type: none"> Springer (Publishing). Sage Publication Wiley Disney

Appraisal:

The scope and nature of cooperation universities, other academic institutions, and networks relevant for the programmes are plausibly presented. The agreements forming the basis of cooperation are documented. The cooperation is actively pursued and with student exchange, lecturer exchanges, joint research projects, guest lectures etc. 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.

Moreover, the scope and nature of cooperation with business enterprises and other institutions relevant to the programme are not only plausibly presented but also actively promoted. As described above³⁹ the cooperation with industry and business results in numerous collaborative projects for all four study programmes, in including business representatives as lecturers, in long internships for students and projects for theses. The agreements forming the basis of the cooperation are documented. The cooperation has a clear impact on the conception and implementation of the study programme. Also, all such activities contribute to the development of the students' qualification and skills.

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

4.4 Facilities and equipment

As the on-site visit had to be replaced by an online conference, Binus University made available to the panel numerous photos of its buildings, rooms, and the library as well as descriptions in the self-evaluation report thereof.

According to Binus University⁴⁰, the facilities are barrier-free and can be used by all FMs and students from all study programmes during the operational hours. There are no facilities dedicated to a specific study programme. The scheduling activities are managed by SRSC. The following table shows per campus the number of classrooms and different laboratories available for the study programmes.

Number of classrooms and laboratories

Facility	Campus			Total	
	Greater Jakarta				
	Kemanggisan	Alam Sutera	Bekasi		
Regular classroom	89	52	16	9	166
Creative/smart classroom	10	10	3	10	33
Language lab.	2	2	0	1	5
Photography lab.	1	1	0	1	3
Mac lab.	1	1	0	2	4
Computer lab.	38	14	4	1	57
Content production lab.	0	0	0	1	1
Conference lab.	0	0	0	1	1
Broadcasting lab.	1	1	1	1	4

³⁹ See chapter 4.1.

⁴⁰ See SER p 52.

Facility	Campus			Total	
	Greater Jakarta				
	Kemanggisan	Alam Sutera	Bekasi		
Marketing communication lab.	1	1	1	0	
				3	

In general, the size of a classroom at Binus University is set to be 81 m² with a capacity of 70 students (for a regular classroom) or 35 students (for a creative/smart classroom). A regular classroom is equipped with a set of PC, whiteboard, markers, projector, speakers, microphone, camera, and TV. Wi-fi connection is available from all classrooms for FMs and students. Creative classrooms are specifically designed to maximise the interaction between the students and the lecturer, and among the students themselves. These classrooms are equipped with large LED screens on each extremity of the room, sound system, rotatable tables, and seats, as well as digital technology to support dynamic learning, such as games and role play.

The FM and students at Binus University can have access to facilities provided at all campuses, including lounges, co-working spaces, parking lots, escalators, nursing rooms, prayer's rooms, food courts and cafés, mini convenience stores, ATM machines, banks, fitness centers, sport halls, and clinics with doctors and nurses available during the operational hours. For disabled FM and students, all campuses are facilitated with ramps for wheelchair, elevators with indications written in Braille, and accessible toilet rooms.

Each campus at Binus University has a Library and Knowledge Center (LKC), presenting a collection of books, multimedia resources (CDs, DVDs), journals, theses, research reports, and more. To streamline the book borrowing process, all collections are RFID-tagged⁴¹, enabling automatic borrowing. Additionally, the stocktaking process has adopted smartphone NFC⁴² technology. The digital collection of each LKC is accessible to the academic community through the LAN network and the website (<http://library.binus.ac.id>). For the convenience of lecturers and students, a mobile application is available, providing easy access to LKC data. Operating hours for LKCs at each campus are from 9 am to 6 pm, Monday to Friday, and from 9 am to 3 pm on Saturdays. They are closed on Sundays and during student holiday periods.

Currently, the printed book collection in the LKC comprises 32,880 titles, totalling 82,104 copies. In addition to hard copies, LKC offers an array of digital resources available online, including e-books, e-clippings, e-theses, and e-articles, encompassing more than 140,000 titles. This digital collection is accessible to all students. LKC also grants access to databases for both faculty members and students, including resources such as Emerald, Ebsco, Gale, and other materials accessible through the National Library of Indonesia.

In general, each course designates one book as the primary literature, while the other books mentioned in the course outline are considered supplementary. All the required books are available in the LKC. Students have two primary methods for accessing the books. Firstly, students may purchase mandatory e-books and redeem them through Binusmaya. Secondly, if the books are not obligatory for purchase, they can be borrowed from the LKC. At least one

⁴¹ The Radio Frequency Identification library works by attaching tags to the library materials (books etc.) which emit a signal when passing through an RFID reader.

⁴² Near Field Communication.

copy of each main and supplementary book mentioned in the course description is available for borrowing in the LKC.

To ensure that the LKC's collection remains up to date, a review is conducted for the primary textbooks used in each course at the end of every semester. If the review results indicate that a textbook needs replacement, the necessary steps are taken to make the switch. Textbook reviews are conducted to assess their relevance to the course's learning objectives. Textbooks must have been published within the last five years, and only the latest edition is considered. The updated textbooks are then used as materials for developing course content.

Appraisal:

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

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

4.5 Additional services

Binus University has a Career Centre as well as a Binus Internship Center under the Vice Rector of Global Employability & Entrepreneurship to assist students and graduates in finding jobs as well as promoting Binus University graduates. The primary goal of the internship programme is to equip students with practical work experience, enabling them to become industry-ready professionals. The strategic collaboration between Binus University and its industrial partners is designed to bridge the gap between education and the industry. To prepare students for their internships, Binus Internship Centre initiates a comprehensive career development programme that commences as early as the first semester. This programme encompasses various integrated components, including profiling, workshops, seminars, and career counselling.

Binus Career is focused on preparing students for their future careers and providing a range of activities to support their job application efforts. These activities include career seminars,

job interview simulations, workshops on crafting effective and professional CVs, and career counselling. Binus Career also manages the website www.binuscareer.com⁴³ which serves as an online job portal facilitating connections between Binus University graduates and partner companies. This platform features a comprehensive list of job vacancies from Binus University's partner companies.

Furthermore, Binus Career organises campus hiring events which are specialised recruitment initiatives conducted by specific companies. Additionally, they conduct job expo programmes held twice a year prior to graduation events, aimed at assisting graduates in their job search. In addition to these activities, Binus Career is responsible for conducting tracer studies for alumni to track their progress and gather valuable feedback, as well as satisfaction surveys for employers of Binus University's alumni.

The Alumni Relations Office (ARO), a key supporting unit under the Vice Rector of Global Employability & Entrepreneurship, is dedicated to nurturing lasting connections among alumni and between alumni and Binus University. ARO focuses on maintaining lifelong engagement with alumni and aims to harness their potential to enhance the university's overall quality. This includes providing support to both current students and graduates in their career and entrepreneurial endeavours. ARO also plays a pivotal role in facilitating the establishment of the BINUS Alumni Family Association (IKA Binus), serving as a platform for Binus University alumni to partake in a variety of activities that promote mutual growth and empowerment. Every alumnus can join IKA Binus and engage in diverse programmes, including:

- Alumni Visit & Profiling (exposing alumni success stories)
- Alumni Recognition Award (awarding outstanding alumni)
- Alumni Community (based on interests and chapters)
- Alumni Engagement (gatherings, workshops, seminars)
- Alumni Contribution (guest lecturers, research collaboration and endowment)
- Alumni Services (alumni card, library membership, alumni verification)

Appraisal:

Binus University offers Career counselling and placement services to the students and graduates on an individual basis to promote their employability. The HEI provides sufficient resources. 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 University-wide corporate network. Binus University brings its graduates in contact with representatives from business enterprises at regular events, e.g. at hiring events.

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

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

⁴³ Last seen on May 20, 2024,

4.6 Financing of the study programme (Asterisk Criterion)

Binus University is mainly financed by student tuition fees. Other revenues come from FMs' professional services (10 to 15 %)

Currently, the four study programmes are expected to operate continuously as they have demonstrated growth, with an increase in student enrolment over the past three years. However, should Binus University opt to discontinue any of these study programmes, new student admissions for the upcoming academic year will be halted. All existing students will be assured the opportunity to complete their studies. In the event of such a scenario, the Binus Foundation may explore cross-financing measures or security options to ensure the ongoing availability of these study programmes. Another alternative would involve offering current students the opportunity to transfer their earned credits and seamlessly continue their academic journey within a different study programme offered by the university.

Appraisal:

The panel is convinced that Binus University's income related to the four relevant study programmes ensures that each cohort of students starting within the accreditation period can complete the study programme.

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

5. Quality assurance and documentation

As mandated in Article 53 of the "Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education", the Higher Education Quality Assurance System (SPM Dikti) consists of the Internal Quality Assurance System (SPMI), developed by the University and the External Quality Assurance System (SPME) conducted through accreditation. To make this a reality, Binus University has installed a quality assurance framework for all study programmes that is structured based on the national standards for higher education and the university's quality management system, in accordance with ISO 9001:2015 standards. The supporting unit called Quality Management Center (QMC) is centrally coordinated and reporting directly to the Rector of the University. Moreover, Binus University has elaborated a "Quality Management System Handbook".⁴⁴

External audits are scheduled regularly by involving external auditors from The Société Générale de Surveillance (SGS). The findings of the audit are presented at the annual management review meeting led by the rector and attended by all vice rectors, unit managers, deans, directors, and heads of department. All findings are also subject for continuous improvement within each study programme.

⁴⁴ This was published in 2022.

To monitor the implementation of the national and of international standards, the Binus QMC implements SysQA (System of Quality Assurance), an application created to facilitate quality assurance at the study programme level. All audit findings are submitted to the system and the study programmes can respond to the findings and submit the evidence of continuous improvement activities taken. The standards stipulated by the QMC are further derived into quality objectives and performance indicators (PIs). Binus University annually monitors, how these quality objectives and PIs have been achieved to determine the overall performance of study programmes.

Units including QMC and Binus Career conduct surveys for internal and external stakeholders to measure their satisfaction level and seek for possibilities for continuous improvement in several aspects. Despite the QMC being the main unit managing the quality assurance within the University, all internal and external stakeholders are involved in the quality assurance activities. The internal stakeholders include the University leaders, deans and directors, study programme management board, faculty members, staffs, and students. The external stakeholders encompass alumni and industries. Within each study programme, the head of department and quality coordinator are mainly responsible for quality assurance.

The development of quality assurance at Binus University follows the PDCA cycle (plan, do, check, act) which is described below:

- Plan: Based on the quality standards of QMC, quality objectives and PIs are set for each study programme, along with the annual target determined by the actual objectives of the University and the previous programme performance.
- Do: All study programmes conduct their activities directed to fulfil the set of quality objectives and PIs.
- Check: The performance of each study programme is monitored and reported once every three months. Evaluation and further follow-up actions are taken if some PIs are not fulfilled according to the target. In addition, internal and external auditing is also held to check whether the output of activities has met the standards. Surveys are also handed out to all internal and external stakeholders to measure satisfaction and collect information regarding quality. The results of these surveys are conveyed to the study programmes in terms of statistical data.
- Act(ion): This activity is the corrective action for continuous improvement. Each study programme analyses the audit findings and survey-derived statistical data to plan follow-up actions to improve quality.

Since the study programmes are mainly responsible for managing academic activities according to the CODA system, their quality assurance activities are focused on the development of the curriculum quality. The curriculum is regularly reviewed to accommodate the current issues and advancement, for the sake of the continuous improvement. At the course level, the FM perform course review and peer review activities each semester under the supervision of the Subject Content Coordinators. Course review activities conducted at the end of each semester involve faculty members discussing and reviewing the content of a course along with its materials for updates and improvements. In the peer review activities, an assigned faculty member attends a session delivered by another faculty member and assesses several components, including the teaching methods, conformity of the topic delivered with the course outline, and the students' response. This assessment will not be announced. The findings are used to improve the curriculum. Regularly, a focus group

discussion is organised once every two years by inviting internal and external stakeholders to review the curriculum and adjust it to the current industrial needs.

The students' workload on each course is ensured to be adequate with appropriate awarded credit points. The determination of student's workload was adapted from the national standards for higher education (45 working hours in total per semester for a credit). All the meetings in classrooms along with assignments are conceived and calculated to meet the predetermined student's workload. According to the curriculum, courses with a higher amount of related learning objectives are given more credits, thus more workload for the students. Peer reviewing is a regular quality control mechanism within each study programme that allows the analysis of several aspects in teaching and learning activities, including the attribution of student's workload in assignments and independent studies of the students. Finally, in the TLE filled by the students at the end of each semester, there is a question regarding whether the given workload can be justified in accordance with the course credits.

Academic satisfaction is an evaluation conducted to measure student satisfaction with the academic process, which includes Teaching and Learning Evaluation (TLE) and Student's Experience Survey (SES). TLE is a survey that must be filled in by students to provide an assessment of the performance of lecturers for courses they take, and assessments related to the learning process in class. Several components assessed by students include teaching methods, grades, student's workload, lecturer's attitude, and commitment. TLE is filled by the students at the end of each course they take. SES is an annual survey that must be completed by students to measure two main dimensions, namely student's satisfaction and student's engagement. Several aspects are measured in the student's satisfaction dimension, including academic experience, facilities, societal experience, welfare, accommodation, industrial connections, security, student union, and administrative experience. For the student's engagement dimension, the aspects measured include student-faculty relationship, cooperation among students, active learning experience, and learning time management.

All the surveys are conducted by QMC, and the students can fill the surveys through the learning management system, Binusmaya. The data are analysed by QMC, and the results are released to the study programmes to provide input for quality development process. Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure. The outcomes are published online on the official website of QMC⁴⁵ and communicated to the students during different occasions.

The evaluation of study programmes by faculty is carried out using the lecturers' opinion survey (LOS) given annually to the FMs through the learning management system, Binusmaya. This survey is an opportunity for faculty to evaluate the programme and other aspects related to their welfare. Some of the components assessed in the LOS include education and teaching, research, training and self-development, community service, work environment, relations between lecturers, communication, remuneration, diversity, and commitment. QMC, with the help of the Lecturer Resources Center (LRC) analyses and provides access to the result report to lecturers within the system. The outcomes are also published online on the official website of QMC and communicated to the FMs during different meeting and socialization sessions. In addition, the findings are also presented in the annual management review meeting. The study

⁴⁵ <https://qmc.binus.ac.id/quality-management-system/academic-stakeholders-satisfaction-reports/> (last seen on May 17, 2024).

programmes then follow up the findings by taking necessary measures for continuous improvement. This result is also used to evaluate the procedure and organization mechanism in Binus University.

At the end of every semester, there is a review for each course by the FM led by the Subject Content Coordinators of each knowledge group. It is an opportunity for the FMs to give feedback on the study programme and its courses. During the review, several aspects are considered, including the running of the previous teaching activities, the problems encountered, the relevance of the materials with the current conditions, the curriculum effectiveness, and suggestions for improvement. In internal meetings within the study programmes, FM are also welcome to give feedback regarding the teaching and learning activities. In addition, some FM are invited to focus group discussion about curriculum held once every two years.

Also, external parties, namely alumni and employers, are involved in the evaluation of the study programmes. Alumni are asked to fill in a satisfaction survey regarding their whole learning experience at the time of graduation. The survey, called the alumni satisfaction survey (ASS), is managed by the QMC. In addition, Binus Career also conducts tracer studies for one- and two-years following graduation to track the performance and achievement of the graduates in their professional activities. The industries as external stakeholders are also asked regarding their satisfaction towards the students as interns and graduates. The evaluation is managed regularly by the QMC (for internship activities) and Binus Career (for employers of graduates). Binus Collaboration Center (BCC) annually measures the satisfaction of University and industrial partners about collaborative projects in *tridharma* activities.

All the findings of these surveys are delivered to the study programmes for further follow-up actions and continuous improvement. These findings are also published online on the official website of QMC. The following table summarises the satisfaction levels of stakeholders over the past three years, consistently exceeding the targeted threshold of 70%.

Satisfaction level of stakeholders

		BCSJ	BCSM	BPRM	MCSJ
Teaching and learning evaluation	2020	81%	82%	78%	81%
	2021	82%	84%	81%	83%
	2022	81%	82%	82%	84%
Student's experience survey	2020	72%	79%	79%	77%
	2021	77%	79%	86%	75%
	2022	78%	84%	72%	77%
Lecturer's opinion survey	2020	76%	83%	81%	81%
	2021	79%	82%	83%	85%
	2022	83%	81%	87%	88%
Alumni's satisfaction survey	2020	73%	N/A	N/A	86%
	2021	78%	N/A	N/A	75%
	2022	83%	72%	86%	79%
Employer's satisfaction survey	2020	78%	N/A	87%	87%
	2021	83%	98%	80%	88%
	2022	83%	76%	88%	88%

Each study programme has a website on which essential information is available.⁴⁶ Promotional materials, such as brochures are also available and handed out in different promotional activities actively carried out regularly by the Marketing Team. At each campus, an Admission Centre offers personalized service for all interested parties to obtain information about studying at Binus University. The published information includes, among others, vision and mission statements, graduate's profiles, quality objectives, faculty profiles, curriculum, admission, and scholarship.

Regarding curricula, Binus University provides a dedicated website for the curriculum of all study programmes (<https://curriculum.binus.ac.id/>). In addition, all study programmes provide information regarding their curriculum on their respective website. For FM and students, course outlines (syllabi) are also available on the learning management system, Binusmaya.

Interested parties can access information on the activities of Binus University from the official website of Binus University⁴⁷ and social media (YouTube, Instagram, Line). All study programmes also publish updates and other information regarding activities on respective websites and social media. Some published information includes academic activities, events, partnerships, alumni activities, and competitions. At the end of each fiscal year, Binus University creates an annual report to the Foundation of Bina Nusantara. The content of the report is synthesized and presented to the university management board in the annual accountability report meeting.

Appraisal:

In general, 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 considers the evaluation results and the analysis on student workload, success rate, and graduate employment as well as the profile of the student population. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined.

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

⁴⁶ BCSJ: <https://communication.binus.ac.id/>, BCSM: <https://binus.ac.id/malang/communication/>, BPRM: <https://binus.ac.id/malang/public-relations/>, MCSJ: <https://mik.binus.ac.id/>) (last seen on May 17, 2024).

⁴⁷ <https://binus.ac.id/> (last seen on May 17, 2024).

The study programme's content, curriculum and examination scheme have been suitably documented and published (e.g. course plan and exam regulations).

Binus University 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: Bina Nusantara University, Indonesia

Bachelor programmes:

- Bachelor of Communications Science (Jakarta)
- Bachelor of Communications Science (Malang)
- Bachelor of Public Relations (Malang)

Master programme:

- Master of Communication Science (Jakarta)

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

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1.6*	Methods and scientific practice (Asterisk Criterion)			X		
3.1.7*	Examination and final thesis (Asterisk Criterion)			X		
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			X		
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 ⁴⁸	X ⁴⁹	
3.4.3	Internationality of faculty			X		
3.4.4	Foreign language contents			X		
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		
3.6*	Skills for employment / Employability (Asterisk Criterion)			X		
4.	Academic environment and framework conditions					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4	Practical business experience of faculty			X		
4.1.5*	Internal cooperation (Asterisk Criterion)			X		
4.1.6*	Student support by the faculty (Asterisk Criterion)			X		
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion)					X

⁴⁸ Bachelor of Communication Science (Jakarta).

⁴⁹ Bachelor of Communication Science (Malang); Bachelor of Public Relations (Malang); Master of Communication Science (Jakarta).

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

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