SELF-ASSESSMENT REPORT (SAR) ASIIN
DENTAL MEDICINE STUDY PROGRAM

2019
Faculty of Dental Medicine
Universitas Airlangga

fkg.unair.ac.id || Prof. Dr. Moestopo St. No. 47, Surabaya [60132] East Java - Indonesia
ASIIN Self-Assessment Report
Programme Level

Dental Medicine Study Programme
Faculty of Dental Medicine
Universitas Airlangga
Surabaya, Indonesia

FEBRUARY 2019
INSTITUTIONAL SUMMARY

Study Programme: Dental Medicine
Faculty: Dental Medicine
University: Universitas Airlangga (UNAIR)
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Person in Charge
Name: Dr. R. Darmawan Setijanto, drg., MKes
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Position: Vice Dean for Academic and Student Affairs

Surabaya, 28 Februari 2019
Dean
Vice Dean for Academic and Student Affairs

Dr. R. Darmawan Setijanto, drg., MKes  Prof. Dr. Anita Yuliati, drg., MKes
FACULTY OF DENTAL MEDICINE  
UNIVERSITAS AIRLANGGA  

STATEMENT OF INTEGRITY  
No.7201/UN.3.12/PPd/2017  

I am, the undersigned of this letter, Dr. R. Darmawan Setijanto, drg., M.Kes, Employee Number (NIP) 19611005 198803 1 003, in my capacity as the Dean of Faculty Dental Medicine Universitas Airlangga, hereby ---

---DECLARERS THAT---

1. The document of Self Assessment Report ASIIN of study programme dental medicine, Faculty Dental Medicine, Universitas Airlangga (here in after “the SAR Document”) has been verified and drafted according to the truly fact and data. I am, therefore, fully responsible for the integrity of the whole content of the SAR Document.

2. This statement letter and the SAR Document are intended solely for assessment on study programme dental medicine, Faculty Dental Medicine, Universitas Airlangga by ASIIN Secretariat or its authorized assessors.

3. Faculty Dental Medicine, Universitas Airlangga disclaims any consequences that arise or may arise from the use of information and data contained in the SAR document by any third parties. Faculty Dental Medicine, Universitas Airlangga its right to prosecute and take any legal action, both criminal and/or civil litigation, against any party who misused the information or data contained in the SAR Document.

Surabaya, February 2019
Dean,

Dr. R. Darmawan Setijanto, drg., M.Kes
NIP. 19611005 198803 1 003
PREFACE

Quality in higher education is based on various needs and expectation of stakeholders. It is a complex concept of academic quality. Stakeholders involved in formation of expected learning outcomes in order to accommodate the needs of the market concerning the competence of a dentistry practitioner.

This Self Assessment Report (SAR Document) was drafted to elucidate the processes of achieving the Programme Learning Outcome (PLO) of Dentistry Education Programme of Faculty of Dental Medicine, Universitas Airlangga (FACULTY OF DENTAL MEDICINE UNIVERSITAS AIRLANGGA), from academic Programme to profession Programme.

Furthermore, increasing quality in higher education is supported by Universitas Airlangga (UNAIR) i.e Airlangga Integrated Management System (AIMS). AIMS was developed based on international standard ISO 9001:2008, IWA2: 2007 and MBNQA.

I desire to acknowledge and express my gratitude and appreciation to Rector of Universitas Airlangga, Quality Assurance Board of Universitas Airlangga, ASIIN experts, and Self Assessment Report Team of Faculty of Dental Medicine

Dr. R. Darmawan Setijanto, drg., M. Kes

Dean of Faculty of Dental Medicine
Universitas Airlangga
STANDARD I

THE DEGREE PROGRAMME: CONCEPT, CONTENT AND IMPLEMENTATION

1.1 Objectives and Program Learning Outcomes of A Degree Programme
(Intended Qualifications Profile)

A. Objective

The objectives of academic programme is to produce graduates with competences such as care provider, decision maker, communicator, community leader, manager, researcher, creator and innovator (seven-star dentists) which are able to compete internationally, which can be described as follow:

1. Graduates who are competent, qualified, and have entrepreneurial spirit through student-centered learning method and long life learning in order to manage the stomatognathic system problem and improving the community health level based on morality

2. Graduates who are reliable in conducting basic medical-dentistry, public health, and applied medical-dentistry research both independently and through joint research oriented to the principle of benefit and always adhering the morality and intellectual property

3. Graduates who empower the communities to identify and formulate the health problem related to general condition and/or stomatognathic function. Empowering the community to be able to apply the appropriate and useful technology for strategic planning in solving stomatognathic problems as a part of holistic human health. Furthermore, the activity can be used as a basis to improve public health status.

B. Programme Learning Outcomes (PLO)

The process of PLO formulation has considered the input given by stakeholders both internal and external stakeholders. Internal stakeholders consist of academic staffs/lectures and students, whereas external stakeholders consist of The Association of Indonesian Dentistry Faculty (AFDOKGI), Indonesian Dental Collegium (KDGI), Indonesian Dental Association (PDGI), Medical Council (KKI), Ministry of Health Republic of Indonesia and health care industry as the users of the graduates.

The inputs given by stakeholders about graduates profile based on the scientific analysis and development skill, market needs analysis and decision maker which are legalized by Presidential Regulation Number 12 Year 2012 on Higher Education, Presidential Regulation Number 8 Year 2012 on Frameworks of Indonesian National Qualifications (KKNI), Act Republic of Indonesia Number 20 Year 2013 on medical education, Ministry of Higher Education and Technology Regulation Number 44 Year 2015 on National Standard for Higher Education (SNPT), Indonesian Medical Council Regulation (KKI) Number 40 Year 2015 on Standard Competence of Indonesian Dentist (SKDGI), and Guidelines for Dentistry Education (PPDG) Year 2016. The scheme of PLO Faculty of Dental Medicine Universitas Airlangga is formulated in Appendix 1.1 and can be accessed through http://fkdg.unair.ac.id/bcprof/learning-outcome/

C. Qualification Profile

The graduates of Dentistry Programme (Undergraduate and Profession Programme) are expected to play roles as: a) Care provider, b) Decision Maker, c) Communicator, d) Community Leader, E) Manager, f) Researcher, g) Creator and Innovator

a. Care Provider : Able to handle patients comprehensively, as individuals and as part of family and society, and provide continuous quality care within the scope of physician-patient relationships based on trust and mutual benefit.

b. Decision Maker : Able to select appropriate diagnosis and treatment plan technology to be used in enhancing decent and low-cost health services.

c. Communicator : A person who is able to promote a healthy lifestyle with effective counseling and appropriate advice in a
cultural and economic context, so that both individual and group health will be improved and maintained.

d. Community Leader: A person who, due to the honor and trust of the local community, is able to know the health needs of individuals and groups so that they can play a role in motivating the community to participate in improving public health.

e. Manager: A person able to work effectively and harmoniously with others both within and outside of the health care system organization to find out the patient and the community needs.

f. Researcher: A person who can act as a professional educator and scientist, who always able to appropriately develop themselves according to the advancement of dental science and technology through the increase of science and research.

g. Creator and innovator: Having sensitivity to the health needs of the environment and bringing creativity and innovation to make changes and solutions to level up the public health.

1.2. The Title of Degree Programme

Graduates from Dentistry Academic Programme are awarded with Bachelor of Dental Science (BDS) and must follow the Profession Programme that is awarded with Doctor of Dental Surgery (DDS).

1.3. Curriculum

The structure of the curriculum has been designed and aligned with the SSC ASIIN, PLO, Profile and Millers’ Competence Level as presented on Appendix 1.2 (http://fkg.unair.ac.id/bcprof/wp-content/uploads/2019/03/Appendix-1.2.pdf). For example, the content and curriculum structure are aligned with the PLO is represent in achieving PLO 8 which is be able to implement management functions in having practical course, so, it requires the mastery of PLO 1, 2, 3 and 4 which means, the activities are not
only a lecture but also involved a hybrid PBL. Meanwhile, to achieve PLO 5, 6, 7 and 8 performed by learning at the clinic by using patient as subject. Detail description of each course is available in Course Contracts (example can be seen in Appendix 1.3) (http://fkg.unair.ac.id/bcprof/wp-content/uploads/2019/03/Appendix-1.3.pdf) and semester learning design (RPS) based on Ministry of Higher Education, Research, and Technology Regulation Number 44 Year 2015 and has been supported by rector decree.

Since 2014, Faculty of Dental Medicine Universitas Airlangga has implemented the new curriculum with 184 course credits (7 semesters in Academic Programme and 4 semesters in Profession Programme) as mandated by Indonesian Medical Council (KKI), Regulation Number 40 Year 2015 on Standard Competence for Indonesian Dentist (SKDGI) and Ministry of Higher Education and Technology Regulation Number 44 Year 2015 on National Standards for Higher Education.

The curriculum structure is designed so that each course is integrated and correlated one to another (as presented Appendix 1.2) (http://fkg.unair.ac.id/bcprof/wp-content/uploads/2019/03/Appendix-1.2.pdf). As SSC’s ASIIN rule, we divide all of the course into 2 parts, Specialist Competence and Social Competence. In the purpose of explanation on how the PLO can be achieved, we divided the academic programme into General Scientific Skill 57 SKS (38.51%; ECTS 86.13), Specific Scientific Skill 89 SKS (60.13%; ECTS 134.48), Elective Studies 2 SKS (1.36%; ECTS 3.02). Based on this structure, total credit of Academic Programme/Bachelor Degree is 148 SKS with ECTS 223.63. On the other hand, the total credit of Profession Programme is 36 SKS with ECTS 54.40. The academic activities carried out by Faculty of Dental Medicine Universitas Airlangga are supported by information technology as learning infrastructure while the Profession Programme applies hospital-based practical method supported by Dental Hospital as learning facility.

In order to evaluate the teaching effectiveness, we arrange a midterm examination, final examination in every semester. If there is any ineffectiveness on teaching methods, we conduct root cause analysis to find the problems. Then we propose the recommendation to arrange a plan for the next cycle called Continuous Quality Improvement.

Implementation of Dental Profession Programme integrates PLO1, PLO2, PLO3, PLO4, PLO5, PLO6, PLO7 and PLO8 designed based on fourth level of Miller’s Pyramid of Competence. After finishing Profession Programme, the students must take National Competency Test for Profession Programme, which covers both theoretical test (CBT) and practical test (OSCE). The average percentage of passing FKG students is 88%. On the
other hand, the average percentage of students who failed the test is 12%. Furthermore, there would be identification of failure causes as a basis for improvement system. The Effort to improve the achievement is by conducting evaluation such as mentoring, briefing, training, capita selecta (refreshing) and improvement process as we called Continuous Quality Improvement.

1.4. Admission Requirement

The selection process of new student candidates at Faculty of Dental Medicine Universitas Airlangga adheres to admission policy in UNAIR. Since 2004/2005 two types of admission systems have been implemented, namely invitation for excellence student and written entry selection, as presented in Appendix 1.4 (http://fkg.unair.ac.id/bcprof/wp-content/uploads/2019/03/Appendix-1.4.pdf). Such policy constitutes to a mandate of Law No. 12 of 2012 on Higher Education, Government Regulation Number 4 Year 2014 on The Implementation and Management of Higher Education, and the Decree by Minister of Research, Technology and Higher Education of National Education Number 2 Year 2015 on admission for undergraduate programme at state universities. All the information of new student admission can be accessed at http://ppmb.unair.ac.id/web/. These two types of selection have been proved to support the graduate’s profile.
2.1. Structure and Modules

The educational philosophy of Faculty of Dental Medicine Universitas Airlangga is based on the vision to become an international research-based dentistry education institution to improve the welfare of Indonesia and international society based on religious morality. Research-based dentistry education is implemented in the learning process of modules 1 to 5 (1st semester to 5th semester) as a foundation of scientific thinking. In the 5th semester, students take the research methodology course so that later they will be able to propose a research in the 6th semester. The research proposal is prepared in accordance with the research framework of the advisors. In the 7th semester, students conduct their research and prepare to write their undergraduate thesis. The educational philosophy does not aim only to produce students with the ability in mastering knowledge and having expertise in academic skills, but also showing moral values, which are implemented, in the learning process.

Learning processes incorporating this educational philosophy are always socialized through academic guidebooks published by university and faculties, management meeting with the head of department, lecturers gathering and student orientation. The socialization is also carried out through website, brochures, banners, and prospectus to meet the requirements of the external stakeholders. The socialization also plays a very important role in making sure that all stakeholders are informed and updated on the structure of the curriculum. Example of course contract can be accessed through http://fkg.unair.ac.id/bcprof/learning-contract/.

This structuring maintains alignment with the PLO as presented in Appendix 1.2 (http://fkg.unair.ac.id/bcprof/wp-content/uploads/2019/03/Appendix-1.2.pdf). For instance, PLO 7 requires students to be able to implement management functions in performing practical course, so, it requires the mastery of PLO 1, 2, 3 and 4. This alignment is then projected in modules designed as a hybrid PBL—a combination of classical lecture, practical work and independent studies. Such alignment is implemented in various modules, such as Anatomy and Biochemistry, which require clinical case simulation. In these simulations, students are trained (and assessed) for implementing conceptual framework in solving real problem in simulated environments (scientific thinking and problem solving).
Another example is the achievement of PLO 3, which requires various skill labs, practical subject and simulation on phantom and on mannequin. Detailed description of each course is available in Syllabus (Appendix 2.1) (http://fkg.unair.ac.id/bcprof/wp-content/uploads/2019/03/Appendix-2.1.pdf) and Course Contracts (Appendix 1.3) (http://fkg.unair.ac.id/bcprof/wp-content/uploads/2019/03/Appendix-1.3.pdf). Syllabus can be accessed through http://fkg.unair.ac.id/bcprof/syllabus/. These sets of description are prepared by the Course Coordinators, with considerations from lecturers and student representatives, and approved by the head of the department and the programmed. These descriptions are also used to monitor teaching and learning.

These alignments are further controlled and monitored by the structuring of the modules. Each module is coordinated by one Course Coordinator. This coordinator has the responsibility to monitor and evaluate the compliance of each course given with its respective Teaching Guideline, Syllabus and Course Contract. This coordinator will then report the result to the Head of the Programme. Another tool to supervise the compliance of each course is the Quality Assurance Taskforce. The Programme-level Taskforce provides a second checking, making sure that each course comply to its sets of description mentioned above. This taskforce then, reports to both Quality Assurance Taskforce at Faculty Level and the Head of the Programme. Study programme coordinator will take necessary actions if there are reports from Course Coordinator which indicates any discrepancy between learning activities, Syllabus and Course Contract.

Faculty of Dental Medicine Universitas Airlangga has carried out student exchange programme, staff exchange programme, and visiting professor programme regularly every year. These programmes enhance life-long learning for students and academic staffs. Field study is also a form of active learning for the students to do community service. The students experience to be able to work with other students from different discipline called Inter Professional Education (IPE) learning when doing a field study because they have to be able to solve the problems such as health, environment, education and entrepreneurship in society. In order to support long life learning, the students may attend the selection for International Dental Course (IDC) Programme with the criteria stated in academic document on joint degree programme (Appendix 2.2) (http://fkg.unair.ac.id/bcprof/wp-content/uploads/2019/03/Appendix-2.2.pdf). The students attend the programme for 4 years (8 semesters) starting from semester III. The programme is held at Hiroshima University, Japan where the students take several courses based on transfer credit and earning credit agreement. After finishing IDC programme, the students return to Faculty of Dental
Medicine Universitas Airlangga to receive his/her bachelor degree and advance his/her study to Profession Programme for 4 semesters. The description of IDC programme implementation can be seen on academic document on joint degree programme. Besides IDC, students are given opportunities to contribute in student outbound activities, including student international exchanges. The participation number of student outbound can be seen in http://fkg.unair.ac.id/bcprof/student-activities/.

In Profession Programme, the students carry out student field work practice by conducting community empowerment according to three integrated learning aspects which are epidemiology analysis, health service management and health promotion. The implementations are constructed in phase analyzing community needs through epidemiology research approach, arranging community empowerment programme plan through health care management. The target of community empowerment are children, women and elderly people. Field study constitute a method that requires the students to interact with the society and thus enhancing life-long learning.

2.2. Workload and Credits

Faculty of Dental Medicine Universitas Airlangga’s students must follow the rules of semester credit system. Semester credit system is a measure of appreciation for the learning experience gained during one semester through scheduled activities. The score (semester credit unit) is determined by the total workload including 3 kinds of activities per week for 1 semester, as follows: 50 minutes face-to-face scheduled with lecturers such as lectures, 60 minutes of structured academic activities such as assignment from lecturers and 60 minutes of independent academic activities. In one semester, the students experience maximum 24 credits (~36.24 ECTs). The workload is realistic to complete the degree without exceeding the regular course programmed.

Indicators used to measure the student’s progress and performances i.e GPA during semester, cumulative GPA, the competence of graduates and the waiting period for employment. Indicators are represented in Appendix 2.3 (http://fkg.unair.ac.id/bcprof/wp-content/uploads/2019/03/Appendix-2.3.pdf).

2.3. Teaching Methodology

Learning strategies refer to the ways a lecturer delivers his/her learning materials in order to help the students achieve the programme learning outcome. Among the learning methods are interactive courses, discussions, demonstrations, assessments, student centered
learning (SCL), Problem-based Learning (PBL) tutorials, laboratory works and skills lab, undergraduate thesis proposal writing, thesis writing, publication and field study area. After learning activities, the lecturer is given feedbacks toward the material given by the students, which represented in Appendix 2.4 (http://fkg.unair.ac.id/bcprof/wp-content/uploads/2019/03/Appendix-2.4.pdf). The teaching effectiveness in Faculty of Dental Medicine are evaluated regularly every semester by Study Programme Coordinator and Course Coordinator. This evaluation becomes the recommendation to arrange a plan for the next cycle called Continuous Quality Improvement.

Faculty of Dental Medicine Universitas Airlangga provides facilities such as lectures room to support learning process for academic activities, simulation center which provide supporting tools for doing practice and skills lab. By providing all those facilities, it is expected to increase students’ motivation in learning to achieve the purpose of learning. Other facilities which is provided by Faculty of Dental Medicine Universitas Airlangga is research center, mini library with open access journal, small group discussion room, co-working space, cafeteria and Dental Hospital.

Students performed Students Creativity Competition from Indonesian Ministry of Research, Technology and Higher Education. The study programme is facilitating grants for funding the research especially for students and monitoring research activities. The output of such research is in the form of student participation in various activities of scientific papers and succeeded in winning several awards. Furthermore, they have also published their research in international and national journals and seminars.

Universitas Airlangga provides facilities for academic activities such as shared-laboratory room, language center, Institute of Tropical Disease (ITD), Stem Cells Research and Development Center, Universitas Airlangga Hospital, Veterinary Hospital, and library. Facilities for non-academic activities such as sport center, worship place, art and culture building, students dormitory, cafeteria, mosque, multipurpose building, bank, campus bus, psychological services unit, career and entrepreneur development center, student admission center, health service center, Airlangga University Press (AUP) and student center.

2.4. Support and Assistance

Each student is paired with academic advisor who can serve as adviser and consultant since completing study plan card, student performance evaluation and giving a suggestion for course problem. Completing a study planning card, is done at the beginning of each semester therefore the student performance evaluation at 4th and 7th semester. In
addition, Faculty of Dental Medicine, Universitas Airlangga provides counseling facilities that can be used by students to consult.

Universitas Airlangga have an integrated cyber campus system, named Universitas Airlangga Cyber Campus (UACC). Using UACC, students can re-register at the beginning of semester, as well as filling out the study plan card. Students sign up for their accounts in UACC using their user id and password respectively. All the student academic process is supervised by the academic advisor. The academic advisors in charge of providing input and advice lectures. The advisor can also monitor the study result card on the current semester to give suggestions for lectures in the following semesters for the relevant students.

This academic advice can be done through online and offline. The advisors can also communicate with their parents using features in UACC. Students may also consult with the student affairs sub-division both at the faculty level and the directorate of student affairs at university level. They may consult on student affairs, scholarship and various other co-curricular activities related to the students.

There are many activities on campus that students can join like leadership basic training, active role in scientific activities, sports, arts and culture, and social service. They have achieved several awards in national scientific competitions, sports activities, art and culture. Faculty so as to enhance students’ existence at local, regional, national and international levels supports all these activities.

Students are actively take part in continuing improvement by participating in student mobility. Study programme pays great attention toward this aspect. In 2016, there were only 3 students’ national achievements and zero international achievement. Study programme immediately analysed the root cause due to the low achievement number. The study program found no specific and organized mentoring for potential students and less competitive spirit among the students. Therefore, since 2016 intensive mentoring for students was provided. As the result, in 2017 the number of students with achievements was increasing, 10 at national level and 3 at international level. Even though there were improvements, study programme did not stop to evaluate and create problem solving.

For the next year, enhancements were added to the intensive mentoring, for example addition of up-to-date topics according to dental science development and presentation technique. This successfully created improvements indicated by increasing number of national achievements (21) and international achievements (11). This indicates that study
programme and students constantly evaluating thus creating continuing improvements in student mobility.
3.1. Exams, System, Concept and Organization

In general, the standard procedures for assessment of teaching-learning process and learning outcomes used in Dental Medicine Programed are based on the regulations in PP-UNAIR-PBM-03 (Appendix 3.1) about the examination of undergraduate programme and PP-UNAIR-PBM-04 (Appendix 3.2) that regulates thesis. In addition, National Committee sets the criteria for National Examination for Profession Programmed in Faculty of Dental Medicine.

During their study, all students will be assessed covering both academic and non-academic assessments as stated clearly in the Academic Guidelines for Students (can be accessed in for undergraduate student and for profession student). Academic assessment is conducted using diagnostic, formative, and summative methods.

All exams, including diagnostic, formative and summative, must be validated. The validation checks the coherence between the learning objective stated in syllabus/lesson plans and the questions/activities on the examinations. Assessment criteria are represented in alphabetical grades as stated clearly in the Academic Guidelines, namely A, AB, B, BC, C, D and E. The grade point is based on the criteria designated by university, (A ≥ 75%; AB = 70% to 74.9%, B = 65% to 69.9%; BC = 60% to 64.9%; C = 55% to 59.9%; D = 50% to 54.9%, and E <50%). In order to pass, students have to gain a D as their minimum result. Students who get an E in compulsory courses must retake them; however, students may choose retake or drop electives they fail.

Students’ academic achievement is evaluated periodically at the end of the fourth semester and seventh year. At the end of the fourth semester, students have to complete at least 80 credits with a minimum GPA of 2.00. Then, at the end of the seventh year, the students who are not able to complete 148 credits and maintain a minimum 2.00 GPA must choose whether they will continue their study or drop out (DO) under the Rectors’ decree.
as regulated in Quality Manual PP-UNAIR-PBM-11 (Appendix 3.3) (http://fkg.unair.ac.id/bcprof/wp-content/uploads/2019/03/Appendix-3.3.pdf). In some cases, the Dean Board will allow students to continue their study if they demonstrate a commitment to continue.

The students have to arrange the undergraduate thesis to complete the study. The research proposal is prepared in accordance with the research framework of the advisors in the 6th semester. In the 7th semester, students conduct their research and prepare to write their undergraduate thesis. From the beginning of proposal preparation, students are accompanied with two lecturers as advisor. Students are obligated to consult about the research and thesis writing to the advisors. Students should successfully pass the thesis proposal defense and thesis defense as a final project to earn bachelor degree. The thesis guideline can be accessed at http://fkg.unair.ac.id/bcprof/thesis-writing-guideline/.

On the other hand, the non-academic achievement focuses on student’s non-academic performance. The assessment on non-academic field measures students’ abilities in tackling non-academic matters, such as their achievements in sports, research, publication and other non-academic fields. The assessment is clearly stated in the Rector Decree No. 44 year 2016 (Appendix 3.4) (http://fkg.unair.ac.id/bcprof/wp-content/uploads/2019/03/Appendix-3.4.pdf). As stated in Universitas Airlangga’s motto Excellence with Morality, each graduate must achieve both academic and non-academic excellence.

Finally, a student who has succeeded to gain at least 148 credits, a minimum GPA of 2.00, does not have any E mark and the D mark does not exceed 20% from the total credits taken, may submit a graduate candidacy evaluation to be considered for graduation. In addition, the student who applies for the graduate candidacy evaluation has to gain 100 credits as supporting requirements of non-academic achievement as stated clearly in the Academic Guidelines.

Profession Programme is carried out at Dental Hospital through clinical administration. The programme consists of department-based and comprehensive-based education. The department-based education is carried out by eight departments, namely: Prosthodontics, Conservative Dentistry, Periodontics, Pediatric Dentistry, Oral Medicine, Orthodontics, Oral and Maxillofacial Surgery, and Dental Radiology. The goal of department-based system is to help the students focus on learning activities based on each competence. The assessment system applied by each department consists of mini-CEX, DOPs, and SOCA. The comprehensive based education aims to help the students develop
holistic thinking in treating cases based on specific competences or skills. The evaluation on the comprehensive system is carried out through seminar and comprehensive test in the form of SOCA. The detail scheme of assessment for undergraduate and profession programme in Faculty of Dental Medicine Universitas Airlangga can be seen in Appendix 3.5 (http://fkg.unair.ac.id/bcprof/wp-content/uploads/2019/03/Appendix-3.5.pdf).
STANDARD IV
RESOURCES

4.1 Staff

Undergraduate and Profession Programme in Faculty of Dental Medicine, Universitas Airlangga performs the academic staff planning by referring to the short-term and long-term requirements, namely by considering the succession, promotion, redeployment, termination, and retirement of the academic staffs. The goal of academic staff planning is to assure the fulfillment of educational, research, and service requirements as regulated by the vision and missions of the faculty stated in the Strategic Plan of Faculty of Dental Medicine, Universitas Airlangga (http://fkg.unair.ac.id/en/wp-content/uploads/2018/02/FKG-RENSTRA-ENG.pdf). In order to meet these requirements, Faculty of Dental Medicine, Universitas Airlangga indicates an academic qualification of teaching staff. The staff must follow pedagogue certification that can be seen clearly in Appendix 4.1 (http://fkg.unair.ac.id/bcprof/wp-content/uploads/2019/03/Appendix-4.1.pdf) These requirements also refers to the ratio of academic staff to students, total course credits of each semester, and quality of human resources as presented in the following tables.

Table 4.1.1 The ratio of academic staff to student of each study programme

<table>
<thead>
<tr>
<th>Number of Academic Staff (Academic Programme)</th>
<th>Number of Academic Staff (Profession Programme)</th>
<th>Number of Students</th>
<th>Academic Staff to Student Ratio (Academic Programme)</th>
<th>Academic Staff to Student Ratio (Profession Programme)</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>55</td>
<td>518</td>
<td>347</td>
<td>1:16</td>
</tr>
</tbody>
</table>

Table 4.1.1 above describes the ratio of academic staff to student (for both academic and profession programmes) in Faculty of Dental Medicine, Universitas Airlangga. The table demonstrates that the ratio of academic staff to student in Faculty of Dental Medicine, Universitas Airlangga is considered ideal and it already conforms the Regulation of the Ministry of Research, Technology, and Higher Education, concerning that the ideal ratio of academic staff to student in natural science faculties at the state universities is 1:20. This
condition enables the academic staff to perform the more effective teaching and learning process in order to achieve the PLOs.
The academic staff development aims at providing the opportunities for the academic staff to improve their competences and updating their knowledge on their field of studies to understand the recent issues. Also, it can be implemented through the formal education (such as specialist, magister, and doctoral programmes) or the non-formal education (such as workshops based on their field of studies). Faculty of Dental Medicine, Universitas Airlangga has mapped the needs of academic staff competence development, mainly concerning the formal education, as presented in Table 4.1.4 below.

Table 4.1.4 The projection of academic staff development through formal education in 2016-2020

<table>
<thead>
<tr>
<th>Academic Staff Assigned to Study</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Magister</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Doctoral Degree (national)</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>Doctoral Degree (International)</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td>Specialist</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>18</td>
</tr>
</tbody>
</table>

From the table of projection above, it is expected that in 5 (five) years, Faculty of Dental Medicine can meet the targets set by Universitas Airlangga, as presented in Table 4.1.5 below.

Table 4.1.5 The target of academic staff with doctoral degree and professor qualification

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional Number of Doctors</td>
<td>2</td>
<td>5</td>
<td>7</td>
<td>9</td>
<td>23</td>
</tr>
<tr>
<td>Retiring Doctors</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Additional Number of Professors</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>7</td>
<td>19</td>
</tr>
<tr>
<td>Retiring Professors</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

The quantity improvement of the academic staff with functional position as professor or non-professor (such as Junior Lecturer, Senior Lecturer, and Associate Professor) still becomes one of the priorities to be achieved. The head of department or professors becomes the supervisor of the non-civil servant academic staffs since the number of academic staffs
with functional position is still below the university’s expected target. This condition is depicted in Figure 4.1.1 below.

Figure 4.1.1 Academic staff distribution based on rank

![Academic Staff Distribution Graph]

Figure 4.1.1 above demonstrates that the number of academic staffs with certain qualification is still inadequate. Therefore, Faculty of Dental Medicine, Universitas Airlangga has increased the needs of functional promotion for academic staff. The projection of academic staff promotion is presented in Table 4.1.6 below.

Table 4.1.6 Projection of academic staff promotion FKG UNAIR 2016-2020

<table>
<thead>
<tr>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Professor (Accelerated)</td>
<td>6</td>
<td>5</td>
<td>5</td>
<td>6</td>
<td>5</td>
<td>27</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>6</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>46</td>
</tr>
<tr>
<td>Senior Lecturer</td>
<td>10</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>38</td>
</tr>
<tr>
<td>Junior Lecturer</td>
<td>4</td>
<td>6</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>10</td>
</tr>
</tbody>
</table>

The table above depicts that the highest promotion group is Associate Professor position with doctoral degree qualification. This condition is quite possible considering that the academic staffs within this group are expected to add the number of professors in Faculty of Dental Medicine, Universitas Airlangga. In fact, the Associate Professor group consists of the academic staffs with the highest productive age composition ranged between 51-60 years old. Therefore, the university and faculty are suggested to facilitate the promotion.
Other attempts to accelerate career promotion are improving the education of the academic staff and participating in workshops, seminars, and scientific meetings internally held by the faculty or university or by external institutions nationally and internationally in order to accelerate the academic staffs to implement the Tri Dharma. This data is represented in Appendix 4.2 (http://fkg.unair.ac.id/bcprof/wp-content/uploads/2019/03/Appendix-4.2.pdf).

In addition to the rewards and appreciation given by the faculty, academic staffs also have a great opportunity to propose for research funding to the faculty. The funding can be used to conduct research to develop the academic competence, to present at the national and international forums, or to continue study. The funding is a priority, allocated in the annual budgeting of the faculty. Apart from that, funding also comes from the Ministry of Research, Technology, and Higher Education, and the lecturers themselves. In 2018, Faculty of Dental Medicine, Universitas Airlangga has research framework collaboration with overseas universities, such as Tohoku and Hiroshima University. The result of the implementation of appropriate technology through research is employed as the learning material which is in line with the vision of Faculty of Dental Medicine, Universitas Airlangga as research-based education. This data is represented in Appendix 4.3 (http://fkg.unair.ac.id/bcprof/wp-content/uploads/2019/03/Appendix-4.3.pdf).

Universitas Airlangga also implements a policy which provide appreciation for the academic staffs publish their researches in the reputable international journals (Scopus indexed), researches in the highly cited journals, popular articles on mass media, and dictate books. This data is represented in Appendix 4.4 (http://fkg.unair.ac.id/bcprof/wp-content/uploads/2019/03/Appendix-4.4.pdf).

### 4.2 Staff Development

Identification and evaluation of academic staff competence becomes the priority. These are executed in the forms of study assignments, scientific seminars, trainings, and workshops. Skill development is implemented in the job training, language training, research training, Instructional Techniques Improvement Training, and Applied Approach.

As an attempt to develop the competence of the recruited academic staffs, Faculty of Dental Medicine, Universitas Airlangga identifies the needs of training and developmental activities which are regulated on AIMS PP-UNAIR-MUN-02-03 (Appendix 4.5)(http://fkg.unair.ac.id/bcprof/wp-content/uploads/2019/03/Appendix-4.5.pdf). The aim of
the training and developmental activities for academic staffs is to increase the academic staff competence in achieving PLOs.

The leaders of Faculty of Dental Medicine, Universitas Airlangga identify the needs of training for the academic staff every financial year as reflected on the Activity Budget. The identification of training requirement is closely related to the planned annual activities, consisting of the annual target achievement and annual budgetary plan. The trainings that becomes the annual programme of Faculty of Dental Medicine, Universitas Airlangga are Instructional Techniques Improvement Training, Applied Approach, and other similar trainings. In 2018, 148 academic staffs of Faculty of Dental Medicine, Universitas Airlangga are certified lecturers and the remain is on the queue to get the certification. The career development plan and improvement plan of academic staff competence are implemented to improve the dentistry competence.

As another support for improving the quality and development of staff, Faculty of Dental Medicine, Universitas Airlangga also collaborate with other institutions both at national and international scale, hospitals and related stakeholders. This collaboration is contained in the form of MoA and MoU that can be seen in Appendix 4.6 (http://fkg.unair.ac.id/bcprof/wp-content/uploads/2019/03/Appendix-4.6.pdf).

4.3 Funds and Equipment

Faculty of Dental Medicine Universitas Airlangga plans annual budget, to operate institutional activities around June at previous year. At this stage an evaluation is conducted from January to December at previous year and performance predictions are determined until the end of the year in December of the same year. In addition, at this stage also planned revenues along with performance targets for the following year. Final prediction plan is decided in November at the same year's budget utilization evaluation meeting. The university suggested the annual budget request permission from the MWA (Trustee Council). The approved budgeting proposal can be utilized since January of the following year.

In 2018, the annual budget obtained by the Faculty of Dental Medicine Universitas Airlangga was used for institutional activities. A percentage of 55% of the annual budget was used for the Study Programme Operational Fund, while the rest (45%) was used for priority activities such as Student exchange, Scientific publications, research, seminars etc.

Faculty of Dental Medicine, Universitas Airlangga has the adequate teaching and learning facilities for students and lecturers. Some of the facilities are four main lecture
halls. Two halls have the capacity of approximately 150 people and two other halls can accommodate 80 people. It also has twelve small discussion rooms for fifteen people which can be used for tutorial, PBL and objective structured clinical examination (OSCE) on the national competency exam for profession programme. Meanwhile, a student center is provided to facilitate students’ non-academic activities. Other available facilities are research center, co-working space, cafeteria, quality assurance room, prayer room, Garuda Muka hall, dean court room, visiting professor room, publication center room and student lounge.

Faculty of Dental Medicine, Universitas Airlangga has three practice lab rooms for skill lab and laboratory work. Simulation center 1 and 2 (capacity of 80 students) have adequate teaching aids for skill lab activities. Practice Room A (capacity of 40 students) supports the laboratory work practice. The entire practicum room is optimized accordingly with the room schedule utilization in the form of matrix. Aspects of work safety are highly concerned for all academic community in the faculty. Whenever the practice begins, there is an explanation about laboratory safety for students before they start the practical work. Emergency wash and eyewash for emergency are available in all labs in case of accidents caused by chemicals during the practice. Faculty of Dental Medicine, Universitas Airlangga has sufficient fire extinguisher points in the faculty area, including near the lecture halls and practice rooms. In addition, the faculty also has the assembly points and evacuation route signs in case of emergency and road facilities for people with special needs.

Computer facilities are available throughout the rooms at the faculty to meet the needs of learning, research, service, and administration. In addition, there is also a Computer room equipped with 90 computers units to facilitate the exam and that of competence. The Center for Learning Innovation and Certification of Universitas Airlangga begins to develop e-learning as a supporting learning method in the classroom lectures that can be accessed via http://aula2.unair.ac.id/. The learning materials of undergraduate and profession programmes can be easily accessed by students in develop e-learning to support lectures. Develop e-learning is Moodle-based and can be easily accessed via smart phones. It is also integrated with Universitas Airlangga Cyber Campus, so the lecturers and students automatically have an account to access develop e-learning.

Faculty of Dental Medicine, Universitas Airlangga has a mini library room supplied with a collection of textbooks, journal, thesis, final assignment papers, and magazines. This room is open for lecturers and students from Monday to Friday from 8 AM to 4 PM, while libraries are concentrated at the university level in campus A, B and C. Science Direct,
Springer link, Sage, and Pubmed are several scientific and academic journal databases that the university subscribes to. The collections in the university library are accessible to all Universitas Airlangga students, lecturers and support staff, as every Universitas Airlangga member automatically becomes the member of the university library. Students can borrow some of the university library collections merely using their student cards, while the lecturers can use their ID cards. Further information can be accessed via www.lib.unair.ac.id. Moreover, undergraduate theses, graduate theses, and dissertations can be browsed online via Airlangga Digital Library Network (ADLN).

Faculty of Dental Medicine, Universitas Airlangga has the Dental Hospital used as a model for profession programme and specialist. This hospital consists of eight functional service units, namely oral and maxillofacial surgery, conservation dentistry, periodontics, orthodontics, oral medicine, prosthodontics, pediatric dentistry and dental radiology. This hospital is equipped with adequate facilities to support the profession education, including a dental unit, laboratory, central sterile supply department (CSSD), laboratory examination room, clinical instructor room, discussion room, waiting room, medical records room and toilets.
STANDARD V
TRANSPARENCY AND DOCUMENTATION

5.1. Module Description

The academic module in Study Programme of Undergraduate and Profession Faculty of Dental Medicine Universitas Airlangga divided into undergraduate and profession programme. The academic module for undergraduate programme consist of compulsory and elective course. The compulsory course contains of general scientific skills and specific scientific skills. The academic module for profession programme consists of department based compulsory course. The detail information about academic module in Study Programme of Undergraduate and Profession Faculty of Dental Medicine Universitas Airlangga can be accessed in http://fkg.unair.ac.id/bcprof/curriculum-2/. All of the modules are described completely in academic guidelines for undergraduate programme (Appendix 3.3 and can be accessed in http://fkg.unair.ac.id/bcprof/academic-guideline-for-undergraduate-programs/) and given to the student during registration. For profession programme, the academic guideline (Appendix 3.3 and can be accessed in http://fkg.unair.ac.id/bcprof/academic-guideline-for-profession-program/) is given to the profession student after they complete the undergraduate programme. The student can also access the module handbook that describe the following:

1. Module name and identification code
2. Module level
3. Module coordinator and Lecturers
4. Learning model
5. Learning goal
6. Teaching format and workload
7. Content
8. Assessment method
9. Recommended literature

All the modules are available online in http://fkg.unair.ac.id/bcprof/module-handbook/.

5.2. Diploma and Diploma Supplement

Students’ academic achievement is evaluated periodically at the end of the fourth semester and seventh semester. At the end of the fourth semester, student achievements are evaluated to determine whether the student will be allowed to pursue their study. At the end
of the seventh semester, students have to complete at least 148 credits with a minimum GPA of 2.00 and they can be graduated from academic programme by the degree that the students received Bachelor of Dental Surgery.

Profession Programme is carried out at Dental Hospital consists of department-based and comprehensive-based education. The department-based education is carried out by eight departments, namely: Prosthodontics, Conservative Dentistry, Periodontics, Pediatric Dentistry, Oral Medicine, Orthodontics, Oral and Maxillofacial Surgery, and Dental Radiology. The goal of department-based education is to help the students focus on learning activities based on each competence. The assessment system applied by each department consists of mini-CEX, DOPs, and SOCA. The comprehensive system aims to help the students develop holistic thinking in treating cases based on specific competences or skills. The evaluation on the comprehensive system is carried out through seminar and comprehensive test in the form of SOCA. After the end of the profession programme, the students receive DDS degree.

By the end of this programme, the students will receive a certificate and transcript. The certificate contains of student’s name, ID number, birth place and date, academic title, graduate date and signed by the rector and dean. The transcript contain of student’s name, ID number, birth place and date, registered date, graduate date, number of graduate certificate, credits passed, GPA, thesis title, detail score of each course and signed by the dean. Sample of certificate, academic transcript and diploma supplement are available in Appendix 5.1 (http://fkg.unair.ac.id/bcprof/wp-content/uploads/2019/03/Appendix-5.1.pdf).

5.3. RELEVANT RULES

Students who have problems or any difficulties during learning implementation have the right to be given counseling. Each student is paired with academic advisor who can serve as adviser and consultant during the learning process. In addition, Faculty of Dental Medicine, Universitas Airlangga provides counseling facilities that can be used by students to consult. At the university level, a Help Desk is provided for students to consult on problems encountered during the learning process.

Universitas Airlangga has a statute functions as a fundamental rule to regulate operational procedures in university. This statute is declared by President of Republic Indonesia No 30/2014. The Statute of Universitas Airlangga contains all regulation and
policies in Universitas Airlangga including rights and obligations of students, lecturer and university. In the statute, student is defined as people from domestic and foreign countries who are qualified to develop their potentials to be professional, scientist, practitioners by following the educational process and are registered in Universitas Airlangga. Universitas Airlangga students have to meet their responsibilities to develop their potential and to have academic ability based on educational national standard, to stand the financial support in educational process, to obey all of the rules in Universitas Airlangga, to participate and care for improving the reputation of the university. In addition, students also have the rights such as to follow all academic activities and academic supports, to use all academic facilities and academic supports, and to participate in student organization in Universitas Airlangga. The management parties in Universitas Airlangga such as Rector and staffs of university, faculty, department, and academic programme are all responsible to manage and maintain student’s rights and obligations. The details and techniques related to student’s rights and obligations in statute Universitas Airlangga have been described in the Prospectus of Universitas Airlangga and Faculty.

The rights and obligations for both local and foreign students are equal. However, the procedure for admission for local and foreign students is regulated separately. The faculty prospectus contains information related to student’s rights and obligations in study activities, student and academic facility access and usage, academic administration, educational achievement access, student advices, and etc. The information about student’s rights and obligations is published and presented by university team in the new student’s orientation programme in which students’ participation is compulsory. In other way, university facilitates students who want to ask to academic and student affairs officers in department, faculty and university in Universitas Airlangga directly for help and guide about their rights and obligations or for. The academic and student affair in faculty and university levels are responsible to manage and maintain student’s rights and obligations. The people who are in charge of maintaining student rights and obligations management are vice rector I, student affair director, academic director, vice dean I, and all of the staff in academic and student’s affair of Universitas Airlangga.

Student’s rights and obligations are annually reviewed by Universitas Airlangga Academic Director team along with the Vice Dean on Academic Affairs, Deans and all of Study Programme Coordinator, then the review results are proposed to Academic Senator and Rector for agreement and legal process. The rector is responsible for student’s obligations and rights that is enlisted in the prospectus of Universitas Airlangga with
Academic Senators agreement. At faculty level, students get more details about information about their rights and obligations in the Academic Manual Guideline.
STANDARD VI
QUALITY MANAGEMENT: ASSESSMENT OF QUALITY AND DEVELOPMENT

Quality assurance system involving assessment of input, process, and output quality. Input quality is determined since the process of new student admission. In order to assure the input quality, terms and conditions of new student admission should be followed. This can be accessed from PPMB website and Appendix 1.4 (http://fkg.unair.ac.id/bcprof/wp-content/uploads/2019/03/Appendix-1.4.pdf).

6.1 Quality Assurance System

Based on the regulation of the Republic of Indonesia No. 12/2012 (article 53), the Quality Assurance System of the higher education comprises the internal quality assurance system developed by the university and the external quality assurance system conducted through the accreditation by the National Accreditation Agency for Higher Education (BAN-PT), the independent certification board such as Indonesian Accreditation Agency for Higher Education in Health, Indonesia Certification Institute and International certification board such as the ASEAN University Network (AUN) and ASIIN. Certificates are attached in Appendix 6.1 (http://fkg.unair.ac.id/bcprof/wp-content/uploads/2019/03/Appendix-6.1.pdf).

The implementation of internal quality assurance refers to the standard of Airlangga Integrated Management System (AIMS) under the coordination of Board of Quality Assurance at the university level, while at the faculty level, the quality assurance is managed by Quality Assurance Team and the Quality Assurance Unit at the study programme level. The quality assurance cycle in the Dental Medicine Education Programme has been conducted well with the internal planning, implementation, monitoring, and evaluation, as well as the audit, measurement, and improvement. The implementation of quality assurance cycle has been conducted continuously. Every year, the University has facilitated the evaluation, learning, and management processes of respective study programmes through the self-evaluation report that should be reported to the University every September. The self-evaluation report is arranged annually and covers the analysis and evaluation of study programme’s performance. This analysis is based on data, identification of problems and root causes, corrective and preventive action plans, and performance target. The next cycle of quality assurance system is the internal audit.
Every study programme will be visited by the internal auditor from the Board of Quality Assurance to ensure that the learning and management processes of the study programme have been conducted in accordance with the quality manual. The internal audit should refer to the instruments in the form of self-evaluation report and internal audit form. The internal audit activities are explicated in the Internal Audit Quality Manual on PP-UNAIR-MSM-05 (Appendix 6.2) (http://fkg.unair.ac.id/bcprof/wp-content/uploads/2019/03/Appendix-6.2.pdf) to assure the conformity with the University regulations. The results of internal audit will be discussed in the management review meeting to contrive the follow-up to the identified problems. The implementation of follow-up will be verified by the auditor. The internal audit results in 2017 demonstrated that the undergraduates in the Dental Medicine Education Program was 93.6% as an Emerging Leader. The results achieved in 2018 showed that there was an increase with the score 96.78 as an Excellent Leader.

According to the regulation of the Republic of Indonesia No. 20/2003 (article 61), every higher education institution is obliged to be accredited at least by the National Accreditation Agency for Higher Education. This national education standard is intended to encourage the educational institutions to improve their performance in providing the quality education services. Moreover, this standard’s objective is to promote the transparency and accountability in the application of national education system. After the institution has been accredited, the accreditation should be updated every five years.

Since 2012, the Faculty of Dental Medicine has applied Airlangga Integrated Management System (AIMS). This system was established based on the process and performance approaches. The process approach refers to the conformity with the ISO 9001:2008 standard, then in 2016, it applied the ISO 9001:2015 standard and the International Workshop Agreement 2:2007 (IWA 2). The performance approach refers to the education criteria for the outstanding performance according to Malcolm Baldrige National Quality Award (MBNQA) and BAN-PT standards. The AIMS certification is executed by the external independent certification board, such as Bureau Veritas, the British Standard Institution, and JAS-ANZ. The recertification of AIMS should be updated every three years. In 2016, this institution had maintained the splendid level in the quality assessment of education based on the ISO 9001:2015 standard, MBNQA 2015-2016, and IWA 2:2007. The new standard has included the risk management assessment into the current issue. To reach the internationalization mission, in 2018 Undergraduate and
Profession Study Programme in Faculty of Dental Medicine, Universitas Airlangga has been certified by the ASEAN University Network (AUN).

As an ASIIN accreditation, Undergraduate and Profession Study Programme in Faculty of Dental Medicine, Universitas Airlangga Quality assurance is carried out based on the principle of Outcome Based Education Quality Assurance (OBE-QA) by doing a “Plan, Do, Check, Action” to produce the Continuous Quality Improvement. In order to accommodate aspirations and transparency in compiling graduate profiles, Indonesia has a recruitment system. The Indonesian Medicine Council designs profiles from the proposals of the Indonesian Association of Dentistry Faculty, Indonesian Dental Association, Ministry of Health, Ministry of Research, Technology and Higher Education, Association of Indonesian Dental Hospital, Dental Industry and Research Institute, then applied in Laws and Regulations. The graduate’s profile of the Dentistry institution is evaluated every 5 years and can be replaced to accommodate the needs of stakeholders, the community and the development of dental science and technology. Internally and unlimited time, Educational Institutions always carry out OBE-QA to recognize the ineffectiveness of learning and create new and better standards on an ongoing basis.

OBE-QA Undergraduate and Profession Programme in Faculty of Dental Medicine Universitas Airlangga begins with designing input-based learning planning and Course Portfolio recommendations from the previous OBE-QA cycle. Planning in the form of Education Study Programme and syllabus used as guidelines for Learning Implementation and standards for evaluating PLO achievements. To complete the PLO in the field of Long Life Learning, a Student Exchange programme is offered, in the form of a 4-year education programme in Hiroshima, a 10-day and 6-Month Short Stay Programme in Tohoku, Hiroshima and Kagoshima. (Appendix 2.2)( http://fkg.unair.ac.id/bcprof/wp-content/uploads/2019/03/Appendix-2.2.pdf)

Undergraduate and Profession Study Programme are a unit of learning to reach programmed PLOs. Based on the learning plan in the form of Academic and syllabus guidelines that have been approved and socialized to students, then an effective learning strategy is made for all modules for PLO achievement within the specified time. The form of learning activities in the Undergraduate Study Programme is in the form of interactive lectures, Basic Medical Practice, Skills lab, Small Class Discussion with Problem Based Learning methods, research Proposal writing, thesis writing and International Publication. Programmed time is 7 semesters with a minimum value of GPA = 2.0. In profession study programmes, Case-based Learning is designed with Specialistic-Based Education and
Comprehensive-based Education methods structured and supported by Dental Hospital, Research Center, International and national Research Collaboration, Student/Staff exchange at 5 Sister Schools in Japan and Korea. The programmed time is 4 Semesters with a minimum GPA of 3.0. Peer Group Learning is also conducted in both study programmes. Students are given the opportunity to assess the performance of lecturers, students and leaders and are given the opportunity to give feedback and ask about the results of their examinations, if it is deemed inappropriate.

The procedure to assess PLO achievements in Undergraduate Programme carried out with Individual portfolios (cognitive, professional behavior, skills/psychomotor); MCQ; Quiz; Independent assignment (paper works for each). PLO assessment on Study Programme is conducted with Profession examination, Comprehensive examination, Mini CEX, SOCA, DOPS, OSCE and as an exit exam conducted by National Boards Examination. Achievement of life skills supporting competencies and credit earnings/credit transfers from student exchange activities are also evaluated and given information in diploma companion certificates.

The results of the assessment at the Undergraduate and Profession Study Programme are processed into information about the effectiveness of learning. The effectiveness of learning is assessed from conformity with the profile and PLO, which is reported in each Course Portfolio. The advantages and disadvantages of the method applied and the readiness of the resources and technology of the Study Programme. Based on the conclusions of the Teaching Effectiveness, it was designed as a recommendation to create better learning standards in the next cycle of Plan, Do, Check, Action. (Appendix 6.3) (http://fkg.unair.ac.id/bcprof/wp-content/uploads/2019/03/Appendix-6.3.pdf)

6.2 Measurement, Analysis, and Improvement

The measurement, analysis, and improvement are designed to ensure that the quality objectives can be achieved and monitored by the University every year. The measurement system is designed to assure that the results are valid, reliable, and can be utilized as one of the references for the decision-making. The performance indicator is designed and implemented through evaluation, monitoring, and internal audit conducted annually. In the implementation of the academic process, the evaluation conducted comprises:

1. The learning outcomes evaluation. The evaluation of the course learning outcomes is executed by the team teaching, while the Programme learning outcomes are
monitored by the Quality Assurance Unit and the Quality Assurance Team Task Force.

2. The learning experience evaluation. This instrument is developed to observe the satisfaction of graduate stakeholders. The evaluated aspects include the competence of graduates, the learning process, facilities and resources, and student service activities.

3. The learning process evaluation. This evaluation is conducted every semester in all programmes. This instrument measures the lecturer performance in the learning process. This evaluation covers the lecturer performance in the course, the lecturer/assistant lecturer performance in the practice class and the lecturer performance in the thesis supervision.

4. The administrative staff performance evaluation. This survey measures the administrative service performance in the level of department and faculty. This survey involves lecturers and students as the respondents.

5. The academic counselor performance evaluation. This survey is conducted to ensure the lecturer performance in the academic counseling. This measurement is conducted every year by the students.

6. Dean and Vice Dean performance and head of department performance evaluation. This questionnaire should be filled by the faculty members. The measurement criteria include the strategy to implement the faculty vision, leadership in the learning process, research, community service, fair and efficient management, and interpersonal skills.

Another instrument developed by the Board of Quality Assurance is the Internal Audit instrument. This instrument is specifically designed to measure the faculty and study programme performance. There are nine criteria i.e vision and mission, governance, students and graduates, human resources, academic learning and culture, research, community service, infrastructure and facilities, and finance. The results should be recorded correctly in the University information system. The measurement system should be evaluated annually based on the established quality objectives. The evaluation is conducted through the management review meeting once a year.

The self-evaluation report as well as the internal and external internal audits are beneficial to improve and develop the study programme quality. Several examples of the follow-up of the conducted self-evaluation report as well as the internal and external internal audits are as follows:
1. In 2016, it was demonstrated that the number of inbound exchange students has yet met the target. This occurs since the institution has yet offered the specific programme for the international students and the lack of promotion. This strategy is conducted to increase the number of incoming students by creating the apprenticeship scheme and obtaining the credits for certain courses. To start with, the respective department should submit at least one course that will accept the exchange students through the credit earning scheme, particularly for the AUN member universities. Another strategy is by promoting the exchange programme through the Faculty Of Dental Medicine Universitas Airlangga and Airlangga Global Engagement websites (http://international.unair.ac.id/english/).

2. The self-evaluation also indicates that the number of international publications/lecturers is still low. Efforts have been made to increase the number of publications by providing the competitive research grant for lecturers and appreciation for the lecturers who have published their researches in the indexed scientific journal. These strategies have succeeded in increasing the lecturer publication ratio from 0.14 in 2015 to 0.21 in 2016.