Decision of the FIBAA Accreditation and Certification Committee

8th Meeting on November 30, 2022

PROGRAMME ACCREDITATION

Project Number:	21/102 Cluster 2
Higher Education Institution:	Universitas Airlangga
Location:	Surabaya, Indonesia
Study Programme:	Bachelor of Management (S.M.)
	Master of Management (M.M.)
	Master of Science in Management (M.SM.)
Type of Accreditation	initial accreditation

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

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

Period of Accreditation: November 30, 2022 until November 29, 2027.

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution:

Universitas Airlangga, Indonesia

Bachelor/Master programme:
1. Bachelor of Management
2. Master of Management
3. Master of Science in Management

Qualification awarded on completion:
1. Sarjana Manajemen (S.M.)/Bachelor of Management
2. Magister Manajemen (M.M.)/Master of Management
3. Magister Sains Manajemen (M.SM.)/Master of Science in Management

General information on the study programme

Brief description of the study programmes:
The **Bachelor of Management** (BMP) is a four-year programme with the aim to produce graduates with profiles as management analysts, first-line managers and entrepreneurs.

The **Master of Management** (MMP) is a two-year programme that is designed to equip students with in-depth business and management knowledge, business and managerial skills, as well as entrepreneurial attitudes.

The **Master of Science in Management** (MSMP) is a three-semester programme with the aim to produce graduates who have the ability to think theoretically and analytically in the development of management science.

Type of study programme:
BMP: Bachelor programme
MMP, MSMP: Master programme

Projected study time and number of ECTS credits / national credits assigned to the study programme:
BMP: 4 years (8 semesters), 145 sks credits/ 232 ECTS credits
MMP: 2 years (4 semesters), 46 sks credits/ 73.6 ECTS credits
MSMP: 1.5 years (3 semesters), 40 sks credits/ 64 ECTS credits

Mode of study:
All programmes: full-time

Didactic approach:
All programmes: study programme with obligatory class attendance

Double/Joint Degree programme:
BMP: optional
MMP: no
MSMP: no

Scope (planned number of parallel classes) and enrolment capacity:
BMP: 250 student intakes per year
MMP: 160 student intakes per year
MSMP: 45 student intakes per year

Programme cycle starts in:
BMP: August (winter semester)
MMP: August and February (winter and summer semester)
MSMP: August and February (winter and summer semester)

Initial start of the programme:
BMP: 1961
MMP: 1993
MSMP: 1993

Type of accreditation: initial accreditation

Procedure

A contract for the initial accreditation of the Bachelor of Management (S.M.), Master of Management (M.M.) and Master of Science in Management (M.SM.) was made between FIBAA and Universitas Airlangga on August 16, 2021. On March 4, 2022, the HEI submitted a self-evaluation report, which included a detailed description of the programmes and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel[1]. The HEI has agreed with the chosen experts. The panel consisted of:

Prof. Dr. Reinhard Bachmann
University of London, the United Kingdom
Professor of International Management
(Business Administration, General Management, International Management, Strategic Management, Business Ethics, Marketing, Human Resource Management, Sustainability, Business Systems, Entrepreneurship, Leadership, Organizational Behaviour, MBA-programs)

Prof. Dr. Ing. Ronald Glasberg
SRH Berlin University of Applied Sciences, Germany
Professor of International Strategic Management
(Business Administration, General Management, Innovation Management, Computer Science and Strategic Management, International Management, Entrepreneurship, Digital Business)

Marie-Luise Meier
Nova School for Business and Economics, Lisbon, Portugal
Student CEMS Double Degree in International Management (MIM)
(completed: International Business Management (B.A.), HWR Berlin)

Refi Rifaldi Windya Giri
Telkom University, Bandung, Indonesia
Faculty of Economic and Business Lecturer & Researcher Department of Management of Business and Information System
(Management, Business Administration, Marketing Management, Financial Management, Consumer Behavior)

Tanja Zurwehme
IBM Germany GmbH, currently self-employed former Head of Department HR University Programs & Head of Training
(Human Resource Management, General Business Administration, Coaching, Digital Learning Formats, Project Management, Agile Working Methods)

FIBAA project manager:
Friderike Uphoff

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[1] The panel is presented in alphabetical order.

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 September 05, 06, 07 and 08, 2022 via the video conferencing tool *Zoom*. The same cluster included an appraisal of the Doctor of Management Science (Dr.). At the end of the online conference, the panel has given a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on October 31, 2022. The statement on the report was given up on November 7, 2022. It has been taken into account in the report at hand.

Summary

The Bachelor of Management offered by Universitas Airlangga fulfils 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 November 30, 2022 and finishing on November 29, 2027. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The Master of Management and Master of Science in Management offered by Universitas Airlangga 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 November 30, 2022 and finishing on November 29, 2027. 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.

The panel members identified several areas where the programme could be further developed:
- Strengthening the internationalisation efforts in order to attract more international students (see chapter 1.2),
- Opening the curricula for more interdisciplinary thinking and increasing the number of interdisciplinary projects (see chapter 3.1),
- Including the number of ECTS credits allocated to each course into the course descriptions (see chapter 3.2),
- Establishing connections with companies and universities of their alumni, who work in an international context (see chapter 3.4),
- Fostering the further development of multidisciplinary competences and skills (see chapter 3.5),
- Thinking about ways to bring more business experience into the curriculum (see chapter 4.1),
- Reviewing the opening times of the library (see chapter 4.4),
- Increasing the efforts with regard to alumni activities (see chapter 4.5).

For the BMP additionally:
- Starting earlier with the concentration courses offering more majors (see chapter 3.1),
- Increasing the amount of practical aspects (see chapter 3.1).

For the MMP additionally:
- Reviewing the admission requirements with regard to the required professional experience in the regular track or to include practical experiences in the curriculum, e.g., via a compulsory internship (see chapter 2.),
- Diversifying the electives (see chapter 3.1),
- Increasing the amount of practical aspects (see chapter 3.1),
- Shifting the courses on Research Methodology to an earlier semester (see chapter 3.1),

- Increasing business cooperation to support students even more on their future career paths (see chapter 4.3).

For the MMP additionally:
- Diversifying the electives (see chapter 3.1),
- Considering to increase the percentage of science in the study programme in order to compare to study programmes worldwide with the degree "Master of Science" (see chapter 3.1),
- Shifting the courses on Research Methodology to an earlier semester (see chapter 3.1).

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 is one criterion in which the programme exceeds the quality requirements:
- Student support by the faculty (see chapter 4.1).

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

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Information on the Institution

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

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

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

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

1. 465 in QS World University Ranking (WCU) 2021
2. 124 in QS Asian University Ranking (AUR) 2021
3. 20 Southeast Asia based on QS WUR 2021
4. 251-300 (Law and Legal Studies) in QS WCU by Subject 2021
5. 401-450 (Business & Management Studies) in QS WCU by Subject 2021
6. 551-600 (Medicine) in QS WCU by Subject 2021
7. 4th rank best university in Indonesia by Indonesian Government
8. 301-400 for an overall score in Times Higher Education (THE) Impact Ranking
9. 183 UI Green Metric in 2021

UNAIR offers 175 study programmes under 15 faculties and one postgraduate school, with nearly 39,800 students (63 % undergraduate students and 37 % postgraduate students) and 2,002 full-time faculty members from which 42 % hold PhD degrees. UNAIR also offers seven International Undergraduate Programmes (IUP) under seven faculties. National Accreditation Board of Higher Education or BAN-PT has accredited "A" or "Excellent" for the majority of the study programmes

(136 study programmes or 80 %). Seventy-five study programmes have international recognitions from various accreditation and certification bodies such as
- The Accreditation Service for International Schools,
- Colleges and Universities (ASIC),
- Foundation for International Business Administration Accreditation (FIBAA),
- ASEAN University Network-Quality Assurance (AUN-QA),
- The Alliance on Business Education and Scholarship for Tomorrow (ABEST21), and
- Agency for Public Health Education Accreditation (APHEA),
- Accreditation in Engineering Computer Sciences Natural Sciences Mathematics (ASIIN).

In the aspect of internationalisation, UNAIR continues to develop international cooperation, and as of 2020, it already has 296 partnerships throughout 37 countries. Several international programmes conducted include international classes, joint research, double-degree programmes and joint community service. In addition, UNAIR actively holds global initiatives such as Airlangga Global Day, AIRVENTURE (Airlangga Adventure), INHERIT (Indonesia Heritage), AMERTA (Academic Mobility Exchange) for undergraduate and master students, as well as International Community Development programmes like SDG COP (Sustainable Development Goals Community Outreach Programme) and CERIA (Community Empowerment Programme at Airlangga). To attract international students, UNAIR also offers Airlangga Development Scholarship (ADS) on a competitive basis for master and doctoral programmes.

The Faculty of Economics and Business UNAIR (FEB UNAIR) has devoted itself to human resource development in the fields of economics, management and accounting for more than 60 years. The FEB has over 6,600 students who study at the four discipline-based departments (Economics, Management, Accounting and Islamic Economics) with thirteen study programmes covering undergraduate, master and doctoral degrees. The faculty also delivers a wide range of single and double coursework graduate programmes as well as research degrees. To enhance the learning and research experience of students and faculty members and increase organisational competitiveness, the FEB collaborates with more than 30 universities in 16 countries in the world.

The Department of Management consists of four study programmes: Bachelor of Management Programme (BMP), Master of Management Programme (MMP), Master of Science in Management Programme (MSMP) and Doctoral of Management Science Programme (DMSP). The department hosts 37 full-time faculty members, with 59.4 % holding PhD degrees and 10.8 % are professors in various management areas. In the business and management discipline, the Department of Management has an international reputation for education and research quality as evidenced by its international rankings. While only the undergraduate programme has been certified by ASEAN University Network (AUN); all four study programmes have been accredited by ABEST21.

The **Bachelor of Management** (BMP) was first established in 1961 as stated by the Decree of the Minister of Higher Education and Science number 31/1961 issued on August 8, 1961. BMP offers various majors within its curriculum to enhance students' employability skills. Those majors are financial management, marketing management, human resource management, operation and supply chain management, as well as entrepreneurship.

The **Master of Management Programme** (MMP) at Universitas Airlangga was established in 1991 and was formalised by the decree of Directorate General of Higher Education in 1992. Since 2005, it has been accredited with A level qualification by the Head of the National Accreditation Board for Higher. Prior to 2011, MMP was originally under the School of Postgraduate Programmes and since 2011 MMP has been fully managed by FEB as one of its study programmes.

The **Master of Science in Management** (MSMP) was established in 1993 based on the decree of the Director General of Higher Education Number: 593/Dikti/Kep/1993. MSMP has been accredited "A" by BAN-PT (the Decree of the Head of the National Accreditation Board for Higher Education and also obtained ABEST21 international accreditation in 2020.

Further development of the programme, statistical data and evaluation results

As an effect of being internationally accredited by ABEST21 Japan and also certified by AUN (for undergraduate), all of the study programmes under the Management Department have greater opportunity to conduct collaboration with foreign universities. Especially among members of ABEST21 and AUN, there are several activities that are already done, for example double degrees with Asia University Taiwan and Saxon University Netherlands, joint course and joint publications with UiTM Malaysia, International Seminar with UPM Malaysia, and many guest lecturers and student inbound from many universities.

<u>Bachelor of Management</u>

Table 1: Statistical data Bachelor of Management

		2017/2018	2018/2019	2019/2020	2020/2021
# Study Places		290	250	250	250
#Applicants	Total	7,124	6,152	2,828	4,043
	Female	3,906	3,386	1,747	2,092
	Male	3,218	2,766	1,081	1,950
Application rate		2456.55%	2460.80%	1131.20%	1617.20%
# First year student	Total	290	250	250	250
	Female	176	132	160	134
	Male	114	118	90	116
Rate of female students		60.6%	52.8%	64%	53.6%
# Foreign students	Total	25	28	28	33
	Female	18	7	12	21
	Male	7	21	16	12
Rate of foreign students		6.34%	10.85%	10.81%	12.94%
Percentage of occupied study places		100%	100%	100%	100%
# Graduates	Total	322	369	404	297
	Female	194	174	202	180
	Male	128	195	202	117
Success rate		96.70%	97.67%	97.68%	99.22%
Dropout rate		3.30%	2.33%	2.32%	0.78%
Average duration of study		4.26	4.18	3.94	3.8
Average grade of final degree		3.32	3.32	3.31	3.40

BMP is one of the most sought out study programmes in UNAIR, There was a decision to lower the amount of study places in 2018 from the University in order to balance the composition of students among four Bachelor study programmes in FEB. The smaller number of students have allowed the study programme to focus on improving the quality of education and its graduates. To improve application rate, the study programme held a roadshow to high schools to introduce the study programme in addition to the Airlangga Education Expo (AEE) which was held at University level. BMP aims to lower the average duration of study through internal monitoring and evaluation process, especially for students close to completion, BMP has been able to improve the quality of its graduates. This process results in positive impacts on the average length of study, with gradual improvement represented by shortened study period and decreased dropout rate.

In 2015, as part of the internationalisation strategy, BMP's International Undergraduate Programme (IUP) was established. This programme is open for all prospective domestic and international students. The establishment of IUP does not only create a better learning experience for students, but also increases BMP's global presence. BMP's global reputation is evidenced through several indicators, including global subject rankings (i.e. QS WUR 2022 by subjects, THE WUR 2022 by subjects) as well as international certification (AUN Certification, ABEST21 Accreditation). At national level, BMP has been accredited with A level qualification. The quality recognition also becomes a reference for prospective students in choosing a BMP as well have an impact on the advantage for graduates when applying for jobs.

Master of Management

Table 2: Statistical data Master of Management

		2017/2018	2018/2019	2019/2020	2020/2021
# Study Places		150	120	120	120
#Applicants	Total	174	140	108	115
	Female	69	70	49	43
	Male	105	70	59	72
Application rate		116%	116.67%	90%	95.83%
# First year student	Total	131	94	83	104
	Female	52	47	38	39
	Male	79	47	45	65
Rate of female students		39.69%	50.00%	45.78%	37.50%
# Foreign students	Total	1	1	2	5
	Female	1	0	2	1
	Male	0	1	0	4
Rate of foreign students		0.76%	1.06%	2.41%	4.81%
Percentage of occupied study places		87.33%	78.33%	69.17%	86.67%
# Graduates	Total	65	109	87	112
	Female	21	41	38	44
	Male	44	68	49	68
Success rate		91.16%	93.48%	92%	90%
Dropout rate		8.84%	6.52%	8%	10%
Average duration of study		2.5	2.5	2.1	1.7
Average grade of final degree		3.47	3.51	3.43	3.42

MMP has a capacity of 160 seats per year, with a positive trend in the proportion of foreign students. One of the problems faced by our programme is the average length of study. Following the above statistics and evaluation results, MMP takes some steps to improve its performance. First, improving graduates' quality through an intensive monitoring system to ensure that all students perform well and complete their studies within the targeted period. Second, providing

more alternative and interesting subjects for students, which not only to better motivate them, but also to broaden their horizon and perspectives. Third, intensifying promotion and branding of MMP to attract not only domestic students, but also international ones. This can also be done through strengthening partnership globally. This will also help in stabilizing the numbers of applicants and registered students to the programme.

<u>Master of Science in Management</u>

Table 3: Statistical data Master of Science in Management

		2017/2018	2018/2019	2019/2020	2020/2021
# Study Places		45	45	45	45
#Applicants	Total	41	50	41	52
	Female	24	34	19	30
	Male	17	16	22	22
Application rate		91.11%	111.11%	91.11%	115.55%
# First year student	Total	31	45	29	45
	Female	19	31	14	26
	Male	12	14	15	19
Rate of female students		61.29%	68.89%	48.28%	57.78%
# Foreign students	Total	0	1	0	2
	Female	0	0	0	1
	Male	0	1	0	1
Rate of foreign students		0.00%	2.22%	0.00%	4.44%
Percentage of occupied study places		68.89%	100%	64.44%	100%
# Graduates	Total	25	31	30	56
	Female	13	19	18	32
	Male	12	12	12	24
Success rate		94.74%	90.74%	90.32%	93.33%
Dropout rate		5.26%	9.26%	9.68%	6.67%
Average duration of study		2.9	2.8	2.8	2.8
Average grade of final degree		3.61	3.57	3.6	3.63

MSMP can admit students from various academic backgrounds. In addition, to improve internal quality and success rate, MSMP intensively imposed students' progression monitoring system. These steps are essential to accelerate the fulfilment of MSMP's vision and missions.

With regard to global exposure, MSMP has opened itself for international students since 2015. In the future, to increase the number of international students and international cooperation, MSMP seeks to expand global partnerships and promote the study programme both at home and abroad.

Appraisal

All three study programmes show high application rates, the rates of the **BMP** exceeds by far the number of study places offered (always exceeds 1000 % meaning the number of applicants always ten times higher than the available study places). Almost all study places are occupied in every year in **all programmes,** also showing the high requirements and entry restrictions to ensure successful graduation of the students. There is also a low drop-out rate in both programmes, the success rate ranges from 96 % to 99 % in the **BMP**, from 90 % to 94 % in the **MMP** and from 90 % to almost 95 % in the **MSMP.**

The average final grade of final degree is stable in all three programmes, even slightly increasing in the BMP and MSMP.

There are few foreign students in the two **Master programmes,** between 0 % to 4.8 %. For the **BMP,** the rate of foreign students is between 6.3 % to 12.9 % in the time period 2017 to 2021.

The rate of female and male students is balanced in **all three programmes,** being between 40 % and 60 %.

The average duration of study has been slightly decreasing in the **BMP** (from 4.26 to 3.8 years on average) and **MMP** (from 2.5 to 2.1 years) and is stable in the **MSMP** (2.8 years).

All variations in the number of applicants, the number of foreign students, drop-outs and changes in duration of study and GPA are thoroughly evaluated by the University. Appropriate measures are being taken.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

UNAIR's development focus on the areas of health science, life science, engineering and social-humanities sciences became the basis for the establishment and development of all study programmes offered in the University. In the 2021-2026 strategic plan, the University's strategic objective is to enhance impact, competitiveness and global reputation in the area of education, research and community development. Hence, all study programmes deliberately take various changes both in structure and programme management to increase impact and reputation at global level. One of the initiatives carried out by the study programmes is to adjust the objectives of the study programme by considering the professional, job market, society, University strategic plan, internal stakeholders and Indonesian National Qualification Framework (INQF) aspirations.

<u>Bachelor of Management</u>
The aim of the study programme is to produce graduates with profiles as management analysts, first-line managers, and entrepreneurs. These profiles give BMP's graduates a wide range of work opportunities in various industries, government or private enterprise and even open their own business. Responding to the dynamics of the labour market and disciplines, BMP conducts periodic reviews of the objectives, graduate profile, Expected Learning Outcomes (ELOs) and curriculum structure.

In particular, the profile of graduates of the study programme can be described as follows:

a. Management analyst: graduates are able to explain theories, concepts, methods and analytical tools related to managerial skills in marketing, human resources, supply chain operations and finance; able to identify problems, analyse relevant data in quantitative and qualitative research processes and become experts who are able to carry out their roles as analysts in consulting and research institutions.

b. First-line manager: graduates are able to carry out planning, organising, directing, and controlling in management functions (marketing, operations and supply chain, human resources, finance) and entrepreneurship in business and non-business organisations; able to make decisions and solve managerial problems that begin with identifying issues and setting goals for problem-solving, developing alternative solutions, selecting the best solutions and planning actions by utilising information and communication technology.

c. Entrepreneur: graduates are able to plan and develop new businesses that benefit the community, create and design new products independently and build business start-ups independently. To support this profile, the FEB has an entrepreneur centre called PKRI (*Pusat Kewirausahaan dan Relasi Industri*/Centre for Entrepreneurship and Industrial Relationship), as a hub to provide entrepreneurial skills and linking students with industry professionals.

The objectives of the BMP are to produce:
1. Graduates who have broad knowledge and understanding of the principles, concepts, terminologies, objectives and practices of management in contemporary organisations;
2. Graduates who can find, understand, explain problems and formulate ways to solve problems that exist in organisations and make responsible decisions;
3. Graduates who have the skills to conduct research based on an understanding of relevant research methodologies and analytical techniques;
4. Graduates who have an entrepreneurial spirit;
5. Graduates who have creative and innovative attitudes, independent in thinking and acting, working in teams, communicating effectively, upholding ethical attitudes and behaviour.

These objectives are stated to ensure that BMP graduates have both the necessary academic skills such as research technique and data gathering, also soft skills such as leadership, entrepreneurial spirit and communicate effectively. These are in line with the INQF level 6.

The structure and content of the study programme are periodically reviewed according to the academic cycle at each level. This review process is carried out, among others, through teaching evaluation and learning experience surveys involving students. The review process for courses and competencies is also carried out by involving employers and alumni through tracer studies.

Master of Management
MMP is designed to equip students with in-depth business and management knowledge, business and managerial skills, as well as entrepreneurial attitudes. At the end of the studies, graduates are expected to have profiles as:

1. Consultants that are able to provide solutions to business problems faced by companies through applying scientific principles in problem identification, relevant data collection, data analysis with appropriate management tools, as well as delivering relevant solutions;
2. Middle and top managers capable to make context-relevant strategic decisions. Academic skills that are expected to be possessed by MMP graduates are the ability to write a thesis as a form of application of their understanding of management and business theory.

MMP also expects its graduates to have general characteristics, which are innovative, global-minded, ethical, as well as having flexibility, adaptability, agility and being dynamic to changes in the VUCA era (volatile, uncertain, complex, ambiguity) into those two profiles. The formulation of the profile and ELOs is in accordance with INQF level 8 as evidenced by the acquisition of national accreditation A.

All of these profiles and expected competences are deemed to be critical to the current situation in the business world, which is one of the pillars of the country's economy. Graduates of MMP as skilled professionals are needed to run business organisations effectively and efficiently.

<u>Master of Science in Management</u>

MSMP formulates its vision and mission to direct its strategic activities in creating high quality education based on research and scientific development of management in order to contribute to the society. The vision of the MSMP is to become an innovative and leading Master of Science in Management programme at the national and international level based on ethics and moral values. The main objective of the MSMP is to produce graduates who have the ability to think theoretically and analytically in the development of management science. In addition, the MSMP instils moral and ethical values in every teaching learning activity. Core competencies expected to be acquired by the graduates of the programme are reflected in the profiles of graduates, which are:

1. Lecturers and researchers; graduates have abilities to be scientists, working as lecturers and/or researchers conducting research in management
2. Consultants; graduates are able to become management consultants
3. Professionals; graduates are able to become professional specialists in management
4. Policy makers; graduates are able to become policy makers in the field of management

In general, graduates of MSMP needs to master basic knowledge and theories of management as well as the latest development in the field; comprehend research methodology in management and master analytical tools and statistical procedures relevant to research in management. More specifically, aligned with its graduate profiles, MSMP establishes its ELOs as follows:

1. Able to develop knowledge of human resource management, marketing management, and financial management through scientific studies and research (Profiles of Lecturers, Researchers, Consultants).
2. Able to manage and conduct scientific research in the fields of human resource management, marketing management and financial management, in which its results can benefit society and scientific development (Profiles of Lecturers, Researchers, Consultants, Policy Makers, Professional Specialists).
3. Able to write scientific papers in the fields of human resource management, marketing management, and financial management in accordance with scientific and academic rules (Profiles of Lecturers, Researchers, Consultants).
4. Able to publish scientific papers in the fields of human resource management, marketing management, and financial management in accredited scientific journals at national level or reputable international level or equivalent journals (Profiles of Lecturers, Researchers, Consultants).
5. Able to analyse and solve problems in the fields of human resource management, marketing management, and financial management through interdisciplinary or multidisciplinary approaches (Profiles of Lecturers, Researchers, Consultants, Policy Makers and Professional Specialists).
6. Able to discuss and draw conclusions based on various studies in the field of human resource management, marketing management, and financial management (Profiles of Lecturers, Researchers, Consultants, Policy Makers and Professional Specialists).

Appraisal:

The qualification objectives of **all three study programmes** are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality. The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation. They take into account the requirements of the national qualification framework (level 6 and level 8 of INQF).

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

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

UNAIR's strategic aim is to become a leading University at the national and international level. In achieving this aim, UNAIR actively engages in institutional development oriented toward quality in all aspects, including conducting teaching/learning activities and producing high-quality graduates that can compete in the job market nationally and internationally. This is particularly important as graduates need to deal with local, regional and global markets. This sense of purpose brings considerable consequences to how UNAIR designs its academic programmes. Internationalising education becomes a certainty that through its strategic plans for 2016-2020 and 2021-2026, UNAIR involves its students, lecturers and staff in conducting both international academic and non-academic programmes.

In terms of human resource development, the Department of Management aims to manage lecturers who teach at BMP, MMP and MSMP through competency improvement and networking with global partners. The department also encourages junior lecturers to pursue further degrees in distinguished universities, globally. This will not only enhance lecturers' academic capability and competences but also to improve and expand global networks. In turn, FEB will also gain advantages as the returning lecturers bring new perspectives that are beneficial for improving the academic atmosphere. Currently, 17 out of 37 full-time lecturers graduated from overseas universities with MSc and/or PhD degrees. The department facilitates support for lecturers through opportunities to participate in academic seminars, workshops, conferences and training, both at home and overseas. There are notable lecturers conducting joint research and publications with partner academia from universities abroad. Regularly, the Department of Management also invites scholars and visiting professors from overseas universities to engage with teaching, research as well as community services.

Bachelor of Management

The international orientation of the BMP design can be observed through following aspects:

1. International activities for students supported by BMP, such as taking part in international competitions and student exchange programmes.

2. The International Undergraduate Programme (IUP) and AMERTA (as coordinated at University level by AGE) are appealing to both domestic and international students. These programmes are expected to attract overseas students

3. Double degree programme of the IUP, in which the study programme collaborates with Asia University of Taiwan and Saxion University of the Netherlands.

4. In an effort to improve the quality of study programme, BMP implements inbound and outbound mobility programmes to provide students with a global perspective and improve the internationalisation of study programmes. In the last four years, there have been 56 inbound students studying at BMP, thus enriching the perspective and point of view of BMP as a whole. In addition, BMP also regularly sends its students for student outbound activities, as many as 229 students in the last five years. In 2016, BMP sent its student to Fontys University (Netherlands), in 2017 BMP has a cooperation with Erasmus+ Scholarship to send its student to Universidad de Madrid (Spain) and Universitatea Lucian Blaga (Romania). The activities include conferences, exchanges, summer courses, business visits, international internships and joint research. The expected outcome of this initiative is an increase in student competence and learning experience.

5. International staff mobility, both inbound and outbound. Lecturers of the BMP are involved in various academic activities offered by global partners.

6. BMP has been certified by AUN-QA since 2016.

The international-oriented study programme aims to prepare graduates to compete and have an advantage in the labour market, including the global labour market. This condition responds to Indonesia's entry into the AEC, which has opened up the job market for graduates in ASEAN. During their final semester, students are encouraged to work on a thesis that considers international aspects. Moreover, the students must produce at least one publication either in a national or international journal in their final years.

Master of Management

One of MMP's objectives is to become a recognisable Master of Management study programme in an international context. Therefore, MMP aims to prepare students ready for economic, social and cultural globalisation.

Several specific international related-activities at MMP are to include:

1. Having a course entitled "Global Business Management" that is elaborated with various sessions inviting international business people and lecturers.

2. As part of its internationalisation activities, UNAIR provides scholarships for international students (Airlangga Development Scholarship/ADS) and MMP is one of the most popular study programmes under this scheme. Therefore, the number of international students studying at MMP shows an increasing trend from year to year.

3. MMP participates in international accreditation activities aiming to provide education standards that are internationally recognized.

4. Initiating double degree collaboration with Rotterdam Business School in 2008 for Master in Logistics.
5. Conducted International Seminar for Contemporary Research in Business and Management (ISCRBM) in 2017.

Master of Science in Management Programme

The MSMP vision is to become an innovative and leading Master of Science in Management programme at the national and international level based on ethics and moral values. More specifically, in the endeavour to increase its global presence, MSMP has designed several programmes/activities including:

1. Introducing subjects with international perspectives/content, i.e international financial management.
2. Admitting international students (both full degree and exchange programmes)
3. Encouraging international collaboration through student mobility (outbound and inbound)
4. Strengthening global networking through staff mobility (outbound and inbound)
5. Planning to open a dual degree programme with universities in Taiwan
6. Being appointed by Ministry of Higher Education as a coordinator of Double Degree Indonesia-France in 2011 for the subject of Management.

Appraisal:

The programme design appropriately takes into account the required international aspects, with respect, too, to its graduates' employability. There is international mobility of students and staff members in all three programmes in the framework of international collaborations. However, the panel **recommends** strengthening the effort in order to attract more international students.

	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)			BMP, MMP, MSMP		

1.3 Positioning of the study programme

Positioning in the educational market

The Faculty of Economics and Business UNAIR recorded a long-standing history of collaboration with business and industry stakeholders. Being located in Surabaya, one of the largest trade and industrial cities in Indonesia, it gives UNAIR a competitive edge as the campus is surrounded by businesses. This creates and opens opportunities for experts in the Department of Management to work hand in hand with business practitioners, which the experiences will not only benefit the department, but also increase the impacts of knowledge shared to the community.

Due to its location in Surabaya, one of the largest trade and industrial cities in Indonesia, making it easy for the Department of Management to create and open opportunities for experts in the

Department to work hand in hand with business practitioners, whose experience not only benefits the department, but also increases its meaningful impact on society. The achievement of a QS World ranking of 401-450 shows the competitive advantage possessed by the management programme compared to its competitors like Universitas Gajah Mada (UGM), Universitas Indonesia (UI), Institut Teknologi Sepuluh Nopember (ITS), Universitas Brawijaya (UB). ITS and UB should also be considered as competitors considering their position is also in East Java.

The advantage of the programme under the management department is to produce graduates with high competencies according to their level, they are prepared to have competitive competencies in job market by adding guest lectures from practitioners, certification programmes for students, for MMP will have more skill in strategic thinking and for MSMP and doctoral programmes will have more high research abilities through additional research workshops.

BMP is one of a limited number of study programmes offering entrepreneurship as its major. Industries also take advantage from the collaboration with the BMP, which is represented by internship arrangements between the BMP and companies. In 2020-2021, more than 20 % of final year students have been invited to conduct internships in various companies. All these achievements contribute to BMP's reputation as a competitive and quality study programme. The main competitors for BMP are the same study programme from HEI in East Java such as ITS and UB. Nevertheless, UNAIR's BMP is better known with higher ranking both nationally and globally.

MMP is considered as one of the study programmes that attracts a high number of applicants. Over the period of 2017-2020, there has been a significant increase in the applications from prospective students. One of the unique features at MMP is in its curriculum which emphasizes Strategic Management as a major. Having strategic management as a major enables student to think in an integrated manner and understand that all business functions are interdependent. MMP is also known to excellently reach out to its stakeholders through various programmes, including regular radio broadcasting.

The main competitor of MMP at the national level is the Master of Management programme which is managed by UGM Yogyakarta, UB Malang, and ITS Surabaya. MMP UNAIR has an advantage over UGM because the location of MMP UNAIR is more strategic, namely in a business city. This makes it easier for students to continue their studies without having to leave their jobs. As for other universities located in the same province (UB and ITS), UNAIR has a higher reputation as evidenced by a higher QS world ranking.

MSMP position in Indonesia based on the following indicators:
a) MSMP is the only programme in eastern part of Indonesia that is specific in the study of science in management; other universities usually have only Master in Management programmes;
b) MSMP has a long-standing record of reputable alumni having positions as top executives of state-owned enterprises, companies, government officials and academicians at various universities in Indonesia;
c) MSMP has been accredited "A" by BAN-PT indicating MSMP's quality education nationally;

d) MSMP appointed by The Ministry of Higher Education in 2011 as the coordinator for Double Degree Indonesia France for subject Management.

All of these acknowledgment and achievements further enhance the public's reputation and trust in the MSMP programme.

Positioning on the job market for graduates

The profile of **BMP** graduates becomes the basis for the direction of the study programme. From users' feedback, graduates of BMP are considered to have excellent abilities to cope with jobs. They are considered to be good team players and workers with integrity. BMP routinely conducts tracer study to update and ensure its graduates already secure proper jobs and pay. Based on the 2020 tracer study, 41 % of BMP graduates get their first job less than five months after they graduate. This is due to the fact that most students (58.4 %) had internships prior to study completion. Getting internship experiences improve their soft skills and add to students-then-graduates' professional resumes. Tracer study also presented that most graduates have relevant jobs in the areas of management, such as in human capital, corporate banking, finance, strategic planning, tax analyst, budget analyst, sales and marketing, risk management, policy analyst and also as entrepreneur. Based on the data, 15% of BMP graduates initiate their own companies or start-ups in various sectors. To improve employability, micro-credential programmes are also facilitated by BMP, including risk management.

Being a professional-based master programme, **MMP** requires work experiences as a part of requirements for prospective students applying for the programme. In this sense, employability of graduates has been prioritised since the beginning of the programme. Having set this, MMP aims to improve the employability through professional-oriented ELOs. ELOs of MMP are structured to help graduates to get a better career, for example, abilities to build, develop, and maintain networks within and outside organisations as well as manage the quality of networking and collaboration of organisations.

Tracer study shows that 100 % of MMP graduates are in positions that are relevant to the education they receive. In addition, this is evidenced through the facts that many MMP graduates earned higher positions in their current workplaces after graduation, as well as moved jobs or got higher positions in new/other companies. Micro-credential programmes are also offered through the EDP (executive development programme) by providing various certifications for MMP students.

The main objective of **MSMP** is to produce graduates who have the ability to think theoretically and analytically in the development of management science. Core competencies expected to be acquired by the graduates of the programme are reflected in the graduate's profiles, which are Lecturer and Researcher, Consultant, Professional and Policy maker. Based on the latest graduate survey, data shows that around 62 % of MSMP graduates work as lecturers, while the rest is distributed to government sectors (about 10 %), banking (about 5 %), non-banking finance (about 2 %), infrastructure (about 2 %), logistics and supply chain (about 2 %), other services (about 10 %) and other industries (about 7 %). These results are contributed by intensive collaboration between MSMP and its stakeholders. In constructing and redefining its curriculum, MSM considers market needs by inviting stakeholders or users of graduates to provide inputs on curriculum

development, course content and teaching methods. Micro-credential programmes are also offered through the EDP by providing various certifications for MSMP students.

<u>Positioning within the HEI's overall strategic concept</u>
The University's strategic plan for 2021-2026 states that there are 5 important themes -abbreviated as SMART--, which are (1) Sustainable education for all; (2) Meaningful research and community services, (3) Advancing innovation, enterprising and industry linkages, (4) Responsive and lean management, and (5) Topping up resource utilisations. Moreover, the strategic theme for this period emphasises on optimising value added and contributing significantly at local, national and global level.

As part of FEB, **BMP** aims to become one of the leading study programmes in the Southeast Asia and Asia region. This mission statement takes into account the factor of regional development as well as the needs of social and economic development in the region. Aligned with UNAIR's strategic directions, BMP aims to improve the relevance of its graduates in job markets. Being relevant means that graduates will be able to give their best and professional skills to give impacts to their surroundings, including places of work and societies. In doing so, BMP engages heavily in ensuring that its curriculum is oriented toward Outcome-Based Education (OBE) as well as supports the implementation of emancipated learning for students. BMP is considered one of the big programmes with a high number of students annually (around 250 students per year). Within the context of HEI, BMP contributes to the journey of becoming one of world class universities. BMP and all study programmes under the Department of Management have contributed to the increases in Business and Management rank positions in the world. Surely, this will not be achieved without strong will and collaborative efforts amongst lecturers, admin staff, students and all partner universities through various mechanisms (i.e. joint research and joint teaching).

With key success factors consisting of academic, research, community service and university holding excellence, **MMP** participates in UNAIR's vision to become a world-class university. HEI decided to organise the MMP programme due to the need for business professionals in the community. MMP provides specialist programmes with a focus on Strategic Management. In terms of research, lecturers and students actively participate in publications and scientific conferences, both on a national and international scale. In terms of academic excellence, MMP continuously improves the quality of the curriculum by reviewing the curriculum at least every four years and innovating teaching methods so that graduates have superior skills and expertise. In terms of community service, MMP contributes to organising social activities for the community, either through lecture assignments or other available programmes. MMP builds and maintains good relations with alumni as well as industries and supports the existence of Strategic Business Units (SBU) in faculties and universities.

MSMP sets its mission to become one of the leading study programmes in the Southeast Asia and Asia region in an effort to produce academic thinkers, researchers and professionals in the fields of Marketing Management, Financial Management and Human Resource Management. Being a provider for post-tertiary education, MSMP reflects the University's effort in ensuring sustainable education for all. Moreover, as one of the graduate profiles related to research, MSMP's existence will certainly support the University's research and community services. Lecturers and students are

actively involved in conducting research, publications, and conferences on a national and international scale.

Appraisal:

The reasons given for the positioning in the educational market of **all three study programmes** are plausible. They have a strong position in the educational market due to the reputation of the University and its programmes, as well as the unique selling points of each programme.
The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth.

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

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

2. Admission

Bachelor of Management
The student admission process at UNAIR is managed centrally by the Student Admission office (PPMB)[2]. With regard to admission requirements, UNAIR follows national regulations, i.e. Regulation of The Minister of Education and Culture Number 6 Year 2020 and University regulation. Prospective students for BIEP must be graduated from high school level. To assess such a requirement, there are four schemes provided to be admitted to the University:

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

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

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

4. International track; is specialised for applicants who want to join the international programme. The selection process consists of a written test, English capability, and interview and administered by the PPMB. The student in this track will be more exposed to

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[2] see: http://ppmb.unair.ac.id

the international experience by participating in the double or joint degree programmes and exchange studies in partner universities.

Master of Management
The admission requirements in the study programme follows University regulation. The general requirements for student admission can be described as follows:
1. Undergraduate students from multidisciplinary background;
2. Work experience certificate;
3. Six-month minimum work experience for afternoon class and minimum five-years work experience for weekend class,
4. Study permit from workplace,
5. English proficiency certificate,
6. Short essay about management problems and solutions offered.

MMP also opens its programme for international candidates that are able to fulfil both general and specific requirements. International applicants are required to provide a recommendation letter from the Indonesian Embassy of their country of origin and a Letter of Consent from the Indonesian Government. The detailed requirements can be found in the PPMB official website.

Master of Science in Management
Similar to MMP, admissions for MSMP are also conducted twice a year, in odd and even semesters. Admission is open for both domestic and international applicants. The general requirements for student admission to be admitted to MSMP:
1. Undergraduate students from multidisciplinary background,
2. English proficiency certificate,
3. GPA of ≥3.00.

All information regarding admission as well as selection process are made available through the PPMB website, social media platforms and flyers. The exam materials for the Masters Programme consist of a written test for the Academic Potential Test (TPA), English and an interview test with material in accordance with the field of study and material in the field of science and/or psychological tests for certain study programme (for those who require) provided that the proportion of TPA scores and English is at least 40 %.

Since 2018, MSMP has had a fast-track programme. Since then, there have been two channels for admission: the regular and fast-track programmes. The fast-track programme is specifically offered internally to undergraduate students from the BMP UNAIR. Students can apply for MSMP while they start the seventh semester of their Bachelor studies.

Counselling for Prospective Students
PPMB UNAIR provides online as well as offline help desks to provide services for prospective students. On its website[3], all information regarding admission procedures can be found. Prospective students can also access all information by visiting the Student Admission Office which is located at:

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[3] see: www.ppmb.unair.ac.id, last accessed on October 13, 2022

Universitas Airlangga Management Office Building
Campus C Universitas Airlangga
Mulyorejo, Surabaya 60115
Open during working hours
- Monday-Thursday: 08.00-16.00 WIB
- Friday: 08.00-16.30 WIB
For direct consultation, candidates can ask via:
Whatsapp:+682138611156, +6281358850855
Phone: +62315956009, 5956010, 5956013

PPMB UNAIR has an annual education exhibition called AEE (Airlangga Education Expo) for prospective students, offering various access to detailed information of UNAIR faculties and work units. PPMB also makes use of social media platforms such as Instagram and YouTube to market the study programmes and to communicate directly with prospective students.

The FEB also has its own hotlines for prospective students who are interested in FEB study programmes:

- Landline phone: +6231 5033642, 5036584, 5049480, 5044940
- Fax: +6231 5026288
- Email: info@feb.unair.ac.id and humas@feb.unair.ac.id
- Social media channels: Instagram https://www.instagram.com/ekis.unair
- FEB website: https://feb.unair.ac.id/

Selection Procedure
For the **BMP**, the admission process is regulated under the rules and regulations of the Ministry of Education. SNMPTN and SBMPTN are admission processes managed by a national committee (LTMPT). In addition, UNAIR conducts an independent admission test (Mandiri selection) to fulfil the targeted capacity. All the admission processes ensure that the study programme will have qualified candidates.

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

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

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

For IUP, in addition to the written tests results, prospective students should also provide proof of the English Proficiency test (TOEFL) with ≥ 500 score.
All schemes and procedures shall ensure that the study programme will have qualified candidates to process in higher education in order to maximise the study success rate. In the admission process, all prospective students are treated equally regardless of their gender or race. The admission processes are also guided by quality standards and audited annually.

Master of Management and Master of Science in Management
Both MMP and MSMP conduct written tests and interviews for all prospective students. After submitting all the required documents, there are two stages of the admission test:
 a) Written test;
 b) Interview and English test.

The test material for prospective MM and MSM students are the Academic Potential Test which includes verbal, numerical and reasoning abilities. Non-tests tracks are also available, especially for those who possess a minimum 450 on Academic Potential Test Score and a minimum 475 on English proficiency score, best undergraduate students and excellent experience portfolio. Interview stage is aimed to assess candidates' commitment and motivation to study, knowledge in the management science field and working experience. If there are too many applicants, the selection is still based on the entry score and the accepted decision based on the meeting results of the PPMB team, dean and rector. Programme coordinators will recommend candidates who will be admitted to the programme to the admission committee, consisting of the head of the student admission office, dean and rector.

Professional experience
MMP is designed specifically to be an education programme for professionals in order to equip them with an in-depth knowledge of business and management, managerial skills and also entrepreneurial attitudes. Consequently, MMP requires its applicants to have work experience prior to joining MMP. As MMP comprises regular class and weekend class, the prerequisite for work experiences is also different; while regular class requires a minimum of six months' work experiences, five years experiences are required for weekend class. This is based on the consideration that the afternoon class is aimed for entry-level professionals with minimum experiences and less tight schedules, while the weekend class is designed for middle-to-senior level

professionals with extensive experiences and tighter schedules. Although the two classes are different in lecture days, they both have the same curriculum and study period. Work experience is also required at the time of application because MMP graduates are expected to become upper middle level managers. Thus, at least the applicant has a position as a first-line manager. And also, because Master is a continuation of undergraduate education where graduates are expected to become first-line managers.

Foreign language proficiency
In **BMP**, students are required to have a certain level of English proficiency according to the Rector's Decree number 40 of 2015 concerning the standard value of the English Language Proficiency Test (ELPT) for UNAIR diploma and undergraduate students. BMP does not offer a special English class for students, since it will be measured through the TOEFL test as one of judicium's requirements before acquiring a student's degree. The English proficiency test is a part of the written and portfolio tests (exception for IUP class, which is delivered fully in English). Vice versa, all international students joining programmes in Universitas Airlangga are expected to participate in Indonesian language and culture assimilation training before starting the programmes. The requirement is essential to ensure that students can engage and communicate actively in teaching learning processes.

In **MMP and MSMP,** as classes may have international students, bilingual (Indonesian – English) delivery is common. In most of the classes, the lectures are conducted in Bahasa Indonesia, with the learning materials and references are in English. Prior to thesis examination and graduation, every student is required to have English proficiency evidenced by a TOEFL score of at least 450 or equivalent.

Transparency and documentation of admission procedure and decision
Prospective students can access complete information related to admission policy and selection criteria through the PPMB's website[4]. The admission system and policy comply with the university's Standard Operating Procedure as stipulated. This standardisation ensures that the new student admitted to the programmes meet the criteria specified by the University and the study programmes.

The enrolment information that consists of study programme information, admission policy, and selection criteria is published on the PPMB's website, social media platforms, leaflets, brochures, posters, newspapers and radio advertisements. The process for new student admission includes online registration via website, examination by PPMB, and announcement of the selection results. PPMB provides both online and offline services for prospective students.

The PPMB announces the decision for the admitted candidates through the website along with the detailed procedures for the new students' enrolment. The decision-making process is fully documented in a report for quality assurance purposes, the final results are accessible to all candidates through their registration account and the report is sent to all faculties and related units. Moreover, the selection results were announced through formal letters. All the procedures and processes in the PPMB are audited by external auditors based on ISO 9001:2008/IWA 2:2007

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[4] see: http://www.ppmb.unair.ac.id

standard to provide transparency and documentation of the process. Prospective students who are not accepted can contact PPMB for queries, complaints or appeals. Apart from being audited externally, the student admission process is also audited internally by the quality assurance unit (BPM/*Badan Penjaminan Mutu*) of Universitas Airlangga.

Appraisal:

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

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

The four selection procedures for the **BMP** follow the national regulations of the Republic of Indonesia. The procedures are transparent and ensure that qualified students are admitted. For the **MMP and MSMP,** UNAIR has the autonomy to freely create the selection procedure. The two selections tracks offered ensure that qualified students are chosen who are able to complete the programme successfully.

For the **MMP,** the required professional experience must correspond to the defined qualification profile of entrants and the study programme's objectives. Certified proof of this experience must be shown at the time of the admission. However, the panel team is of the view that it might even improve the programme to offer a track without required professional experience for those Bachelor graduates who want to pursue a career in business (not academia) and do not have professional experience. Therefore, the panel **recommends** reviewing the admission requirements with regard to the required professional experience in the regular track or to include practical experiences in the curriculum (e.g., via a compulsory internship).

Professional experience is not required for the **BMP** and the **MSMP.**

The admission requirements regarding foreign language proficiency ensure that students are able to successfully complete the study programme (with regard to courses, additional literature, utilisation of counselling services and extracurricular activities).

The admission procedure is described, documented and accessible for interested parties. All information are available on the respective websites of UNAIR, the study programmes and the committee appointed by the government (LTMPT) that is responsible for the SNMPTN and SBMPTN admission processes for **BMP.** For the **MMP and MSMP,** the information are available on the website of UNAIR. In all cases, the admission decision is based on transparent criteria and is communicated in writing to the applicants.

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

3. Contents, structure and didactical concept of the programme

3.1 Contents

Curriculum, as the core of the learning process within the programme, is formulated through consecutive stages meticulously. The formulation of curriculum involves various stakeholders from alumni, lecturers, students and users by conducting focus group discussion (FGD) or survey. The curriculum should also refer to the relevant level of INQF and its formulation process are documented properly. A good curriculum should always be evaluated periodically to accommodate the update in science, technology and business practices. These evaluations are conducted annually through the Quality Assurance Board.

Bachelor of Management
BMP strives to facilitate students to gain a comprehensive understanding of principles of management, supported with various business theories, analytical instruments for management and business practices. BMP's curriculum is designed to provide required skills gradually through the first until last year.

Table 4: Skills Requirement Distribution in BMP

Year	Semester	Required Skills	Supporting Courses
1	1 & 2	Basic skills and understanding of organization and its surrounding environment through introductory courses	• Introduction to Business • Introduction to Management • Introduction to Macro Economics
2	3 & 4	Ability to relate the use of analytical tools in various functional management through basic management courses	• Financial Management • Marketing Management • HR Management • Operations and Supply Chain Management
3	5 & 6	Ability to think strategically for managerial problem solving within business organization through intermediate and advanced courses	• Leadership • Business planning • Financial Statement Analysis and Budgeting • Concentration courses
4	7 & 8	Ability to act strategically and finishing undergraduate thesis	• Legal aspects in business • Business ethics and CSR • Thesis

BMP consistently conducts tracer studies annually to obtain feedback from alumni and employers. Since they have entered the job market, they may gain valuable information in mapping the business world and industry so that the gap between the competencies obtained by graduates and the demand of qualifications by the industries could be lessened. The tracer study provides valuable information, especially during curriculum development every four years. For example, in 2021, BMP's curriculum includes new capital market courses to accommodate students' future careers as stockbrokers or security analysts.

BMP provides five areas of concentration with several courses (compulsory and elective) that students can choose from to accommodate student interests, including Financial Management, Marketing Management, Human Resource Management, Operation Management and Entrepreneurship.

Table 5: Curriculum of BMP

No	Course Unit		Credit Points per Semester								Workload	
			1	2	3	4	5	6	7	8	Hours in Class	Hours Self-Study
	SEMESTER 1		**36.8**								**315**	**630**
1	AGI101	Religion I	3.2								35	42
2	MNU106	Critical and Creative Thinking	3.2								35	42
3	EKT101	Introduction to Macroeconomics	4.8								35	84
4	EKT102	Introduction to Microeconomics	4.8								35	84
5	MAS228	Business Statistics I	4.8								35	84
6	AKK101	Introduction to Accounting I	4.8								35	84
7	MNU101	Introduction to Business	4.8								35	84
8	PHE101	Philosophy of Science	3.2								35	84
9	BAI101	Indonesian Language	3.2								35	42
	SEMESTER 2			**35.2**							**280**	**588**
10	NOP103	Pancasila		3.2							35	42
11	SOK334	Business Communication		4.8							35	84
12	AKK208	Introduction to Accounting II		4.8							35	84
13	MNU108	Introduction to Management		4.8							35	84
14	MNU207	Entrepreneurship		4.8							35	84
15	EKM101	Monetary Economics		4.8							35	84
16	MAS229	Business Statistics I		4.8							35	84
17	NOP104	Civics		3.2							35	42

					33.6							245	588
SEMESTER 3													
18	MNO102	Quantitative Management			4.8							35	84
19	MNM201	Human Resource Management			4.8							35	84
20	MNO202	Supply Chain and Operation Management			4.8							35	84
21	MNK101	Financial Management I			4.8							35	84
22	PSI405	Organizational Behavior			4.8							35	84
23	MNP201	Marketing Management			4.8							35	84
24	AKM201	Cost Accounting			4.8							35	84
SEMESTER 4							33.6					245	588
25	MNK201	Financial Management II				4.8						35	84
26	MNU301	International Business				4.8						35	84
27	PSI302	Organizational Behavior				4.8						35	84
28	AKM301	Management Accounting				4.8						35	84

No	Code	Course											
29	MNU206	Business Forecasting				4.8						35	84
30	MNK315	Personal Finance * (elective)				4.8 4.8						35 35	84 84
31	MNG205	Small-Medium Enterprise Management *(elective)											
32	MNH351	Sharia Bank Management * (elective)											
	PJK201	Taxation * (elective)											
	MNP203	Service Marketing Management * (elective)											
SEMESTER 5						**33.6**						**245**	**588**
33	SII203	Management Information System				4.8						35	84
34	MNU311	Business Planning				4.8						35	84
35	MNG305	Business Process Management				4.8						35	84
36	MNM305	Leadership				4.8						35	84
37	MNK329	Analysis of Financial Statements and Budgeting				4.8						35	84
38	MNG304	Performance Measurement *				4.8 4.8						35 35	84 84
39	MNU322	Decision Making Management *											
	MNP306	Business Marketing Management *											
SEMESTER 6 (Finance Concentration)							**33.6**					**245**	**588**
40	MNU307	Strategic Management					4.8					35	84
41	PNE402	Research Methodology in Finance					4.8					35	84

42	MNK401	Financial Management Seminar **					4.8		35	84
43	MNK304	Capital Market **					4.8		35	84
44	MNK303	Investment Management **					4.8		35	84
45	MNK327	Banking and Financial Institution *** (elective)					4.8		35 35	84 84
	MNK301	International Financial Management *** (elective)								
	MNK313	Financial Management for SME *** (elective)								
	MNK314	Risk Management and Financial Derivatives *** (elective)								
SEMESTER 6 (Human Resource Concentration)							**33.6**		**245**	**588**
	MNU307	Strategic Management					4.8		35	84
	PNE402	Research Methodology in Human Resource					4.8		35	84
	MNM401	Human Resource Management Seminar **					4.8		35	84
	MNM306	Change Management **					4.8		35	84
	MNM303	Compensation Management **					4.8		35	84
	PSI301	Organizations Design *** (elective)					4.8 4.8		35 35	84 84
	MNU205	Cross-Cultural Management-Asian Perspective *** (elective)								
	MNU304	Performance Management *** (elective)								
	MNM302	International Human Resource Management *** (elective)								
SEMESTER 6 (Marketing Concentration)							**33.6**		**245**	**588**
	MNU307	Strategic Management					4.8		35	84
	PNE497	Research Methodology in Marketing					4.8		35	84

	Code	Course						SKS				
	MNP401	Marketing Management Seminar **						4.8			35	84
	MNP301	Strategic Marketing **						4.8			35	84
	PSI305	Consumer Behavior **						4.8			35	84
	MNP302	Brand and Product Management *** (elective)						4.8 4.8			35 35	84 84
	SOK336	Integrated Marketing Communication *** (elective)										
	SIS303	E-marketing *** (elective)										
	MNP304	International Marketing *** (elective)										
	MNO310	Supply Chain and Logistics Management *** (elective)										
SEMESTER 6 (Operation Concentration)								**33.6**			**245**	**588**
	MNU307	Strategic Management						4.8			35	84
	PNE402	Research Methodology in Operations						4.8			35	84
	MNO306	Operations Management Seminar **						4.8			35	84
	MNO305	Strategic Operations **						4.8			35	84
	MNO310	Logistic and Supply Chain Management **						4.8			35	84
	MNS305	Production Planning and Control *** (elective)						4.8 4.8			35 35	84 84
	MNO204	Service Operational Management *** (elective)										
	MNO302	Quality Management *** (elective)										
	MNK204	Project Management *** (elective)										
SEMESTER 6 (Entrepreneurship Concentration)								**33.6**			**245**	**588**
	MNU307	Strategic Management						4.8			35	84
	PNE497	Research Methodology in Entrepreneurship						4.8			35	84
	MNK330	Financial Management for SME **						4.8			35	84
	MNG308	Business Development **						4.8			35	84
	MNG309	Business Practices and Exhibitions **						4.8			35	84

	Code	Course										
	PSI305	Consumer Behavior *** (elective)								4.8		35	84
	EKI304	Export-Import *** (elective)								4.8		35	84
	MNU305	Innovation Management *** (elective)											
	MNU313	Family Business Management *** (elective)											
SEMESTER 7										11.2		105	168
46	ETE301	Business Ethics and Corporate Social Responsibility								3.2		35	42
47	HKT416	Legal Aspects in Business								4.8		35	84
48	AGI401	Religion II								3.2		35	42
SEMESTER 8											14.4	105	252
49	PNE499	Thesis									9.6	70	168
50	KNE401	Student Community Service Program									4.8	35	84
	Total		36.8	35.2	33.6	33.6	33.6	33.6	11.2	14.4	1,785	3,990
						232						5,775

Master of Management

MMP designs its curriculum to provide a foundation necessary for management education and research. Its curriculum is structured into four groups: foundation courses, core courses, elective courses and thesis. The foundation courses provide a necessary fundamental understanding on three subjects, such as: Business Information System, Management and Supervisory Accounting, as well as Ethics and Corporate Responsibility; while the core subjects of the programme provide necessary knowledge and skills of various business and management functions (such as Marketing, Finance, Human Resource and Operation Management, Competition Strategy and Business Simulation, Global Business Management, as well as Research Methods).

In addition, MMP also offers students two kinds of elective courses, namely Strategic Elective Courses and Thesis-Supporting Elective Courses, in which students can take one from each of the elective courses. To complete the programme, students have to write a thesis and defend it before five thesis examiners. Since most students have work experiences, they are expected to have capabilities as experts in managerial skills, improve the organisation's performance, identify and cultivate business opportunities for the achievement of corporate goals. Hence, students are encouraged to write a thesis that will solve business problems within their companies.

Table 6: Curriculum of MMP

No	Course Unit	Credit Points per Semester					Workload	
		0	**1**	**2**	**3**	**4**	Hours in Class	Hours Self-Study
MATRICULATION								
1	Study orientation	0						
2	Effective Manager	0						
3	Managerial Economic	0						
4	Statistics for Beginner	0						
SEMESTER 1			19.04				140	336
5	MNK 601 Financial Management: Theory and Case		4.76				35	84
6	MNO 601 Operations and Process Management: Theory and Case		4.76				35	84
7	MNM 616 Human Resource Management: Theory and Case		4.76				35	84
8	MNP 601 Marketing Management: Theory and Case		4.76				35	84
9	Certified workshop		0					
SEMESTER 2				19.04			140	336
10	SII 601 Business Information System			4.76			35	84
11	PNE 602 Business Research Methods			4.76			35	84
12	AKM 603 Managerial Accounting and Control			4.76			35	84
13	ETE 601 Ethics and Corporate Responsibility			4.76			35	84
14	TOR seminars			0				
SEMESTER 3					19.04		140	336
15	Competition Strategy and Business Simulation				4.76		35	84
	Strategic Management (elective course)*							
16a	Change Management				4.76		70	168
17a	Organizational Performance Measurement and Management							

No.	Course						
17b	Risk Management						
	International Business (elective course)*						
16a	Doing Business in ASEAN				4.76	70	168
17a	Global Business Management						
	Thesis Preparation (elective course)*						
18	Workshop				4.76	35	84
SEMESTER 4					15.87		
19	Thesis				15.87	70	168
20	Publication of Articles in International Conferences				0		
	Total	19.04	19.04	19.04	15.87	490	1,176
			72.99			1,666	

Master of Science in Management

MSMP graduate profiles are to include lecturers, researchers, consultants, business professionals and policy makers. These fields require major skills, namely research and analysis, so the course structure in the MSMP is designed to build these skills. The MSMP curriculum is designed to produce graduates who have the ability to think theoretically and analytically in the development of management science. In-depth mastery of a specific area of management plus research and publication experience will make it easier for them to enter the workforce as targeted. The course structure of MSMP is designed to achieve the ELOs and comprising general skills and concentration subjects. It has different components of skills including knowledge related, research methods as well as analytical tools. Courses such as organisational theory, intermediate financial management, human resource management and marketing management will provide a foundation of management knowledge for students. Meanwhile, subjects such as research methodology provide knowledge of various management research methods. Knowledge of analytical tools is obtained from financial econometric and multivariate statistics courses. With regards to majors offered, MSMP has three main areas of specialisation, namely, finance, marketing and human resources.

Table 7: Concentrations in MSMP

	Specific/interest/ concentration skills	Number of courses/credits	
		Compulsory	Elective
1	Finance	11 courses/40 credits (64 ECTS)	n/a
2	Marketing	11 courses/40 credits (64 ECTS)	n/a
3	Human Resource	11 courses/40 credits (64 ECTS)	n/a

Learning outcomes related to general skills, specific skills and attitudes will be achieved through various teaching and learning methods, classroom activities, assignments, and research projects. MSMP also requires students to submit a thesis and publish articles in scientific journals as part of requirements for study completion.

Since 2018, MSMP has had a fast-track programme. This track is specifically offered internally to undergraduate students from the BMP. Students can apply for MSMP while they start the seventh

semester of their Bachelor studies. There are two strategic objectives of the programme. Firstly, it allows students with high performance to study at MSMP. MSMP benefits the programme by having a high-quality student intake. Secondly, it will enable lecturer-student research projects during the undergraduate study to be continued to the Master level. By doing so, it will potentially increase the number of article publications by lecturers and students.

Table 8: Curriculum of MSMP

No	Course Unit	Credit Points per Semester			Workload	
		1	2	3	Hours in Class	Hours Self-Study
A. Human Resources Management						
Semester 1		23.8			175	420
1	MNO604 Organizational Design	4.76			35	84
2	MNO605 Organizational Theory	4.76			35	84
3	PNE606 Research Methodology for Human Resource Management	4.76			35	84
4	MAS602 Multivariate Statistics	4.76			35	84
5	MNS634 Employee Work Relations and Health	4.76			35	84
Semester 2			23.8		175	420
6	MNM614 Contemporary Issues in Human Resource Management		4.76		35	84
7	MNU623 Culture and Change Management		4.76		35	84
8	MNU624 Compensation and Benefits		4.76		35	84
9	MNU617 Performance Management		4.76		35	84
10	MNM624 Strategic Human Resource Management		4.76		35	84
Semester 3				16	350	600
11	PNE695 Thesis			16	350	600
Total		23.8	23.8	16	700	1440
		63.6				2140

	B. Marketing Management					
	Semester 1	**23.8**			**175**	**420**
1	MNP614 Advanced Marketing Management	4.76			35	84
2	MNO605 Organizational Theory	4.76			35	84
3	PNE607 Research Methodology for Marketing	4.76			35	84
4	MAS602 Multivariate Statistics	4.76			35	84
5	MNP604 Integrated Marketing Communication	4.76			35	84
	Semester 2		**23.8**		**175**	**420**
6	MNP618 Contemporary Issues in Marketing Management		4.76		35	84
7	PSI610 Purchasing Behavior		4.76		35	84
8	MNP613 Brand Management		4.76		35	84
9	MNU621 Supply Chain Distribution and Management		4.76		35	84
10	MNP625 Strategic Marketing Management		4.76		35	84
	Semester 3			**16**	**350**	**600**
11	PNE695 Thesis			16	350	600
	Total	**23.8**	**23.8**	**16**	**700**	**1440**
			64			**2140**
	C. Financial Management					
	Semester 1	23.8			175	420
1	MNK619 Intermediate Financial Management	4.76			35	84
2	MNK633 Investment and Portfolio Management	4.76			35	84
3	PNE608 Research Methodology for Finance	4.76			35	84

No	Course					
4	EKK606 Econometrics for Finance				35	84
5	AKK610 Business Analysis and Valuation	4.76			35	84
Semester 2			23.8		175	420
6	EKK605 Contemporary Issues in Financial Management		4.76		35	84
7	MNK634 International Financial Management		4.76		35	84
8	MNK635 Banking and Financial Institutions Management		4.76		35	84
9	MNK636 Financial Restructuring		4.76		35	84
10	MNK637 Strategic Financial Management		4.76		35	84
Semester 3				16	350	600
11	PNE695 Thesis			16	350	600
Total		23.8	24	16	700	1440
			64			2140

Rationale for degree and programme name

All the titles or naming of the degree obtained from study programmes in Indonesia are regulated and updated by the Ministry of Research and Higher Education. The latest regulation is in the Decree of the Ministry of Research, Technology and Higher Education of the Republic of Indonesia No.15 Tahun 2017 Article 6 about all study programmes offered by higher education institutions in Indonesia. The **BMP** is named *Strata 1 Manajemen* (Undergraduate) and the awarded degree is *Sarjana Manajemen* - S.M. (Bachelor of Management) (Ref.: PP 4/2014, Permenristekdikti 63/2016; Rector's decree No. 32 year 2013 about the academic title, profession and vocation for Universitas Airlangga's Graduates dated July 29th 2013). The title also refers to the national consortium of management programmes. The naming of the study programme also represents the level of education, qualification level and curriculum which are taken by students.

All names must be reported to be listed in the Appendices of Kepmenristekdikti No. 257/M/KPT/2017. There are several choices of names and the decision to use the name is based on scientific proximity. Furthermore, the naming of the study programme is consistent with the curriculum content which is heavy with knowledge in the field of Management and conformity to INQF level 8. The naming of the Master corresponds to the level of education. Upon the completion of the programme, graduates of **MSMP** will be awarded *Magister Sains Manajemen* (M.SM) or equivalent to Master of Science in Management degree. For the **MMP**, graduates will be awarded *Magister Manajemen* (M.M.) or equivalent Master of Management.

<u>Integration of the theory and practice</u>
One of the graduate profiles in **BMP** is professional managers, which means that the graduates of the programme are expected to master management theories and be able to apply the skills in businesses. To articulate this value-added into practice, BMP collaborates with units competent in their fields such as the PKRI which provides training in entrepreneurial skills and linkages with industry.

BMP provides various methods of learning such as through the use of recent business cases and assigning projects for students. About 50 % of courses provide material reinforcement by discussing cases and 35% of courses with project assignments. This form of learning is a way to integrate theory and practice. Involving practitioners in some face-to-face meetings is another way to integrate theory and practice. BMP also regularly invites alumni as business practitioners to give guest lectures. Lecturers who have practical experiences are encouraged to share these with the students in their respective courses. The internship programme is also a way to integrate theory and practice in addition to involving students in lecturer research. In the internship programme, on average, students are in a company environment for 5-6 months and work on company projects. There are mentors from the company and accompanying lecturers who will provide an assessment of the internship activity. Most of the internship programmes that students participate in are programmes initiated by the Ministry of Research and Technology to encourage the creation of quality graduates, known as the Independent Learning Independent Campus programme (the MBKM programme). Internship partners are companies and institutions that have been screened by the Ministry of Research and Technology. Some of the internship partner companies include Bank Indonesia, Telkom Indonesia, Petrokimia Gresik, Barata Indonesia, Bukalapak.com, Nutrifood Indonesia and Bank Mandiri.

MMP aims to give real-life and valuable experiences for students. This includes, for example, learning gained from a network of business leaders sharing and best practice or simply listening to an expert through leaders in current business thinking. Knowledge transfer processes are designed to encourage students to share their practical experiences in their organisation and be facilitated by lecturers. This is expected to support MMP in producing business practitioners. In addition, MMP employs experiential business learning (EBL) as a teaching-learning approach. One of the EBL's features is to utilise case discussion and an online computer simulation. Business simulation is used as a way to let students have hands-on problem-solving exercises. Through employing various methods of course delivery, including project-based assignment, both in individual and groups, MMP expects to develop students' leadership, innovation and teamwork skills.

MSMP provides learning activities that integrate theory and practices to produce graduates with relevant research, decision making, interpersonal, communication and learning skills. More specifically, MSMP expects that its graduates are 1) able to develop logical, critical, systematic and creative thinking through scientific research, 2) able to formulate problems, make decisions and suggest alternative solutions for the problems faced by society or industry, 3) able to develop and maintain a network of colleagues, peers within the institution and the broader community, 4) able and responsible in compiling ideas, thoughts, and scientific arguments based on academic ethics, and presenting them, and 5) able to increase learning capacity independently.

Interdisciplinary thinking

UNAIR has a solid commitment to making sure that students are exposed to and familiar with interdisciplinary thinking. In the **BMP**, first-year students are programmed to take general knowledge courses from other study programmes such as civics, philosophy and the Indonesian language. They will also study non-management related courses, such as the basics of economics and accounting. The programme ensures that students understand the fundamentals of decision-making necessary for managerial duty. Students can choose to take four courses out of nine elective courses during the fourth and fifth semesters. Also, students in the third year may pick more than one major by taking a compulsory or elective course from two majors at once.

Students are also mandated to take Basic Managerial Skills Training provided by the University in the first year about organisational, communication and critical thinking that is necessary for their self-development. Other examples of interdisciplinary thinking can be seen from University's intra curricular activities, including University-wide student orientation (PPKMB), Student Activity Units (UKM), Community Service and Field Study or internship programme as said before in MBKM Programme. In the MBKM programme, students are encouraged to do internships in reputable companies or government agencies, especially in their last year of study so that they can start applying their theory to practical working experience. To certify students' involvement in such activities, students will be provided with a certificate of Credit Unit Achievement (SKP) alongside with their graduation certificate, which contains information about students' academic and non-academic activities during their study.

Interdisciplinary thinking at **MMP** is ensured through a no-majors policy, in which MMP does not have any particular majors in its curriculum. This is intended to encourage students to think across business functions and push students to have interdisciplinary thinking. In the Business Ethics and CSR course, discussions on ethical topics are carried out with roots in Philosophy and combined with business practices. Global Business Management course shows that in understanding business globally it is necessary to understand the macroeconomic conditions of a country. As in the Competition Strategy course, students are asked to design, implement and evaluate strategies for various business functions: marketing, finance, operations and HR. In Accounting Management and Supervisory, students are shown the link between accounting and management activities in business practice.

Studies in **MSMP** are generally interdisciplinary. In the field of Marketing Management, they learn about communication and consumer behaviour which is a study of the disciplines of communication and psychology. Likewise in the study of Human Resource Management, it is very closely related to psychology. In the field of finance, behavioural finance is also discussed, which is closely related to psychology. All courses in finance specialisation intersect with the fields of economics and accounting. MSMP also equips students with research skills, not only quantitative approaches, but also qualitative ones. Employing different methodological approaches also enriches students' perspectives on solving organisational problems.

<u>Ethical aspects</u>
BMP imposes the ethical aspect to students, not only through teaching-learning process, but also with some courses, including Religion 1 and 2 and also specific to management field, Business Ethics and Corporate Social Responsibility. This course prepares students on being ethical managers. It contains the understanding and philosophy of business ethics, the role of business ethics in the company, employee obligations to companies and vice versa, ethical issues around consumers, advertising and ethics, corporate social responsibility, ethics towards the environment and international business ethics.

MMP aims at educating professionals/leaders who can make ethical decision making and can perform in their business/management activities with high integrity. On top of that, student's sensitivity toward the surrounding aspect of society and the business environment should be developed during the learning process. This attitude includes innovation, communication, adaptation, being responsible, cooperating with any level of society, ethics as well as leadership. MMP places "ethics education" as an umbrella term for stand-alone and discipline-specific courses addressing business ethics (i.e., reflections on what is morally right and wrong - philosophical ethics and how ethical decisions are made - practical ethics), corporate social responsibility (i.e., businesses' voluntary actions to address its social impacts) and environmental sustainability (i.e., firms' contribution to a sustainable economy). MMP believes that ethics are as important as other management disciplines, like finance and marketing, and strengthen the embedded relevant courses into the core of our curriculum. In addition, MMP requires its lecturers to uphold and embed philosophical and practical ethics in their courses.

The ethical aspect is integrated in all courses of **MSMP**, not only regarding teaching learning process, but also in research. Especially in research, ethical conduct must be upheld. As a programme that nurtures researchers, students of MSMP are taught and trained to always have ethical conduct in doing research.

In addition, UNAIR has strict regulations on plagiarism and academic cheating with severe punishment for those found breaching the academic ethical conduct. Each course's teaching programme contains a clear prohibition on plagiarism and cheating with the consequence of failing the course immediately when the student is proven guilty. In the research area, for the final thesis, students are also required to do a Turnitin test to minimise the opportunity for plagiarism. What is more, the ethical conduct of campus life is communicated to students at the beginning of the programme. During the orientation, students are introduced to various things related to the teaching learning process, including academic ethics.

<u>Methods and scientific practice</u>
BMP ensures that the teaching and learning methods are suitable to increase students' knowledge and skills. Hence, BMP provides facilities that support the academic atmosphere, such as a reading space complete with supporting literature, rooms for academic and non-academic activities. The specific methods and scientific practice in the BMP are as follow:

1. Various learning methods such as classical lectures, case studies and project-based classes. These types of learning will encourage students to combine their knowledge and ability to

create the best solution for real problems in society. They also should use proper tools such as creating social media marketing to garner higher sales or making simple spreadsheets for financial reports needed by small-medium enterprises.

2. BMP has compulsory courses to train scientific thinking such as business statistics and quantitative management. These courses aim to teach students to use the correct statistical tools to solve problems and make decisions based on data and logic.

3. The programme also assigns specific courses for scientific practice in the sixth semester and customised them for each major. These courses are research methodology and seminars in each major available to work on critical reviews on recent and reputable journals, also to use proper scientific methods for quantitative or qualitative research. The output from these courses are proposals for student's mandatory final academic project work and degree award requirement. There is a standard for undergraduate thesis, set by the faculty and distributed to students in the form of thesis writing guidelines.

4. Students of BMP are encouraged to take elective projects such as internships or research. Internship projects are usually done in the final year when students have finished all the courses and are only working on the undergraduate thesis. Students can also apply for a position as research assistants for lecturers to familiarise them with academic works and skills.

In **MMP**, courses that provide understanding on management tools are generally taught in the second semester, one of which is Business Research Methodology. This course aims to equip students with the ability to conduct business research as well as assist students in preparing their thesis. In this course, students are asked to research a final project in a thesis as a course assessment. Thus, students get real experience in conducting business research and can apply it in their work. However, methodological competence is also acquired through learning methods involving case studies and project-based learning activities in all courses. Thesis at Master level will be different from undergraduate in terms of the depth of theory used.

In MSMP, methods and scientific practices are conducted and delivered through several ways, including:

1. Case-based learning approach that enables students applying their knowledge to solve cases in business and management.

2. Students' involvement in lecturers' consulting projects to familiarize them with the dynamics of managing business organisations and various alternatives to solve them.

3. Guest lecturers from practitioners are invited to bring new perspectives and insights on the dynamics of the business world.

4. Thesis, research methodology and research publication. These are to train students' practical skills in conducting proper and quality research as well as to practice the ability to publish research results in reputable journals.

<u>Examination and final thesis</u>

In general, the examination regulation in **BMP** follows University governance and can be found in the academic handbook. Specifically, the manual for assessment of teaching-learning process used in the BMP refers to procedures stated in the AIMS. The assessment method includes:

1. In-class participation, based on the quality of opinion, creativity, punctuality and communication ability,

2. Essays and quizzes as assessment of students' ability to explain management theory, concepts or managerial tools appropriately to the specified topic,

3. Mid-term and final exams to assess students' knowledge,

4. Paper and presentation to evaluate student's creativity, originality, problem solving skill and conformity with theory,

5. Final project where students are also scored in groups, based on their quality, applicability and creativity of the solution, also from punctuality and communication ability.

Grades are ranged from 0-100. Contributions of each type of assessment are determined based on the consideration of importance and relevance. Scores are then converted into grades as stated in University Rector's Decree no. 51 year of 2018:

Table 9: Grading system

Numerical Grade Range	Definition	Letter Grade	Grade Point
75 – 100	Great	A	4,0
70 - < 74.99	Very Good	AB	3,5
65 - < 69.99	Good	B	3,0
60 - < 64.99	Satisfactory	BC	2,5
55 - < 59.99	Almost sufficient (Failed)	C	2,0
40 - < 54.99	Low (Failed)	D	1,0
0 < 39.99	Bad (Failed)	E	0

Students of BMP are obliged to carry out undergraduate thesis as regulated in PP-UNAIR-PBM-04 on the Guideline and Academic Study Guide at Faculty. Thesis is written based on independent research carried out by a student under a supervising lecturer or collaborative research with the supervisor. The undergraduate thesis is the terminal course in the Management study programme in which the thesis defence is available only after all courses are completed. Thesis defence committee consists of four faculty members and one thesis supervisor and all will have to assess the thesis by filling out a rubric of assessment. This rubric assesses points including (1) the criteria on the quality of the content, (2) the technical quality of the writing and (3) the quality of the presentation and defence.

The evaluation criteria of student performance of **MMP** have been stipulated and scores are calculated in an objective and in the standard way. The components of evaluation such as quiz, homework, case discussion, project and mid-semester test /final semester test are stated clearly in every course syllabus. The weight of every component could be different in every subject. The student's final grade is calculated based on the weighted average from some evaluation components based on the policy stipulated in university guidelines and the academic handbook (Appendix 3.3).

A thesis has a different standard of assessment, in which students are required to publish a paper as a requirement for the thesis exam. Since MMP students are business practitioners, most of the thesis topics raised by students are real problems in their companies. Using the knowledge gained from courses, such as Business Research Methods course, students provide alternative solutions to corporate problems scientifically. Moreover, as one of the requirements to take the thesis exam, students must have published their research results in scientific publications. The thesis examination is carried out with students presenting and defending their thesis in front of five examiners.

The assessment method is carried out by **MSMP** through several modes, including written exams and cognitive aspects. For exams, every lecturer is expected to construct exam questions, which will be submitted and reviewed by course coordinators. Meanwhile, individual assignments, group assignments and presentations evaluate aspects of skills and attitudes. As for the thesis, it is evaluated through thesis defence, in which the aspect evaluated includes research skill, presentation skills and the content itself.

Students must conduct research as a requirement of graduation and publish their research in reputable scientific journals. Students must pass a proposal exam and thesis defence to graduate. In the research process, students will be guided by a supervising lecturer. In preparing a thesis, students are required to use reputable and latest international journals as references so that the research produced can capture gaps in knowledge and has international research quality and standards. Students are expected to demonstrate their abilities related to general and specific skills during the thesis defence. The assessment of the thesis examination is carried out by a group of lecturers consisting of supervisors and examiners. The final score of the thesis has the following criteria: (1) relevance of research results with scientific development, (2) contribution of research results with research development, (3) finding concepts, methods, and innovations, (4) analytical ability and scientific thinking, (5) the breadth of scientific insight and (6) ability to respond to scientific refutation.

Given the variety of publications made by students in **both Master programmes**, weight is given to each type of publication and is considered as the final score in the thesis examination. While the calculation of the Thesis Final Grade = (2 x UT + 1 x NP): 3, where: UT = Thesis Exam Score; NP = Publication Score (4 x weight conversion of publication type).

Table 10: Publication conversion weight in MMP and MSMP

Publication Type	Conversion Weight
• Reputable International Journal (Indexed Scopus Q1, Q2, Q3, Q4) • Accredited National Journal (Sinta 1, Sinta 2, Sinta 3, Sinta 4) • Scopus indexed international special issue journal • Scopus indexed proceeding	1
• International Journal with ISSN • Accredited National Journal (Sinta 5, Sinta 6)	0.9
• National Journal with ISSN • Proceeding with ISSN	0.8

Appraisal:

The curricula of **all three study programmes** adequately reflects the qualification objectives of the study programme. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation (compulsory electives) or optional electives enable students to acquire additional competences and skills. In the **BMP**, students start with their concentrations in the sixth semester. The panel is of the view that students might benefit if they can include courses of concentrations in the previous semesters and therefore **recommends** starting earlier with the concentrations and offering more majors. For the **two Master programmes**, there are only electives of the chosen concentrations available. The panel wants to encourage the programmes to widen the choices for the students and therefore **recommends** diversifying the electives. For the **MMP** that requires professional experience, the following applies additionally: the contents of the Master programme take into account the students' prior professional experience and refer to it.

The degrees and programme names of **all three programmes** correspond to the contents of the curriculum and the programme objectives. The panel acknowledges that there is a national regulation for the naming of study programmes in Indonesia by the Indonesian Ministry of Research, Technology and Higher Education. For the **MSMP**, the panel **recommends** considering to increase the percentage of science in the study programme in order to compare to study programmes worldwide with the degree "Master of Science". What is more, the panel team suggests to include the respective concentration of the study programme into the title. For the **MMP**, the panel remarks that the programme contains several elements of an MBA programme defined by the EQUAL MBA guidelines. However, the MMP does not fulfil all the requirements (specifically professional experience of two years). The panel acknowledges that the term MBA is used differently in Indonesia, however the term should not be used in an international context.

Theoretical questions are, where possible, explained by means of practical examples in **all three study programmes**. There are case studies and field trips, as well as internship opportunities. During the online conference, the panel had the impression that the students want to have more practical experiences in the courses, especially for the Bachelor and Master of Management.

Therefore, the panel **recommends** for the **MMP** and **MSMP** increasing the amount of practical aspects, e.g., with more real-life practitioners in the courses or a compulsory internship.

There is evidence that the programme qualifies for interdisciplinary thinking in **all three programmes**. However, the panel **recommends** opening the curricula for more interdisciplinary thinking and increasing the number of interdisciplinary projects (e.g., management and engineering).

Ethical implications are appropriately communicated in **all three programmes**. There are courses on six different religion offered, so that students attend classes to learn about the different religions. Moreover, the concept of the University is guided by the strategy of "education with morality". What is more, the study programmes include courses on Ethics in Business with subjects on Business Ethics and Social Responsibility, as well as community support programmes which include students and lecturers.

Students acquire methodological competences and are enabled to do scientific work on the required level. All three programmes include courses on methodology, specifically for preparing for the final thesis. However, the panel **recommends** shifting the courses on Research Methodology to an earlier semester in the **two Master programmes** to prepare student on a long-term basis for their final project. What is more, an additional course with an introduction on how to write academically might support the students.

All exams for **all three programmes**, 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 variety of test formats. Due to the variety of exam formats in each course, the panel suggests checking if one examination per module is helpful to support the feasibility of workload and studyability of the programme.

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

3.2 Structure

The student's learning progress in **all study programmes** is measured using the credit system or known as SKS (*satuan kredit semester* or semester credit unit), which is regulated in the Rector's Regulation No. 27 of 2018. One SKS credit equals to 170 minutes of activities per week, which are comprised of: 50 minutes in-class activities, 60 minutes structured academic activities and 60 minutes self-study activities. There are 14 weeks of learning activities in one semester. One SKS credit amounts to 2380 minutes/39.67 hours (170 minutes x 14 weeks). Since one ECTS credit equals 1500 minutes/25 hours; therefore, 1 SKS credit equals 1.5867 ECTS credits or roughly 1.6.

Bachelor of Management

Projected study time	8 semesters/ 4 years
Number of Credit Points (CP)	145 sks credits/ 232 ECTS credits
Workload per CP	40 hours per sks credit
Number of courses	50 compulsory courses 6 elective courses
Time required for processing the final thesis and awarded CP	6 months (one semester), 6 sks credits (9.6 ECTS credits)
Number of contact hours	1,785 hours

The programme offers 145 credits (232 ECTS credits) in minimum and 160 credits (256 ECTS credits) for maximum that can be completed within seven to eight semesters. The maximum study load for each semester is 24 credits (38.4 ECTS credits) and the average student study workload per semester is 21 credits or equals to 33.6 ECTS credits. BMP offers 50 compulsory courses and 32 elective courses. Students take a minimum of six courses out of 32 electives available since semester four. These elective courses can be taken according to students' interests to deepen their knowledge as a provision to prepare thesis research and improve specific competencies of interest.

Master of Management

Projected study time	4 semesters/ 2 years
Number of Credit Points (CP)	46 sks credits/ 73.6 ECTS credits
Workload per CP	40 hours per sks credit
Number of courses	14 courses
Time required for processing the final thesis and awarded CP	6 months (one semester), 10 sks credits (16 ECTS credits)
Number of contact hours	490 hours

The programme offers 46 sks credits that can be completed within three to four semesters with maximum period not exceeding seven semesters.

Master of Science in Management

Projected study time	3 semesters, 1.5 years
Number of Credit Points (CP)	40 sks credits/ 64 ECTS credits
Workload per CP	40 hours per sks credit
Number of courses	11 courses (per specialisation)
Time required for processing the final thesis and awarded CP	6 months (one semester), 10 sks credits (16 ECTS credits)
Number of contact hours	700 hours

To earn a master's degree at MSMP, students must fulfil all programme requirements as regulated in the academic handbook. These requirements include having earned 40 credits or equivalent to 64 ECTS credits within three semesters (1.5 years).

Study and exam regulations
All necessary rules and procedures regarding study and exams in UNAIR have been set in the regulations of the University[5] and in the law[6]. These are in accordance with the Indonesian Qualification Framework level 6 and 8 and serve as references for the study programmes to design a curriculum that enables students to graduate in time. Moreover, the rules and procedures are displayed in the academic handbook that can be accessed on the official faculty website, for teaching and learning procedure, for course examination and for thesis regulation. Students can access the information about programme requirements and structure curriculum through the academic handbook and then the exam information can be accessed in the website and e-learning.

Regarding student outbound and exchange programmes, students can earn credit hours by converting the programme into electives courses. Student credit transfer score is regulated by the study programme and academic faculty. Online exams, special provisions for participants in taking the exam will be regulated by the Examination Committee and published through available media at the Faculty of Economics and Business (E-learning, Websites, Banners, Posters, Academic display screens).

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[5] cf. Rector Decree No 11 Year 2020 on Education Guideline Universitas Airlangga for Bachelor programmes and Rector of Universitas Airlangga Regulation Number 22 Year 2020 on Amendments to the Rector of Universitas Airlangga Regulation Number 6 Year 2019 on Education Guidelines for the Master Programmes

[6] cf. Law No. 20 Year 2003 regarding National Education System as well as the Law No. 12 Year 2012 regarding Higher Education

BMP uses a credit system for its students where the amount of possible credit taken is determined based on the latest GPA and consideration of prerequisite courses. Students from the second semester onward can only take particular courses when they already have passed the prerequisite course. For example, Introduction to Business is a prerequisite course for various courses in the 3rd semester from Financial Management, Human Resource Management, Marketing Management and Operation Management. The total credit in one semester is determined based on previous semester GPA by paying attention to the prerequisite courses; the maximum total credit to be taken in the next semester for GPA above 3.00 is 24 credits; GPA of 2.51 - 3.00 is 20 credits; GPA of 2.00 - 2.50 is 18 credits; and GPA less than 2.00 is 15 credits.

Students also have the freedom to do practical work outside of campus, such as an internship in various companies or independent study with appointed partners from the Ministry of Education through Emancipated Learning programme (MBKM). The internship can be converted into 20 sks credits (32 ECTS credits) as approved by the coordinator of the study programme. This programme is available for fifth-semester students and above.

In both **MMP and MSMP**, students must complete 40 credits as set out in the education manual in order to graduate. For the first two semesters, there are 15 credits per semester needs to be taken and another ten credits to be taken during the third semester. The final assessment is carried out by taking into account all components of the assessment consisting of activities in class, assignments and exams. Exams are to be conducted twice in a semester, namely the mid-semester exam conducted after the seventh meeting and the end of the semester exam conducted after the 14th meeting. The proportion and types of assessments are to be determined by teams of lecturers for each subject. The final score obtained by students is in the form of letter grades consisting of A, AB, B, BC, C, D and E. During the study period, students have academic advisors who monitor learning progress and provide counselling.

Feasibility of study workload
BMP has a total study load of 145 SKS credits that equals 242 ECTS credits, while the maximum study load for each semester is 24 SKS credits that equals 38.4 ECTS credits. It includes general and specific scientific skills. Eighty-five courses contain integrated classical, discussion, case and project within the same course code. Elective courses are available in the fourth and fifth semester where students can choose four elective courses out of nine offered courses and in the sixth semester where students can choose two concentration's elective courses of 3 SKS (each) out of four offered courses.

BMP conducts study evaluations regularly at the end of semester II, IV, VII. Students are allowed to continue study if they have passed the minimum credits and GPA standards. In order to monitor student's academic development, BMP also offers guidance and counselling as a supporting facility for students to effectively arrange and plan their studies. Each student is allocated one academic advisor to assist in this process. In addition, there is an online system that supervises student final assignments, SOPP (*Sistem Otomasi Pembimbingan dan Pengajaran*, supervising and teaching automation system) which monitors student final assignments starting from getting a supervisor to

registering for thesis exams. The supervisor can see how long the student has taken from the proposal to date.

BMP also conducts teaching learning assessments annually in order to evaluate the study workload and the course sequence. BMP is working on shortening the length of study by offering short-semester and remedial exams for specific courses. Therefore, even though the expected duration of the programme is four years, some students can graduate within 3.5 years.

The student's course workload in **MMP** is evaluated to assess the study workload in the area of (a) face to face learning, (b) assessment and assignment, and (c) self-study. Overall, the number of credits that MMP's students must take are as many as 44 credits and must be completed in 4 semesters. Each credit consists of 50 minutes in-class meeting, 60-minute structured activities, and 60 minutes of individual activities per week. Aligned with the Directorate General of Higher Education regulation, each course will run for 14 weeks of in-class meetings (excluding exams). Based on statistical figures, several years indicate a student's study period is more than two years. To overcome this, MMP offers guidance and counselling as a means of support for students to organize and plan their studies effectively with the assignment of academic advisors to assist in this process. In addition, there is an online system that supervises student final assignments, SOPP (Supervision and Teaching Automation System) which monitors student final assignments from getting a supervisor to registering for thesis exams. Thus, the supervisor can monitor the duration of the preparation of the final project.

The number of credits offered to **MSMP** is 15 credits for each semester for the first two semesters and ten credits for the third semester. The number and frequency of examinations are adjusted to the calculation of workload. The student's course workload is evaluated to assess the study workload in the area of (a) face to face learning, (b) assessment and assignment and (c) self-study. The midterm exam is conducted after the students have completed 50 % of lectures. To ensure that students can complete their studies on time, academic advisors will give advice regarding academic and non-academic matters. The academic advisor will verify whether the student has chosen the appropriate course with proportional workload, before giving approval in the course registration system. Student workload is evaluated based on feedback from students conducted through a survey on the Universitas Airlangga cyber campus (UACC).

Equality of Opportunity

Universitas Airlangga has organised inclusive education which ensures gender equality and non-discrimination. This is stipulated in the Decree of UNAIR Academic Senate No. 07/J03/SAU/HK/2006 about the general regulation in administering the University and the Rector's Decree No.5 of 2017 regarding admission requirements. This equality of opportunities in education is also guaranteed by Act No. 2 of 2012, Government Regulation No.4 of 2014 and regulation from the Ministry of Higher Education and Research No. 126 of 2016. Hence, all prospective students have an equal opportunity to apply and complete their studies at HEIs.

In addition, Universitas Airlangga supports those who are economically disadvantaged by providing scholarships. UNAIR has also provided facilities for students with disabilities (Rector's Regulation No. 47 of 2017), such as ramps, elevators and toilets for people with disabilities. What

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

There is no discrimination concerning gender, age, ethnicity or religion. Students with a disability are also welcome and eligible for application. All lecturers, as well as the administrative staff in the programme, are determined to help all students to study well. Disabled students are treated equally as any other students in the programme. This conduct is in accordance with the University policy upon inclusivity.

UNAIR also supports those who are economically disadvantaged by providing scholarships. For students who have difficulty in speaking Indonesian, UNAIR also provides English language training for foreign students.

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

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

Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of courses and assigns Credit-Points (CP) per course on the basis of the necessary student workload. The course descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide. However, the number of credits for each course are only mentioned in the national credit system sks. The panel therefore **recommends** including the number of ECTS credits allocated to each course into the course descriptions.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account national requirements. The study programmes are designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The Republic of Indonesia has not ratified the Lisbon Recognition Convention.[7] However, the panel learnt that UNAIR stipulates the recognition of periods of study at other HEI and the transfer of obtained credits in the framework of the MBKM or with partner universities (e.g., double degree programmes and international exchanges). The final grade is supplied with either a relative grade or an ECTS grading table.

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

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[7] https://www.coe.int/en/web/conventions/full-list?module=signatures-by-treaty&treatynum=165

the workload, UNAIR lies a special focus on the evaluation findings, including student feedback and the programme's success rate.

UNAIR ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal 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)			BMP, MMP, MSMP		
3.2.2*	Study and exam regulations (Asterisk Criterion)			BMP, MMP, MSMP		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			BMP, MMP, MSMP		
3.2.4	Equality of opportunity			BMP, MMP, MSMP		

3.3 Didactical concept

The teaching methods carried out in the **BMP** use a combination of classical lectures on theoretical material and practice through individual projects, group projects and case discussions. The programme realises that the students need both conceptual and practical knowledge; hence lecturers are free to choose the combination of teaching methods best suited to achieve each course's learning goal. The programme also encourages its lecturers to give both courses' knowledge by using group projects or case discussions. Some courses are designed by considering contemporary issues in management practices and concepts.

BMP has designed a proper teaching and learning method paired with the assessment type. For example, one of the ELO for specific skills is that graduates can design organisational plans and business development; hence BMP strived to achieve this through Entrepreneurship courses. In this course, students are given classical lectures and project-based classes where they are assigned to create a product and design its business plan. Students are given the basics of business development from lecturers and guest lecturers, usually successful entrepreneurs, to provide the knowledge and inspiration. Students should also market the business and be responsible for its profit or loss so they get real practice in designing business plans. The proper assessment method for Entrepreneurship class is through individual and group assignments (weighted 20 %), class participation and discussion (weighted 30 %), and final project presentation (weighted 50 %).

Several teaching methods are applied within **MMP**:

1. Case-based method: Students are able to analyse business problems from any point of view and then make alternative solutions to the problem.

2. Classical Teaching: A face-to-face session in the class between student and lecturer in which the lecturer is delivering the lecture material, conducting question and answer, holding a quiz, as well as discussion assignment.

3. Business Simulation: Students in groups solve business problems with some available constraints by using simulation software.

4. Field Study: Students conduct business visits directly to some business company either locally or internationally, to obtain direct observation and explanation concerning real business practices.

5. Seminar Lecture: CEO and Senior Managers are invited to MMP to share experience and wisdom in line with their expertise.

6. Guest Lecture: Professional managers are invited in class for a particular topic within a course.

7. Project: Students in groups jointly organise an activity

Lecturers then plan learning and assessment methods to meet each subject's learning objectives. Students are expected to be actively involved in the learning process which includes individual and group projects. For example, one of the ELOs at MMP is a graduate who is expected to publish research articles in reputable journals. This ELO is achieved through the Business Research Methods course where at the end of the course students are expected to be able to conduct qualitative or quantitative studies and present research results in the form of a written report. To achieve these learning objectives, the lecture methods used are classical and project-based learning. The assessment is carried out using several methods such as answers to problem sets given in lectures, mid-term exams and the preparation of a mini-thesis where every week students are asked to report their work progress and at the end of the lecture, students collect their research results in the form of a written report.

MSMP uses several teaching and learning methods to achieve quality learning outcomes, including:

1. Lecture: Lecturers are responsible for disseminating the contents of the subject matter. This method delivers the body of knowledge to students and allows them to assess or criticize teaching material. Therefore, MSMP uses lecture methods to achieve excellent knowledge, general and specific skills, and a positive attitude and ethical value.

2. Class discussion: MSMP uses the class discussion method to enhance knowledge, general and specific skills and positive attitudes and ethical values.

3. Seminar: this method requires each student or small group to present a research plan and the study results before a peer group and lecturers. Next, the lecturer gave input on the project and the results of the students' research. This method is expected to increase knowledge, general and specific skills and positive attitudes and ethical values.

4. Tutorial; this method helps students to (i) get a deep understanding of particular subject matter; (ii) develop the ability of students to identify and evaluate relevant sources; (iii)

develop research designs; (iv) correctly understand the techniques of collecting and processing data and information; (v) develop the ability to communicate effectively both verbally and in writing, effective time management, critical self-assessment; (vi) develop the ability to think and act like a professional in management disciplines. This method encourages students to have good knowledge and general and specific skills.

Case studies and projects are incorporated into courses to encourage active participation from students, for example, contemporary issues in management. After taking this course, students are expected to comprehend particular concepts and design research ideas and current issues, according to the development of management science. Students in each concentration are encouraged to make a research proposal. Every week, the lecturer will monitor the proposal's progress and provide suggestions and input related to research methods. At the end of the semester, students are expected to have a good research proposal. After taking the research methodology course, students are expected to have skills in conducting research and analytical skills. These skills are needed when students take thesis courses.

Course materials
Each course has a Semester Learning Plan (SLP) that is shared with students at the beginning of the semester to set the standard of teaching expected by students. This contract describes the learning strategy to achieve ELOs. Moreover, the specifications of each course are described in the course syllabus which contains course credit, course code, course description, course learning objective, course schedule, course convenor, teaching team and references.

Physical books or printed materials can be accessed in the faculty's reading space or the University's library. Course materials can be accessed through Learning Management System (LMS) platforms from the University network. The platform will provide online support via an e-learning system for the convenience of the lecturers to distribute the course materials, which may include soft copy of textbooks, modules, case studies, journals, presentation slides and videos. Additionally, the system also accommodates the discussion platforms to promote active learning methods in each course. Through the e-learning system, the students can develop theory-based solving strategies, since it is very flexible and equipped with many features to support the interactive learning process. Students must log in to access the e-learning system[8]. The contents of the materials are managed and updated regularly at the beginning of each semester.

Guest lecturers
The **BMP, MMP and MSMP** invite guest lecturers regularly. The programme invites practitioners routinely to give guest lectures, both specifically in particular subjects or general courses. The guest lecturer may come from a respective local or international company, distinguished alumni or a foreign lecturer from various topics in management.

The guest lectures aim to provide insight from a practical point of view. Hence, the study programmes also invite practitioners, such as company directors (e.g., Director of Consumer Business BRI or President Director), policymakers (e.g., Governor of east java), business people

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[8] see: hebat.elearning.unair.ac.id

(e.g., former minister of transportation, owner of CT Corp and former Coordinating Minister for the Economy) and activists (e.g., cultural practitioner) to give guest lectures. Inviting professionals is possible through good relations between universities and industry and good personal relations between lecturers and industry participants. In general, the guest lectures can be divided into two groups:

1. National: The invited professionals usually are respected alumni working as entrepreneurs or employees in various public or private companies or related government agencies such as Financial Services Authority or Stock Exchange.

2. International: These are guest lecturers from overseas universities regularly using faculty schemes (inbound mobility) or AGE scheme. Many professors from Top 500 universities in Europe, Australia, Japan, and Malaysia also contributed as guest lecturers.

Lecturing tutors
In **BMP,** a tutorial is a structured learning activity where students interactively discuss a particular topic with their tutor. Some of the courses include entrepreneurship (assigned tutors are senior students who are also business owners) and financial management 1 and 2 courses. Tutors are appointed by the course coordinator and selected from senior students who have passed the specific course with satisfactory GPA and also have good communication skills. The purpose of lecturing tutors is to assist lecturers, especially in project-based classes, in monitoring students' progress and enabling them to consult with their experienced seniors.

Appraisal:

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

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

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

In **BMP,** lecturing tutors support the students in the learning process and help them develop competences and skills. The **MMP and MSMP** programmes have no lecturing tutors.

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

3.4 Internationality

To internationalise education has become part of UNAIR's strategic plans for 2016-2020 and 2021-2026. Hence, UNAIR encourages and supports each study programme to incorporate internationalisation as a significant aspect of the curriculum. The following is the implementation of the internationalization in the Department of Management as Table 13 as follows:

Table 11: Implementation of internationalisation in Department of Management

	BMP	MMP	MSMP
Language	Students are required to acquire TOEFL score ≥ 450	Students are required to acquire TOEFL score ≥ 450	Students are required to acquire TOEFL score ≥ 450
Courses	Each major has international themed course to prepare students for global exposure such	Global Business Management	Each specialization has an international themed course to prepare students for global
	as international financial / HR / Marketing/operational management		exposure such as international financial management, culture and change management etc.
Elements of Courses	• Materials are mostly in English • Each concentration has specific international perspective courses	• Materials are mostly in English	• Materials are mostly in English
Classes	• Double degree from IUP Programme • AMERTA programme from AGE	Preparation Class for Foreign Students in Regular class	AMERTA programme
Activities	• Guest lectures, seminars, training,	Guest lecturers, international	Guest lectures, seminars, training,

The **BMP** will equip the students with an international mindset through various courses. From the fourth semester with a compulsory course titled International Business, each major is completed with international elective classes such as International Financial Management, Cross Culture and International HR Management, International Marketing Management, and Export-Import. These courses are popular among the students for showing international perspective in doing business. The programme also increases international exposure through foreign guest lecturers, seminars, student exchange, conferences and competition. In addition, the University also provides support for internationalisation by providing opportunities for students to study at other universities abroad for one semester to study course content and culture in an exchange programme. Another support from the University is providing a free TOEFL course to ensure students can reach the targeted score (450 and above) before graduation.

At **MMP**, students are challenged to think about different countries and business contexts throughout their two years. More than 70 % of the textbooks and cases taught in the required curriculum programme are globally focused. The study programme expects 30 % of cases discussed in the class to be in the local context, which will ground the students with the local business context. Besides that, MMP requires a minimum ELPT score of 475 as a graduation requirement to ensure the graduates' readiness to face the global competition. At the same time, the course that has internationalization content is Global Business Management, where all classes are delivered in English.

MSMP incorporates international content in all courses. Almost all courses have sub-discussions on international aspects in each specialisation. In discussions in class, MSMP uses international reference books. The business cases discussed in class also address the global context. In the preparation of papers and theses, MSMP also requires reputable international journals as references. MSMP also organises special courses which all discuss the international perspective of management, including International financial management, Culture and Change Management, and others. Related to student mobility (students outbound), MSMP encourages students to attend international conferences. For example, on 23-26 October 2019, there were 24 MSMP students attending The TAR UC International Student Conference 2019, in Tunku Abdul Rahman University College Malaysia, funded by MSMP.

Internationality of the student body
BMP has increased the number of its international students through the years, the peak was in 2018 where there were 34 inbound students from AMERTA Programme. BMP also has an IUP with a constantly increasing number of students. The first intake in 2019 consisted of six students, the second year had ten students and the latest intake had 14 students. The programme has not had any full-time international students yet. Still, several attempts have been made to improve the internationality of the programme by actively participating in several international activities. BMP is actively trying to increase the number of international students through double or joint degree programmes; currently, BMP has a dual degree programme with Asia University of Taiwan and Saxion University of Netherland.

At **MMP**, international students from various countries such as Myanmar, Afghanistan, Pakistan or China. Most of them are participants of the ADS scholarship, which provides students from

developing countries in Asia to continue their postgraduate studies. ADS is UNAIR's global initiative to increase international students while helping the development of human capital in underdeveloped countries.

The **MSMP** is designed to admit not only local students but also international students. The curriculum also has a global perspective without leaving local content. In the last three years, MSMP has accepted several international students. In addition, through the AGE, which holds student exchanges, MSMP also takes student exchange programme students from abroad. Moreover, international students studying at MSMP are full-time students.

<u>Internationality of faculty</u>
As part of the internationalisation process, some lecturers of the Management Department have a degree from abroad universities. It brings advantages for institutions and students, that the lecturers could give new perspectives for teaching learning process and culture. They could have many new academic peer lists for guest lecturing in UNAIR.

For the **BMP**, the following are some main activities of internationalisation:

1. There are various international guest lectures from Malaysia, Japan, Russia, Netherlands, as a part to provide students with a global perspective

2. Establishing collaboration with several universities is emphasised. With this framework, visiting lecturers and adjunct professors become part of the academic activity run every semester to support lectures, writing training and research collaboration.

3. To impart international exposure to students, some of BMP's lecturers have obtained their master and or doctoral degrees from universities abroad, such as the USA, UK, Netherland, Australia, Taiwan and Malaysia. They should be able to impart their international perspective into their respective courses with a global perspective. BMP's lecturers also have the opportunity to join the staff mobility programme.

In **MMP**, several internationalisation activities for lecturers have been carried out, including:

1. MMP provides opportunities to study abroad in England, Australia, the Netherlands and Taiwan. Another benefit of this activity is the establishment of cooperation with the university in various forms. Currently, 57 % of MMP lecturers are from domestic universities and 43 % are graduates from overseas universities (Australia, Hong Kong, Taiwan, Malaysia, England and the United States). As for the doctoral education taken by lecturers, as many as 62 % of lecturers completed their education in the country and 38 % abroad (Australia, England, Taiwan, New Zealand and Hong Kong).

2. MMP provides opportunities for lecturers to undergo outbound staff or staff exchange activities in countries such as Turkey and Malaysia. The activities are aimed to give the lecturers teaching experience and get best practices adaptable to the learning process at MMP. Until now, approximately 43 % of MMP lecturers have undergone the outbound staff programme. Unlike the period before the pandemic, currently, outbound mobility is carried out online.

3. MMP organises international scientific activities such as conferences, guest lectures, or seminars by inviting academics from leading universities globally such as the University of Groningen (Netherlands), University of Queensland (Australia), University of Malaya (Malaysia), Waseda University (Malaysia), Universiti Teknologi MARA (Malaysia), Lomonosov Moscow State University (Russia) in 2021. This activity helps provide additional insight and exposure to international academics, both for the lecturers and students.

MSMP encourages lecturers to have international academic experience. This programme is carried out by enabling lecturers to continue their studies abroad. The international experience of lecturers can also be obtained through the lecturer exchange programme, some MSMP lecturers teach at foreign universities and several foreign lecturers also teach at MSMP. The FEBs also has a visiting professor programme. Several foreign lecturers come to UNAIR for one semester to conduct research and teach. University research institutes also provide grants for lecturers who research with researchers from foreign institutions. UNAIR owns many other programmes to improve the internationalisation of lecturers, including international conferences and international workshops. The international experience of lecturers is significant in the learning process. Students will have a broader perspective related to the field studied. Furthermore, MSMP holds guest lectures by collaborating with foreign lecturers to provide relevant materials or topics to students. For example, in the brand management course, there is a joint course between the MSMP and the MBA Programme at Universiti Teknologi MARA (Malaysia), where each MSMP lecturers and MBA programme lecturers teach four meetings at the joint course.

Foreign language contents
Most of the literature used in the **BMP** is in English to familiarize the students with foreign languages. The majority of textbooks and lecture notes are in English (approximately 85 %), and they are available in LMS platform, using English. There is an English Class for selected students with TOEFL > 450 for all courses in Management starting in the second semester. There is also an IUP with a double degree delivered in English and allows international students to join the AMERTA Programme.

In the **MMP,** the Global Business Management course was first conducted in English in 2018. It was taught by lecturer teams as well as expatriate managers from global companies. The objective of this course is to make the students understand the practice of international business management both theoretically and practically. MMP has also used information technology to conduct online classes. The MMP Head of the study programme has proposed a Massive Open Online Course (MOOC) programme that allows the students to access it wherever and whenever they want. In addition, all textbooks used in lectures are in English.

In the **MSMP,** the regular class uses Indonesian. But in special classes with international students, classes will be conducted in English. Although not all courses use English, most course materials use English, such as reference books, journals and business cases.

Appraisal:

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

enabled to act in an intercultural environment. During the online conference, the panel had the impression that the study programmes could even more stress international contents with the network they have. Therefore, the panel **recommends** establishing connections with companies and universities of their alumni, who work in an international context to benefit from their experiences.

The international composition of the student body corresponds to the programme concept. The measures taken to promote internationality are goal-oriented. However, the panel suggests enlarging the services for outgoing and incoming students from abroad. The panel also wants to encourage the study programmes to invite students more actively (especially from the ASEAN region).

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

The proportion of foreign language courses and required foreign language materials in **all three study programmes** correspond with the qualification objectives of the study programme.

		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)			BMP, MMP, MSMP		
3.4.2	Internationality of the student body			BMP, MMP, MSMP		
3.4.3	Internationality of faculty			BMP, MMP, MSMP		
3.4.4	Foreign language contents			BMP, MMP, MSMP		

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

The Directorate of Academic Affairs of UNAIR has issued SKP to ensure that its graduates achieve multidisciplinary competence and skills, especially in communication, public speaking, cooperation and conflict handling. For the **BMP**, these skills are reflected in the SKP in the form of a transcript reflecting various activities done by the respective students such as organisation, scientific event and competition, and many others. This SKP is introduced during the orientation programme for new students.

A competent manager is expected to have various soft skills such as communication, leadership and cooperation. Hence the programme also offers specific mandatory courses to prepare the students, such as the Thinking Critically and Creatively course in the first semester, the Business Communication course in the second semester and the Leadership course in the fifth semester.

Students are also encouraged to practice their skills outside of campus by joining various competitions and gaining certifications for selected competencies such as investment and capital market, compensation and human resource. Other practice includes joining internship programmes from reputable companies to practice their theoretical knowledge and experience in the work environment directly.

Learning methods at **MMP** are very diverse and aim to achieve several skills, some of which are public speaking, cooperation and conflict handling skills. Assignments in discussing case studies, for example, will be carried out in a team. The case study discussion is likely to bring up heated arguments coming from different opinions of each student. Discussion sessions will be an excellent opportunity for students to learn about cooperation and conflict handling and develop leadership skills by taking the initiative to resolve disputes. Students also obtain conflict handling skills from the case studies given because in each case, the problems faced by the company will be presented, and students will be asked to provide alternative solutions. They also obtain public speaking skills through presenting their cases.

Communication is one of the ELOs of **MSMP**, where students are expected to have the ability to demonstrate practical communication skills in presenting empirical and theoretical arguments in the field of business and management. This communication skill is supported by courses consisting of Integrated Marketing Communication, Contemporary Issues in Marketing, Contemporary Issues in Finance and Contemporary Issues in Human Resource.

Appraisal:

In **all three study programmes**, 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. These are acquired in class with group work and share of experiences. The panel **recommends** fostering the further development of multidisciplinary competences and skills.

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

3.6 Skills for employment / Employability (Asterisk Criterion)

Students of **BMP** are exposed to actual life business practices during their study, such as business visits to manufacturing companies, banks and government institutions to gain valuable experience. There are also guest lectures from alumni and practitioners conducted regularly, resulting in BMP having a more robust network with respectable companies. Students also can do an internship or independent study, highly recommended and supported by BMP. Internship programmes, both MBKM and non-MBKM programmes, are very beneficial to increase employability as the students

can apply the knowledge and skills learned from theoretical lectures by working on company projects in addition to getting the materials needed in the workplace from the company and having hands-on experience in the work environment. This makes them being graduates who are ready to enter the world of work.

One of BMP's ELO is to provide specific skills and efficient communication skills. Hence, to prepare the students for job searching and interviews, students are given a particular course titled Business Communication. Students are given theory and practice, such as how to write a CV, Cover Letter and prepare for a job interview. Students are also required to pass TOEFL with a score ≥ 450 before graduating in the hope that it will open various opportunities for working or continuing their education abroad.

MMP has applied the integration of practice and theory in its teaching-learning process through case studies. Moreover, because MMP students are business practitioners, they can bring the real problems they face into the classroom to discuss and find alternative solutions. Thus, cases obtained from textbooks, news, and companies are the latest cases relevant to current business conditions. In addition, in the absence of concentration at MMP, students gain management knowledge in all business functions, which will enable them to apply it in the future, even when they work in different business functions. In addition, MMP also recruits business practitioners with doctoral degrees as lecturers to provide insight into business practices to students.

As for ELOs, which supports a combination of theory and practice, one of which is ELOs, students are expected to apply analytical tools relevant to existing business problems. The courses that support ELO are Business Information Systems and Competition Strategy and Business Simulation. Both courses teach students about tools for analysing competition in the industry and alternative strategies to survive. The theory, but these courses also provide students with practical assignments and discussion of case studies. It is hoped that with this method, graduates can apply the knowledge they have acquired in their work so that there is an increase in sensitivity to problem recognition and the quality of business decisions they make. There are several programmes outside of lectures that can also increase the employability of graduates, namely business visits, seminars by practitioners and workshops for professionals.

Employability skills such as communication and interpersonal skills, analysis and problem solving, organisation and teamwork have become part of the curriculum design of the **MSMP** programme. Through a combination of teaching and learning methods, all courses are designed to achieve all expected learning outcomes, one of which is to equip employability skills. Some examples of supporting courses include human resource management, culture, and change management, integrated marketing communication, etc. In addition, UNAIR, through DPKKA, also organises various debriefing programmes for students to face the world of work, including training programmes, mentoring programmes and entrepreneurship programmes. MSMP also organises workshops on research methodology and statistical tools for MSMP students outside of regular courses.

Appraisal:

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

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

4. Academic environment and framework conditions

4.1 Faculty

UNAIR's human resource development follows a predetermined road map as with any other aspects of quality management in UNAIR. The road map considers the need-analysis-based recruitment process, individual competence, employment history, performance assessment, and internal and national regulations. Lecturers teaching in the study programme comprise full-time and permanent lecturers, part-time lecturers from the industry and other universities, and visiting lecturers. The full-time/permanent lecturers mainly are state employees, given that UNAIR is a state-owned university and UNAIR's own employees, since UNAIR as PTN-BH has a right to hire permanent employees as well. While the part-time lecturers are recruited mainly based on the specific requirements of each study programme.

BMP has 37 full-time and 15 part-time lecturers. Among the full-time lecturers, there are three professors, 22 have a doctoral degree qualification and 15 others have a Master's degree qualification. Meanwhile, the part-time lecturers are retired former lecturers, professionals with specific competencies and newly-recruited lecturers. Among part-time lecturers, two professors have particular expertise in management-related fields.

Table 12: Structure and quantity of BMP lecturers

	Number of lecturers
Full time lecturers	
Professors	3
Doctors	22
Masters	15
Total	37
Part Time Lectures	13
Part Time Lecturers Professor	2
Total	15

The number of lecturers enables BMP to achieve the minimum student-lecturer ratio. The government has made law regarding this issue by promoting The Higher Education Law Number 12/2012 and Government Regulation Number 4/2014 concerning the Implementation of Higher Education confirming the ideal ratio of lecturers to students, which is 1:20 for exact sciences and 1:30 for social sciences. Meanwhile, BAN-PT also proposes that the maximum ratio for a bachelor degree is 1:60. BMP has a 1:24 ratio.

MMP consists of 20 full-time lecturers along with five professors. MMP also recruited 18 part-time lecturers who were retired former lecturers and professionals who have specific competencies. The number of lecturers and students are complying with the standards of BAN-PT Accreditation.

Table 13: Structure and quantity of MMP lecturers

	Number of lecturers
Full time lecturers	
Professors	5
Doctors	15
Masters	-
Total	20
Practitioner lecturers	18
Total Part Time Lecturers	18
Total	38

MSMP has 32 lecturers in total, consisting of 29 full time lecturers, two part-time lecturers and one practitioner. Among full-time lecturers, five are professors and the remaining 24 have Doctoral qualifications. The number and composition of lecturers in the MSMP are in accordance with national standards.

Table 14: Structure and quantity of MSMP lecturers

	Number of lecturers
Full time lecturers	
Professors	5
Doctors	24
Masters	-
Total	29
Part Time Lectures	2
Professionals	1
Total	32

Academic qualifications of faculty

Lecturers in the Department of management are required to have academic qualifications and competencies. In addition, the lecturers are also required to have several publications in reputable journals. All lecturers have the same opportunity and support for the following seminar, workshop, research grants, professional certifications and join a professional association to increase their competencies. To be selected as a full-time lecturer, the candidates must go through recruitment and selection process, including administrative selection, potential academic test, assessment, interview, as well as health and fitness test.

The qualification of lecturers in **BMP** follows both government regulation and UNAIR regulation. Minimum degree required for application is Master degree. Upon acceptance, candidates will be required to have an agreement with faculty to continue their doctoral degree as soon as possible. Candidates' education background must be in line with the proposed departments. The recruitment is open for everyone and is announced by the Directorate of Human Resources. As for recruitment to be part-time lecturers, the process is usually managed by the Department of Management.

Criteria used are relatively similar with full-time lecturer, especially related to academic qualification and applicants' professional reputation as appropriate.

In terms of specialisation and expertise, scientific publications within BMP have increased exponentially in recent years. During the last three years, all BMP's lectures have published 152 publications in many areas of management. Data reported by Institute for Innovation, Journal Development, Publishing and Intellectual Property Rights.

MMP complies with both University and government regulations. A minimum of doctoral degree holders is required for being lecturers. In addition, the lecturers are also required to have several publications in reputable journals.

The academic qualification of **MSMP** lecturers is to have a Doctorate degree. In addition, lecturers must also actively conduct research and publications. In the last three years, there have been 267 publications in the area of business and management. For professional-based lecturers, academic qualifications and publications are not the primary consideration, but their professional experiences are.

Pedagogical/didactical qualification of faculty
UNAIR commits to ensuring that all faculty members' pedagogical/didactical qualifications are continuously improved. To ensure that, most of our lecturers have already been certified as professional educators by the Ministry of Education. In UNAIR, the DIPP's primary duty is ensuring all lecturers implement the required pedagogical/didactical. Such efforts are maintained by providing PEKERTI and Applied Approach training - which are becoming the permit to teach in the study programme. DIPP also became the leading unit in developing and managing the LMS. UNAIR has a Professional Certification Body (LSP) with a specific task to provide internal and external stakeholders with certification programmes, including facilitating lecturers to improve and enhance their professional portfolios.

Furthermore, to ensure that lecturers' teaching quality is maintained, regular reviews are conducted by distributing questionnaires at least once per semester to students about their perception of the learning experience. The review is essential to ensure that the teaching process already meets the students' expectations.

Furthermore, several lecturers hold specific skills certified by official organisations. Fourteen lecturers have the certification, including Certified Marketing Analyst (CMA), Workplace assessment, Certified Financial Planner and Sharia Economic Capital Market. Additionally, such efforts are maintained by providing training and developing web platforms for e-learning. Each faculty also has an e-learning captain who trains and develops lecturers' skills in digital teaching platforms.

Practical business experience of faculty
BMP's lecturers engage in various professional activities and associations relevant to their main expertise, such as business coaching, consulting, training and organisation development. These engagements enrich lecturers' experiences, which are very useful in integrating theoretical and

practical in class and providing recent examples of good business practices. BMP also has a unit, Management and Business Development Laboratory (LPMB), that conducts business activity related to business consultation and training. Individually, many lecturers with special competences in a particular field are asked to provide expert information in the training and consultation process in collaboration with many government institutions and public and private companies. Faculties also hold Workshop Entrepreneur Business Society (WEBS) to facilitate entrepreneurship development, routinely conducting creative and profitable events for students. These activities are managed by students with solid guidance from several lecturers and professionals outside the University. WEBS also has shops to accommodate students' products, including foods, service products and fashion. In addition, BMP also provides an entrepreneurship programme for students. BMP has just launched a programme that enables students to interact directly with many major companies, small enterprises, and government institutions to gain profound knowledge in actual business and industry.

MMP has the motto "Shaping Innovative Leaders". This is to provide innovative managerial knowledge, skills and leadership and a sense of excellence that has moral integrity to the learners. MMP established a course named Ethics and Corporate Social Responsibility. Through this course, students are expected to be able to apply ethical concepts in the business context, leadership and corporate social responsibility. Furthermore, MMP has also established a Global Business Management course to provide the students with advanced global knowledge. Since the MMP aims to create managers who have not only mastered theory but also practical knowledge, providing experienced teaching staff as practitioners is needed. The integration of knowledge and practice is manifested by inviting part-time lecturers and practitioners together and holding activities such as the Business Gathering and Leadership Forum.

MSMP's lecturers actively engage in various professional activities. UNAIR provides institutions that become a hub between lecturers and the professional and industry sectors (LPEP, LPPAPSI, LPMB, AEE). These activities are in line with the lecturers' primary expertise, such as business consulting, business training and business coaching. These engagements enrich lecturer experiences. Moreover, MSMP also has professional-based lecturers from business world to help teaching and enrich students' perspectives from practical point of views.

Internal cooperation
Tri Dharma (the three pillars of education) includes teaching, research, and community service. The collaboration activities conducted by the FEB with several agencies within the framework of research and education cooperation have been to realise higher education. Additionally, each department conducts meetings outside those routine meetings to SLP.

FEB holds several meetings before the semester begins to discuss the curriculum and evaluate the previous semester, which is usually led by the Dean. Such meetings may include training by an e-learning captain for all lecturers to get acquainted with the new feature E-Learning LMS. At times, the meetings are held in the mid-of semester to evaluate and to discuss current conditions faced by lecturers. Teaching teams, consisting of two or more lecturers, work together to generate unique content and teaching methods in the mid-semester to increase student interaction. They formulate the teaching methods, grade activities, choose the reference, make sure that contents are not

overlapping and decide the lecturing schedule. The team-teaching is allocated based on the specific disciplines: financial management, marketing management, human resource management and supply chain management. The team works together to prepare, implement, make evaluation and is responsible for developing teaching content and methods as well. The lecturer team also conducts a scheduled regular meeting at the department level and the disciplines level.

Overall, the lecturers have a strong relationship with others to build internal cooperation in lecturing students. In terms of research and community service activities, almost 100 % are done in a group which requires collaboration and cooperation among its members, and also involves students.

Student support by the faculty

To provide a consultation for the students concerning academic guidance, career development and studying abroad, both postgraduate and undergraduate programmes in UNAIR use the mechanism of an academic supervisor. Academic advisors are lecturers appointed by the Heads of the Study programmes to be counsellors for their students. What is more, the faculty provides support to students in terms of counselling by providing student counsellors who can be contacted outside of working hours via face to face and email. Furthermore, the faculty provides an evaluation of lecturers' performance in counselling. In the department's scope, evaluation is carried out in 2 forms, namely 1) evaluation of lecturer performance, 2) evaluation of academic staff. Furthermore, performance appraisal of lecturers and academic staff is also carried out through filling out questionnaires by students through UACC at the end of each semester.

Information related to career development and entrepreneurship development is also managed centrally through DPKKA. DPKKA has the function of providing services that all students can access. Some of the routine services provided by DPKKA are career consultations, job expos, consultations on entrepreneurship, and education fairs from universities abroad. For postgraduate programmes, the administrative office that collects and processes the relevant information and provides consultation for the postgraduate programmes in Management students concerning academic guidance is available through Joint-Secretariat.

To provide financial support and develop students' skills, various scholarships are provided as financial support, such as the ADS provided for international students organized by AGE. Aside from financial support, AGE plays a vital role in helping in matters related to the primary needs of international students while studying in Universitas Airlangga, such as accommodation, transportation, and accommodating the activities that can be participated in by the international students. Another form of support provided by the Department of Management is the academic facilities, such as providing computers and printers for the students, health and clinic facility inside faculty building, psychology service, student dormitory, sport and art venues for students. The University provides health services called the Health Service Center (PLK). PLK facilitates, serves and advocates for the maintenance of the health and fitness of the academic community.

Academically, the faculty also provides information regarding student development, such as paper competitions, exchange programmes, and scholarships. This information is available on student executive organisation's (BEM) media social platforms, and all students have the same opportunity to access it. Various scholarships provided as financial support for students are DUF, Bidikmisi and

the ADS provided for international students organised by the AGE office. Aside from financial aid, AGE plays a vital role in helping in matters related to the primary needs of international students while studying in UNAIR, such as accommodation, transportation, and accommodating the activities that can be participated in by the international students. UNAIR also provides financial support for local students, namely through the Centre for the Management of Social Funds (PUSPAS) UNAIR.

The head of the study programme and teaching staff provide academic freedom to students in the teaching and learning process. The students are given the freedom to determine the thesis title, problem identification and discussion of lecture assignments. Most of the titles and themes are determined by students. Outside the lecturing time, students can also reach their lecturers to discuss the subject of the content by mail or personal message. The discussion could be directly face-to-face and/or through an online platform University has. If students want to meet the lecturers, students can make an appointment. In order to improve language skills, which are not limited to English, the University provides facilities for students at the Language Centre.

The faculty establishes WEBS to facilitate entrepreneurship development, which routinely conducts several creative and profitable events for students. Students run the organisation with solid guidance from several mentors from lecturers and professionals outside the university. This organisation also has stores to accommodate students' products, including foods, service products, fashion, etc. Not only entrepreneurship development, but the faculty also houses other personal development organisations, including sports, interests and talents (broadcasting, music, photography). The students also have an executive student organisation that can be a medium to learn about managing organisations and is considered as an important practical experience for students.

Appraisal:

Even when their teaching assignments in other study programmes, possibly even in other locations, are taken into account, the structure and number of the faculty correspond to the programme requirements and ensure that the students reach the intended qualification objectives in **all study 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 faculties corresponds to the requirements and objectives of the study programmes. The University 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 corresponds to the requirements and objectives of the study programme. The University verifies the qualifications of the faculty members by means of an established procedure. UNAIR ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for the further qualification of the faculty members are implemented.

The practical business experience of the faculty corresponds to the requirement of the programme to integrate theory and practice. The concentration of lecturers with practical business experience is very high in the Bachelor and Master programmes. However, the panel is of the opinion that the study programmes could increase the integration of professional experiences of lecturers into the courses and therefore **recommends** thinking about ways to bring more business experience into the curriculum.

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.

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully. The faculty members, in particular the academic advisors, 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)			BMP, MMP, MSMP		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			BMP, MMP, MSMP		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			BMP, MMP, MSMP		
4.1.4	Practical business experience of faculty			BMP, MMP, MSMP		
4.1.5*	Internal cooperation (Asterisk Criterion)			BMP, MMP, MSMP		
4.1.6*	Student support by the faculty (Asterisk Criterion)		BMP, MMP, MSMP			
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					BMP, MMP, MSMP

4.2   Programme management

In **all three programmes,** the head of the study programme takes the initiative to lead coordination of staff and faculty members in bringing the success of the study programme. This process started from designing the curriculum, setting the profiles of the graduates and ensuring that all courses support the objectives of the programmes.

The Programme Director manages and organises the programme and reports to the Dean. All activities in every programme are coordinated by the Study Programme Coordinator KPS) who reports directly to the Dean. The studies and discussions involve all managers (Department Heads and staff and Study Programme Coordinator). The department must design adequate time schedules and set a limit to the number of credits, which students can take to assure students' learning efficiency in order to maintain the quality level of educational content. The head of the programme coordinates and monitors the course of teaching and learning process in accordance with the curriculum, evaluates the management system of the study programme that has been running and reports progress of curriculum. The coordination with faculty members involves activities in assigning lecturer to the courses, supervisor of students' thesis, thesis examiner, developing student mobility programme and preparing supervisor for student in competition at national and international levels.

Based on Government Regulation Number 30 Year 2014, Article 58, Programme Director manages and organises the programme and reports to the Dean. All activities in every programme are coordinated by the KPS who reports directly to the Dean. KPS occupies the role of operational leader who manages programmes, including the process of planning lectures, supervising and evaluating, as well as providing feedback, based on regulations and implementation guidelines as the standard for achieving the vision and mission of the programme. The head of the programme is the organiser of bachelor/master/doctoral degree who performs various coordinative functions with other departments in a faculty. Such coordination function is carried out by:

1. Planning class schedules, practicum and evaluation of learning outcomes;

2. Coordinating the implementation of lectures and practicum in the field of study in the programme study environment

3. Coordinating the process of implementing education, research and community service programmes in the faculty in related fields of study;

4. Coordinating the planning, provision and proposal of the need for lecture facilities and practicum as well as educational infrastructure;

5. Monitoring the course of the teaching and learning process in accordance with the curriculum;

6. Evaluating the management system of the study programme that has been running;

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

In the learning process, evaluations are carried out regularly every semester, and the results are reported in the Self Evaluation Report, which includes: (1) performance evaluation of department heads, (2) evaluation of the performance of the faculty administration unit, and (3) evaluation of lecturers' performance in lectures, guardianship, guidance on final assignments and practicum.

<u>Process organisation and administrative support for students and faculty</u>
In managing FEB UNAIR, the dean is assisted by three deputy deans and four administrative divisions, namely: (1) Academics division, (2) Student Affairs division, (3) Finance & Human Resources Division, and (4) General Affairs division. All study programmes at faculty level are administratively supported by 96 general staff with various educational backgrounds. Specifically, the administrative support is handled by the Head of Administration, consisting of four subdivisions stated formerly.

Academic Sub-division is responsible for organising the courses and exam schedule and handling the integrated IT system for academic purposes. Student Affairs subdivisions have duties in providing office letters for students either academic or non-academic purposes, organising the requirements for graduating, providing information for the scholarship, handling the outbound student exchange. Meanwhile, the Subdivision of Finance and Human Resources has responsibility for student enrolment, faculty funding and tuition fee payment. Lastly, the Infrastructure subdivision handles infrastructure booking services (e.g., lab booking for mooting activity) and the librarian. As for general affairs, it handles all aspects of examination through cyber campus, official letters for either academic and non-academic purposes, financial support and support in technical matters related to the teaching, such as organising and preparing rooms before class starts. All support systems in the study programmes are integrated online by an e-service called UACC, which is accessible in real-time by both lecturers and students. The particular division can respond and execute the request immediately. The student also can call the faculty's help desk during the working hour to get services.

The faculty management provides opportunities for the supporting staff to enhance their skill. The formal training covers awarding scholarships for the staff to continue their study to enhance their qualification. In addition, job-related training can be in various types of training that can improve their skills and capacity.

Besides the above organisational bodies, three organisations already function to support academic and research processes. They are:

1. The Research and Publication Centre (*Pusat Penelitian dan Publikasi*/3P) serves as a division that processes all activities regarding research and publication.
2. The Competence Enhancement Center (*Pusat Pengembangan Kompetensi*), enhancing students' competence and special working-related skills certification.
3. The Public Relations Division, which handles all public relations activities and manages the official online social media.

Appraisal:

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

Faculty members and students are supported by the administration in the organisation of the study programme at study programme, faculty and University level. Sufficient administrative staff is available. Decision-making processes, authority and responsibilities are clearly defined. Teachers and students are included in the decision-making processes where their areas of work are involved. The opportunities of electronic service-support are used and supplement personal one-to-one counselling. UNAIR offers the administrative staff opportunities for continuous professional development.

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

4.3 Cooperation and partnerships

According to the University regulations, the formal agreements between UNAIR and other HEIs are signed up at two levels. At University level (i.e., rector), a memorandum of understanding (MOU) is agreed upon and signed between UNAIR and partner universities. The second level is at faculty level, where a memorandum of agreement (MOA) is agreed and signed up between the faculty (i.e., dean) and a partner university. UNAIR has an MOU with 217 universities in 37 countries, covering several possible collaborations, including visiting lecturers, student exchanges and joint research. Furthermore, there are 33 active collaborations between FEB and partner universities. The collaborations spread out in 16 countries, including Australia, the UK, the Netherlands, New Zealand and Taiwan. The collaborations cover lecturer exchanges, student exchanges, collaborative research and double degree. Therefore, the collaborations allow students to have intercultural and international experiences, be taught by lecturers from partner universities, and take student exchange programmes should they want to.

FEB conducts collaborations with University of Queensland (Australia), University of Groningen (Netherlands), University Teknologi Mara (Malaysia), Universiti Islam Sultan Sharif Ali (Brunei Darussalam), Lomonosov Moskow State University (Russia), Waseda Business School (Japan), Victoria University of Wellington (Australia), University of Southampton (UK) and Technical University of Moldova (Moldova).

Cooperation with business enterprises and other organisations
The management department cooperates with business enterprises and other organisations through LPMB. These partnerships are meant to be a part of the attempt to develop skilful and knowledgeable graduates in BMP, MSMP and MMP. Graduates will create more values and benefits, not only to the companies they work for but also to the society in general. Partnerships within UNAIR, including its faculties and departments, with the partners are still going strong over the years.

Various collaborating business enterprises and institutions also engage in consulting projects with LPMB. Through LPMB, lecturers in the department of management can carry out their parts of Tri Dharma, in terms of community service in those collaborating organisations. There are two main activities that LPMB does, which are: (1) Business Economics; and (2) Recruitment, Training and Human Resources Development. MMP itself also collaborates with various companies and organisations. Most of those collaborating companies also send their employees to become students of MMP. These employees still have to go to range of recruitment and selection process as students of MMP. The business cooperations include the Bank Indonesia, the Ministry of Finance of the Republic of Indonesia, PT Citilink Indonesia, PT Pembangkitan Jawa Bali Services and BRI Syariah.

Appraisal:

The scope and nature of cooperation with HEI, other academic institutions and networks, as well as business enterprises and other institutions relevant for the programme are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperations are actively pursued and have 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. However, for the MMP, which is practically oriented, the panel **recommends** increasing business cooperation to support students even more on their future career paths.

	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)			BMP, MMP, MSMP		
4.3.2(*) Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			BMP, MMP, MSMP		

4.4 Facilities and equipment

The FEB building area ranges 16,814 m2 which consists of lecture rooms, reading room, academic space, cafeteria, prayer rooms, parking area and rest-rooms. Those facilities are shared with the other departments (Management, Accounting and Economics). The infrastructure in FEB is the responsibility of Vice Dean II, while the maintenance is a joint obligation of all departments. FEB continues to make improvements and additions in the infrastructures to support academic activities. In the last seven years, the faculty has built more than ten lecture halls to accommodate the ratio of classes and students, which have been used maximally. Some courses, especially general introductory University courses, such as Religion, are held collectively at University level at Pusat Bahasa Building. It can reduce the density of classroom usage at the faculty.

The FEB's lecture halls can be used for lectures regularly Monday to Friday from 7:00 am to 9:00 pm. Any additional course-related activities can also be held outside these hours. In addition to the regular lecture hall, three large halls can be used for certain events, such as guest lectures, seminars, workshops, or training. These three large halls have different capacities: (1) Notonegoro Fadjar hall has a maximum capacity of 500 people; (2) the ABC hall can accommodate up to 250 people and the smallest is Tirto hall with a capacity of 60 people.

FEB also provides laboratories to support the teaching-learning process. The laboratories consist of:

1. Four computer labs with a total of 164 computers. All computers are already installed, the end-computing programmes commonly used to support teaching and learning processes such as Accurate, SPSS and e-views for the statistics course, business statistics or econometrics and available software, such as Microsoft Office.

2. One capital markets laboratory (investment gallery). A capital market laboratory is a mini-lab equipped with special software to help users obtain real-time stock trading information in the Indonesian Stock Exchange (BEI). This laboratory was established through the cooperation with Mandiri Sekuritas, a big state-owned company. Using this lab, students can monitor the real time information on BEI, such as the latest stock price and trading volume. Students can use that information to do securities trading transactions. Thus, students can apply their knowledge regarding the capital market.

All the facilities were designed to be accessible by all students. To support students with disabilities, there are four elevators where two are located in the main building and the others in the ABC buildings. In addition, there are also two escalators in the ABC building.

Furthermore, as internet access is very crucial to help students to access literature, communicate and collaborate with each other, or find useful needed information, FEB provides students with high-speed unlimited internet access. They can use it freely with their account when they are in FEB premises. The IT unit is responsible for ensuring that internet access works well.

The faculty provides plenty of space for self-study or discussion with other students. These areas include the fifth-floor Reading Room, the third-floor Research Discovery Area (or ARC area), the plaza and the hallway.

In the response to Covid-19 Pandemic, the study programmes conduct full online learning through the LMS. Before the pandemic hit, the programmes ran a blended learning method where courses were delivered in classrooms and also through e-learning using either *Synchronous* or *Asynchronous Learning* (ASL) modes. The students also had to read learning materials and complete assignments, post-tests and other learning activities. The common practice is that at least two out of the 14 class sessions must be delivered through e-learning. For any technical problems, students can contact the HEBAT Hotline provided by University and faculty. To further support the online educational process, all the available classrooms have already been equipped with zoom meeting application, well-maintained "Hebat" website, and IT infrastructures.

<u>Access to literature</u>

UNAIR has three main libraries, which are spread over campus A, B and C. Library website[9] can be accessed to accommodate needs for e-books and other literatures. In the faculty, there is one reading room. This reading room is equipped with a variety of collections of printouts such as books, journals, magazines, statistical data and e-journals. There are 10,029 collections in the faculty library, 145,600 titles (printed) and 11,485 (e-books) collections in the University library.

Students can access all subscribed online database journals freely as long as they are within Universitas Airlangga's network or in remote access.

These include:
1. Sources provided by Universitas Airlangga:

   Link to access: https://www.lib.unair.ac.id/eResources/
   a. E-journals, e-books and databases

      i. JSTOR
      ii. EBSCO
      iii. ScienceDirect
      iv. SpringerLink
      v. ProQuest
      vi. SAGE Journals
      vii. Oxford Academic
      viii. SCOPUS
      ix. Web of Science
      x. Emerald Insight
      xi. Cengage
      xii. OASIS

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

3. Other relevant institutions repository
   a. UGM: https://repository.ugm.ac.id/
   b. UI: http://repository.ui.ac.id/
   c. QUT: https://eprints.qut.edu.au/

4. E-Resources Perpustakaan Nasional Republik Indonesia (National Library of Indonesia), Link to access: https://e-resources.perpusnas.go.id/
   i. Wiley Online Library
   ii. Taylor & Francis
   iii. Sage Books
   iv. Balai Pustaka
   v. Cambridge University Press
   vi. Britannica Library

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[9] see: www.ebooks.lib.unair.ac.id

vii.   IGI Global

The reading room serves visitors from inside and outside FEB. The FEB reading room is easily accessible and has a sufficient opening hour. Visitors can reach the fifth floor reading room by using the elevator or stairs. The opening hours of the reading room are as follows: Monday-Friday from 8 am to 7 pm and Saturday from 8 am to 3 pm. The reading room has several special staff on duty to help visitors. These long operating hours are meant for visitors, especially FEB students in order to take advantage of all the facilities available in the reading room to support their study. The collections of the reading room are updated regularly. Reading room coordinator sends a form to each department requesting lists of reading materials that they want to purchase. It is intended to meet the needs of the teaching learning process. In the past three years, FEB has added space and the book collection. However, the addition and continuation of the collection is still needed by visitors. During the pandemic, the students may access the database remotely through Remotex that can be used to search references for working on their assignments and thesis.

Appraisal:

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

The library is accessible during most of the day and takes students' needs into account (Monday – Friday: 8:00 am – 7:00 pm and Saturday: 8:00 am – 3:00 pm). There is a main library at University level and a separate library for each faculty. These libraries provide access to a wide range of physical literature and journals as well as to digital media (e.g. electronic media, databases, e-journals, e-books and archives). The panel particularly welcomes that the library has access to the Web of Science. These literatures are also available from the students' home or anywhere at campus via a remote access. Moreover, there is qualified library staff to advise students in their literature research. Furthermore, there is literature expressly required for each of the study programmes that is available in the library and also kept up to date. However, since most of the students are working in the **MMP** programme, the panel is of the view that the opening times might not be appropriate for these students. Therefore, the panel **recommends** reviewing the opening times of the library.

	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)			BMP, MMP, MSMP		
4.4.2* Access to literature (Asterisk Criterion)			BMP, MMP, MSMP		

4.5 Additional services

The information service dealing with career improvement is managed centrally by DPKKA[10]. To carry out their duties, DPKKA provides some services that can be accessed by students. These services include career consultation, job expo, entrepreneurship consultation, and career preparation. In Career preparation, DPKKA has implemented several regular activities to ensure students' placement in the job market, such as:

1. Career Counselling (CC); CC is conducted through two methods, online and offline. The online CC can be accessed on https://dpkka.unair.ac.id/, while the offline CC is being conducted once a month. DPKKA has its own intern psychologist to deal with all student complaints online and a psychology lecturer to deal with the offline CC.

2. Airlangga Career Fair (ACF); ACF is conducted once a year to initiate a meeting between companies and job seekers. It is usually held a week after the graduation ceremony and participated by approximately 30-40 companies in each event.

3. Airlangga Career Club (ACC); ACC is conducted four times in a month regularly. The aim of ACC is to introduce students to several career fields, such as banking, education, industries, etc. The participants of ACC are from all majors of Universitas Airlangga.

4. Career Preparation (CP); CP is conducted in two ways, a week after the graduation ceremony and a week before the graduation ceremony. The aim of these activities is to introduce students to the technical aspects of job seeking, such as improving their Curriculum Vitae, Cover Letter and Preparation for Interview and Assessment Tests.

5. Campus Recruitment (CR); Campus Recruitments are conducted regularly at least once a month. In this activity, the companies offer job vacancies to students in which they are targeting.

Alumni activities
External stakeholders that are involved in providing inputs and suggestions include alumni and graduate users. Inputs and suggestions from the alumni are used to monitor the progress of the graduates. In general, FEB UNAIR has an alumni association called IKAFE. As a support system to those feedbacks, Islamic Economics Programme has an alumni association (IKA EKIS UNAIR) that

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[10] see: https://dpkka.unair.ac.id/

mainly contributes to support study programmes through providing facilities, donation for supporting students' activities and other activities. The user's feedback is used to measure their satisfaction regarding the graduates' competence in the workforce. Those feedbacks cover general knowledge, IT literacy, working system in Islamic banks, Islamic philanthropy and other places, communication skills, team works, work motivation and work ethics. IKAEKIS assists both financially (by providing *Sinergi Mimpi* scholarships to deserving students, assisting in the construction of lecture halls and donating learning facilities such as chairs) and non-financially (support in designing curriculum, delivering guest lectures, providing internship opportunities at businesses or institutions where they work).

Appraisal:

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

At University and faculty level, an alumni organisation has been set up with the aim of developing an alumni network. Alumni are integrated into the revision of curricula and share their experiences from a professional view. However, the panel is of the opinion that the study programmes can do more with regard to alumni network when it comes to attracting students from other countries and also for internship programmes. Alumni might be able to spread the name of the study programmes and increase the international reputation (giveback of graduates). Therefore, the panel **recommends** increasing the efforts with regard to alumni activities.

		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			BMP, MMP, MSMP		
4.5.2	Alumni Activities			BMP, MMP, MSMP		

4.6 Financing of the study programme (Asterisk Criterion)

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

1. Revenue from State Budget. It represents revenue from the state budget for the payroll of civil servants, civil servants' meal allowance, professional allowance lecturers, professors and allowances honorary professors. Revenue is recognised at the time of state budget expenditure accounted for by the issuance of Warrant Disbursement (SP2D) and the Payment Order (SPM/*Surat Perintah Membayar*). This revenue usually contributes 35 % of the total income earned by UNAIR.

2. Revenue from Public Fund. It is revenue earned in exchange for goods or services rendered to the community including student tuition fees and grants from public or private institutions. Revenue from public funds is further specified per type of service obtained by the University. This revenue contributes 40 % of the total income earned by UNAIR.

3. Revenue of Services and Business. It is revenue earned by UNAIR from work contracts, providing services with certain institutions or communities, and commercial activities. This revenue usually contributes 25 % of total income earned by UNAIR. UNAIR has several revenue centres that annually provide considerable income such as UNAIR hospital, subsidiary companies and public service centres.

4. Sponsorship by alumni and partners. It is a form of material or financial support from alumni, partner companies or other institutions to the department for organising events.

UNAIR publishes its financial statement each year as part of public transparency and responsibility. In 2020, UNAIR financial statements show that it received more than 1.8 trillion rupiahs (roughly equivalent to 106 million euros) revenues. The budgeting policy used by UNAIR gives each study programme fund to run its operation based on the programme's tuition contribution, size of faculty members and staff and strategic factors determined by the University executives. There are no study programmes closed due to financial difficulties.

Moreover, UNAIR also offers scholarships to students with financial difficulties either from UNAIR's cash directly or from third-party resources. The sum total of tuition fee varies depending on the student parents' income. In case there are students who face financial difficulties, the study programme will facilitate them to apply for financial aid schemes. For example, UNAIR provided tuition discounts and exemptions in 2020 for students that experienced financial difficulties due to the economic situation during the pandemic. UNAIR never closes its study programmes due to financial problems.

Appraisal:

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

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

5. Quality assurance and documentation

UNAIR recognises the importance of a robust academic quality assurance system to demonstrate how quality is assured in every course of study provided. The purpose of implementing this system is to enable the effective and efficient monitoring and evaluation of academic standards, as well as to improve the quality of the student experience in relation to internal imperatives and external requirements. This system also provides a mechanism for the comprehensive review and promotes good practice across study programmes. Hence, it encompasses self-evaluation activity, external evaluation (including inspection), the evaluation of faculty members and leaders, and student, alumni, and employer assessments.

To ensure the effectiveness of the QA system at all levels of the organisation, UNAIR establishes a QA governance framework called the AIMS. AIMS regulates the scope of quality assurance in each organizational unit, the mechanism and the governing authority. At study programme level, the QA system is specifically directed to ascertain the content is updated to the latest development of knowledge in the area, provide opportunities for improvement in the teaching-learning process, and maintain and monitor data on student performance.

In the student's final thesis process, the monitoring and evaluation focus on the supervisory mechanism, especially on the roles and responsibilities of supervisors in creating effective and engaging supervisory processes. Monitoring and evaluation efforts are also conducted to ensure the effectiveness of the resource provided both for students and supervisors.

Within the study programme, all quality assurance activities are carried out by a quality assurance task force (GPM – *Gugus Penjaminan Mutu*). This task force has the main responsibility to coordinate all QA cycles during the semester. Structurally GPM coordinates with the Quality Assurance Unit at faculty level (SPM) and Quality Assurance Unit at University level (BPM), the unit that is responsible for implementing and developing the QA framework. At programme level, the QA cycle involves activities such as: (1) developing a self-evaluation online report, (2) internal quality audit to assess the compliance of study programmes with quality standards and the supporting evidence. Audits are conducted in 10 areas: (1) vision and mission; (2) governance; (3) students; (4) human resources; (5) finance, advice and infrastructure; (6) education; (7) research; (8) community service; (9) performance levels; and (10) risk management. The University also conducts performance audits on all institutional support systems with a focus on: performance levels, business processes, compliance with regulations and standard operating procedures.

GPM carries all quality assurance activities within the study programme. This task force has a primary responsibility to coordinate all QA cycles during the semester. Structurally, GPM coordinates with the SPM at the faculty level and BPM, the unit responsible for implementing and developing the QA framework at University level. All quality assurance perpetrators will cooperate in evaluating and monitoring various activities, especially aspects of learning. In order to continuously improve the quality assurance, GPM and BDEP/MECP systematically refer to statistical data.

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

1. Teaching evaluation. Teaching evaluation is carried out at the end of each semester, where students fill out an evaluation questionnaire for each course they take. Evaluation is attained on the aspects of course content, class delivery, lecturers' performance in teaching, and marking transparency. The evaluation includes the course content, class delivery, lecturers' performance in teaching, and grading transparency.

2. Academic counselling and thesis supervisory evaluation. This survey was conducted to identify students' perceptions of the academic counselling and supervisory final thesis process.

3. Student requirement and expectations survey. This survey tries to identify the needs and expectations of first-year students at UNAIR in terms of content aspects of learning programmes, student activities, and the provision of in-and-off-campus services.

4. Student learning experience survey. This survey was conducted prior to the students taking part in the graduation ceremony. This survey is intended to obtain student assessments of the study programme they are participating in. The survey also asks students to rate a variety of services while they are completing their studies. Those services include quality and access to dormitories, libraries, inter-campus transportation, career and personal development and other services.

The opportunity for improvement obtained from the survey results become part of the next semester/year cycle of operational plans at the level of study programmes, faculties, and units responsible for the institutional support system. The performance and process internal audit mechanism at these levels will ensure whether measures have been taken. The survey also identifies any room for improvement and addresses them afterward.

Evaluation by faculty

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

1. Faculty member's evaluation on curriculum content and teaching-learning process. This evaluation is carried out by faculty members during the semester. The results are discussed at the end of semester regular meetings at the study programme level. Through this meeting, the programme director and faculty members agreed on improvements that must be made to improve the quality and up-to-dateness of the content and the quality of the student learning experience.

2. Engagement and satisfaction survey. This survey is intended as an assessment of UNAIR as an organisation in providing opportunities for faculty members and general staff for career development and self-development. This survey also assesses the level of satisfaction, engagement of faculty members and general staff at UNAIR.

3. Leadership survey. This survey aims to improve the management performance of the study programmes, the departments and the faculties. Faculty members were asked for their perceptions of the performance of the programme director, the head of the department and the dean of faculty in the aspects of vision and strategies, the lecturing process, the research, the social service, the transformational leadership, the efficient management and the interpersonal skills.

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

External evaluation

The external stakeholders are vital parts of the process of curriculum design and development, especially in the context of identifying ELOs, content and curriculum structure. Feedback, evaluation and suggestion by alumni and employers are delivered using several means such as:

1. Direct communication in which alumni and employers are invited into a regular meeting with faculty, department and study programme leaders. These events include annual events, Focus Group Discussion and many others.

2. Tracer study activity where alumni and employers are invited to fill out an e-questionnaire. This survey provides important information not only in terms of employment profile, but also feedback on what are critical skills that they considered to be vocal in their current industry circumstances.

Being part of the national higher education system, UNAIR complies with the accreditation and standardisation regulation. BAN-PT is an independent national organisation that is responsible for carrying out accreditation tasks at study programme level and institutional level. All study programmes at the Bachelor's and Master's levels at FEB have been accredited and are in category A. In addition to national accreditation, Universitas Airlangga encourages faculties to be accredited by international bodies. This international accreditation target has been set as a key performance indicator in the strategic performance management system (SPMS). BMP, MSMP and MMP hold ABEST21 certifications.

Programme documentation

In general, the documentation is divided into three main parts as follow:

1. For the general public, sited in each respective website: https://feb.unair.ac.id and http://ppmb.unair.ac.id/en. The content includes faculty and programme profile, academic manual, curriculum structure and content, details on examination types and regulations, academic conduct and regulations, facilities, etc.

2. For internal parties, it is located in the Learning Management System (LMS) UNAIR hebat.elearning.unair.ac.id and cybercampus.unair.ac.id. The content includes those for

students such as curriculum, subject's homepage, student handbook, examination schedule, students' data, academic data, study plan, academic advisors, financial data, and for lecturers such as academic supervision, evaluation, study plan, AIMS.

3. Specific data, managed by Directorate of Educational Innovation and Development (DIPP). It contains the whole process and documentation of e-learning. General and public information can be accessed by the public from the webs. Further inquiries can be directed to the helpdesk of each faculty. Every new student is required to participate in the orientation activities in which information is given in the forms of verbal deliberation, discussion, and manual distribution.

All information regarding the activities during the academic year can be accessed on the official websites[11], YouTube channel; and in some printed materials, e.g., in the Academic Manual.

Appraisal:

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

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

The study programme's content, curriculum and examination scheme have been suitably documented and published (e.g. course plan and exam regulations). The documents are available on the website as well as in the Cypercampus system of UNAIR. Respective materials are distributed on campus.

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

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[11] see: https://manajemen.feb.unair.ac.id/ and https://feb.unair.ac.id/

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

Quality profile

HEI: Universitas Airlangga, Indonesia

Bachelor / Master programme: Bachelor in Management (BMP), Master of Management (MMP), Master of Science in Management (MSMP)

		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)			BMP, MMP, MSMP		
1.2*	International orientation of the study programme design (Asterisk Criterion)			BMP, MMP, MSMP		
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market			BMP, MMP, MSMP		
1.3.2	Positioning of the study programme on the job market for graduates („Employability")			BMP, MMP, MSMP		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			BMP, MMP, MSMP		
2	**Admission**					
2.1*	Admission requirements (Asterisk Criterion)			BMP, MMP, MSMP		
2.2	Counselling for prospective students			BMP, MMP, MSMP		
2.3*	Selection procedure (if relevant)			BMP, MMP, MSMP		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)			MMP		BMP, MSMP
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			BMP, MMP, MSMP		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			BMP, MMP, MSMP		
3	**Contents, structure and didactical concept**					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)			BMP, MMP, MSMP		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			BMP, MMP, MSMP		
3.1.3*	Integration of theory and practice (Asterisk Criterion)			BMP, MMP, MSMP		
3.1.4	Interdisciplinary thinking			BMP, MMP, MSMP		
3.1.5	Ethical aspects			BMP, MMP, MSMP		
3.1.6*	Methods and scientific practice (Asterisk Criterion)			BMP, MMP, MSMP		

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

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