



# Decision of the FIBAA Accreditation and Certification Committee

**8<sup>th</sup> Meeting on November 30, 2022**

## **PROGRAMME ACCREDITATION**

<b>Project Number:</b>	21/102 Cluster 3
<b>Higher Education Institution:</b>	Universitas Airlangga
<b>Location:</b>	Surabaya, Indonesia
<b>Study Programme:</b>	1. Bachelor of Development Economics (Bachelor of Economics (Sarjana Ekonomi – S.E.)) 2. Master of Economics (Master of Science in Economics (Magister Sains Ekonomi – M.S.E.))
<b>Type of Accreditation:</b>	Initial accreditation

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

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

**Period of Accreditation: November 30, 2022 - November 29, 2027**

The FIBAA Quality Seal is awarded.

## Assessment Report

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**Higher Education Institution:**

Universitas Airlangga, Indonesia

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**Bachelor/Master programme:**

1. Bachelor of Development Economics
2. Master of Economics

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**Qualification awarded on completion:**

1. Bachelor of Economics (Sarjana Ekonomi – S.E.)
2. Master of Science in Economics (Magister Sains Ekonomi – M.S.E.)

# General information on the study programme

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

### Bachelor of Development Economics Programme (BDEP)

BDEP programme's vision is to become a world-class, innovative, and independent economics study programme based on religious morals. BDEP provides opportunities for students to gain basic knowledge in economics disciplines and improve skills related to the disciplines and employability. For example, BDEP offers Econometrics and Economic Modelling courses to facilitate students in enhancing their quantitative skills, while other subjects like microeconomics, macroeconomics, and international economics courses nurture students to have a robust understanding of fundamental economic theories.

### Master of Economics Programme (MECP)

MECP provides graduates with education in economics that focuses on science and policy application. The graduates shall be able to conduct research and development in economic science that involves either basic research or application; develop cooperation networks nationally and internationally, and; contribute to human resources development. In formulating the study programme's goals, MECP considers the inputs from multiple stakeholders (employers, economics associations, and policymakers).

In addition, MECP sets the profile of graduates into the following categories: (a) scientist (researcher and lecturer); (b) professional economist (consultants); and (c) policymaker (regional government employee).

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## **Type of study programme:**

### Bachelor of Development Economics Programme (BDEP):

Bachelor programme

### Master of Economics Programme (MECP):

Master programme

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

### Bachelor of Development Economics Programme (BDEP):

4 years / 144 credits / 230 ECTS credits

### Master of Economics Programme (MECP):

2 years / 39 credits / 61,88 ECTS credits

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## **Mode of study:**

Both programmes: full-time

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**Didactic approach:**

Both programmes: study programme with obligatory class attendance

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**Double/Joint Degree programme:**

Both programmes: no

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**Scope (planned number of parallel classes) and enrolment capacity:****Bachelor of Development Economics Programme (BDEP):**

200 student intakes per year

**Master of Economics Programme (MECP):**

40 student intakes per year

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**Programme cycle starts in:****Bachelor of Development Economics Programme (BDEP):**

August

**Master of Economics Programme (MECP)**

February and September

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**Initial start of the programme:****Bachelor of Development Economics Programme (BDEP):**

August 1961

**Master of Economics Programme (MECP):**

November 2008

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**Type of accreditation:**

Both programmes: initial accreditation

# Procedure

A contract for the initial accreditation of the (1) Bachelor of Development Economics and (2) Master of Economics 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 programme and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel<sup>1</sup>. The HEI has agreed with the chosen experts. The panel consisted of:

## **Niklas Heuser**

College of Europe, Bruges, Belgium

Student European Economic Studies (M.Sc.)

(completed: Development Management & Applied Development Economics (M.Sc.) (London School of Economics), Business Administration (BSc) (University of Cologne))

## **Prof. Dr. Michael Koch**

SRH Fernhochschule - The Mobile University,

Dusseldorf, Germany

Professor of Economics and Sustainability (International Economic Context, Economic Cooperation and Development, Capital Markets, Risk Management, Sustainability in Business, Sustainability Management)

## **Prof. Dr. Sri Indah Nikensari**

Universitas Negeri Jakarta, Indonesia

Lecturer and Coordinator of Economic Education and Study Program, Faculty of Economics

## **Gerd Rieger**

Rieger training. Innovative business training.

Berlin, Germany

Business Owner

(Economics, Business Administration, Logistics)

## **Prof. Dr. Mouna Thiele**

University of Dusseldorf, Germany

Department of Economics

Professor of Economics, especially International Economic Relations

(Economics, Economics, International Economics, Applied Economics, Economic Policy, Foreign Trade, Monetary Policy, European Policy, Labour Market)

FIBAA project manager:

Priv.-Doz. Dr. Marco Haid

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<sup>1</sup> 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 (because of the Covid-19 pandemic). The online conference took place on August 15, 16 and 18, 2022 via the video conferencing tool *Zoom*. The same cluster included an appraisal of Doctor of Economics programme (Doktor Ilmu Ekonomi - 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 November 14, 2022. The statement on the report was given up on November 18, 2022. It has been taken into account in the report at hand.

## Summary

The Bachelor of Development Economics Programme offered by Universitas Airlangga, Indonesia 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 Economics Programme offered by Universitas Airlangga, Indonesia fulfils 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.

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

- International orientation of the study programme design (see chapter 1.2);
- Internal cooperation (see chapter 4.1.5);
- Student support by the faculty (see chapter 4.1.6);
- Access to literature (see chapter 4.4.2).

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

## Glossary

3P	Research and Publication Centre/ Pusat Penelitian dan Publikasi
AA	Applied Approach
AAI	Australia Awards in Indonesia
ABEST21	The Alliance on Business Education and Scholarship for Tomorrow, a 21st-century organization
ADS	Airlangga Development Scholarship
AGE	Airlangga Global Engagement
AIRVENTURE	Airlangga Adventure
AIMS	Airlangga Integrated Management System
AMERTA	Academic Mobility Exchange for Undergraduate at Airlangga
APHEA	Agency for Public Health Education Accreditation
APSEPI	Indonesian Development Economics Study Program Alliance
ASIIC	Accreditation Service for International Schools, Colleges and Universities
ASIIN	Accreditation in Engineering Computer Sciences Natural Sciences Mathematics
AULA	Airlangga University e-Learning Application
AUN-QA	ASEAN University Network-Quality Assurance
BAN-PT	National Accreditation Board of Higher Education
BAPPENAS	Ministry of National Development Planning
BDEP	Bachelor of Development Economics Programme
BKN	National Civil Service Agency
BPK	Supreme Audit Agency
BPM	Quality Assurance Unit at University Level
BPS	Central Bureau of Statistic /Badan Pusat Statistik
CERIA	Community Empowerment Programme at Airlangga
DECP	Doctoral of Economics Programme
DIPP	Directorate for Innovation and Education Development/Direktorat Inovasi dan Pengembangan Pendidikan
DPKKA	Directorate of Career Development, Business Incubation, and Alumni/Direktorat Pengembangan Karir, Inkubasi Kewirausahaan, dan Alumni
ECTS	The European Credit Transfer and Accumulation System
ELOs	Expected Learning Outcomes
EPSBED	Self-evaluation/ Evaluasi Program Studi Berbasis Evaluasi
FEB	Faculty of Economics and Business
FIBAA	Foundation for International Business Administration Accreditation
GPA	Grade Point Average
GPM	Quality Assurance Task Force at Programme Level
HEBAT	Universitas Airlangga Learning Management System
IISMA	Indonesian International Student Mobility Awards
IDUKA	Industry-Business-Job market
IKA FEB	FEB Alumni Association/ Ikatan Alumni Fakultas Ekonomi dan Bisnis
INHERIT	Indonesia Heritage
INQF	Indonesian National Qualification Framework/ Kerangka Kualifikasi Nasional Indonesia
ISEI	Indonesian Economic Bachelors Association
IUP	International Undergraduate Programme
KKN	Student Community Service
KPI	Key performance indicator
KPS	Study Programme Coordinator/Koordinator Program Studi
KPPU	Business Competition Supervisory Commission
KSPM	Capital Market Study Group
LKMM-TD	Basic Level Student Management Skills Training programme
LPDP	Indonesian Endowment Fund for Education
LPEP	Economics Development Unit/Laboratorium Pengembangan Ekonomi Pembangunan
LTMPT	National University Admission Test Institute/Lembaga Tes Masuk Perguruan Tinggi



LSP	Professional Certification Body
MAPPI	Indonesian Society of Appraisers
MBKM	Independent Campus – Freedom to Learn (internship programme)
MECP	Master of Economics Programme
PEKERTI	Program Peningkatan Keterampilan Teknik Instruksional/ Programme for Instructional Technique
PJMK	Course Coordinator
PPMB	Student Admission Office/Pusat Penerimaan Mahasiswa Baru
PTN-BH	Public University-Legal Entity/Perguruan Tinggi Negeri Badan Hukum
PUSPAS	Pusat Pengelolaan Dana Sosial / Centre for Social Fund Management
QS AUR	Quacquarelli Symonds Asian University Ranking
QS WUR	Quacquarelli Symonds World University Ranking
SBMPTN	Joint Entrance Selection of State Universities/ Seleksi Bersama Masuk Perguruan Tinggi Negeri
SCL	Student-Centred Learning
SDGS	Sustainable Development Goals
SDG COP	Sustainable Development Goals Community Outreach Programme
SERDOS	Certified professional educators
SKP	Student’s Credit Unit Achievement/Satuan Kredit Prestasi
SLP	Semester Learning Plan
SNMPTN	National Selection for State Universities/Seleksi Nasional Masuk Perguruan Tinggi Negeri
SOPP	Automation System on Thesis Supervision
SPM	Quality Assurance Unit at Faculty Level
SUSENAS	National Socio-Economic Survey/ Survei Sosial Ekonomi Nasional
THE	Times Higher Education
TPA	Academic Potential Test
TRI DHARMA	Three pillars of higher education
UACC	Universitas Airlangga Cyber Campus
UNAIR	Universitas Airlangga
UWA	The University of Western Australia
VUCA	Volatility, uncertainty, complexity, and ambiguity
WCU	World Class University

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# Information

## Information on the Institution

Established on November 10, 1954, Universitas Airlangga (UNAIR) is one of the oldest state-owned universities in Indonesia. As of 2022, 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), with alumni working worldwide signifies UNAIR’s reputation and contribution.

UNAIR has a vision — to become an independent, innovative, and leading university at the national and international level and the pioneer of the development in science, technology, and humanities, based on religious morality. UNAIR has been positioned in rank four among the best state-owned universities in Indonesia in terms of quality, market competition, and prospect. With a total population of more than 270 million and 4,493 higher education institutions, Indonesia provides a vast market for higher education institutions, no exception for UNAIR. The ratio for student admission has been relatively stable in the last six years (2015-2021), with an average of 1:10.

For internationalisation, UNAIR continues to develop international cooperation. As of 2020, it already has 296 partnerships with 37 countries, and many new agreements are yet to come in 2022. Our international programmes include international classes, joint research, double-degree programmes, and joint community service programmes. 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, and International Community Development programmes, for instance, SDG COP (Sustainable Development Goals Community Outreach Programme), and CERIA (Community Empowerment Programme at Airlangga). Furthermore, to attract international students, UNAIR also offers Airlangga Development Scholarship (ADS) on a competitive basis for master and doctoral programmes.

As a part of the international education market, the efforts to enhance the quality of education towards global standards become an integrated part of UNAIR’s strategic direction. Under 2021-2026 Strategic Planning, the HEI urge all study programmes to enhance the relevance of graduates and increase their global impact. In 2021, UNAIR successfully gained an excellent reputation through its achievement in several world rankings. Several rankings worth mentioning are: (1) ranked 465th in QS WUR 2021; (2) ranked 124th in QS AUR 2021; (3) ranked 20th in Southeast Asia based on QS WUR 2021; (4) ranked 251-300th (Law and Legal Studies) in QS by Subject 2021; (5)

ranked 401-450th (Business & Management Studies) in QS by Subject 2021; (6) ranked 551-600th (Medicine) in QS by Subject 2021; (7) ranked 4th as the best university in Indonesia based on QS Indonesian rank in 2021; (8) #301-400 for overall score based on Times Higher Education (THE) impact ranking and (9) ranked 183rd in UI GreenMetric in 2020. These recognitions represent UNAIR's strengths in both life and health science and social and humanities discipline.

Meanwhile, the Faculty of Economics and Business UNAIR (FEB UNAIR) has devoted itself to human resource development in economics, management, accounting for more than 60 years. In addition, the HEI have accomplished various achievements in education, research, and community service. In 2020, FEB UNAIR stood together with other prestigious institutions at the national and international levels. So far, the key to FEB's success has been continuous efforts to stay relevant amid an evolving world.

FEB is home to over 6,600 students, and the HEI structured it into four discipline-based departments (Economics, Management, Accounting, and Islamic Economics) with 13 study programmes covering undergraduate, master, and doctoral degrees. The faculty also delivers a wide range of single and double coursework graduate programmes and research degrees. To enhance students' and faculty members' learning and research experience and increase organizational competitiveness, FEB collaborates with more than 30 reputable universities in 16 countries worldwide. FEB will continue to transform in the future by utilising the three pillars of innovation, the use of technology, and academic networks to be globally relevant and able to answer complex challenges in society.

The Department of Economics consists of three study programmes: Bachelor of Development Economics Programme (BDEP), Master of Economics Programme (MECP), and Doctoral of Economics Programme (DECP). It hosts 42 full-time faculty members, with 66.67 percent of them holding Ph.D. degrees. The undergraduate programme has been certified by ASEAN University Network, while all three study programmes also have been accredited by ABEST21. In 2021, the department has signed an agreement with the University of Western Australia to establish a double degree programme at the graduate level, and it will be opened effectively for students in 2022. In addition, the department will continue to enhance the study programmes' relevance and student learning experience through internationalisation strategy and innovation in learning.

## Statistical data

Table 1: Statistical data: Bachelor of Development Economics

Study Programme:		Statistical Data			
		Bachelor of Development Economics			
		2017/201	2018/201	2019/202	2020/202
		8	9	0	1
# Study Places		200	200	200	200
# Applicants	Total	3185	2820	1537	2652
	Female	1579	1485	772	1423
	Male	1606	1335	765	1229
Application rate		1592.50%	1410%	768.50%	1326%
# First year student	Total	200	198	200	200
	Female	123	116	127	145
	Male	77	82	73	55
Rate of female students		61.50%	58.59%	63.50%	72.50%
# Foreign students	Total	0	0	0	0
	Female	0	0	0	0
	Male	0	0	0	0
Rate of foreign students		0.00%	0.00%	0.00%	0.00%
Percentage of occupied study places		100%	99.00%	100%	100%
# Graduates	Total	170	216	200	128
	Female	101	133	124	73
	Male	69	83	76	55
Success rate		97.99%	100.00%	100.00%	100.00%
Dropout rate		2.01%	0.00%	0.00%	0.00%
Average duration of study		5	5.6	5.1	4.8
Average grade of final degree		3.25	3.26	3.32	3.41

Table 2: Statistical data: Master of Economics

Study Programme:		Statistical Data			
		2017/2018	2018/2019	2019/2020	2020/2021
# Study Places		35	40	40	40
# Applicants	Total	38	45	47	50
	Female	21	25	27	29
	Male	17	20	20	21
Application rate		108%	112.50%	117.05%	125%
# First year student	Total	32	38	38	40
	Female	20	23	21	22
	Male	12	15	17	18
Rate of female students		62.50%	60.53%	55.26%	55%
# Foreign students	Total	0	0	0	1
	Female	0	0	0	1
	Male	0	0	0	0
Rate of foreign students		0.00%	0.00%	0.00%	2.50%
Percentage of occupied study places		91.43%	95.00%	95.00%	100.00%
# Graduates	Total	24	20	27	33
	Female	13	12	15	18
	Male	11	8	12	15
Success rate		97.62%	97.44%	97.56%	98.57%
Dropout rate		2.38%	2.56%	2.44%	1.43%
Average duration of study		2.6	2.5	2.3	2.3
Average grade of final degree		3.69	3.62	3.77	3.76

## Appraisal

Statistical data show an increasing trend in the number of first-year students. The average duration of studies shows a downward trend and was below the indicated duration of four years in 2021/2021. The dropout rate also decreased over time and is quite low at 1.43 % in 2020/2021. Thus, the quantitative development of the program has been convincing so far.

# Programme Description and Appraisal in Detail

## 1. Objectives

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

UNAIR's development focuses on health science, life science, engineering, and socio-humanities science, and it becomes the basis for establishing and developing all study programmes. In the 2021-2026 Strategic Plan, the University's strategic objective is to enhance its impact, competitiveness, and global reputation in education, research, and community development. Hence, all study programmes deliberately take various changes in structure and management to increase impact and reputation at the global level. One of the initiatives carried out by the study programme is to adjust its objectives by considering the professional, job market, society, university strategic plan, internal stakeholders, and Indonesian National Qualification Framework (INQF) aspirations.

#### **Bachelor of Development Economics Programme**

BDEP programme's vision is to become a world-class, innovative, and independent economics study programme based on religious morals. BDEP provides opportunities for students to gain basic knowledge in economics disciplines and improve skills related to the disciplines and employability. For example, BDEP offers Econometrics and Economic Modelling courses to facilitate students in enhancing their quantitative skills, while other subjects like microeconomics, macroeconomics, and international economics courses nurture students to have a robust understanding of fundamental economic theories.

The objectives of BDEP, in general, are set by complying with general procedures at the university level. The HEI sets the objectives simultaneously with other general procedures, including graduate profile, Expected Learning Outcomes (ELOs), and programme curriculum. In addition, the procedures accommodate the guidelines of standard curriculum design by Professional Association, sixth level of the Indonesian National Qualification Framework (INQF), National Accreditation Board, and Specific Degree Programme Association. The formulation process also involves internal and external stakeholders, including the university and faculty, academic and support staff, alumni, students, expert staff, and external stakeholders.

The programme's objectives are formulated by a task force formed by the Economics Department. The task force consists of several elements, including lecturers, students, educational support staff, and is directly under the head of the study programme. Furthermore, the draft study programme objectives are discussed further in forums or Focus Group Discussion (FGD) involving stakeholders to obtain input and improvements. Moreover, the process of formulating the objectives of the study programme is carried out based on analysis of the external and internal environment.

The HEI expect BDEP's graduates to become:

- (a) analysts; graduates can apply economic theory and quantitative methods in analysing various economic problems;
- (b) communicators; graduates can communicate various results of economic analysis in written and oral forms;

(c) decision-makers; graduates can provide alternative solutions to problems and policies based on analysis results using various approaches, and;

(d) practitioners; graduates can apply basic knowledge of economics and business in various practical fields such as banking, finance, and industries.

BDEP expects the graduate to occupy these roles: analysts, communicators, decision-makers, and practitioners. For example, planning experts, technical data management personnel, data scientists, data analysts and statisticians, consultants, assistant economists, researchers specializing in payment systems and rupiah money management of the central bank, financial market infrastructure and development.

Besides fulfilling all curricular requirements, the HEI also require BDEP students to do extra-curricular activities to enhance their soft skills. The HEI stated this requirement in the academic guidance book given to all students when they enrolled in BDEP.

### **Master of Economics Programme**

MECP provides graduates with education in economics that focuses on science and policy application. The graduates shall be able to conduct research and development in economic science that involves either basic research or application; develop cooperation networks nationally and internationally, and; contribute to human resources development. In formulating the study programme's goals, MECP employs INQF and considers the inputs from multiple stakeholders (employers, economics associations, and policymakers).

In addition, MECP sets the profile of graduates into the following categories: (a) scientist (researcher and lecturer); (b) professional economist (consultants); and (c) policymaker (regional government employee).

MECP also equips graduates with personal skills such computational skill (in subject econometrics and modelling economics), communication (in some subject which requires the presentation of the task (econometrics, research methodology, modelling economics, etc), decision maker (in subject modelling economics); critical thinking (political economics, and public economics).

Those graduates' profiles become the basis for MECP to develop ELOs. First, the HEI grouped the ELOs into knowledge, general skills, specific skills, and attitude based on the national regulation and policy. Then, the HEI also periodically review the structure and content of the study programme according to the education 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 a tracer study. This tracer study becomes a critical business process in the study programme to ensure there is a link between theoretical and practical training so that the knowledge and skills of graduates will continue to be relevant in the labour market. In addition, these evaluations become key inputs for curriculum improvement and innovation effort needed in the learning process and study programme development.

## Appraisal:

The qualification objectives of the programme are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality.

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

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

The University's internationalisation strategy becomes an integral part of the study programme development. At the study programme level, this internationalisation strategy is reflected in how the University develops curriculum and faculty staff and carry out research and publication.

### **Bachelor of Development Economics Programme**

The international orientation of BDEP is represented in the curriculum design that provides courses in a global context such as International Economics I, International Economics II, International Economics III, International Monetary Economics, and International Trade Policy. Other courses also acknowledge international economics based on their discussion topic during a class session or research topic in, for instance, economic growth, development economics, institutional economics, political economics based on cross-countries study. For staff and student development, the HEI encourage its lecturers to study abroad to get international exposure and experiences, and currently, nine active lecturers are Ph.D. holders from overseas. It is also noteworthy that the HEI has one full-time international lecturer and researcher.

Furthermore, the HEI also actively organise international guest lectures series to exchange knowledge and experiences with colleagues and fellow students. BDEP also actively encourages students to join student exchange, student outbound, and international competitions. Since 2016, the HEI have sent around 119 students abroad.

Some alumni also successfully work in global institutions such as UNDP, World Bank, NielsenIQ, and others. There are several alumni who also continue their studies abroad such as Illinois University, The University of Western Australia or Australian National University.

### **Master of Economics Programme**

International orientation of the MECP is represented in the following aspects:

(1) education – guest lectures from international scholars; content/courses prepared to be a form of internationalization such as inviting scholars and visiting professors from overseas, universities has been taken into account as a predicament to enable both lecturers and students to exchange



knowledge and experiences with colleagues, and fellow students, the curriculum also adapts to overseas campus partners (The University of Western Australia) for example economics public policy, advance economics development, advanced international trade, advanced quantitative economics and advance economics analysis, whose materials are generally in English;

(2) international conference; MECP organises international conferences, enabling lecturers and students to actively participate as presenters to impart their contributions in research findings at international forums;

(3) publications in international journals; in the light of promoting faculties' international publications, MECP has also encouraged both lecturers and students to publish their research in international journals;

(4) international mobility; inbound and outbound programmes are intended to qualify both lecturers and students to earn international experiences. The inbound programme aims to admit international lecturers and students to engage in a teaching-learning environment. The outbound programme offers opportunities for lecturers and students to gain international exposure; and

(5) double degree; Currently, MECP has a double degree collaboration with The University of Western Australia. MECP also has the potential of graduates to work abroad such as work in the finance industry, global organisation, government, and as an analyst.

**Appraisal:**

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

There are many lecturers and professors with international experience, international and overall a strong international orientation. A large number of students has been sent abroad by the HEI. English is spoken by all university staff and students. The panel notes that the HEI should pursue international programmes, for example more double degree master programmes with other universities.

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

**1.3 Positioning of the study programme**

**Bachelor of Development Economics**

Bachelor of Development Economics Programme (BDEP) is the oldest, the pioneer, and the leading institution in the eastern region of Indonesia that provides undergraduate economics education. The programme has a long history in higher education that contributes to educating economists in

Indonesia. This programme has an excellent national reputation, as evidenced by an “A” grade from the National Accreditation Body (BAN-PT) and international recognition (ABEST21 and AUN-QA).

One of the latest curriculum redesigning results is the decision to develop a specialisation in international and domestic trade by considering firms and household behaviour. As far as the education market is concerned, this specialisation is unique, and has not been shared by similar study programmes at other universities. In developing this specialisation, the HEI expect BDEP students to be competent in analysing various socio-economic problems in the digital economy era, especially in the international and domestic fields, by considering firms and household behaviour. Therefore, BDEP wishes to produce more economists in firms and household economics.

BDEP specialization in international and domestic trade is well suited with Surabaya unique characteristics. Surabaya is one of the metropolitan cities in Indonesia, known as a city of commerce, an industrial city, a humanist, and an economic centre.

The quality of BDEP is relatively competitive since it already has an A-level accreditation by the BAN-PT and two international accreditations. Universitas Indonesia and Universitas Gadjah Mada are the two main competitors at the national level. Due to its quality, BDEP is relatively popular among students who want to continue their study in economics. In the last four years, the number of applicants is ten times double the study place.

UNAIR, through its supporting unit, Directorate of Career Development, Business Incubation, and Alumni (DPKKA), has been focusing on the employability of UNAIR graduates, including BDEP. Based on the latest tracer study, UNAIR found the feedback from employers that its graduates are considered capable of showing professionalism and possessing excellent analytical skills. Regarding the attitude toward jobs, BDEP graduates are considered to be effective as team members and also adequately to be a good leader who is equipped with leadership training through the Basic Level Student Management Skills Training programme (LKMM-TD). The employers also recognised BDEP graduates' communication skills and integrity.

BDEP equips students with fundamental skills that support them in the job markets, such as analytical skills, decision-making ability, cooperation ability, and communication skills. As a response to the current development in economics, BDEP also provides students with new skills, like microdata management and analysis. As a non-curricular activity, BDEP creates compulsory tutorial classes for mathematics and econometrics. The latest tracer study result also reflects the characteristics of excellent graduates. One of the results shows the majority of graduates have jobs that are relevant to the BDEP curriculum (economic/financial/investment/data analysts, decision maker, researcher, consultant, etc). This shows the results of BDEP strategy in increasing the programme's relevance in the job markets.

### **Master of Economics**

In terms of the educational market, MECP has a competitive position and differentiate itself from other similar study programme in several ways:

Unique courses; one of the unique features of the MECP is the unique courses to expose students to economic knowledge in an international context, namely development economics, trade economics, maritime economics, and tourism economics. The development economics course offers the opportunity for students to develop knowledge of the development process and constraints

faced by developing countries. In comparison, the trade economics course facilitates students to understand international macroeconomics consisting of the dynamics of small open economies, uncertainty, and international financial markets. Moreover, the maritime economics course provides students with the ability to analyse the relationship between shipping and the development of the world economy. Lastly, the tourism economics course discusses the structure of the tourism market in the international context.

Comprehensive curriculum; the HEI carried out the curriculum redesign process in a comprehensive and structured manner, where the HEI systematically collected the feedback from various stakeholders and considered them for composing the curriculum. Graduates, alumni, experts in the application of economics science, and students are UNAIR's stakeholders. The HEI also periodically inquired about them for input on the study programme development. The HEI conduct this initiative to ensure the relevance of the study programme to the stakeholders' needs.

Strong networks; in addition to double degree collaboration with the University of Western Australia, MECP also has an agreement with the Central Bureau of Statistic (BPS) in which BPS sends their employees to pursue a Master's degree at MECP. At the national level, there are several competitors which provide master's degrees in economics. However, MECP has been one of the leaders in East Indonesia. This leadership is supported by the evidence that MECP becomes the only partner of BPS.

Good reputation; MECP has an excellent reputation, evidenced by an "A" grade from BAN-PT and ABEST21 International Accreditation.

Good quality of input. MECP offers student admissions through the fast-track programme for high-quality students. This track is one of the strategies to compete with similar study programmes in improving the input quality and market share of master's students at the national level.

Located in Surabaya as a second big city in Indonesia (Capital City of East Java), which provides strategic positions related to transportation accessibility, research material data, trade and service centers.

MECP at the Universitas Indonesia and Universitas Gadjah Mada are the two main competitors at the national level. However, the quality of MECP is relatively competitive since it already has an A-level accreditation by the BAN-PT and international accreditations from the ABEST21.

Based on the feedback from the employers, it appears that MECP graduates are considered capable of demonstrating exemplary professionalism. In terms of work attitude, employers also consider our graduates to have good teamwork, exhibit adequate communication skills, and demonstrate positive work behavior with integrity. Furthermore, graduates find positions in various public sectors (national and local government), private industry (banking, private companies, and many others), and some students who have academic careers continue their studies to doctoral degrees. In addition, some of the graduates also work as researchers.

The results from the latest tracer study (2021) demonstrated that the MECP students already have jobs. They intend to pursue their master's degree because the courses in MECP relate to and support their jobs. MECP received feedback from the employers and alumni to improve the design of skills and contents of the curriculum. The HEI discussed the feedback in the Focus Group Discussion (FGD) with the stakeholders, including employers and alumni. One of the purposes of the FGD is to

formulate the new design of curriculum adapting the dynamics of the job market and the development of economics discipline.

### **Both programmes**

Five main points are the strategic goals in UNAIR's 2021-2026 strategic plan: sustainable education for all, meaningful research and community services, advancing innovation and enterprising, responsive and lean management, and top up tangible and intangible resources utilization.

The strategic plan is under the theme of SMART University, which encourages the innovation process and transforms the implementation of the Tri Dharma of Higher Education to fit the community ecosystem in the era of Industrial Revolution 4.0. Furthermore, it is aimed to fulfil the advancement of Sustainable Development Goals (SDGs) for better life and future generations' sustainability as the university has committed to. Therefore, in order to support the University's goals, the programme's main objective is to increase the relevance and contribution of the University in developing human capital and impacting the country's progress including to achieve SDGs.

BDEP and MECP's visions are also in line with the university's goal of realizing SMART University. It aims to be internationally recognised as the centre for high-quality education, research, and community services. Therefore, BDEP and MECP conducted a curriculum update in 2020/2021 to synchronise the learning environment and the market needs. The HEI designed the latest curriculum transformation based on the Outcome-Based Education (OBE) concept, allowing students to learn conceptually and practically. As a result, 39 % of BDEP and MECP's courses also have supported the SDGs in their course contents. For example, most of the content in development economics courses meets the concept of SDGs, such as poverty, inequality, education, sanitation, and many others. Students and lecturers also conduct their research projects on many SDGs topics. Furthermore, BDEP and MECP strengthened the external connection through the triple helix collaborations between academics, government, and industry to provide the students with best practices related to the industry-business-job market (IDUKA).

Furthermore, MECP is integrated into the overall strategic concept of the HEI, which includes innovation and world-class status. The HEI can see such innovation in MECP's determination to focus its interest on macro and microeconomic developments, and also reflected in the research theme. MECP's efforts to achieve world-class status are represented by the active participation of students and lecturers in international conferences and publications. MECP also collaborates with academic institutions and organisations such as the University of Western Australia for double-degree programmes and the Central Bureau of Statistic (BPS/Badan Pusat Statistik), and designed to be a 'big' programme for a lot of students (around 40 students/year).

In comparison to other bachelor programmes in the FEB UNAIR, such as Accounting, Management, and Islamic Economics, based on the offered study places BDEP is a relatively exclusive programme. It only consists of 200 students per academic year. However, the BDEP can be categorised as a specialised programme since it offers development economics as a study background instead of economics in general.

## Appraisal:

The reasons given for the positioning in the educational market of this study programme are plausible.

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

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

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

## 2. Admission

### Both programmes

PPMB UNAIR provides online and offline help desks to provide services for prospective students. All information regarding admission procedures is on the website ([www.ppmb.unair.ac.id](http://www.ppmb.unair.ac.id)). Prospective students can also access any information by visiting the Student Admission Office at the Universitas Airlangga Management Office Building. They can interactively ask by WhatsApp and by phone. PPMB UNAIR has an annual education exhibition called AEE (Airlangga Education Expo) for prospective students, offering various access to detailed information about UNAIR faculties and work units. PPMB also takes advantage of social media exposure such as Instagram and YouTube to market the study programme and two-way direct communication for prospective students. FEB regularly hosts senior high school students' visitation at the faculty level to provide information directly from current students and the study programme's representatives.

FEB also has its own hotlines for prospective students who are interested in FEB programmes.

The minimum English proficiency is mandatory to pass the admission test.

- BDEP: There is no minimum English proficiency for admission in BDEP. However, students must take English Language Proficiency Test (ELPT) test before starting the program. The ELPT test aims to evaluate the students' English proficiency yet it is not a requirement to be accepted in BDEP.
- MECP: The minimum English proficiency for admission for Master of Economics Programme (MECP) is 450. The English proficiency is measured by score of English Language Proficiency Test (ELPT) score issued by Language & Multicultural Center (LMC) Universitas Airlangga or TOEFL score from other institutions recognized by LMC.

This regulation is binding to a master's degree, while for an undergraduate degree, the English proficiency test is embedded in the subtest of examination admission written (SBMPTN and Mandiri). Therefore, specifically for master's degrees, Indonesian and international candidates from non-English speaking countries should provide English certificates from reputable institutions or sit for the English test during the admission test. In addition, all international students shall participate in Indonesian language and culture assimilation training before starting the programme. As the lectures will be delivered in mixed language, the requirements above are needed to alleviate the language barrier, develop good communication, and ascertain the effectiveness of the lectures. So, all students can take part in the Indonesian International Student Mobility Awards (IISMA) programme and do internships in international companies/institutions.

Prospective students can access complete information related to admission policy and selection criteria through the PPMB website <http://www.ppmb.unair.ac.id>. The admission system and policy comply with the Standard Operating Procedure set out by the university as stipulated in PP-UNAIR-PMB-01 and PP-UNAIR-PMB-02. This standardization ensures the new student admitted to the programmes meet the criteria specified by the university and the study programmes.

PPMB announces the final decision for the admitted candidates through its website and detailed procedures for the new student enrolment. For internal purposes, PPMB produces an assessment report as an archive of a decision, and then they disseminate the report to the faculty on an annual basis. Detailed information on decision-making related to the results of the registration procedure

shall be provided in the report. Students can appeal the reason for not being accepted through the PPMB helpdesk. Moreover, to provide transparency and documentation, all student admission procedures and processes in the PPMB are under external audit for quality control (using ISO 9001:2008/IWA 2:2007 standard).

### **Bachelor of Development Economics Programme**

The student admission process at UNAIR is managed centrally by the Student Admission office (PPMB) (<http://ppmb.unair.ac.id>). Concerning admission requirements, UNAIR follows national regulations and university policies. According to the Regulation of the Minister of Education and Culture Number 6 of 2020, the main admission requirements for prospective students in a bachelor programme are:

1. Prospective students shall have the cognitive abilities needed for university-level and must complete their studies in higher education, and;
2. Prospective students shall have other necessary competencies to complete their studies in higher education.

In order to show their ability to meet the main admission requirement, applicants should submit several documents related to their academic and non-academic achievement. The submitted documents were assessed by the board of admission.

Prospective students for BDEP must graduate from high school level or equivalent no more than two years before their admission at the university level. There are three schemes of admission test:

1. Portfolio analysis. The HEI employ an admission test based on the portfolio of the school and students' performance. The test is called SNMPTN and is conducted by a committee appointed by the government called LTMPT. This test also opens the door to prospective students who live in remote regions and do not have sufficient infrastructure to join computer-based written tests to apply through this scheme.
2. Computer-based written test. It is a written admission test that includes Scholastic Aptitude Test and Academic Test. The written test is conducted by the LTMPT (government) and is called SBMPTN.
3. University-based written test or Mandiri scheme; the admission for the bachelor programmes is independently managed by the PPMB. The PPMB administers a written test to select candidates who best fit the programme. On average, 20 percent of the total available seats are for the Mandiri. Therefore, prospective students that do not have the opportunity to build a portfolio during their school years may join this test.

The HEI communicate all admission and selection procedures to all prospective students. Then, the HEI announce the selection results through formal letters, while the shortlisted announcement is easily accessible on the PPMB website. First, there is SNMPTN which is an enrolment method based on both academic and non-academic achievements of the applicants during study in high school. There is no written admission test for this scheme. Under the SNMPTN selection process, the mechanism considers students' prior academic performance and school accreditation. Schools with

“A” accreditation will get 40 percent quota; schools with “B” accreditation will get 25 percent quota; schools with “C” accreditation or unknown accreditation will get 5 percent quota. The student's prior academic performance consists of the students’ grades for Semester I-V, grades for National Examination subjects, non-academic achievement, and community empowerment activities.

Second, in comparison, SBMPTN in which applicants are assessed prior to their entry based on their performances. The SBMPTN held by the consortium of 62 public-autonomous universities and state-owned universities in Indonesia. The written test results through the SBMPTN selection procedures are published by the LTMPT national committee. Third, Jalur Mandiri (Independent track), where applicants are assessed based on their performances in the Local admission test held by the University. PPMB publishes Mandiri’s selection result.

### **Master of Economics**

The admission period for MECP opens every month from February to June for the intake in the Odd semester, then from September to January for the Even Semester’s intake. At the registration stage, candidates should meet the following minimum requirements:

- (a) academic merit with a GPA of more than or equal to 3.00;
- (b) English language proficiency (ELPT/TOEFL score  $\geq 475$ ); and
- (c) pre-proposal plan (A pre-proposal is one of the specific requirements for admission to MECP. The pre-proposal is a brief description of the thesis proposal plan which includes the topic, background, objectives, literature review and hypotheses, and research method. These requirements aim to direct students in taking elective courses in semester 2 that are relevant to the thesis topic so that it is expected to accelerate the completion of the thesis and the length of study).

MECP is open for local and international students. All of the admission processes are conducted by the PPMB. The requirements detail can be accessed on the official website (<http://www.ppmb.unair.ac.id/id/site/magister>) for the regular track. There are specific requirements for prospective students to apply to BPS-UNAIR Joint Programme: all candidates must pass the internal selection process undertaken by BPS and UNAIR. BPS-UNAIR Joint Programme also offers a double degree scheme in collaboration with the University of Western Australia (UWA). For this scheme, the candidates must pass the selection process from Australia Awards in Indonesia (AAI).

Since 2019, MECP has had a fast-track programme. The fast-track programme is offered to undergraduate students in the sixth semester. At the end of their sixth semester, students can apply for MECP. The selection process is carried out based on the student's GPA ( $\geq 3.5$ ), ELPT/TOEFL score ( $\geq 475$ ), achievement, organizational experience, and interview result.

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 BDEP UNAIR. There are two strategic objectives of the programme. Firstly, it allows students with high performance to study at MECP. MECP 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.



MECP publishes admission requirements and entrance processes for prospective students on its website and brochures to provide a fair opportunity to prospective students interested in joining the programme. Furthermore, to guarantee that the selection process is fair and unbiased, the HEI set up a standardised process and evaluation components for the committee as a basis for deciding the passing achievement for prospective students.

- **The administration tests.** The HEI intend to screen candidates based on 2.1. Admission Requirements. This procedure is vital for selecting candidates who meet the minimum requirements (academic and English) to study at MECP.
- **The academic and English proficiency tests.** This test screens candidates with sound academic backgrounds and minimum English capability for the programme.
- **The interview tests.** The candidate who passes the administration and admission tests will proceed to the interview test. During the interview test, the interviewer will assess the candidate's motivation and commitment to study at MECP. This step is essential to assure the continuity and success study rate for a student.
- **Language and culture training.** For the international candidates, the interviewer should also assess the candidate's commitment to participate in an Indonesian language class managed by the university for one year to get a BIPA certificate (Indonesia Language and Cross-Cultural Adjustment Certificate for International Students). This programme is vital to accelerate the adjustment process for international students.

Candidates will be admitted to the programme based on whether they meet all the requirements and the results of the tests. In case candidates outnumber the study places, candidates will be shortlisted based on the assessment of those requirements. 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.

## Appraisal:

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

Applicants can directly turn to the University, for clarification of specific questions, of personal aptitude, of career perspectives. Personal dialogue between applicants and the University is provided by defined office hours, by telephone and via e-mail.

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

The admission requirements (required language proficiency level) are able to successfully complete the study programme (courses, additional literature, utilisation of counselling services and extracurricular activities).

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

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

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

#### 3.1 Contents

##### Curriculum Overview (BDEP)

Nb	Course Code	Course Unit (Compulsory or elective)	Credit Points per Semester								Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade
			1	2	3	4	5	6	7	8	Hours in Class	Hours Self-Study			
<b>Sl</b>	<b>Course Code</b>	<b>Semester I (Compulsory)</b>	33.6								244	588			<b>36/204</b>
1	AG_101	Religion I	3.2								23	56	L	Midterm and Final Exam (each 90 Minutes)	
2	EKT102	Introduction to Macroeconomics	4.8								35	84	L	Midterm and Final Exam (each 90 Minutes); Book Review (60 minutes)	
3	EKT101	Introduction to Macroeconomics	4.8								35	84	L	Midterm and Final Exam (each 90 Minutes); Book Review (60 minutes)	

4	MAT111	Mathematics Economics I	4.8								35	84	L	Midterm and Final Exam (each 90 Minutes)
5	AKK101	Introduction to Accounting I	4.8								35	84	L	Midterm and Final Exam (each 90 Minutes)
6	MNU101	Introduction to Business	4.8								35	84	L, GD, P	Midterm and Final Exam (each 90 Minutes), Problem Set (60 minutes)
7	BAI100	Indonesian Language	3.2								23	56	L	Midterm and Final Exam

No	Course Code	Course Unit (Compulsory or Elective)	Credit Points per Semester								Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade
			1	2	3	4	5	6	7	8	Hours in Class	Hours Self-Study			
														(each 90 Minutes)	
8	PHE101	Philosophy	3.2								23	56	L, GD	Midterm and Final Exam (each 90 Minutes), Book Review (60 minutes)	
S2	Course Code	Semester II (Compulsory)		30.4							221	532			30.4/30.4

9	EKT202	Micro Economics I		4.8							35	84	L	Midterm and Final Exam (each 90 Minutes); Book Resume (60 minutes)
10	EKT201	Macro Economics I		4.8							35	84	L	Midterm and Final Exam (each 90 Minutes); Book Resume (60 minutes)
11	EKM101	Monetary Economics I		4.8							35	84	L	Midterm Final Exam (each 90 Minutes)
12	MAS101	Statistics I		4.8							35	84	L, T	Midterm Final Exam (each 90 Minutes)
13	MAT112	Mathematical Economics II		4.8							35	84	L, T	Midterm Final Exam (each 90 Minutes)

No	Course Code	Course Unit (Compulsory or Elective)	Credit Points per Semester								Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade
			1	2	3	4	5	6	7	8	Hours in Class	Hours Self-Study			
14	NOP103	Pancasila		3.2							23	56	L, P	Midterm Final Exam (each 90 Minutes), Practical (60 minutes)	
15	NOP104	Civic		3.2							23	56	L, P	Midterm Final Exam (each 90 Minutes), Practical (60 minutes)	
S3	Course Code	Semester III (Compulsory)			33.6						245	588			36/304
16	EKP204	Agricultural Economics			4.8						35	84	L	Midterm Final Exam (each 90 Minutes)	
17	EKP302	Urban Economics			4.8						35	84	L, P	Midterm Final Exam (each 90 Minutes)	
18	MAS201	Statistics II			4.8						35	84	L, T	Midterm Final Exam (each 90 Minutes)	
19	EKI201	International Economics I			4.8						35	84	L	Research Paper (90 Minutes)	

20	EKP201	Development Economics I			4.8							35	84	L	Midterm Final Exam (each 90 Minutes), Problem Set (60 minutes)	
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Nb	Course Code	Course Unit (Compulsory or Elective)	Credit Points per Semester								Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade	
			1	2	3	4	5	6	7	8	Hours in Class	Hours Self-Study				
21	EKP211	Cooperative and Entrepreneurship			4.8							35	84	L, GD, P	Midterm Final Exam (each 90 Minutes), problem Set (60 minutes)	
22	BAE100	English			4.8							35	84	L	Midterm Final Exam (each 90 Minutes)	
S4	Course Code	Semester IV (Compulsory)				33.6						245	588			336/204
23	EKP205	Public Economics I				4.8						35	84	L	Midterm Final Exam (each 90 Minutes)	
24	EKE211	Natural resource & Environmental Economics I				4.8						35	84	L, P	Midterm Final Exam (each 90 Minutes)	

25	EKI202	International Economics II				4.8					35	84	L	Midterm Final Exam (each 90 Minutes)	
26	EKP309	Development Economics II				4.8					35	84	L, P, GD	Research Paper (90 Minutes)	
27	EKP301	Regional Economics				4.8					35	84	L	Research Paper (90 Minutes)	
28	EKK302	Econometrics I				4.8					35	84	L/T, LC	Research Paper (90 Minutes)	
29	SJU261	History of Economic Thought				4.8					35	84	L	Midterm Final Exam (each 90 Minutes)	
S5	Course Code	Semester V				33.6					245	588			36/304

Nb	Course Code	Course Unit (Compulsory or Elective)	Credit Points per Semester								Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade	
			1	2	3	4	5	6	7	8	Hours in Class	Hours Self-Study				
30	EKT301	Macro Economics II (Compulsory)					4.8					35	84	L	Midterm Final Exam (each 90 Minutes)	
31	EKT302	Micro Economics II (Compulsory)					4.8					35	84	L	Midterm Final Exam (each 90 Minutes)	



32	EKP203	Indonesian Economy (Compulsory)					4.8				35	84	P, GD, S	Research Paper (90 Minutes)
33	EKP308	Demographic Economics (Compulsory)					4.8				35	84	P, GD	Research Paper (90 Minutes)
34	EKK303	Econometrics II (Compulsory)					4.8				35	84	L/T	Midterm Final Exam (each 90 Minutes)
35	EKE212	Natural resource & Environmental Economics II (Elective)					4.8				35	84	L, P	Exam Paper (90 Minutes)
36	EKI301	International Monetary Economics (Elective)					4.8				35	84	L	Exam Paper (90 Minutes)
37	EKP304	Transportation Economics (Elective)					4.8				35	84	L, P	Exam Paper (90 Minutes)
38	EKM201	Monetary Economics II (Elective)					4.8				35	84	L	Midterm Final Exam (each 90 Minutes)

No	Course Code	Course Unit (Compulsory or Elective)	Credit Points per Semester								Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade
			1	2	3	4	5	6	7	8	Hours in Class	Hours Self-Study			
39	EKP312	Public Economics II (Elective)					4.8				35	84	L	Exam Paper (90 Minutes)	

S6	Course Code	Semester VI						33.6			245	588			36/204
40	EKP311	Development Project Evaluation (Compulsory)						4.8			35	84	P, GD	Research Paper (90 Minutes), Problem set	
41	EKP306	Industrial Economics (Compulsory)						4.8			35	84	P, GD, L	Research Paper (90 Minutes), Problem set	
42	PNE402	Research Methodology (Compulsory)						4.8			35	84	L, T	Research Paper (90 Minutes)	
43	EKT401	Applied Economics (Compulsory)						4.8			35	84	P, GD	Research Paper (90 Minutes), Problem set (60 minutes)	
44	EKP307	Labour Economics (Compulsory)						4.8			35	84	L, P, GD	Midterm Exam Final Exam (each 90 Minutes), Problem Set (60 minutes)	
45	EKP305	Information Economics (Elective)						4.8			35	84	L	Midterm Exam Final Exam (each 90 Minutes)	
46	EKP319	Political Economics (Elective)						4.8			35	84	L	Exam Paper (90 Minutes)	
47	EKP320	Maritime Economics (Elective)						4.8			35	84	L	Exam Paper (90 Minutes)	

Nb	Course Code	Course Unit (Compulsory or Elective)	Credit Points per Semester								Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade	
			1	2	3	4	5	6	7	8	Hours in Class	Hours Self-Study				
48	EKP321	Health Economics (Elective)						4.8				35	84	L	Exam Paper (90 Minutes)	
49	EKP322	The Economics of Strategy (Elective)						4.8				35	84	L, S	Exam Paper (90 Minutes)	
50	EKP301	The Central Bank (Elective)						4.8				35	84	L, S	Midterm Exam Final Exam (each 90 Minutes)	
51	EKE203	Energy Economics (Elective)						4.8				35	84	L	Exam Paper (90 Minutes)	
52	EKM302	International Trade Policy (Elective)						4.8				35	84	L, P	Exam Paper (90 Minutes)	
53	EKP303	Development Planning (Elective)						4.8				35	84	L, P, GD	Exam Paper (90 Minutes), Portfolio (60 minutes)	
54	EKM202	Bank and Other Financial Institutions (Elective)						4.8				35	84	L, S	Midterm Exam Final Exam (each 90 Minutes)	

55	EKP313	Institutional Economics (Elective)							4.8			35	84	L	Midterm Final Exam (each 90 Minutes), Qiz (15 minutes), Problem Set (60 minutes)	
S7	Course Code	Semester VII							22.4			163	392			24/30 4
56	AG_401	Religion II							3.2			23	56	P, CD	Research Paper (90 Minutes)	

No	Course Code	Course Unit (Compulsory or Elective)	Credit Points per Semester								Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade	
			1	2	3	4	5	6	7	8	Hours in Class	Hours Self-Study				
57	EKP310	Comparative Economic Systems							4.8			35	84	L	Midterm Final Exam (each 90 Minutes)	
58	EKK304	Economic Modelling							4.8			35	84	L	Research Paper (90 Minutes)	
59	KKN441	Community Service							4.8			35	84	CS	Problem Set, Research Paper (60 minutes)	
60	EKE402	Natural resource & Environmental Economics III (Elective)							4.8			35	84	L, P	Exam Paper (90 Minutes), Problem Set (60 minutes)	

61	EKI402	International Economics III(Elective)							4.8		35	84	L	Exam Paper (90 Minutes)		
62	EKM403	Monetary Economics III (Elective)							4.8		35	84	P	Exam Paper (90 Minutes)		
63	EKP404	Planning and development economics III(Elective)							4.8		35	84	P	Exam Paper (90 Minutes)		
64	EKP403	Public Economics III(Elective)							4.8		35	84	P	Exam Paper (90 Minutes)		
S8	Course Code	Semester VIII							9.6			168			96/230 4	
65	KKL441	Internship							0	0	0		I	Problem Set (8 Hours)		
66	PNE499	Bachelor's Thesis							9.6	6		168	P	Research Paper (120 minutes)		
Total Credits and Hours			33.6	30.4	33.6	33.6	33.6	33.6	22.4	9.6	1608	4032				
			230.4								5640					

Note:

1 credit point = 1.6 ECTS equivalence; 144 CP = 230.4 ECTS

1 CP = 170 minutes of activities consist of 60 minutes independent study, 60 minutes assignment, 50 minutes contact hours

Final examination

Mid-term examination

Quiz

Book Resume

Problem Set

Research paper

### Curriculum Overview (MECP)

No	Course Unit	Credit Points per Semester				Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade
		1	2	3	4	Hours in Class	Hours Self-Study			
<b>Semester 1</b>		22.21				163	392			<b>221/6188</b>
1	EKT602 <del>Macroeconomics Theory</del>	4.76				35	84	L and S	Mid term and final <del>examination</del> Each in 150 minutes	
2	EKT603 <del>Macroeconomics Theory</del>	4.76				35	84	L and S	Mid term and final <del>examination</del> Each in 150 minutes	
3	EKP601 Development of Economics	4.76				35	84	L and T	Mid term and final examination Each in 150 minutes	
4	PNE610 Research <del>Methodology of</del> Economics	4.76				35	84	L and T	<del>Research</del> proposal	
5	PHE601 Philosophy of Economics	3.17				23	56	L	<del>Mid term</del> and final examination Each in 150 minutes	
<b>Semester 2</b>			23.8			105	252			<b>238/6188</b>
6	<del>EKK601</del> Applied Econometrics (compulsory)		4.76			35	84	L and T	Mid term and final <del>examination</del> Each in 150 minutes	
7	EKK602 Economic <del>modelling (compulsory)</del>		4.8			35	84	L and T	Mid term and final examination Each in 150	

									minutes	
8a	EKP627 Public Economics and Regional Finance (Elective)		4.8			35	84	L and T	Midterm and final examination	

Nb	Course Unit	Credit Points per Semester				Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade
		1	2	3	4	Hours in Class	Hours Self-Study			
									Each in 150 minutes	
8b	EKI602 Trade Economics (Elective)		4.8			35	84	L and T	Midterm and final examination Each in 150 minutes	
8c	EKI603 Monday Banking Economics (Elective)		4.76			35	84	L and T	Midterm and final examination Each in 150 minutes	
8d	EKP606 Regional Economics (Elective)		4.76			35	84	L and T	Midterm and final examination Each in 150 minutes	
9a	EKP621 Economics of Business Competition (Elective)		4.76			35	84	L and T	Midterm and final examination Each in 150 minutes	

9b	EKP622 Maritime <b>Economics(Elective)</b>		4.76			35	84	L and S	<b>Midterm</b> <b>and</b> final examination .Each in 150 minutes	
9c	EKP622 Health <b>Economics(Elective)</b>		4.76			35	84	L and T	<b>Midterm</b> <b>and</b> final examination .Each in 150 minutes	
9d	EKP623 Political <b>Economics(Elective)</b>		4.76			35	84	L and S	<b>Midterm</b> <b>and</b> final examination Each in 150 minutes	
10a	EKP624 Regional <b>Planning</b> <b>Economics</b> (Elective)		4.76			35	84	L and S	<b>Midterm</b> <b>and</b> final examination .	

Nb	Course Unit	Credit Points per Semester				Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade
		1	2	3	4	Hours in Class	Hours Self-Study			
									Each in 150 minutes	
10b	EKP607 Urban <b>Economics(Elective)</b>		4.76			35	84	L and T	<b>Midterm</b> <b>and</b> final examination . Each in 150 minutes	
10c	EKP625 Transportation Economics (Elective)		4.76			35	84	L and T	<b>Midterm</b> <b>and</b> final examination .Each in 150 minutes	
10d	EKP626 Tourism <b>Economics(Elective)</b>		4.76			35	84	L and T	<b>Midterm</b> <b>and</b> final examination .Each in 150 minutes	



	<b>Semester 3</b>			<b>3.17</b>		<b>23</b>	<b>56</b>			<b>317/618</b>
11	<del>PNES</del> Thesis seminar proposal			3.17		23	56	S	Proposal presentation in 150 minutes	
	<b>Semester 4</b>				<b>12.69</b>	<b>93</b>	<b>224</b>			<b>1269/618</b>
12	Thesis				12.69	93	224	S	Thesis defense in 150 minutes	
<b>Total</b>		<b>22.21</b>	<b>23.8</b>	<b>3.17</b>	<b>12.69</b>	<b>384</b>	<b>924</b>			
		<b>61.88</b>				<b>1,308</b>				

Note: 1 credit point = 1.5867 ECTS equivalence; 144 CP = 230.4 ECTS

1 CP = 170 minutes of activities consist of 60 minutes independent study, 60 minutes assignment, 50 minutes contact hours

L: Lecture

T: Tutorial

S: Seminar

## **Bachelor of Development Economics Programme**

The HEI designed the curriculum of BDEP to produce highly skilled graduates in the area of economic analysis. They are expected to understand and apply economic theories, use data sets and econometrics software for empirical analysis, and communicate the result to various audiences. To achieve these objectives, BDEP constructs the curriculum based on four main groups of courses: 1) Basic economic theory and mathematics; 2) Development economics content; 3) Quantitative method, and 4) Research project.

The groups are formed based on the characteristics of basic skills in economics. Besides that, there are also several subjects included which are offered as the university and faculty compulsory subjects such as religion, Bahasa Indonesia, Pancasila, Civics education, Logic and Critical Thinking, and Communication and Development. In total, the BDEP offers 66 subjects of which 89 % are compulsory and 11 % are electives. The electives are designed to accommodate the broad interest of the students. In detail, each group is shown in the table below:

**Table 1. Distribution of Course in Bachelor of Development Economics Programme**

<b>Course Group</b>	<b>Course Distribution</b>
Basic Economic Theory and Mathematics	10 courses (15%); 30 credits/48 ECTS (16%)
Development Economics Content	33 courses (50%); 99 credits/158.4 ECTS (52%)
Quantitative method	6 courses (9%); 18 credits/28.8 ECTS (9%)
Research project	6 courses (9%); 21 credits/33.6 ECTS (11%)
Others (University and Faculty Compulsory)	11 courses (17%); 24 credits/38.4 ECTS (13%)

The first group of courses intends to provide understanding of fundamental economic theory, while the second group is designed to facilitate students to apply economic theory in various economic development. The third group of courses will equip students with the skills to use data sets and econometrics software for empirical analysis. Lastly, student communication skills will be supported by the fourth group of courses (research project). To maintain the relevance of the BDEP curriculum with the job market, the Department of Economics conducts a tracer study to monitor graduate employability and curriculum redesign every four years and involves some relevant stakeholders (the graduates' employers).

BDEP's graduates' academic title refers to national regulation issued by the Ministry of Research, Technology, and Higher Education of Republic of Indonesia (Permenristekdikti), No.15 of 2017, Article 6. Most of BDEP's courses are in economics with a significant element of economic development contents. Therefore, based on the regulation of PP 4/2014 (Permenristekdikti 63/2016), the students will graduate with the following academic title: Sarjana Ekonomi - S.E. (Bachelor of Economics).

Through its curriculum, BDEP has prepared students for their future jobs. Hence, the integration between theoretical and practical components becomes an essential feature of BDEP's curriculum. Table three below shows how practical skills can be developed through a combination of courses.

**Table 3: Combination of Courses and Related**

Skills No	Skills	Practical Objectives	Courses Group	Example of Courses
1	Skills related to Analyst profile	Able to apply economic theory and quantitative methods in analysing various economic problems.	Basic economic theory and mathematics; Quantitative method	Microeconomics; Macroeconomics; Research Methodology; Econometrics; Statistics; Mathematics of Economics; Development Economics I; Indonesian Economy; Thesis.
2	Skills related to Communicator profile	Able to communicate ideas, research findings, and economic analysis in written and oral form.	Research project	Natural resource & Environmental Economics III; International Economics III; Monetary Economics III; Planning and development economics III; Public Economics III; Undergraduate Thesis
3	Skills related to Decision-Maker profile	Able to provide alternative solutions to problems and policies based on analysis results using various approaches.	Development economics content	Development Economics; Monetary Economics; Natural Environmental Economics; International Economics; Public Economics

Most of BDEP lecturers have completed their study with master and doctoral degrees, so they have a lot of experience in the field of research. In the teaching process, lecturers will often share their experiences according to their respective subfields. In addition, many lecturers have professions as consultants in various institutions and practitioners in industries (i.e., Ministry of National Development Planning, Export Center, Regional Chief Economist). Through these experiences, students will be equipped with knowledge related to the combination of theory and practical implementation.

To obtain interdisciplinary thinking, BDEP offers seven electives of economics on various disciplines, including health economics, maritime economics, political economics, and digital

economics. BDEP also requires students to take compulsory courses outside of the discipline such as Introduction to Business, Introduction to Accounting, Introduction to Philosophy, and English). In addition, internship opportunities have been opened for all students of BDEP. The HEI prepare the students for an occupation requiring trans- or interdisciplinary knowledge. The internship opportunity will broaden the students' knowledge and improve communication skills and critical thinking, which will help them compete in the job market.

Furthermore, UNAIR has a solid commitment to ensuring that students are exposed to and familiar with interdisciplinary thinking through intra-curricular and extracurricular activities. The compulsory activities at the university level include Student orientation (PPKMB), Community Service – Service Learning (KKN-BBM), KKN-back to the village, KKN Citarum Harum, KKN Nationality, KKN-Student Creativity Programme, KKN-International, and Field Study. Besides, upon finishing their study, students also receive a certificate of Credit Unit Achievement (SKP), which contains information about non-academic activities carried out by students during the study. These activities are applied to all faculties, including ours.

The Indonesian Minister of Education and Culture has recently implemented the MBKM-internship programme. Of this MBKM programme, students have the right to study outside their study programme for at least three semesters. Effectively starting in 2021, BDEP's students carry out the MBKM-internship programme, such as studying abroad through national competitive scholarships (IISMA), internship in Indonesia Central Bank and participating in community-teaching programme (*Kampus Mengajar*). Students also undergo internships at multi-national corporation such as Grab and Gojek.

UNAIR believes that ethical aspects are vital both in academic and non-academic life. Therefore, UNAIR's motto, 'Excellent with Morality,' means that academic communities shall always do things with the utmost effort; behave following religious morals, excellence in academic, research, community services, and university; have a solid and rooted academic culture, and always be the process- and result-oriented graduates.

Article 79 of Government Regulation Number 30 of 2014 stated that all civitas academia should comply with norms and ethics, both academic and non-academic. UNAIR Regulation Number 1365/J03/OT/2003 is about rules of conduct at UNAIR campus. Academic norms and ethics are regulated by UNAIR Academic Senate Regulation Number 01/H3/SA/P/2008 and Rector Regulation Number 18/H3/PR/2009 (the last is concerning the Ethics Board of Universitas Airlangga). Thus, UNAIR has its policy, regulation, and organization to guard the ethical aspects. Each Faculty has its own Ethics Board.

At BDEP, the HEI implement this ethical aspect in teaching, research, and community service. These three fields must follow the rules and ethics as stated in the university guidelines. Rules and ethics regarding these three aspects are regularly informed and readily available for all parties. The curriculum has included norms and ethics subjects, such as Religion I, Religion II, Pancasila, Civics, Philosophy, and many others. BDEP's elective courses play a role in teaching ethical aspects in the field of economics. For example, institutional economics which discusses development based on ethics.

Furthermore, each learning agreement explains academic ethics related to plagiarism. Each BDEP course teaches academic ethics, rules, and academic violations. Especially for the Research

Methodology course, students are provided with more specifics related to the ethical aspects of scientific work/writing.

Facing the volatility, uncertainty, complexity, and ambiguity (VUCA) era in the Industrial Revolution 4.0, the learning methods in BDEP are designed to sharpen the technical and non-technical skills of the graduates. In general, the learning method focuses on students, known as Student-Centred Learning (SCL). It includes and follows collaborative learning, project-based learning, case-based learning, and problem-based learning. All of the learning methods facilitate students to engage in the learning process actively. BDEP also trains students in strengthening economic understanding and thinking through macroeconomics and microeconomics.

To promote scientific practice, BDEP utilises several strategies. First, BDEP designs some intense theoretical courses to support students in developing their economics models for the final thesis. For example, the microeconomics course is designed in three levels (Introduction to Microeconomics, Microeconomics I, and Microeconomics II).

Second, to ensure methodological competence and the ability to do scientific work, students are equipped with the quantitative method course group. This course group consists of Introductory and Intermediate Statistics, Introductory and Intermediate Econometrics, Research Methodology, and Development Project Assessment. In addition, the HEI facilitate students with research training, which is conducted by student organisations. Third, students should go through the undergraduate thesis and defense. The undergraduate thesis and its defense train students to communicate their scientific results in written and oral form. A supervisor guides the process of the research project. Lastly, the FEB also provides laboratories, reading room, database centre, and publication services for students at all levels. Students can see the student assessment mechanism in the monitoring form, through indicators such as: supervision process, supervision progress, and the final result.

BDEP takes into consideration the study programme's ELOs and course learning objectives in designing student assessments. The alignment between ELOs, course learning objectives, and assessment methods are explicitly stated in the Semester Learning Plan (SLP). The SLP also elaborates the criteria and rubrics of assessment, and this SLP is accessible to all students enrolled in the respective course via UNAIR's LMS.

All courses use different assessment methods and weights, but some of the courses employ mid and final exams and problem sets, quizzes, research papers, and research proposals. The average passing grade in BDEP courses is mostly 'C.' For grade classifications, BDEP follows the university regulation as follows: A ( $\geq 75$ ); AB (70-74.9); B (65-69.9); BC (60-64.9); C (55-59.9); D (40-54.9) and E ( $<40$ ).

To be eligible for thesis writing, a student should hold at least 110 credits, a GPA of at least 2.00 (out of 4.00), a proportion of 'D' grade maximum 20% of 110 credits, and have passed the research methodology course with a minimum grade of 'C.'

Students who submit thesis/comprehensive exams must meet the following requirements:

- Must complete written course exams and fulfil the regulations and requirements from FEB.
- Completed thesis writing according to the guidelines.

- Submit 5 (five) copies of the thesis as an attachment to the exam application to the Education (academic) Sub Division no later than 14 (fourteen) days before the exam day/date.
- Submit a soft copy of scientific writing in a scientific article journal format, which is the reformat of the student's thesis.
- Show a certificate of similarity test (Turnitin) issued by FEB UNAIR Reading Room with a maximum similarity threshold of 30%.

The thesis/comprehensive examination is carried out orally by a team of examiners, with an assessment weight consisting of writing techniques (30%), materials (30%), and presentations (40%). The number of examiners is 4 (four) faculty members for each student. The Study Programme Coordinator shall determine the examiners.

The thesis seminar proposal course and research methodology course aim to train students to develop quality research (mini-projects). The proposal will be given feedback by the supervisor to improve the research so that the quality is in accordance with the standard. Then further, students will continue their research through thesis and thesis exams. The thesis aims to ensure students have basic scientific work standards with standard quality. In the undergraduate thesis, students will be guided by a supervisor and will be tested through a thesis examination. Its process will encourage students to be able to analyze and use knowledge, skills, analytical tools, and communication in solving an economic problem in compiling a good scientific work with the guidance of a lecturer. The results of the thesis examination will be corrected through a revision process. The assessment in the examination of all courses and the thesis trial is carried out based on the INQF and the provisions of the taxonomy bloom. Subject rubrics are prepared to serve as guidelines in meeting these assessment standards.

### **Master of Economics**

MECP refers to INQF, job market analysis, higher education, professional associations, and UNAIR's strategic objectives in developing the study programme's ELOs. Based on national regulation, the ELO breaks down into four areas: attitudes, general skill, knowledge, and specific skills. Attitudes and general skill have been decided by regulation by the government (Permendikbud Number 3. 2020). To support knowledge, MECP provides courses like intermediate macro and microeconomics, development economics, philosophy of economics, research methodology, and elective courses. MECP offers elective courses to gain in-depth knowledge in certain areas. Then, to gain specific skill, MECP applied econometrics and modelling economics. The logic and integrated curriculum will ensure the students' competitiveness in the job markets.

MECP offers several concentrations related to the thesis topic. The concentrations are (1) planning and development economics; (2) public economics; (3) monetary economics; and (4) international economics. The following are the optional courses which support the concentrations:

**Table 4: Concentration and Supporting Optional Courses**

No	Concentration	Supporting Optional Course
1	Planning and Development Economics	Regional Planning Economics and Regional Economics
2	Public Economics	Public Economics and Regional Finance
3	Monetary Economics	Monetary Economics and Banking
4	International Economics.	Trade Economics

In order to accommodate the needs and development of SDGs, MCEP adds a concentration to the new curriculum (2021). The concentration is Natural Resource and Environmental Economics consisting of two supporting courses which are Natural Resource and Environmental and Energy Economics.

MECP's graduates' academic title refers to national regulation issued by the Ministry of Research, Technology, and Higher Education of the Republic of Indonesia (Permenristekdikti), No.15 of 2017, Article 6. The MECP is called Strata 2 Ilmu Ekonomi (Master level) and the awarded degree is Magister Ilmu Ekonomi - M.S.E. (Master of Science in Economics) (Ref.: PP 4/2014, Permenristekdikti 63/2016).

The courses at MECP integrate a discussion on both theoretical questions and practical examples. Table 4 below specifies targeted skills in MECP with the practical objective.

**Table 5: Targeted Skills in MECP (Example)**

Skills	Practical objectives	Samples of courses	Lecturer Experience	Share their experiences in courses method
Skills related to the quantitative approach	Able to employ a robust and frontier quantitative	Applied Econometrics	Consultant of	Conduct an analysis: case study in maritime and
	approach in research.		Indonesia Port Corporations	logistic problems and solving,
Skills related to modelling for economic development (for research purposes).	Able to develop alternative models for research purposes.	(1) Modelling in Economics (2) Trade Economics	surabaya export center experts	(1) Conduct an analysis: case study export and promotion programmes problems and solving; (2) Invite the students to Export Center

				Surabaya to see directly the export document process
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MECP promotes interdisciplinary thinking through curriculum content and learning strategies. Based on our current curriculum, MECP has health economics, maritime economics, political economics, transportation economics, urban economics, and tourism economics courses as an elective/optional course to provide students with the opportunity to gain an interdisciplinary perspective. Some of the lecturers are not from economics background and are practitioners. For instance, health economics lecturers come from public health faculty, maritime economics lecturers are from marine engineering, and tourism economics lecturers originate from vocation faculty majoring in tourism.

In addition, the HEI design several courses to be seminar-type classes in the learning strategy, where students from various disciplines can join and exchange their ideas. For instance, the political economics lecture inviting the deputy governor will be open to the public in the form of a seminar. MECP also regularly invites guest lectures to the programme to broaden students' perspectives and learn how to develop their capacity in research. The guest lecture about the business competition invites the Indonesian Business Competition Commission.

Similar regulation and ethics as in the BDEP are also binding for MECP. This ethical aspect is implemented in teaching, research, and community service at the Study Programme's level. Rules and ethics regarding these three aspects are regularly informed and readily available for all parties. To ensure the ethical aspects are well-communicated, MECP holds Induction Weeks to inform new students about the academic regulation and policy on academic violations and ethics. The ethical aspect is integrated into all courses, especially when students must mention the reference of their citation in the paper, which is related to ethics as a researcher. Besides, the students are equipped with a student guidebook for their reference on the regulation and policies. Students must pass a similarity test less than 25 percent (through Turnitin) when they will conduct a comprehensive test (thesis).

By design, all MECP students must take a final thesis in the last semester and publish an article in the scientific journal upon graduation. Thus, the grade for the final thesis takes into account the journal reputation where students publish their works. While most of the courses aim at scientific practices, some courses specifically focus on the matter:

1. Research Methodology. In this course, students learn the knowledge and skills of research, qualitative and quantitative methods.
2. Research proposal. Students must pass the proposal exam and provide evidence of their participation in scientific activities such as conferences, webinars, joint research, and guest lecturer to continue their research and graduate. In addition, students must apply their knowledge and skills in the research methodology course to build a sound research proposal.
3. Research supervision. Each student has a supervisor during their thesis writing. This supervision process will enable students to shape their research in line with the recent development of the discipline and state-of-the-art techniques.



Students can see the student assessment mechanism in the monitoring form, through indicators such as: supervision process, supervision progress, and the final result.

MECP puts ELOs and course learning objectives as priorities in constructing student assessment methods. The connection between ELOs and the course learning objectives is clearly stated in the Semester Learning Plan (SLP). The SLP also provides the assessment method and the weight or proportion of each assessment method.

Students are assessed for general and specific skills through mid and final exams, group presentations, individual assignments, and class engagement. For example, the assignment might be in writing work such as literature reviews and essays. For ELOs, knowledge acquisition, formative and summative assessments are conducted through individual assignments, mid-term exams, final exams, and group work. The proportion of each component is set at the beginning of the class and stated in the SLP. Every course has its assessment method, and the rubric depends on the objectives of the respective course.

In the third semester, the students will take the thesis proposal writing and seminar course as an initial step to decide their thesis topic. The output from this course is a thesis proposal that will be evaluated in a thesis proposal defense. If the student passes the proposal defense, they can conduct the research and collect the data. A Thesis Exam is a final exam in the Master of Economics Programme. The objective of conducting the thesis/final project is to comprehensively measure all of research skill, knowledge and problem solving about economics phenomena, which is published in the form of an academic journal. To ensure that the exams are on Master level, the process of thesis is done through four steps: (1) proposal; (2) seminar; (3) defense; (4) publication. The thesis process encourages students to have the ability to publish a thesis in reputable journal (national/international), as a requirement in the MECP. In addition, in the thesis process there is a seminar. This is the dissemination of thesis results that encourage students' ability to present research results in an open academics' forum.

In the final semester, the thesis is a compulsory requirement in order to graduate. Therefore, students are encouraged to research with a publishing goal in international or national accredited journal(s). Thus, the students should follow the standard and requirements in the guidebook, including standard marking criteria, referencing, anti-plagiarism, and other requirements to improve the students' skills in conducting research.

## Appraisal:

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

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

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

There is evidence that the programme qualifies for interdisciplinary thinking.

Ethical implications are appropriately communicated. The University has an ethical board, rules and courses as well (e.g., religion, philosophy).

Students acquire methodological competences and are enabled to do scientific work on the required level. However, during the online conference the panel identified that students want to have more of actual and practical implementation. The panel suggests the University to review this possibility.

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

The final theses are evaluated and 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*			X		
3.1.2*			X		
3.1.3*			X		
3.1.4			X		
3.1.5			X		
3.1.6*			X		
3.1.7*			X		

## 3.2 Structure

### Both programmes

**BDEP** requires students to accomplish 144 credits in at least seven semesters and no longer than 14 (fourteen) semesters to graduate as a Bachelor of Economics. Thus, the maximum study load for each semester is 24 credits. Table 4 depicts the structure of BDEP. In addition, students are required to take 45 compulsory courses and 21 elective courses.

Further, the SLP documents each course explicitly to explain the ELOs, the topic of each week, learning method, assessment of the course, and references. The lecturer will explain the SLP to the students at the first meeting of the class. It explains that each course will consist of 14 meetings (seven meetings before mid-exam, mid-exam, seven before final exam).

For **MECP**, to earn a Master's degree in Economics, a student must take a study load of 39 credits, consisting of 29 credits of a theory component and ten credits in the form of a thesis. These 39

credits can be done generally in two years (4 semesters). Students can complete theoretical courses in two semesters, with each load of 14 and 15 credits. Further, Table 4 depicts the structure of MECP.

In the first semester, **MECP** students are required to take five compulsory courses. In the second semester, a master's degree student can take five courses consisting of two compulsory courses and three elective courses. The study programme offers 12 courses in which a student can take 3 of them following their respective interests. In the third semester, students can only take the final project. The student can take the final assignment if he has fulfilled all requirements, which are to pass all the compulsory and elective courses, have a supervisor already set by the head of the study programme, have no administrative problem, and have a publication(s) in national or international accreditation journal(s). Furthermore, students are provided with the SLP as a guide to carry out lecture activities for one semester to achieve ELOs. Every course must have an SLP containing information about course objectives, course description, delivery methods, assessment criteria, reading lists, and a timetable.

Equality in opportunity is guaranteed by UNAIR as stated in the Decision of UNAIR Academic Senate Number 07/J03/SAU/HK/2006 about the general regulation in administering the university and the Rector Decree Number 5 of 2017 regarding admission requirements. UNAIR also complies with Act Number 2 of 2012, Government Regulation Number 4 of 2014, and regulation from the Ministry of Higher Education and Research (Permenristekdikti) Number 126 of 2016. The regulations ensure that no university member is discriminated because of sex, race, age, religion and so on. Therefore, all students have an equal opportunity to enroll and finish their studies at UNAIR, lecturers have an equal opportunity to do the tri dharma, and education staff are not worried at work.

Moreover, the University provides financial aid to support economically disadvantaged students, for example, through Bidikmisi programme and the Centre for Social Fund Management's schema (PUSPAS UNAIR). Also, the University has affirmative programmes for students from rural areas in Indonesia such as ADik Papua. Furthermore, to assist the international students' life during their study in UNAIR, the University has welfare and migration services centrally provided by the AGE. In terms of gender, the statistical data indicates that there have been more than 50 % active female students in the last four years in BDEP, while the proportion of male and female students at the MECP is relatively equal.

In addition, FEB provides supporting infrastructure such as elevators and stairs to facilitate the disabled students. UNAIR also provides mentoring facilities for students with disabilities. This is one solution to possible difficulties in the learning process. Our campus ensures that no student has disadvantages (due to a disability) when taking an exam, because the data of students with disadvantage ability has been mapped. If there are students with disadvantage, there will be coordination to make a customised exam. The context of the exam is very open to suggestions, as campus policy considerations for the future improvements.

## **Bachelor of Development Economics**

**Table 6: Structure: Bachelor of Development Economics**

Projected study time	4 years (8 semesters)
Number of Credit Points (CP)	144 SKS credits (230.4 ECTS credits)
Workload per CP	170 minutes (60 minutes independent study, 60 minutes assignment & examination, 50 minutes in-class activity)
Number of modules/courses	45 compulsory courses and 21 elective courses
Time required for processing the final thesis and awarded CP	6 months
Number of contact hours (For MBA programmes: Please describe in which way the substantial proportion of structured contact according to the EQUAL MBA Guidelines is ensured.)	<ul style="list-style-type: none"><li>• In class activity = 50 minutes x 3 credit x 14 weeks = 2,100 minutes (35 hours)</li><li>• Assignment &amp; examination = 60 minutes x 3 credit x 14 weeks = 2,520 minutes (42 hours)</li><li>• Independent study = 60 minutes x 3 credit x 14 weeks = 2,520 minutes (42 hours)</li></ul>

Lecture activities are held in the odd semesters and even semesters, and FEB may open a summer course programme during the academic year. A course coordinator (PJMK) is selected for each course and legalised by the dean's decision letter. The course coordinator is responsible for preparing the SLP and handouts/references and arranging tasks for each lecturer in a team-teaching. BDEP uses a credit system, so the number of credits taken by students depends on the GPA obtained from the previous semester. For example, students with a minimum GPA of 3.00 are allowed to take a maximum of 24 credits. Lecture sessions in each course are documented in the online academic system (Universitas Airlangga Cyber Campus/UACC) and can be accessed for monitoring and evaluation purposes. At the end of each semester, there will be an evaluation of lecturer performance through UACC. If there is non-conformity to the university standard in the lecture's implementation, the head of the department must record and produce a request for remedial and preventive measures.

The exam process is part of the evaluation, and BDEP has two kinds of teaching-learning methods: classical lecture and project-based learning. The assessment method of classical lecture includes problem sets and quizzes, tutorial tasks, student engagement, and mid-final exams. The project-based learning assessment method includes weekly progress reports, presentation & engagement, and individual mid-term and final term reports. The mid-term exam and final exam are held once a semester. In addition, UNAIR provides appeal procedures for students. BDEP uses an absolute grading system, instead of a relative grading system. Students get the necessary information on the programme's requirements, its structure or the exams Academic Manual.

In addition, BDEP allows students to take a break to study abroad. The announcement, selection process, and grading conversion will be assisted by academic and student affair division staff.

BDEP uses Indonesia's credit system to weigh the study workload. One credit point is determined based on the study workload per week for one semester. One credit point is equivalent to (1) 50 minutes of scheduled face-to-face class with the lecturer; (2) 60 minutes of structured academic activity, such as homework or other assignments outside the class; (3) 60 minutes of independent academic activity that requires students to study materials or to expand their knowledge independently, such as reading references and textbooks (1 credit point is equal to 1,59 ECTS).

Students must take 22 credit points during the first semester, consisting of university compulsory courses and faculty compulsory courses. The programme ensures that students can complete their programme within the projected study time. Students can take a maximum of 24 credit points each semester. Overall, this structure allows students to graduate within four years.

However, in the last three years, the average duration of study in BDEP ranged from 4.8 years to 5.6 years. This happens because students often take activities to enrich their studies such as: an internship for six-12 months and/or student exchange for 1-2 semesters. Furthermore, there is a portion of students that graduate more than 4 year because they need longer time to work on their thesis and retake some of their courses to improve grades. Therefore, BDEP regularly evaluates the feasibility of the study workload to help the students complete their studies on time. The evaluation results in several strategies, such as offering a flexible sequence for taking courses, offering summer semesters, preparing thesis early, and making the academic counselling process effective. Through these strategies, students can complete their studies within 3.5 years.

## **Master of Economics**

**Table 7: Structure: Master of Economics**

Projected study time	2 years (4 semesters)
Number of Credit Points (CP)	39 SKS credits (61.88 ECTS credits) (1 credit point = 1.5867 ECTS)
Workload per CP	170 minutes (60 minutes independent study, 60 minutes assignment & examination, 50 minutes in-class activity)
Number of modules/courses	12 courses (9 compulsory courses and 3 elective courses)
Time required for processing the final thesis and awarded CP	6 months
Number of contact hours (For MBA programmes: Please describe in which way the substantial proportion of structured contact according to the EQUAL MBA Guidelines is ensured.)	<ul style="list-style-type: none"> <li>• In class activity = 50 minutes x 3 credit x 14 weeks = 2,100 minutes (35 hours)</li> <li>• Assignment &amp; examination = 60 minutes x 3 credit x 14 weeks = 2,520 minutes (42 hours)</li> <li>• Independent Study = 60 minutes x 3 credit x 14 weeks = 2,520 minutes (42 hours)</li> </ul>

The HEI assess the students through mid and final examinations, assignments, and quizzes depending on the courses. The scoring system used by the MECP refers to the Rector's Decree Number 51 of 2018. The table below lists the rules:

**Table 8: MECP Grading Reference Numerical Grade**

Range	Definition	Letter Grade	Status
86 – 100	Great	A	Pass
78 - < 86	Very Good	AB	Pass
70 - < 78	Good	B	Pass
62 - < 70	Satisfactory	BC	Fail
54 - < 62	Almost sufficient (Failed)	C	Fail
40 - < 54	Low (Failed)	D	Fail
< 40	Bad (Failed)	E	Fail

MECP also applies the monitoring system of students to ensure students' progression during the semester. In addition, the head of MCEP builds close communication with students through regular semester meetings, WhatsApp groups, and thesis supervision. Students could find the necessary information on the programme's requirements, its structure or the exams in the Academic Manual. For special cases if the students break in their studies to study abroad, the programme structure allows these schemes, depending on the similarity of the course, content structure, and their policy of campus abroad.

The number of credits that the students could take is already regulated. The credits in the first and second semesters are 14 and 15, respectively. In the third and fourth semesters, students will mainly work on their thesis. The majority of lectures are equal to 3 credit points or 150 minutes of lectures, with additional non-credit point assistance classes. Assistant classes are usually within applied econometrics and economics modelling classes. Meanwhile in other courses, 150 minutes are sometimes not full in the form of face-to-face, there are independent assignments, presentations, quizzes, which are adjusted to the course content. 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 examinations are arranged in the middle and the end of the semester. The teaching week will be held in 14 weeks (seven weeks before the midterm exam and seven weeks before the final exam). The head of MECP has the responsibility to monitor the length of study of each student. Up until recently, the programme has not had any issues with the average length of study. However, based on statistical data, the average study period 2.3-2.6 years is a challenge. So, there is a mechanism to help students graduate on time by way: (1) students are allowed to start drafting proposals and non-formal supervision with lecturers; (2) assistance in searching and processing data thesis by assistants; (3) establish good relationships and communication regarding thesis progress to students. If needed, the education staff at MCEP is responsive in communicating about their thesis for students who may have problems.

## Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of modules and assigns Credit-Points (CP) per course on the basis of the necessary student workload. The module/course descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. The study programme is designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The recognition of degrees and periods of study at other HEIs is regulated

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

The HEI ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. Students in special circumstances, such as single parents, foreign students, students with a migration background and/or from so-called non-academic backgrounds, are particularly assisted.

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

## 3.3 Didactical concept

### Both programmes

BDEP and MECP, under the Department of Economics, organise regular guest lecture events and invite local and prominent international speakers. There is a broad range of up-to-date topics discussed in the guest lectures from the expert speakers. Thus, the students can learn from different points of view and gain valuable knowledge. Furthermore, the lecture delivered by the guest lecturer also contributes to the students' ELOs, especially to articulate the graduate profile (i.e., a

researcher for MECP). The guest lecturers come from various backgrounds: academicians, researchers, politicians, cultural experts, and professional practitioners to present and share their experiences.

Specifically, the guest lecturers have special qualifications as follows

- Exceptional or professional experience in a particular field: UNAIR invited Economist Nobel Prize Robert F. Engel III to deliver a public lecture titled The Prospect for Global Financial Stability in Airlangga Convention Center in 2017. The Central Bank course invites The Governor of Bank Indonesia, Executive Director, and the Head of Bank Indonesia Institute. The Public Economics course invites The Fiscal Policy Agency. Political Economics course invites the Vice Governor of East Java. Other courses invite the House of Representative (DPR), National Statistics Bureau of Indonesia, and OJK as guest lectures in class/hall to talk about current issues and comprehensive perspectives in each course or Indonesia issue. Furthermore, the HEI also invited Emha Ainun Najib as a culture expert to give insight about intercultural and interdisciplinary perspective.
- Professionals for future careers in the labour market: the HEI invite alumni of the programme to inspire students to have a great career.
- The HEI invited international guest lecturers from the University of Western Australia, and others.

The HEI guarantee that the variety of topics provided has covered topics in cross-fields other than economics so as to enrich knowledge. For example, studying political economy, there will be special material on basic political theory, studying tourism economics not only its valuation but also culture, studying the context of fisheries in maritime economics, and others.

### **Bachelor of Development Economics Programme**

Teaching methods are designed and implemented to support the achievement of ELOs and are written in the SLP. BDEP implements a student-centred learning in the teaching methods. This approach exposes students to group discussion, case-based learning, problem-based learning, tutorials, weekly progress reports, and presentations. Students will also have experience in searching for literature, finding research ideas, writing research proposals and reports, and publishing papers. For these reasons, relevant training, such as training in using the LMS, is provided to ensure that all lecturers are competent in applying didactical methods and using the learning media to enhance the achievement of ELOs. In addition, BDEP uses teaching evaluation surveys as input for faculty development in teaching activities.

BDEP develops the curriculum based on stakeholders' input, scientific developments, and benchmarks with overseas universities. Nevertheless, it is essential to note that course materials are adjusted and updated each semester to ensure the newness of the materials. Course materials are constantly updated based on the latest scientific developments. An update includes adjusting the latest textbooks for lectures and using the latest technology information, such as the newest statistical software in processing data, as a basis for management decision-making. One of the ELOs may be supported by several courses, and the teaching team conducts its achievement evaluation



through exams (mid-term exam, final exam, Quiz, and assignments). The Quality Assurance Unit monitors the learning process and achievement of ELOs at the faculty level (SPM).

Course materials can be accessed both offline and online. Each course has its SLP and rubric that describes the learning strategy to achieve ELOs. Furthermore, UNAIR has an integrated learning management system ([hebat.elearning.unair.ac.id](http://hebat.elearning.unair.ac.id)). This LMS allows lecturers to use a combination of teaching methods such as group discussion/interactive discussion, assignment, and quiz. The materials are managed and updated regularly from the beginning of each semester. Course materials may include presentation slides, book chapters, e-books, journal articles, and presentation files.

At the end of every semester, students will evaluate lecturers in their class through an online survey on UACC. The evaluation concerns the performance of each lecture in planning, communicating, and evaluating the learning process and includes lecturers' time management, teaching methods, and learning media. In addition, the HEI asks the students to evaluate course materials from each lecturer based on their availability and newness. Finally, this evaluation contains feedback and recommendation for all lecturers to consider some improvement in the next academic year.

BDEP organises lecturing tutors who are selected by Course Coordinator (PJMK) to facilitate students in understanding required courses. BDEP's lecturing tutors intend to supplement lectures (regular class) and not replicate or replace them. Lecturing tutors help students to enhance their capacity in quantitative/science courses. Some courses involving tutorial activities include Mathematics of Economics I, Mathematics of Economics II, Statistics I, Statistics II, Econometrics I, and Econometrics II. These tutorial activities also become the subject for evaluation by the study programme and the SPM. Furthermore, the Study Programme through the Development Economic Students Association provides peers teaching during the Mid and Final Exam.

### **Master of Economics**

For MECP, the teaching methods are designed and implemented to support ELOs and course learning objectives. As for learning methods, MECP combines Teaching-Centred Learning (TCL, e.g., class teaching, demonstration, and practices), Student-Centred Learning (SCL, e.g., group discussion, problem-based learning), and Research Methodology (i.e., train the students to search literature, find research ideas, write proposals, research reports, and papers, and give presentations).

With such teaching and learning approaches, students must actively participate in class by contributing questions and answers on issues or topics discussed. Student participation is also evident in the assignments given in each course. The assignments usually require students to practice conducting research, like evaluating research material, analysing the materials for its facts, opinions, and arguments, selecting the relevant material to the assigned or chosen topic, and keeping a detailed record to cite them appropriately.

The HEI employs several learning methods: lecture, discussion, seminar, tutorial, and feedback-oriented learning. These methods effectively encourage students to interact with their lecturers. In several courses, lecturers make discussion groups and encourage students to discuss with their team and present their ideas. In certain classes, the assignment is an individual or group project.

The main objective is to make students independently conduct research or build their teamwork skills.

There is a provision of training provided to lecturers so that they are able to carry out the required learning methods. Compulsory training from campus called Applied Approach (AA) which focuses on classroom learning methods, as well as other curriculum-based training courses called PEKERTI. In addition, lecturers also have the opportunity (funded by the faculty) to participate in training according to their interests and fields, or those that are not appropriate, as long as it is related to improving the required learning methods.

Relevant training is provided to ensure that lecturers are competent in applying didactical methods and using the instruments to increase the achievement of ELOs. The lecturer performance index in the teaching-learning process indicates whether the teaching staff has implemented the didactical method and made the most out of the instrument.

The roles of lecturers in the teaching-learning process include: designing and redesigning the course content, arranging teaching teams, designing learning contracts, study plans and assessments, and learning process. The teaching team consists of lecturers with similar expertise. Several courses may support one ELOs, and the teaching team conducts its achievement evaluation through exams (mid-term exam, final exam, Quiz, and assignments). In addition, the Quality Assurance Unit monitors the learning process and achievement of ELOs at the faculty level (SPM).

Course materials can be accessed in the e-learning system and the programme's web. The contents of the materials are managed and updated regularly from the beginning of each semester. Course materials may include presentation slides, book chapters, e-books, journal articles, and videos.

In order to assist students in the Applied Econometrics and Modelling courses, MECP provides tutorial sessions. The tutorials help the students understand various analytical tools and skills in using specific quantitative software such as STATA and EViews. The tutorial class is integrated with the materials given in the regular class. The lecturers of tutorials have coordination with the course coordinator in the regular class. The study programme and SPM monitor all tutorial activities. The tutors are the lecturers who teach quantitative method courses and assigned directly by the coordinator programme of MECP.

## Appraisal:

The didactical concept of the 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.

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

Guest lecturers are invited 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.

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

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

### 3.4 Internationality

#### Both programmes

Internationalising education has become part of UNAIR's strategic plans. Hence, UNAIR encourages and supports each study programme to incorporate internationalisation as an integrated aspect of the curriculum. The following table lists the implementation of the internationalisation in the BDEP and MECP. The following table shows that all programmes have prepared their students for an international working environment.

**Table 9: Internationalisation Aspects Bachelor of Development Economics Programme**

	Bachelor of Development Economics Programme	Master of Economics Programme
Language	Compulsory English Competence	Compulsory English Competence
Courses	35 courses	12 courses
Elements of courses example (Compulsory and Elective)	International Economics I, International Economics II, International Monetary (Elective), International Trade Policy (Elective)	Trade economics, Tourism economics, Health Economics (Elective), Maritime Economics
Classes	-	Double degree UWA-Australia

Activities	Guest lecturers (inbound & outbound), seminars, conferences, training, exchanges	Guest lecturers (inbound & outbound), seminars, conferences, training,
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For MECP, the international contents and intercultural aspects implemented in the curriculum can be reflected in the Double Degree program between MECP and Master of Public Policy UWA-Australia as the host university. The programme allows the students to gain competencies from the host university. To balance the level of the education process, the majority of reading lists such as books and journals are in English. Some lecturers are giving assignments to review English journals, and the lecture notes are mainly using English. Therefore, students get used to reading and learning from materials delivered in English. The students also learn many economic issues, both national and international. In addition, the students could learn about the intercultural environment through attending guest lectures and international conferences.

### **Bachelor of Development Economics Programme**

BDEP has a number of part-time students from the inbound programmes which consist of 39 students from Univeristi Teknologi Petronas (Malaysia), 2 students from Mahidol University (Thailand), and 14 students from Lincoln University (United States of America). Moreover, the HEI have made several attempts to improve the internationality of the programme by actively participating in several international activities. Along with the faculty and the university, the programme has established policies regarding inbound and outbound programmes. The Department of Economics also seeks to encourage students' exposure to international connections. Students actively participate in international youth programmes, Asia Young Scholarship Summit, international symposium, IISMA, international conferences and student exchange programmes such as Saxion University; Mahidol University, Thailand; Universiti Kebangsaan, Malaysia; Universiti Teknologi MARA (UiTM)-Malaysia; and Cukurova Universitesi, Turkey. Since 2016, the HEI have sent around 119 students abroad for international mobility programmes.

The internationality of faculty has been established and implemented in the last ten years. The following details are some main activities of internationalisation. In 2021, over 55 % of the Department of Economics lecturers have international education qualifications. In addition, the Department also has one full-time international staff as a lecturer. Furthermore, some lecturers also have had professional experience at the international level, such as economic consultants for ILO. Likewise, BDEP, through the Department of Economics, actively sends faculty members abroad to join exchange programmes as visiting lecturers and international speakers and also actively inviting international faculty members from universities as guest lecturers. In terms of international research experience, the faculty members in BDEP have international research collaborations with foreign researchers such as from Australia. To induce the productivity of international research, FEB provides research grants to the faculty members and rewards those who can publish their papers in reputable international journals.

The foreign languages content manifests in the use of literature, courses materials, and course delivery. The majority of the literature is international editions.

## **Master of Economics Programme**

In terms of students' intake, MECP has grown steadily for the last five years. However, the number of international students enrolled in the programme is only one student from Tanzania. At the university level, they have offered the ADS<sup>2</sup> to increase the number of international students. ADS is a scholarship programme available for outstanding international students from developing countries all around the world who wish to pursue a master's or doctoral degree programme. This scholarship provides numerous benefits and various study programmes ranging in the health, natural, and social sciences. At programme level, currently, MECP attempts to increase the programme's exposure in the international community by increasing international collaboration with foreign universities.

The internationality of faculty is promoted by inviting international faculty members from universities as part-time lecturers, guest lecturers, workshop facilitators, and a writing clinic facilitator in the MECP. Some international faculties who gave international academic exposure are Universiti Teknologi Mara (Malaysia), UWA (Australia), and Nagoya University (Japan). FEB fully supports international collaboration. Each department in FEB is being encouraged to collaborate with universities abroad. The collaborations are in the form of guest lectures, adjunct professors, and inbound staff. For example, the Economics department is currently collaborating with universities from Mexico, Malaysia, the Philippines, and the UK.

The contents of lecture notes are mainly in English. The reading list, such as updated textbooks and journals, are also written in English. Regular classes are delivered in Indonesian and English. Meanwhile, the double degree classes or collaboration classes are delivered entirely in English. The foreign students should write their thesis in English and every student is encouraged to publish his/her research in the international journal.

One of the skills of the graduates is to have good communication skills. Some courses support improving students' employability skills (communication, public speaking, cooperation, and conflict handling skills); for example, they should present project research in a modelling course. In addition, students are encouraged to attend colloquium(s), which are organised by doctoral programmes. Besides, the provision of leadership skills for students was also stimulated in group assignments, discussion and simulation of policy decision making in public economics courses, and leadership assistance at the international level in student outbound schemes.

## **Appraisal:**

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

The international composition of the student body corresponds to the programme concept. The measures taken to promote internationality are goal-oriented.

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<sup>2</sup> <https://global.unair.ac.id/ads/>

Half of faculty have international experience. Hence, 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 corresponds 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)			X		
3.4.2	Internationality of the student body			X		
3.4.3	Internationality of faculty			X		
3.4.4	Foreign language contents			X		

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

#### **Bachelor of Development Economics**

One of the features of the BDEP curriculum is that the programme is equipped with compulsory faculty courses. These courses belong to other disciplines under the FEB. The objective of these courses is to build multidisciplinary knowledge. Therefore, the HEI consider some of the courses to be multidisciplinary such as (1) the Introduction to Business; (2) the Introduction of Accounting, (3) Religion I and II; and (3) Civic Education.

Moreover, to cultivate the leadership skills for the students, BDEP actively engages with the student board. The programme has a dedicated regular discussion session with the student board in order to catch up with the current situation of all the students. From the discussion, BDEP can determine their role and action in supporting the students' interest and need. For example, BDEP has established an internal internship programme which allows all the students to take part in BDEP management and in the lecturers' research activity. The programmes which are developed based on the discussion is not limited to student board members but for all students in general

The nature of multidisciplinary education is also reflected in the university policy, specifically about the requirement for students to collect a certain level of credits from non-curricular activities (SKP). This policy also aims to facilitate students in increasing their multidisciplinary perspective. Students can join many activities that involve communication, public speaking, cooperation, and conflict handling.

#### **Master of Development Economics**

One of the skills of the graduates is to have good communication skills. Some courses support improving students' employability skills (communication, public speaking, cooperation, and

conflict handling skills); for example, they should present project research in a modelling course. In addition, students are encouraged to attend colloquium(s), which are organised by doctoral programmes. Besides, the provision of leadership skills for students was also stimulated in group assignments, discussion and simulation of policy decision making in public economics courses, and leadership assistance at the international level in student outbound schemes.

**Appraisal:**

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the module/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. It is noted that the HEI should address more business and ethical issues in order to enhance and foster a sound discussion culture.

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

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

**Bachelor of Development Economics Programme**

To ensure graduates' employability, BDEP provides various courses which equip students with employment skills. For example, the statistics and econometrics courses help students to apply quantitative modelling and analyse data. In addition, to support students' capacity in the knowledge area, BDEP offers wide-ranging elective courses.

The University also supports employability skills development through several programmes for students. For example, the DPKKA actively provides numerous self-development and career mapping workshops, personal branding, and networking seminars. DPKKA also regularly holds the Airlangga Career Fair (Job Fair) hub between UNAIR's graduates and employers.

Concerning content, the development of employment skills is illustrated in the objectives of the programmes (1.1), the integration of theory and practice, the interdisciplinary thinking and MBKM, the methods, and scientific practice, assessment, and internationality. Faculty also provides certification programmes to support student employability skills, such as risk management, regional finance, data science, and e-commerce training. Thus, employability skill is one the vital parts of the whole learning concept in BDEP.

**Master of Economics Programme**

Some courses combine theory and practice with supporting employability skills. For example, one of the skills of the graduates is to have good communication skills. Some of the courses support

improving students' employability skills (communication, public speaking, cooperation, and conflict handling skills); for example, they should present mini-project research in modelling courses as the assignment. The courses are applied econometrics and modelling.

The DPKKA has conducted seminars and workshops to encourage students to compete in the local and global labour market. As a result, the data show that approximately 11-14 % of graduates work in multinational companies in three years. In conducting these seminars and workshops, DPKKA collaborated with the student organization from each faculty and also the department. In addition, DPKKA also holds the Airlangga Career Fair to establish connections between graduates and stakeholders. One of the benefits of this event is to reduce the length of waiting time for each graduate to get a job.

Concerning content, the development of employment skills is illustrated in the objectives of the programmes, the integration of theory and practice, the interdisciplinary thinking, the methods, and scientific practice, and assessment. Thus, employability skill is one the vital parts of the whole learning concept in MECP.

## Appraisal:

The promotion of employability runs as a common thread of the study programmes through all its courses. There are a wide range of electives and the HEI promotes personal branding. Moreover, network seminars and a regular career fair are offered.

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



## 4. Academic environment and framework conditions

### 4.1 Faculty

#### Both programmes

Like other aspects of quality management at UNAIR, human resource development also follows a pre-established road map. The roadmap considers the following conditions: a needs analysis-based recruitment process, individual competencies, employment history, performance appraisals, and internal and national regulations. Lecturers who teach in BDEP and MECP consist of permanent and non-permanent lecturers, part-time lecturers from industry and other universities, and visiting lecturers. Most of these permanent/full lecturers are civil servants because UNAIR is a state-owned university. The recruitment of civil servants is carried out centrally by the Ministry of Education and Culture of the Republic of Indonesia and coordinated by the National Civil Service Agency (BKN). In addition, as UNAIR is a legal entity (PTN-BH), the University is also entitled to employ permanent faculty members (as stipulated in the Government Regulation No. 30 of 2014).

The following table depicts the structure of faculty members at the BDEP and MECP programmes:

**Table 10: Structure of the Faculty Members**

Lecturers Category	Bachelor of Development Economics	Master of Economics Programme
<b>Full-time lecturers</b>		
Professor	4	3
Doctors	28	17
Masters	12	
<b>Total</b>	<b>42</b>	<b>20</b>
<b>Part Time Lecturers</b>		
Part Time	2	5
<b>Total full time + part time</b>	<b>44</b>	<b>25</b>

The regulations regarding the academic qualification of the staff have been established, both from the government and UNAIR. BDEP and MECP comply with the regulations as reflected in the staff structure and their corresponding CV and in the respective official FEB web addresses. All lecturers in BDEP and MECP have met the minimum academic requirement to teach at BDEP and MECP, which is a master's degree and doctoral degree in economics, respectively. The qualification of the faculty staff is also strictly selected and matched with the course delivered. The faculty members are characterised by their specialisation fields such as natural resources, environmental and energy economics, monetary economics, and international economics. Aside from owning the respected degree, the faculty's outstanding academic qualification is evidenced by publications in high factor journals.

To become a professor, lecturers have to meet these requirements:

1) meet the cumulative credit points in accordance with applicable regulations, 2) become the first author of scientific papers in reputable both national and international journals, with a minimum predetermined amount, of which 50 percent must have an impact factor (IF) value of 0.25 (Scopus) and 0.50 (WoS), 3) have received a research grant, 4) have supervised or helped supervised the doctoral programme, 5) have been an examiner for at least three doctoral programme students, 6) as a reviewer at least two different reputable international journals.

The full-time lecturers at the BDEP and MECP must attend and pass a pedagogical training, i.e., PEKERTI/AA which are training programmes to improve lecturers' capability in conducting their functional duties, to increase lecturers' professional competence in holding functional positions, especially in improving pedagogical skills. The majority of the lecturers are also certified professional educators (SERDOS) issued by the Indonesian Ministry of Education and Culture. The certificate is awarded after assessing pedagogical, research, English proficiency, and an assessment committee has made academic ability. At the university level, the Directorate of Educational Innovation and Development (DIPP) has the primary duty to ensure that faculty members meet the pedagogical/didactical requirements by providing academic training. At the end of each semester, the quality of teaching lecturers is evaluated by students. The evaluation results show that the teaching of BDEP and MECP lecturers had been considered satisfactory.

Internal cooperation among faculty members is carried out in the university's main activities (Tri Dharma), including teaching, research, and community service. Most of the internal cooperation is in the teaching area since the lecturers deliver the courses through team-teaching, led by the course coordinator (PJMK). The HEI form the team-teaching based on their expertise, such as natural resources, environmental and energy economics, monetary economics, and international economics. The team-teaching coordinates with each other to set goals for courses, design syllabus, prepare lesson plans, teach students and make students' evaluations. Also, the team-teaching intensely communicates with team-teaching of other courses to make sure there are no overlapping contents through all the courses. In addition, the team-teaching routinely holds meetings prior to starting a new semester to discuss issues such as improving the course's content, learning method, and course updated references. The HEI also conducts research and community service activities in a team; for instance, several lecturers have joint research or publication and undertake the community service in a group of 2-3 lecturers.

Each faculty ensures that students are delighted with the support they receive during their academic journey. All courses led by the course coordinator (PJMK) will ensure to support the students for each course. The lecturers' team and the PJMK can be contacted either via email or phone in providing information to students regarding these courses. Moreover, academic counsellor is a vital part of students' academic journey by supervising, guiding, and advising the students. Lecturers act as academic counsellors and are assigned to every student to discuss academic and non-academic issues. The HEI provides the students with the counsellor's contact details: email and phone number. They also can reach the counsellor through UACC, a secure and internal online platform. Students may meet the counsellor in face-to-face mode on campus directly or via the contact details. The academic counsellors are also available for the students outside the office hours as well, since some academic counsellors also maintain communication via WhatsApp group with their students, for instance.

The faculties are also active in encouraging and supporting students to join many different kinds and levels of education and competitions. Furthermore, international activities are also available and supported, such as outbound, exchange, and double degree. In addition to academic counsellor service, to support the students during their study, the UNAIR provides a health centre and hospital, sport and art facilities, dormitory, and unit psychology service for students. The faculty also prepares funds to provide scholarships and awards for outstanding students. This support is beneficial to the students since they achieve the best papers in national and international paper competition. During the online conference, it became apparent that the HEI provides a dense and effective network of financial help for students. In addition, HEI has implemented an early warning system that anticipates problems or identifies them very early and takes remedial action.

Before the pandemic hit, the programme ran mixed-methods learning where courses were delivered in classrooms and through e-learning using Synchronous or Asynchronous Learning (ASL) modes. Students must also read learning materials and complete assignments, post-tests, and other learning activities. However, in response to the Covid-19 pandemic, the study program conducted whole online learning through LMS platform namely HEBAT (<https://hebat.elearning.unair.ac.id/>). Students can contact the e-learning Help Desk at the University and Faculty level (Captain of E-Learning) for technical problems.

### **Bachelor of Development Economics Programme**

The BDEP programme has 42 full-time lecturers and two part-time lecturers. 9.5 % of lecturers are professors, 66.67 % have PhD and doctoral qualifications, and 100% lecturers hold a Master's degree equivalent to Master Programme in Economics as the minimum qualification to teach at the bachelor's level. So, the ratio of lecturers to students is 1:20.56 or one per 21 students, meeting national standards (BAN-PT Accreditation).

BDEP, under the Department of Economics, has an Economic Development Unit (LPEP) as a hub that connects to the business and industry. Through the LPEP, faculty members deliver training to the companies' employees and deliver consulting activities to the companies regarding their respective specialisations in economics. The Department also encourages faculty members to have professional careers or activities outside the university. For example, most lecturers actively contribute to the community as economic experts, bank directors, regional economists, development consultants, and business consultants for the industry. In addition, part-time lecturers with a professional background such as researchers, bankers, politicians, and government leaders are invited to deliver courses in the study programme. As stated previously, the practical business experience of the lecturers is essential for students as the lecturers will use the experience in their teaching activities and expose students to practical knowledge.

To ensure the graduates quality, BDEP has a cluster of competent lecturers from high profile practitioners. Among these groups are senior economic advisor at the executive office of the president of the Republic of Indonesia, the East Java bank commissioners, economist at one of commercial banks in Indonesia, consultants to international agencies such as ILO, the World Bank, consultant to the central and local government or owners of large cooperatives. These qualified lecturers from practitioners are expected to maintain and further improve the employability of BDEP students. Currently, the BDEP has notable alumni working in reputable institutions such as Deloitte, UNDP, World Bank, Research Institutes, The Central Bank, Ministries, Member of House of

Representatives, Academics, Industry Practitioners, professional bankers, tech-based start-up CEOs.

### **Master of Economics Programme**

Currently, the MECP has 20 full-time lecturers and five part-time lecturers. The full-time lecturers range from Assistant Professors, Associate Professors, and Professors, and all of them hold a doctoral degree as the minimum requirement to teach master's degree. The full-time lecturers belong to the Department of Economics or other Departments within the FEB. At the same time, the part-time lecturers are the retiree (former lecturers) and experts from the industry. As a result, the ratio of lecturers to students is 1: 20 or one per 20 students, meeting the national standards (BAN-PT Accreditation).

A doctorate is a fundamental requirement for setting competency standards for teaching activities at MECP. In addition, MECP lecturers must conduct research and several academic activities. The lecturers actively contribute solid advice to the government, financial institutions, and research institutions. In addition to contributing to society, this contribution can also improve the competence of lecturers. Meanwhile, part-time lecturers are recruited based on their expertise. Therefore, apart from teaching, part-time lecturers also have other jobs in other organisations as researchers, banking practitioners, heads of local government, and many others. Similar to BDEP, through LPEP, MECP lecturers are also given practical business experience by actively participating in providing training and consulting activities.

### **Appraisal:**

The structure and number of the faculty correspond to the programme requirements and ensure that the students reach the intended qualification objectives. The faculty's composition guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

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

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

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

In addition, projects and/or courses are conducted cooperatively. There is a strong cooperation between the lecturers. The HEI promotes team spirit and team teaching.

The faculty members are available for the students outside the specified office hours as well. The students are "fully content" with the support they receive. The HEI offers financial aid for the

students and has implemented a very sound early warning system that anticipates problems or identifies them very early and takes remedial action.

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

## 4.2 Programme management

### Bachelor of Development Economics Programme

The Programme Coordinator occupies the role of an operational leader who manages programmes, including the process of planning lectures, supervising, and evaluating, until providing feedback, based on regulations and implementation guidelines as the standard for realizing the vision and mission of the programme. The programme coordinator is on the third layer of leadership under the Faculty Dean. Regarding organisational relations, programme coordinator is the organiser of BDEP who performs various coordinative functions with other departments in a faculty. Such coordination function is carried out by planning, coordinating, and evaluating teaching activities. In addition, the programme coordinator is also responsible for curriculum evaluation by undertaking FGD with relevant stakeholders and conducting tracer study. To manage the programme, the programme coordinator is helped by the programme secretary and administrative staff.

FEB UNAIR is led by the Dean and assisted by three vice deans, four heads of department, one Quality Assurance Unit (SPM), and administrative and support units. The main job of the Dean and Vice Deans are establishing and implementing general policy, both academic and non-academic. These tasks then delegated to the Head of Departments, Head of Study Programme, and administrative divisions, which consist of (1) Academics Division and (2) Student Affairs Division, (3) Finance & Human Resources Division, and (4) General Affair Division.

There are 48 administrative staff; three are specifically assigned to support students and lecturers of the BDEP programme. The job descriptions of administrative staff include receiving, recording, achieving documents, administrating academic activities based on the university regulations to

ensure that the administrative process at the faculty level runs well. The administration services are easily accessed through email, SOPP (FEB's platform for thesis progress record), and WhatsApp to complement the face-to-face services.

The HEI also give all supporting staff opportunities for continuous professional development. The faculty and the study programme provide some amount of financial aid to those who would like to continue their study. The HEI also hold training and workshops to enhance and improve the capabilities of personnel to handle the administrative operation. The training and workshop can be standardised to accommodate all the administrative staff's interests.

To ensure and enhance the quality of the programme, Programme Coordinator and GPM (Quality Assurance Unit at the study programme level) will play the role to maintain academic quality assurance, to manage programmes transparently, and to improve quality continuously based on Self Evaluation Report and its evaluation result. Furthermore, GPM also makes preparations for the purpose of accreditation or re-accreditation.

### **Master of Economics Programme**

Based on Government Regulation Number 30 of 2014, Article 58, Program Director manages and organises the programme and reports to the Dean. Programme Coordinator conducts and coordinates all activities and directly reports to the faculty dean, because it is under the auspices of the department and faculty. Programme Coordinator occupies the role of an operational leader who manages programmes, including planning lectures, supervising, and evaluating, until providing feedback based on regulations and implementation guidelines as the standard for realising the vision and mission of the programme. Regarding organisational relations, Programme Coordinator organises bachelor/master/doctoral degrees and performs various coordinative functions with other departments in a faculty.

Generally, the Programme Coordinator has to set the objectives to be achieved by the Study Programme; plan on what to achieve the objectives; implement and monitor the progress that has been achieved and evaluate results and provide inputs or feedback to improve the performance through corrective activities. In doing so, the head of the study programme coordinates with all the teaching and supporting staff. Meanwhile, the education staff who are supporting the programme management also cooperate and coordinate with other educational staff at the faculty, in order to build a solid management team.

The administrative staffs support the students and faculty members in the teaching-learning process. There are 48 staff members responsible for the administration, including finance, facility and infrastructure, academic and student affairs at faculty level. In addition, a supporting unit named 'joint secretariat' is responsible for administrative tasks at the study programme level. Its jobs are to manage student data, ensure availability and preparedness of classrooms, recap students' and lecturers' attendance, and schedule classes. There are 11 staff and one supervisor (head of the supporting unit) responsible for the supporting unit, and there is one administrative staff assigned to MECP at master programme level. The job descriptions of administrative staff include receiving, recording, achieving documents, administrating academic activities based on the university regulations. Furthermore, they need to ensure that the administrative process at the

faculty level runs well. In addition, there are 32 librarians, spreading to the faculty library and university library.

The HEI also give all supporting staff opportunities for continuous professional development. The faculty and the study program provide some financial aid to those who would like to continue their study. The administrative staff must also join some training related to education management, achievement, and others adjusted based on their needs. The faculty and the university hold annual training which aims at increasing the administrative staff competence. Besides, the administrative staff are allowed to sit in courses in the diploma programme.

To monitor evaluation and quality assurance, Programme Coordinator and A quality assurance task force (GPM) coordinate the academic and non-academic quality assurance activities at the study programme level. Programme Coordinator and quality assurance task force (GPM) compile and develop a quality documentation system consisting of: (a) Quality objectives; (b) Study Programme Specifications; (c) Work instructions; (d) forms and other supporting documents; (e) Self Evaluation Report; (f) Self Evaluation Based Study Programme Evaluation Report, and; (f) make preparations for the purpose of accreditation or re-accreditation.

## Appraisal:

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

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

The opportunities of electronic service-support are used and supplement personal one-to-one counselling. The HEI offers the administrative staff opportunities for continuous professional development. The panel notes that the overall opening hours of the programme management should be extended after six pm.

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

## 4.3 Cooperation and partnerships

### Bachelor of Development Economics Programme

Following the target of UNAIR becoming a WCU and internationalisation of study programmes, it is clear that cooperation with HEI and other academic institutions or networks has been established well. For example, BDEP under the Department of Economics FEB UNAIR has already established some collaborations with many institutions to improve education and research skills for lecturers and students. The HEI divides the cooperation and partnership into three main categories:

**Outbound.** BDEP has collaborated with several institutions so the faculty and students can go abroad to improve their knowledge, such as participating in collaboration for research, student exchange, and short-course. The collaboration activities to realise the higher education Tri Dharma, carried out by several institutions. For example, since 2018 BDEP annually delegates 30 students and 2 lecturers to visit Universiti Teknologi Mara in Malaysia for a week. In this programme, the students and lecturers sit in several lectures and visit several businesses near the university.

**Inbound.** BDEP also receives international student and guest lectures from many institutions such as Universiti Teknologi Petronas; Mahidol University, Thailand; Universitas Kebangsaan Malaysia; and many more. For example, in 2019 students from Universiti Teknologi Petronas and its lecturers had a short inbound to BDEP UNAIR as feedback of the BDEP students' short outbound.

**Mix.** This collaboration necessitates a visit to and from UNAIR to do some projects such as research also for education. BDEP actively collaborates with local government institutions and research organizations, such as SMERU institute, to improve the lecturers' and students' research and academic skills.

The collaboration with various related stakeholders aims to improve the faculty and students' personal and skills development. Those cooperations improve students' experience, skills, and connections. Furthermore, the department through the FEB also has several partnerships with 14 foreign universities, such as the University College of Bahrain, Avans Hogeschool, Rotterdam University, The Global University of Islamic Finance, Cheng Kung University, Technical University Malaysia Melaka, Griffith University, Lincoln University, Saxion University, Fontys University, Mara University of Technology, Queensland University of Technology, and Durham University.

Cooperation is an essential part of developing student qualifications and skills. The impact of the globalization era triggered the students to study harder. This era demands competent workers to work in the strategic field to develop the country maximally. Therefore, the HEI cooperate with various parties, expecting that knowledge and competent skills from the experts and management professionals would benefit students' future careers. The HEI also carry out some collaborations with government bodies, public companies, local organizations, and also private companies. Students can engage with those experts through various activities provided by BDEP.

The cooperation can be divided into three main categories:

- **Teaching.** In the context of teaching, there are two stakeholders: internal and external organisations. The internal organisations include KSPM FEB UNAIR (Capital Market Study Group), WEBS FEB UNAIR (Workshop Entrepreneur Business Society), also KOPMA FEB UNAIR. In contrast, the external organisations/partners consist of BPS Indonesia (Indonesia



Statistical Bureau), the Indonesian Stock Exchange, the Ministry of Trade, and many more. The HEI conduct the collaborations through webinars, training, workshops, and also consultation.

- Employment and Internship Opportunities. FEB UNAIR has built strong cooperation with the best institutions in Indonesia, which offer employment and internship opportunities for graduates/students. Moreover, some institutions such as the Central Bank of Indonesia and Djarum provide scholarships and let the students intern in their company.
- Research and publication. Some organizations that cooperate with BDEP also do some research and publication. For Example, in KSPM FEB Unair (Capital Market Study Group), they sometimes try to study the capital market's case in Indonesia and publish them on social media. The faculty also cooperates with these companies/institutions to improve the quality of research, especially student thesis. The company/institution provides data or is willing to be a respondent for student thesis data.

### **Master of Economics Programme**

MECP has built cooperation and networks with both educational and professional institutions. The cooperation is in the form of joint projects and guest lectures. Joint projects are held to bring students outside the class and give them real-world experience, for example: conducted by LPEP in cooperation with BI Surabaya, PT. Pelindo, DPM PTSP Surabaya, etc, to do some projects and surveys. On the other hand, Guest lectures are held to bring the real world inside the classroom/online. For example, invite some lectures from abroad (UWA, ANU Australia, Manilla University, UiTM Malaysia, Mahidol University Thailand, etc) and some practitioner from government sector (Vice Governor East Java Province, BPS, BPK, BI, OJK, KPPU, etc).

Though seemingly different, both cooperation schemes are beneficial for developing faculty and students' qualifications and skills. Cooperation is also beneficial to the students in the study programme, because it could improve their experiences, it is part of the implementation of student services, and the target of the faculty that must be done. MECP continuously strives to expand its cooperation, both in terms of quantity and scope.

The cooperation and partnership with other HEI directly align with the programme's objectives, especially in linking the academic, professional, and theoretical and applied. MECP also utilises this cooperation and networks to gain feedback on students' competencies, skills, and performances. In addition, some well-documented data on the number, duration, costs, and outputs of such cooperation are beneficial to analyse their future feasibility. The study programme shall consider all these inputs in the strategic meetings. For example, MECP has a double degree partnership with the University of Western Australia (UWA). Currently, there are five students expected to join the double degree programme with UWA in 2022.

The cooperation with the business enterprise in the programme can be divided into two main categories. First, academic programme. FEB collaborates with many organisations, such as universities, government institutions, state-owned companies, and private companies, to conduct several activities to support academic programs, such as internships and fieldwork. Second, applied programmes. The faculty collaborates with many institutions at national and international levels to conduct several activities related to applied economics and business, such as research collaborations.

The HEI also cooperate with the BPS. There are, on average, eleven BPS staff enrolled in MECP annually. This collaboration is also beneficial for non-BPS regular students. Students from BPS could share experiences with each other, consult data, have additional data references or parties at BPS who play a role in data collection, and share certain analytical techniques. The cooperation supports qualification and skill development for BPS's students in MECP to do an open discussion with regular students. The other collaborations are conducted with the Indonesian Society of Appraisers (MAPPI), Business Competition Supervisory Commission (KPPU), the East Java local government in the form of guest lecture(s).

## Appraisal:

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

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

## 4.4 Facilities and equipment

### Both programmes

The total area of the FEB building is 16,814.7 m<sup>2</sup>, consisting of a lecture hall, lecture rooms, reading rooms, academic rooms, canteens, prayer rooms, parking areas, and toilets. The HEI share these facilities with other departments (Management, Accounting, and Islamic Economics). Infrastructure at FEB is the responsibility of the Vice Dean II, while maintenance is the shared responsibility of all departments. There is also Sharia Tower as a new building that facilitates academic and non-academic activities with other departments and other faculties.

FEB lecture halls can be used for regular lectures for five days from Monday to Friday from 07.00 to 21.00. Any additional course-related activities can also be held outside these hours. In addition to the regular lecture halls, the three large halls can be used for specific 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) ABC Hall can accommodate up to 250 people, and the smallest is the Tirta Hall with a capacity of 60 people.

FEB also provides laboratories to support the teaching and learning process. The laboratory consists of:

The HEI have four computer labs with a total of 164 computers. All computers are installed with high-end computing programmes to support teaching and learning processes such as Accurate, SPSS, and EViews for statistics, business statistics, econometrics. The HEI also have Microsoft Office installed.

There is one capital market laboratory (investment gallery). The capital market laboratory is a mini-laboratory equipped with special software to help users obtain real-time stock trading information on the Indonesia Stock Exchange (IDX). This laboratory was established in collaboration with Mandiri Sekuritas, a large state-owned company. With this lab, students can monitor IDX information in real-time, such as the current stock price and trading volume. Students can use this information to conduct securities trading transactions. Thus, students can apply their knowledge of the capital market.

All physical facilities are designed to be accessible to all students. There are four lifts located in the main building and another in the ABC building to support students with disabilities. There are also two escalators at the ABC building.

The university has accommodated the educational process through the provision of UACC and LMS. Students use the UACC platform to plan and access study plans electronically, and they can also track their academic performance. In addition to UACC, there is an LMS to assist the teaching and learning process (HEBAT, <https://hebat.elearning.unair.ac.id/my>). Furthermore, the library website ([www.ebooks.lib.unair.ac.id](http://www.ebooks.lib.unair.ac.id)) accommodates the need for e-books and other literature. FEB also provides a Reading Room as a mini school library where students can access hard copies of literature and online materials.

In addition, because internet access is now critical to help students access literature, communicate and collaborate, or find useful and needed information, FEB provides students with unlimited high-speed internet access. They can log in to their accounts and use them freely when they are inside the faculty building. The IT unit is responsible for ensuring internet access runs well.

The quality of support services and facilities is monitored and evaluated each semester by employing several instruments. Under the SOP of teaching-learning processes, the infrastructure unit within the FEB should monitor and prepare the infrastructure to support the teaching and learning activities. This policy also aligns with the PP-UNAIR-MUN- 01-01 Document about the procedural guidelines on facilities and infrastructure management. The evaluation is also conducted through surveys of learning experience and teaching evaluation. After reflecting on those processes, the faculty management will respond to maintenance and enhancement of all facilities.

UNAIR and the FEB provide several alternatives for students and lecturers to access the literature. UNAIR provides three main libraries located on each campus (A, B, and C). UNAIR library service opening hours are from 7.30 to 22.00 for Monday-Thursday, 7.30 until 9:30 a.m. for Fridays, and 8.00 to 16.00 for Saturdays. The collection of books related to economics and business is located in the Campus B Library. The Campus B library has more than 80,000 titles. Moreover, there is an e-library which provides thousands of ebooks and thesis, also 15 database resources including ScienceDirect, Proquest, Sage Journals, and Emerald Insight which can be accessed for free by the students. Searching library book collections can be done everywhere through the Online Public

Access Catalogue (OPAC). Furthermore, the library website ([www.ebooks.lib.unair.ac.id](http://www.ebooks.lib.unair.ac.id)) can access useful sites and accommodate students' needs for e-books and other literature.

In addition to the main library, the FEB UNAIR has a Reading Room that provides economics and business reference books. It is open from 8.00 to 19.30 every Monday- Thursday and 8:00 to 7:00 every Friday. The Reading Room is equipped with tables and chairs and is arranged with good lighting and an air conditioning system to provide comfort for visitors. The faculty's Reading Room has more than 1000 collections. This literature collection is also integrated and can be traced through the university's OPAC system. In addition, visitors can also access students' undergraduate and Graduate theses.

For access to digital literature, UNAIR provides Airlangga E-Books Collections services where lecturers and students can access a collection of digital books. In this service, there are more than 800 titles of digital book collections related to the field of Economics. Digital versions of theses and dissertations can also be accessed through "UNAIR REPOSITORY." Students and lecturers can also access international journals subscribed to by UNAIR (through various providers such as ProQuest, Science Direct, Sage Publication, UNAIR Journal, and many more). Students can access the resources from home by using their student account through this website (<https://UNAIR.remotexs.co/user>).

Further, the library also provides access to the OSIRIS database to assist students who need financial data from companies worldwide. To support students' learning outcomes in each programme, FEB provides a database that students can access. Database provision is under service of the Centre of Research and Publication (3P) FEB UNAIR.

## Appraisal:

Since an online conference was conducted, the panel was not able to visit the University on-site. Therefore, the panel was provided with a video and descriptions of the University's premises and facilities and based their assessment on this evidence. According to that information, the provided teaching rooms and the equipment of the learning facilities seem to be in line with the needs of the study programmes.

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

The library is accessible during most of the day. Access to relevant digital media is available from the students' home. Qualified library staff is there to advise students.

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

## 4.5 Additional services

### Both programmes

UNAIR has a unit Directorate of Career Development, Business Incubation, and Alumni (DPKKA), which tackles the career counselling and placement service for all the students of UNAIR. In addition, the DPKKA provides entrepreneurship and career preparation services for students. These are implemented through (1) Career Counselling (CC) programmes, which can be accessed online and offline. The online CC can be accessed on PPKK UNAIR's website (<http://ppkk.unair.ac.id/program/consultation>), while the offline CC is conducted once a month. (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 approximately 30-40 companies participate in each activity. (3) Airlangga Career Club (ACC), ACC is conducted four times a month regularly. ACC aims to introduce students to several career fields, such as banking, education, industries, and many others. The participants of ACC are from all majors of Universitas Airlangga. (4) Career Preparation (CP), CP is conducted in two ways, a week after graduation and a week before graduation. These activities aim 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.

There is an alumni organization at the faculty level called Ikatan Alumni Fakultas Ekonomi dan Bisnis (IKA FEB UNAIR). Their activities are integrated with the alumni association at the university level. Some meetings are regularly conducted every year. In addition, there is a programme called the outstanding alumni award at the faculty level. It aims to give an appreciation to the alumni for their contribution to the university and the community.

Further, the alumni association also works to help FEB UNAIR achieve its goals and objectives, such as internationalisation, entrepreneurship, material support (Pegadaian Classroom), redesign curriculum, and many more. In addition, the programmes regularly invite alumni who have relevant skills and experience to share their expertise with students under the 'Alumni to Teach' initiative. For instance, BDEP has eight alumni who are successful and have magnificent careers at the national level. Some are entrepreneurs, heads of research institutes, and members of parliament, so the HEI invite them to join the 'Alumni Mengajar' programme, which facilitates the alumni to give short lectures to motivate and share knowledge with the students.

Moreover, the programmes conduct regular alumni tracer surveys to get updates regarding the alumni data, such as employment and the suitability of the courses they got with the world of work. The surveys also provide opportunities for alumni to give feedback and suggestions to improve any aspects of the programme. The HEI measure the users' feedback to gauge their satisfaction with the graduate's competence in the workforce. Those feedbacks cover basic legal competency, general knowledge, IT literacy, foreign language proficiency, communication skills, teamwork, work motivation, and work ethics.

## Appraisal:

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

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

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5	Additional services				
4.5.1			X		
4.5.2			X		

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

### Both programmes

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

- Revenue from State Budget. It represents revenue from the state budget for 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.
- 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.
- 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.

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. Thus, all study programmes are well-financed. There are no study programmes closed due to financial difficulties. Moreover, UNAIR also offers scholarships to students with financial difficulties either from UNAIR's cash directly or from third-party resources. The sum total of tuition fee varies depending on the

student parents' income. In case there are students who face financial difficulties, the study programme will facilitate them to apply for financial aid schemes. For example, UNAIR provided tuition discounts and exemptions in 2020 for students that experienced financial difficulties due to the economic situation during the pandemic. UNAIR never closes its study programmes due to financial problems or other things. It indicates that UNAIR meets all the requirements to manage the study programmes and has enough resources to finance the programmes.

**Appraisal:**

The study programme is funded for the entire accreditation period so that students will definitely be able to complete their studies.

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



## 5. Quality assurance and documentation

### Both programmes

UNAIR recognises the importance of a robust academic quality assurance (QA) system to demonstrate how quality is assured in academics and all related activities. The purpose of implementing this system is to ensure all academic activities can be monitored and evaluated effectively and efficiently and meet the academic standards. Further, the system will provide inputs for improving the quality and students' experience with regard to internal imperatives and external requirements. This system also provides a mechanism for a comprehensive review and promoting good practices across study programmes. Hence, it encompasses the internal and external evaluation, the evaluation of faculty members and FEB management, and the student, alumni, and employer assessments. Strategically, the UNAIR QA System intended to: (1) assure the educational processes and outcomes consistently meet the requirements and comply with laws and regulations both in terms of quality and in Professional matters; (2) increase stakeholders' satisfaction through implementation of effective quality management system, including continuous improvement in all processes, and (3) ensure consistency of the research process and community services to achieve the vision and mission that have been set.

To ensure the effectiveness of the QA system at all levels of the organization, 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 the 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). This task force has the main responsibility to coordinate all QA cycles during the semester. Structurally GPM coordinates with the Quality Assurance Unit at the Faculty Level (SPM) and Quality Assurance Unit at the University Level (BPM), the unit that is responsible for implementing and developing the QA framework. At the programme level, the QA cycle involves activities such as: (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 the 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 relevant statistical data.

One of the implementation keys of the QA framework is the effectiveness of students' evaluations. In AIMS, students are actively involved in several stages of evaluations:

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. 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 process for the final thesis.
3. Student requirement and expectations surveys try 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. A student learning experience survey was conducted prior to the graduation ceremony. This survey is intended to obtain student assessments of the study programme they graduate from and rate various university services throughout their study period. These 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.

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

1. Faculty member's evaluation on curriculum content and the teaching-learning process. Faculty members carry out this evaluation during the semester and discuss the results at the end of regular semester meetings at the study programme's level. Through this meeting, the programme director and faculty members agreed on any quality improvements, up-to-dateness of the course content, and the quality of the student learning experience.
2. Engagement and satisfaction survey. This survey intends to assess UNAIR's capability, as an organisation, to provide faculty members and general staff opportunities for career development and self-development. This survey also assesses the level of satisfaction and 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 department, and the dean of faculty in the aspects of vision and strategies, the lecturing process, the research, the

social service, the transformational leadership, the efficient management, and the interpersonal skills.

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

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

1. Through direct communication, alumni and employers are invited into regular meetings with faculty, department, and study programme leaders. These events include annual events, Focus Group Discussion, and many others.
2. The HEI conduct a tracer study for alumni and employers to fill out an e-questionnaire. This survey provides essential information regarding employment profiles and feedback on what critical skills they considered vital in their current industry circumstances.

The study programme coordinates with the academic and student affairs of the faculty who analyses the evaluation results and decides if measures are taken.

Being part of the national higher education system, UNAIR complies with the accreditation and standardization regulation. BAN-PT is an independent national organization that is responsible for carrying out the accreditation process at the study programme level and institutional level.

Students' academic progress is recorded electronically through the UACC. The system records any progress students make in their academic lives, including the courses they have already taken, the scores they obtain for the courses, and the other courses they still need to undertake to complete their study. Students can access the system anytime by logging in into the system. They can develop their study plan for the following semester by referring to the information provided on the system.

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

1. For the general public, located 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, and many others.
2. For internal parties, it is located in the LMS UNAIR [hebat.elearning.unair.ac.id](https://hebat.elearning.unair.ac.id) and [cybercampus.unair.ac.id](https://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. DIPP manages some specific data (<http://hebat.elearning.unair.ac.id>). It contains the whole process and documentation of e-learning. The public can access general and public information from the webs. Further inquiries can be directed to the helpdesk of each faculty. Each new student must participate in the orientation activities, and the organiser shall deliver the information through verbal deliberation, discussion, and manual distribution.

All information regarding the activities during the academic year can be accessed on the official website; social media platform: Instagram; YouTube channel; and in some printed materials, e.g., in the Academic Manual.

## Appraisal:

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes, has been set up. It takes into account the evaluation results and the analysis on student workload, success rate, and graduate employment as well as the profile of the student population. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined.

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

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

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

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

The HEI regularly publishes current news and information – both quantitative and qualitative – about the study programme via a wide variety of channels.

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

# Quality profile

HEI: Universitas Airlangga, Indonesia

## Bachelor / Master programme:

1. Bachelor of Development Economics
2. Master of Economics

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

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.1* Modular structure of the study programme (Asterisk Criterion)			X		
3.2.2* Study and exam regulations (Asterisk Criterion)			X		
3.2.3* Feasibility of study workload (Asterisk Criterion)			X		
3.2.4 Equality of opportunity			X		
3.3 Didactical concept					
3.3.1* Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2* Course materials (Asterisk Criterion)			X		
3.3.3 Guest lecturers			X		
3.3.4 Lecturing tutors			X		
3.4 Internationality					
3.4.1* International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2 Internationality of the student body			X		
3.4.3 Internationality of faculty			X		
3.4.4 Foreign language contents			X		
3.5* Multidisciplinary competences and skills (Asterisk Criterion)			X		
3.6* Skills for employment / Employability (Asterisk Criterion)			X		
<b>4. Academic environment and framework conditions</b>					
4.1 Faculty					
4.1.1* Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2* Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3* Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4 Practical business experience of faculty			X		
4.1.5* Internal cooperation (Asterisk Criterion)		X			
4.1.6* Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*) Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X
4.2 Programme management					
4.2.1* Programme Director (Asterisk Criterion)			X		
4.2.2 Process organisation and administrative support for students and faculty			X		
4.3 Cooperation and partnerships					
4.3.1(*) Cooperation with HEIs and other academic institutions or networks			X		

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