

Accreditation Report

Program Accreditation of
Universitas Pendidikan Indonesia – The Education University

Master Program in Indonesian Language Education (MPILE)
Master Program in Indonesian as a Foreign Language Education (MPIFLE)
Master Program in Linguistics (MPL)
Doctoral Program in Indonesian Language Education (DPILE)
Doctoral Program in Linguistics (DPL)

I Procedure

Date of contract: 05 August 2022

Date of the submission of self-assessment report: 11 November 2022

Date of site visit: 14 - 15 November 2023

Attendance by ACQUIN office: Giorina Maratsi, Dr. Hanna Schösler, Robert Raback

Accreditation decision: 10 March 2025

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The **Assessment Report** of the peer-review experts is **based on** the self-assessment report of the Higher Education Institution (HEI) and extensive discussions with the HEI management, deans and/or heads of the departments, heads of study program(s), lecturers, staff representatives, students, and alumni.

The basis of the **Assessment Criteria** is part 1 of the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG) in the current official version. For PhD study programs the Salzburg Recommendations are considered additionally. At the same time the national context, particularly the national regulations regarding the establishment of study programs, are taken into account.

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II Introduction

The experts would like to thank the representatives of the HEI as well as students that they have taken part in the discussions and willingly shared information and their views during the site visit. The discussions are valuable not only for the assessment of the institution, but also for a better understanding of the legal and sociocultural context of the local higher education system.

Evaluation basis for the peer-review experts is the self-assessment report of the HEI as well as intensive discussions during the site visit with the HEI management, deans and/or heads of the departments, heads of the study programs, study program coordinators, teachers, lecturers, administrative staff, students, and graduates.

Main objective of the accreditation procedure is to assess the quality of the study programs and compliance with the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG). The ESG standards are applied as main assessment criteria in the international accreditation procedure. In addition, the respective country-specific criteria and standards are considered.

A group of experts was set up, which ensured that all areas relevant to the accreditation procedure (e.g., legal, structural, social etc. aspects) as well as the ESG, the Salzburg Recommendations, and national criteria were considered. The peer-review experts include professors, representatives of the professional practice and the student representative. A certificate with the ACQUIN seal is awarded upon accreditation of the study programs.

1 The Higher Education System in Indonesia

1.1 Historical development

The modern Indonesian Higher Education System evolved from the colonial education system of the Dutch East Indies. The need for professionally trained personnel who could be used in the administration led to the establishment of a number of higher education institutions (HEIs) in the late 19th century and the first decades of the 20th century, and to the establishment of a number of colleges mainly on the island Java with the largest population. The institutions primarily provided practical vocational education in the fields of Medicine (Medical College in Batavia, 1902), Engineering (Technical College in Bandung, 1920), Agriculture (Bogor Agricultural College) and Law (Jakarta Law College, 1924) and were less research oriented. These education institutions predominantly benefited a small number of European and, to a lesser extent, native indigenous elites – in 1930, only a little over 100 indigenous students were enrolled in the country's universities, where teaching was conducted in Dutch.

After Indonesia's declaration of independence in 1945, the education system underwent a massive expansion, reflecting the increased value of education for the young nation. Numerous foundations of universities like the Universitas Gadjah Mada in Yogyakarta (1949) and the Universitas Indonesia in Jakarta (1950, which emerged from earlier institutions) date from this period. A particularly important role with regard to the diversification of the higher education system was played by the higher education legislation of the early 1960s. The Higher Education Act No. 22 of 1961 stipulated that every province in Indonesia had to have at least one state university, which led to the establishment of 23 new higher education institutions.

In addition, the law established comparable structures at the universities, the “Tri Dharma” (three pillars) of higher education (teaching, research, and service to the community service), which are still valid today. Private universities were recognized as equal to public HEIs, which led to a significant expansion of the private sector.

While particularly the primary and secondary education sector experienced significant growth in the first decades after independence, the development of the tertiary education sector was much slower. Favoured by strong economic growth and – associated with it – an increasing demand for a well-educated labour force as well as an expanding middle class changed this situation from the mid-1970s onwards: While 260,000 students were enrolled at Indonesian universities in 1975, the numbers increased by more than one million each decade. In the mid to late 1970s, the structure of the study programs was standardised along the lines of the Anglo-American system with bachelor's, master's and PhD degrees, a credit point system, and the division into fully academic and vocational study programs were introduced.

Today, vocational training in Germany is regarded as a model for the development and expansion of vocational training structures in Indonesia's TVET sector (Technical and



Vocational Education). The new dual study programs are attracting great interest in Indonesia. Germany enjoys an extremely positive reputation here as a country of engineers, not least due to the popularity of the former President of the Republic of Indonesia, Dr. Bacharuddin Jusuf Habib. Bacharuddin Jusuf Habibie studied aerospace engineering at RWTH Aachen.

1.2 Contemporary situation

With currently 4,593 private and public institutions in tertiary education, Indonesia has one of the largest and most divergent higher education systems in the world (Pendidikan Tinggi 2020 statistics, as of December 2020). 633 of these higher education institutions are considered universities (universitas). Since the state-run HEIs cannot meet the demand for primary, secondary, and tertiary education, there is a very broad market for private providers. Of the 4,593 HEIs, 122 are public, state-funded institutions and 3,044 are private. In addition, there are 187 state-owned higher education institutions (e.g. military and administrative colleges) and 1,240 religious colleges. These are not only higher education institutions for the training of religious functionaries, but also – religiously based – institutions with a variety of faculties and a wide range of courses of study and training. Thus, less than 10 per cent of all tertiary education institutions are state-run, more than 90 per cent are private universities. The state universities are generally regarded as particularly qualified and also have most of the country's current 739 doctoral programs.

Despite the large number of private colleges, “only” about 52 percent of students study there, while 35 percent are enrolled at state colleges. The remaining 17 per cent study at religious colleges or state-owned colleges that are under neither the Ministry of Education nor the Ministry of Religion.

The majority of the state-run higher education institutions are administered and financed by DIKTI (Directorate for Higher Education at the Ministry of Education and Culture). The Ministry of Religion, on the other hand, is responsible for the large number of denominationally oriented higher education institutions. However, there are also higher education institutions that are administered and financed by other ministries, for example the Ministry of Finance and the Ministry of Defence. The private university sector is anchored in DIKTI with regionally organised so-called KOPERTIS networks.

In terms of their legal status, state universities are divided into three categories: autonomous universities (PTN-BH: Perguruan Tinggi Negeri – Badan Hukum); universities with partial financial flexibility (PTN-BLU: Perguruan Tinggi Negeri – Badan Layanan Umum); and universities as full state educational institutions (PTN). Initial efforts to grant universities more autonomy date back to 1999 and were expanded in the following years, gradually first to seven state universities – including the country's top four universities – which were granted the status of autonomous universities (PTN-BH). Currently, twelve state universities out of the 122 belong



to this group. They are all characterised by a higher degree of self-governance and independent financial management, as well as a dual management structure: in all academic as well as development-related matters, decisions are made by a senate composed of members of the faculties. Financial supervision and the election of the rector, on the other hand, are subject to a university council, which includes representatives of the Ministry of Education. (For comparison: in the non-autonomous universities, the rectors are still appointed by the ministry). In financial terms, these universities are allowed to make shifts within their overall budget, generate their own income and build up capital.

Both private and state-supported universities charge tuition fees. The amount of tuition fees varies greatly, depending on the subject studied, the socio-economic situation of the student (there is a subsidy for socially disadvantaged students) and according to the type of university: At a state university, undergraduate studies (Bachelor degree) cost up to Rp. 10,000,000 (approx. 690 euros) per semester for Economic Studies, Social Sciences and Humanities, up to Rp. 15,000,000 (approx. 1,035 euros) for Engineering and up to Rp. 23,000,000 (approx. 1,590 euros) for medical studies. For the master's program (in Indonesian "Sarjana 2"), the tuition fees per semester range from between 8,000,000 Rp. (approx. 550 euros) and 31,000,000 Rp. (approx. 2,140 euros); the highest tuition fees are charged in the field of management. Doctoral studies at state universities cost between 11,000,000 Rp. (approx. 760 euros) and 45,000,000 Rp. (approx. 3,100 euros).

At private universities, the tuition fees for a particular subject can vary greatly. For an undergraduate/bachelor program, one has to pay on average between 12,000,000 Rp. (approx. 830,- Euro) and 20.000.000,- Rp. (approx. 1.380,- Euro), for a medical degree up to 54.000.000,- Rp. (approx. 3,725 euros), which does not include the sometimes very high very high enrolment fees for the first semester. In the master's program, the tuition fees per semester at the private Atma Jaya University in Jakarta, to name just one example, range from 7,000,000 Rp. (approx. 480 euros) and 37,000,000 Rp. (circa 2,550 euros). Again, management is the most expensive field of study. For doctoral studies, which are seldom offered by private universities, one has to pay fees ranging from about 20,000,000 Rp. (approx. 1,380 euros) and 30,000,000 Rp. (approx. 2,070 euros) per semester.

The DIKTI distinguishes between the following types of HEI (in brackets the number of state and private institutions per type): Universitas (646), Institute (132), Sekolah Tinggi (1,361), Akademi (772), Akademi Komunitas (36), Politeknik (219). All these institutions can be state as well as private.

Fully academic education with the degrees S1, S2 and S3 (which are equivalent to a bachelor, a master and doctoral degrees respectively) are offered at universities. In addition to the 646 state and private universities, there is also a distance learning university ("Universitas Terbuka"), which was opened in 1984 and offers mainly undergraduate courses. More than



310,000 students are currently enrolled there, with the largest proportion (over 40 per cent) of them at the Faculty of Teacher Education and Pedagogy. The degrees S1, S2, and S3, are also offered at subject-oriented HEIs: at institutes (Institut) and at high schools (Sekolah Tinggi).

Unlike the universities, the so-called "Instituts" are usually focused in certain areas of specialisation. Courses of study can be completed with a diploma as well as with a bachelor's degree. Some institutes also offer postgraduate courses. Another form of subject-oriented higher education institutions is the Sekolah Tinggi ("High School"), which often consist of only one faculty and for the most part offer courses leading to professional courses of study. They account for almost half of all higher education institutions in Indonesia and are for the most part private. The usual degrees obtained here are D 1 to D 4. These "Diploma" degrees are awarded in application-oriented courses of study; they are not recognised as academic degrees in the European Higher Education Area. The highest D degree, the Diploma 4, concludes a four-year course of study and can be equated to a bachelor's degree (S1) in Indonesia, albeit with the addition of "Bachelor of Applied Science". In addition to the Sekolah Tinggi, the Diploma degree can also be obtained at the 909 so-called academies ("Akademi"). Like the institutes, the Akademi are usually specialised in one field of study such as e.g., accounting, foreign languages, or obstetrics, and are therefore rather small. They too are for the most part private institutions. The courses of study are concluded with a diploma degree. The 304 so-called polytechnics ("Politeknik") offer only three- and four-year programs with diploma degrees that focus on practical vocational training. To meet the demand for qualified personnel in regions with high industrial or labour market potential, but which do not have HEIs, the establishment of 36 so-called Akademi Komunitas was started in 2012, which offer one-year and two-year courses of study leading to professional qualifications with the degrees D 1 and D 2 respectively.

Most universities still lack university teaching staff with doctoral degrees. Of the 308,600 lecturers statistically recorded, only around 47,625 have a doctorate. About 72 percent of university teachers have a master's degree as their highest qualification; all others teach with Bachelor's, Diploma, or other degrees. The most qualified university teachers, by a wide margin over the other islands, are on Java, where about 26,000 hold doctorates and a good 108,700 have master's degrees. More than 60 per cent of all lecturers with a doctorate are thus employed at higher education institutions on Java.

1.3 Accreditation System in Indonesia

The issue of quality assurance plays a major role in Indonesia with its enormously diverse system of tertiary education institutions. While, for example, in Java and Sumatra 88 and 90



percent of the HEIs are accredited, in the provinces of Papua and West Papua the number is only 40 percent.

The authoritative institution for the accreditation of HEIs and study programs in Indonesia is the National Accreditation Authority BAN-PT (Badan Akreditasi Nasional Perguruan Tinggi), founded in 1994. In addition, there are also independent accreditation agencies for specific disciplines, e.g. medicine.

The accreditation system is three-tiered and is carried out in a five-year rotation. An “A” accreditation is the best rating. “B” means “very good”, “C” is the lowest classification level and is also used for newly established study programs. The designations “unggul” (excellent), “baik sekali” (very good) and “baik” (good) were introduced in 2020 and have been used instead of A, B and C since then.

Out of approximately 4,600 higher education institutions in the country, about 62 per cent have been institutionally accredited so far. By the end of 2020, 99 institutions had been accredited with an “excellent” grade (the majority of which were state higher education institutions), 859 with a “very good” grade and 1,755 with a “good” grade. Among the study programs that have already been accredited, 19.0 per cent received an “excellent” grade (by far the most of these in the subjects of management and accounting), 51.9 per cent a “very good” grade and 29.2 per cent a “good” grade. Clear differences can be seen between state and private higher education institutions: while more than 40 percent of bachelor’s and master’s programs at state universities are accredited with an “excellent”, this applies to only 7.5 percent of bachelor’s and 12.9 percent of master’s programs at private universities.

According to the government’s plans, the accreditation system is to be fundamentally revised. For existing accreditation, the obligation to re-accredit is to be dropped. The previous classification will remain in place but can be reviewed by the accreditation authority in the event of a suspected “decline in performance” of the university, in which case a downgrading is also possible. The HEIs are free to apply for re-accreditation on a voluntary basis, e.g., to move up from the “very good” to the “excellent” level.



2 Short profile of the HEI

The Universitas Pendidikan Indonesia (UPI) is a state university with autonomy in academic and non-academic matters/ affairs. The university organises the Tri Dharma Perguruan Tinggi (TPHE) in the discipline of educational sciences and education of academic disciplines, as well as disciplines of theology, humanities, social sciences, natural sciences, formal sciences, and applied sciences.

Brief History of UPI

UPI is one of the first teacher education institutions in the country and has served the country by providing high quality teachers and educators. It was established as Teachers Education College (PTPG) on 20 October 1954 in Bandung with the main mission to prepare teachers/educators. In 1957, PTPG was amalgamated into the Padjadjaran University, then a newly established state university in Bandung, as the Faculty of Teacher Training and Educational Sciences (FKIP). This integration further strengthened UPI's position and contributed to its growth and development. In 1963, the Government amalgamated a number of teacher training institutions at tertiary level in Bandung into Bandung Institute of Teacher Training and Educational Sciences (IKIP Bandung). In 1999 IKIP Bandung transformed into Universitas Pendidikan Indonesia (UPI) in accordance with Presidential Decree Number 124 of 1999, with a broader mandate to offer not only educational degrees but also degrees in pure sciences, mathematics, engineering, literature, arts, economics, business and social sciences. The university has been designated to be an autonomous university.

Since 2017, there has been a significant change in the role and scope of the university's responsibility in providing teachers and educators along with the issuance of the MOECRT (The Ministry of Education, Culture, Research, And Technology) Regulation, that changes the scheme of teacher education. Teacher education is now administered in bachelor degree plus one year (for Students with linear background or graduates of teacher education institutions, henceforth SLB) or one and a half year (for students with non-linear background or those of general institutions, henceforth SNLB).

Visions and Missions of UPI

UPI is a university that embodies an educational identity rooted in integrity and honesty. The university recognizes the crucial role of education as a determinant for the future. At UPI, education holds the purpose of instilling a commitment to raise positive character traits such as independence, responsibility, and adaptability within the campus community. Moreover, UPI places great importance on developing values that prioritize civility and mutual support among its members.



UPI translates its vision of being a "Leading and Outstanding University" into specific missions: (1) providing education by promoting the harmonious integration of educational sciences with religious, humanities, social, formal, and applied disciplines; (2) conducting innovative research that advances educational theory and practice, as well as other disciplines, incorporating local wisdom; (3) developing comprehensive teacher professional education integrated with academic and professional education at all levels; and (4) disseminating experiences and innovations in education, religious disciplines, humanities, social, formal, and applied sciences to contribute to social progress. UPI upholds the following goals aligned with these missions: (1) producing high-quality teachers, education professionals, scientists, and experts across its higher education programs, equipped with strong moral values and global competitiveness; and (2) generating, advancing, and sharing science and technology for the betterment of human welfare.

University Values

UPI's values are built in line with Pancasila as the Foundation of the Republic of Indonesia, and uphold the values of morality, equality, and equal opportunities in education. Therefore, UPI has scientific, educational, and religious values. In implementing these values, and as an effort to enhance quality to support national development with social justice, UPI focuses on the following in its development:

(1) Fair academic freedom: The implementation and development of education that is oriented towards excellence, fairness, and upholds diversity; (2) The excellence in the field of Education and research that promotes the resolution of development issues: Development and dissemination of outstanding research results in the fields of knowledge, education policy, and the resolution of strategic issues at the national, regional, and international levels; (3) Dissemination of research results for the welfare of society: The organization and development of community engagement by disseminating and utilizing innovations in the field of educational sciences, disciplinary education, and other disciplines to empower the society; (4) Creative and innovative learning environment through student-centred learning: The organization and development of student development programs to improve the quality of graduates and enhance networking and alumni empowerment; (5) Development of human resources quality based on SDGs: Capacity building of resources (human resources, facilities and infrastructure, and finances), and university efforts to support the implementation of the Tri Dharma (Three Pillars of Higher Education) to enhance the wellbeing and excellence of the university; (6) Institutional Governance towards sustainable development: Development of a healthy, accountable, and environmentally friendly university governance as an autonomous and multi-campus university based on an integrated information system.



Organizational Structure of UPI

To achieve UPI's vision and mission, UPI has organizational structure and work procedures (SOTK) guidelines to improve understanding and achievement of performance targets for all UPI academics and educational staff. It consists of several study programs, quality control units, as well as several supporting resources consisting of laboratories, workshops and studios, study centres, academic and student affairs sections, general administration sections and human resources. To carry out its functions, the faculty is led by a dean and assisted by three vice-deans, namely the vice-dean for academics and the vice-dean for human resources, finance and general affairs and the vice-dean for student affairs.

UPI provides education through eight faculties and one postgraduate school and five regional campuses, which are located in Cibiru, Sumedang, Purwakarta, Tasikmalaya, and Serang and which run several study programs of their own.

Achievements of UPI

Universitas Pendidikan Indonesia has been named one of the world's best universities through the latest edition of the most referenced university rankings in the world. Universitas Pendidikan Indonesia is ranked # 201-250 in the World, #33 in Asia and #1 Top University in Indonesia in the Field of Education based on QS (Quacquarelli Symonds) World University Rankings (QS-WUR) by Subject 2023.

QS (Quacquarelli Symonds) is the most widely used rating agency in the world. In addition, the Ministry of Education has just recognized QS in the ranking and is already very reputable. Good achievement in maintaining the #1 position in the aspect of education but not the end goal and not the only one. One of the UPI's next targets is to be able to enter the top 1000 international QS WUR.

External Accreditation

Apart from the internal quality assurance system, all the units of UPI are also audited by external quality agencies, such as the National Accreditation Agency for Higher Education (NAA-HE or BAN-PT) and agencies of quality certification for ISO 9001: 2008 and ISO 9001: 2015. The university is currently holding the accreditation rank "Excellent", indicating that the university has far exceeded the standards established in the National Standards of Higher Education (NSHE). Furthermore, UPI proudly showcase 113 programs rated as "Excellent," 24 programs rated as "Very Good," and 28 programs rated as "Good." This is a testament to UPI's unwavering commitment to maintaining exceptional quality in education. Moreover, UPI has gained international recognition for its dedication to excellence, with an impressive 77 internationally accredited study programs across various faculties from ASEAN University Network Quality Assurance (AUN-QA), the Accreditation Service for International Schools,



Colleges, and Universities (ASIC), and the Agency for Quality Assurance through Accreditation of Study Programs.

2.1 Faculty information

Fakultas Pendidikan Bahasa dan Sastra, FPBS

The Faculty of Language and Literature Education (Fakultas Pendidikan Bahasa dan Sastra, FPBS) at UPI is a prominent institution dedicated to the development of language and literature education. FPBS offers a range of undergraduate and graduate programs focusing on both Indonesian and foreign languages, along with their respective literatures.

The faculty emphasizes research, teaching, and community service, preparing students for careers in education, translation, linguistics, and cultural studies. Through its rigorous academic programs, FPBS aims to produce graduates with high linguistic competence and deep literary appreciation, contributing to language education both in Indonesia and internationally. FPBS also engages in collaborations with international academic institutions, raising cross-cultural understanding and enhancing its academic offerings.

School of Postgraduate Studies (SPS)

The School of Postgraduate Studies, henceforth SPS, is an education provider for master and doctoral degrees. It was first established in 1968. School of Postgraduate Studies UPI is an academic unit that functions to provide and/or coordinate master programs (pure and applied), doctoral programs (pure and applied), and other programs in their capacity. The number of study programs managed by SPS until 2020 is 31 master programs and 21 doctoral programs. The Master program of Linguistics (MPL), Doctor program of Linguistics (DPL) and Master program of Indonesian as a Foreign Language Education (MPIFLE) are included in the management section of the school.

SPS has an extensive experience and reputation in providing postgraduate education in the field of education and disciplined education. In the last five years, SPS UPI has focused its program and activities on efforts to gain international recognition. Performance achievements during that period have brought SPS UPI to an important stage in entering the world-class university community. The indicators for international recognition are shown by the presence of international students in 10 study programs: visiting professors from partner universities abroad including: Japan, Australia, Germany, Egypt, Singapore, France and the USA.



3 General information on the study programs

3.1 Master in Indonesian Language Education (MPILE)

Provider of the study program	UPI, Faculty of Language and Literature Education
Title of the study program	Master program in Indonesian Language Education/MPILE
Degree	Master of Education
Date or planned date of introduction	October 1993
Subject field	Indonesian language and literature education
Regular study duration	Two years
Number of ECTS credits	63 ECTS (for linear students) or 81 ECTS (for non-linear students)
Matriculation period	Each semester
Frequency of the offered program	Twice a year
Capacity per year	45
Number of students currently enrolled	131
The average number of graduates per year	38
Tuition fees	IDR 8.522.000 (~524 EUR) per semester
Type of studies	Full-time



3.2 Master in Indonesian as a Foreign Language Education (MPIFLE)

Provider of the study program	UPI, School of Postgraduate Studies
Title of the study program	Master program in Indonesian as a Foreign Language Education (MPIFLE)
Degree	Master of Education
Date or planned date of introduction	March 2020
Subject field	Indonesian as a Foreign Language Education
Regular study duration	Two years
Number of ECTS credits	54,36 ECTS for linear students or 72,48 ECTS for non-linear students
Matriculation period	Annual course in 2 semesters
Frequency of the offered program	Annually
Capacity per year	20
Number of students currently enrolled	18
The average number of graduates per year	3
Tuition fees	IDR 8.522.000 (~522,4 EUR) for Indonesian students per semester IDR 14.827.540 (~910,70 EUR) for international students per semester
Type of studies	Full-time



3.3 Master in Linguistics (MPL)

Provider of the study program	UPI, School of Postgraduate Studies
Title of the study program	Master in Linguistics
Degree	Master of Humanity in Linguistics
Date or planned date of introduction	2005
Subject field	Language
Regular study duration	two years
Number of ECTS credits	54 ECTS (for linear students) or 72 ECTS (for non-linear students)
Matriculation period	January and August
Frequency of the offered program	Twice a year
Capacity per year	25
Number of students currently enrolled	72
The average number of graduates per year	16
Tuition fees	IDR 8.522.000 (~524 EUR) per semester
Type of studies	Full-time



3.4 Doctoral program in Indonesian Language Education (DPILE)

Provider of the study program	UPI, Faculty of Language and Literature Education
Title of the study program	Doctoral program in Indonesian Language Education/DPILE
Degree	Doctor in Indonesian Language Education
Date or planned date of introduction	October 1993
Subject field	Language education, literature education, linguistics
Regular study duration	Three years
Number of ECTS credits	65 ECTS (for linear students) or 83 ECTS (for non-linear students)
Matriculation period	Each semester
Frequency of the offered program	Twice a year
Capacity per year	20
Number of students currently enrolled	94
The average number of graduates per year	4
Tuition fees	IDR 12.580.250 (~774 EUR) per semester
Type of studies	Full-time



3.5 Doctor in Linguistics (DPL)

Provider of the study program	UPI, School of Postgraduate Studies
Title of the study program	Doctor in Linguistics
Degree	Doctor in Linguistics
Date or planned date of introduction	2011
Subject field	Language
Regular study duration	Three years
Number of ECTS credits	42 ECTS
Matriculation period	January and August
Frequency of the offered program	Twice a year
Capacity per year	20
Number of students currently enrolled	20
The average number of graduates per year	6
Tuition fees	IDR 12.580.250 (~776.88 EUR) per semester
Type of studies	Full-time



III Implementation and assessment of the criteria

The peer-review experts assess the quality of the study programs and compliance with the ESG standards as well as with the national standards. The report must document the assessment of each study program in the cluster, considering each criterion. Depending on the criterion, the assessment of criterion may be appropriate at the study programs cluster level to avoid repetition and better describe general context.

1 ESG Standard 1.1: Policy for quality assurance

Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

1.1 Implementation

The internal quality management of the university is coordinated by the University Quality Assurance Unit (SPM). This unit is responsible for ensuring that quality assurance is carried out consistently and continuously by all academic, administrative, business, and supporting elements of the university. The internal quality assurance system is carried out through a process approach and a performance approach.

At the university level, internal quality assurance is carried out by the SPM and the Internal Control Unit (ICU). Each unit for each activity held is carried out by the Quality Control Unit (SKM) in the work unit concerned. The internal quality assurance system is implemented through Internal Quality Audits (IQA) and the ICU annually. This includes self-evaluation reports, internal audit forms, and analysis and evaluation of the performance of the study program every year.

The Internal Audit Unit (SAI) is involved in carrying out quality evaluations and internal audits to assess the implementation of the quality assurance system and the level of achievement of quality standards or objectives within the university. Academic and administrative staff are involved in implementing quality assurance for every activity they organize, ensuring compliance with quality standards, and participating in internal quality audits and evaluations. Students are also involved in providing feedback, participating in satisfaction surveys, and contributing to the continuous improvement of the quality of education and services.

The implementation of quality assurance follows the PPEPP model, which includes standard setting, standard implementation, standard evaluation, standard control, and continuous improvement. The university determines and formulates quality standards through a systemic analysis of the components of the higher education delivery system, including input, process, output, and impact.



In addition, the university conducts internal evaluations every year, namely internal audits, to ensure that the quality assurance system is being implemented effectively. The success of quality assurance is assessed by accreditation and the absorption of graduates by stakeholders. This internal quality management system is designed to achieve predetermined quality standards or objectives and ensure continuous quality improvement.

The internal quality management of the university involves various stakeholders who play essential roles in ensuring the effectiveness of the quality assurance system. The university management is responsible for carrying out quality assurance to meet standards that apply nationally and/or internationally. They are involved in setting quality targets, coordinating quality assurance activities, and ensuring the implementation of the quality assurance system.

1.2 Assessment

UPI has established a comprehensive formal quality assurance (QA) policy, which is implemented through its Internal Quality Assurance System (SPMI). This system is publicly accessible via the university's website, allowing transparency in regulations, procedures, and related information. The quality assurance framework is further decentralized, with coordination at the faculty level managed by the Faculty's Quality Assurance Unit (SKM) and at the study program level by the Quality Assurance Group (GKM). This structured approach ensures consistency and comprehensiveness in the application of QA policies across the institution.

UPI's QA policy is notably broad, covering nine interconnected quality standards that align with the three foundational pillars of HEI's in Indonesia: education, research, and community service. Additionally, these standards involve crucial management-related areas such as human resources, information systems, facilities, planning, development, and reporting. The alignment of UPI's QA framework with these pillars ensures that its policies apply uniformly across all institutional aims and goals and also on each faculty level.

All units and bodies within UPI are actively engaged in the development and implementation of these QA policies. As described by the institution, UPI has designated teams at various levels responsible for overseeing the effective functioning of QA mechanisms. These bodies operate under the close coordination and supervision of UPI's top management, ensuring that the development, revision, implementation, and monitoring of the QA system are well-executed. The university's QA body, primarily responsible for coordination, works in tandem with faculty-level units, which manage administrative aspects, and study program-level units, which focus on academic activities such as teaching, learning, and research.

Moreover, UPI adheres to national regulations on gender equality, as mandated by the 2020 gender-responsive university manual issued by the Ministry of Female Empowerment and Child Protection. This manual follows the Presidential Instruction on National Development and



outlines measures to ensure equal opportunities and resources for all genders. UPI has established the University Center for Gender Role and Child Protection Studies, tasked with promoting gender equity and advocating for children's rights within the university and the broader public.

In conclusion, UPI's QA policy is well-structured and aligned with national and international standards, with effective coordination at all levels to ensure continuous improvement. However, ongoing efforts in faculty development and adherence to emerging regulations will be crucial to sustaining and enhancing UPI's commitment to quality assurance.

1.3 Conclusion

The criterion is **fulfilled**.

2 ESG Standard 1.2: Design and approval of programs

Institutions should have processes for the design and approval of their programs. The programs should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a program should be clearly specified and communicated and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

2.1 Implementation

2.1.1 Master Program in Indonesian Language Education (MPILE)

The Master Program in Indonesian Language Education (MPILE) is offered by the Faculty of Language and Literature Education at UPI. It was introduced on October 21, 1993, and the regular study duration is 2 years, with 63 ECTS credits for linear students and 81 ECTS credits for non-linear students. The program aims to produce graduates who are professional Indonesian language and literature educators, researchers, practitioners, and consultants in the field of Indonesian language and literature education.

The curriculum is designed to develop the knowledge, technology, art, and culture in the field of Indonesian language and literature education. Graduates are expected to be able to implement their knowledge in the learning process and produce innovative and tested works in the field. The program also emphasizes the ability to solve problems in science, technology, art, and culture through an interdisciplinary approach.

The quality assurance system for the program involves internal and external quality assurance, with a focus on continuous quality improvement. The program is designed to meet national and international quality standards and is subject to periodic internal and external audits to ensure compliance.



The MPILE program is designed to produce highly competent graduates who can contribute to the field of Indonesian language and literature education through their knowledge, research, and practical skills.

Learning outcomes are defined as follows:

Knowledge: Mastering general theories of Indonesian language education. This includes mastering theoretical concepts of Indonesian language education and its development in the digital era. Furthermore, it involves mastering various alternative solutions to learning and educational problems in Indonesian language and literature, using an interdisciplinary or multidisciplinary approach.

Attitude: The ability to cooperate, lead, care, and take responsibility for improving the quality of Indonesian language education is essential. This is achieved by following a scientific manner in collaborative, ethical, and responsible ways. Additionally, individuals should behave and act in a scientific, educational, and religious manner.

General Skills: Graduates should be capable of developing logical, critical, systematic, and creative thinking through scientific research and the creation of designs or works of art in the fields of science and technology, while applying humanitarian values relevant to their areas of expertise. They should be able to formulate scientific concepts and study results based on principles, procedures, and ethics, presenting them in the form of a thesis or equivalent work, and upload them to the university's website. These works should also be published in accredited scientific journals or accepted in international journals. Graduates should integrate learning and innovation skills, information, media, and technology skills, and life and career skills. They should be able to carry out academic validation or studies in their field of expertise to solve problems in society or industries. They should also be able to compile ideas, thoughts, and scientific arguments, adhering to academic ethics, and communicate them through various media to the academic community and the wider society. Finally, they should be able to apply learning skills, manage information, and use ICT for self-development and lifelong learning.

Specific Skills: Graduates should be capable of developing knowledge, technology, and/or art in the field of Indonesian language and literature education through research, producing innovative and tested works. They should also be able to identify and solve problems in Indonesian language and literature education, both for native speakers and foreign speakers, using various interdisciplinary or multidisciplinary approaches.

2.1.2 Master Program in Indonesian as a Foreign Language Education (MPIFLE)

The Master Program in Indonesian as a Foreign Language Education (MPIFLE) is offered by UPI and aims to produce graduates who can design Indonesian language education concepts for foreign speakers and implement them professionally. The curriculum is designed to enable



graduates to conduct research on Indonesian as a foreign language in an innovative manner through the development of science and technology. The program emphasizes the importance of mastering theories and concepts of Indonesian language, literature, art, and culture for learning Indonesian as a foreign language.

The MPIFLE curriculum is structured to align with the Indonesian Qualification Framework and in line with the European Qualification Framework. The program undergoes systematic and regular evaluation as part of continuous development, and the quality assurance system involves internal and external quality assurance to ensure compliance with national and international quality standards.

In summary, the MPIFLE program aims to produce graduates who are competent in designing and implementing Indonesian language education concepts for foreign speakers, conducting innovative research in the field, and mastering the necessary theories and concepts for teaching Indonesian as a foreign language.

Learning outcomes are defined as follows:

Knowledge: Graduates are expected to master the theories and concepts of the Indonesian language, literature, art, and culture, particularly in the context of teaching Indonesian as a foreign language. They should also be proficient in the theories and concepts related to teaching the Indonesian language, literature, arts, and culture for learners of Indonesian as a foreign language.

Attitude: Graduates should demonstrate scientific, educational, and religious attitudes and behaviors that contribute to improving the quality of life within the community, nation, and state, in accordance with academic norms and ethics.

General Skills: Graduates should be able to integrate learning competencies, innovation, mastery of technology and information, career development, and life skills. They should also be able to conduct educational research on Indonesian as a foreign language and publish their findings in a logical, critical, systematic, and creative manner.

Specific Knowledge and Competencies: Graduates should possess advanced skills in using the Indonesian language, both orally and in writing, in academic and professional contexts. They should be able to study and develop Indonesian as a Foreign Language (IFL) learning tools and models tailored to the diverse needs and contexts of IFL learners. Additionally, they should be able to study Indonesian language, literature, arts, and culture to innovate in technology-based and information-based IFL learning.

2.1.3 Master Program in Linguistics (MPL)

The Master Program in Linguistics (MPL) is offered by the School of Postgraduate Studies at UPI. The program was introduced in 2005 and has a regular study duration of 2 years. The



curriculum is designed to provide students with updated knowledge and skills related to linguistic studies and research, aligned with the Indonesian Qualification Framework and compatible with the European Qualification Framework.

The program aims to develop graduates with a deep understanding of language and human communication, updated knowledge and skills related to linguistic studies and research, and the ability to practice the science of linguistics and language studies in accordance with applicable norms and ethics at both national and international levels.

MPL curriculum is divided into two sets to accommodate students from different undergraduate educational backgrounds: linear disciplines in language and linguistic studies and nonlinear disciplines. The linear curriculum has 36 credits in total (54 ECTS), and the non-linear curriculum offers 48 credits in total (72.4 ECTS).

The MPL program aims to produce graduates with a deep understanding of language and human communication, equipped with updated knowledge and skills related to linguistic studies and research, and aligned with national and international quality standards.

MPL began as one of the concentrations within the Language Education Program at the Postgraduate School of the Indonesian University of Education (UPI). The Language Education Program has three concentrations: Indonesian Language Education, English Language Education, and Linguistics. On June 8, 2005, through Rector's Decree No. 3045/J33/PP.03.02/2005, the Linguistics concentration was established as an independent study program. Over the years, MPL has increasingly attracted a more diverse student body where the students come from various institutions, domestic and international, with various disciplinary backgrounds, hence the aanvullen courses are rendered useful for their academic performance. MPL graduates have performed careers in a variety of fields and institutions, mostly as educators and researchers in higher education institutions and government bodies. Their roles as alumni in building their institutions contribute to the development of higher education in the country.

Learning outcomes are defined as follows:

Knowledge: Graduates are expected to master general theories of linguistics. This includes mastering theoretical concepts in areas such as phonetics, phonology, morphology, syntax, semantics, and pragmatics. Additionally, graduates should have a strong understanding of theoretical concepts in linguistics and their applications in fields such as sociolinguistics, semiotics, critical discourse studies, functional grammar, and language acquisition.

Attitude: Graduates should possess the ability to cooperate, lead, care, and take responsibility for improving the quality of linguistics by adhering to a scientific approach that is collaborative, ethical, and responsible.

General Skills: Graduates should be able to develop logical, critical, systematic, and creative thinking through scientific research and design, following established rules, procedures, and



scientific ethics. These skills should be demonstrated through the production of theses and articles published in nationally and internationally recognized journals. Graduates should be able to carry out academic validation or studies within their field of expertise to solve problems in society or industries. They should also be able to compile ideas, thoughts, and scientific arguments while adhering to academic ethics, and communicate them effectively to both the academic community and the wider public. Additionally, graduates should be able to apply learning skills, manage information, and use ICT for self-development and lifelong learning.

Specific Skills: Graduates should maintain the quality and integrity of independent, creative, and innovative academic work in responding to issues related to linguistics and other fields, in accordance with prevailing norms and ethics. They should also be capable of managing research and development in linguistics and related fields, ensuring that their work provides scientific benefits and adheres to national and international norms and ethics.

2.1.4 Doctoral Program in Indonesian Language Education (DPILE)

The Doctoral Program in Indonesian Language Education (DPILE) is offered by the Faculty of Language and Literature Education at UPI. It was introduced to produce graduates who are competent in teaching at the university level, capable of developing or creating new advancements in the field of Indonesian language and literature education through research and practice, and able to manage information and use ICT for self-development and lifelong learning.

The program curriculum is designed to develop and research in the field of Indonesian language, emphasizing the importance of scientific, educational, and religious behaviour. Graduates are expected to possess philosophical knowledge of Indonesian language education and skills relevant to their field.

The DPILE program is subject to a comprehensive quality assurance system, involving internal and external quality assurance, continuous quality improvement, and periodic internal and external audits to ensure compliance with national and international quality standards.

In summary, the DPILE program aims to produce graduates who are not only highly competent in teaching and research but also have a strong foundation in scientific, educational, and religious behaviour, contributing to the advancement of Indonesian language and literature education.

Learning outcomes are defined as follows:

Knowledge: Graduates are expected to master the philosophy of language education in general. They should also have a deep understanding of educational philosophy, learning



theory, and their applications in Indonesian language and literature education. Furthermore, they should master the development of Indonesian language education in the digital era.

Attitude: Graduates should demonstrate scientific, educational, and ethical attitudes and behaviours that contribute to enhancing the quality of life in society, the nation, and the state, all based on cultural norms and academic ethics. They should exhibit leadership, care, and responsibility in improving the quality of Indonesian language education by adhering to a scientific approach that is collaborative, ethical, and responsible. Additionally, they are expected to participate actively in building and developing national and international scientific networks.

General Skills: Graduates should be capable of discovering or developing new scientific theories and ideas to advance the application of science and technology while incorporating humanitarian values into their respective fields. This is achieved through the production of research that is scientifically rigorous, logically sound, critical, systematic, and creative. They should also be able to integrate learning and innovation skills, information media and technology skills, as well as career development and life skills to become lifelong learners. Graduates should be able to conduct interdisciplinary, multidisciplinary, or transdisciplinary research, including theoretical or experimental studies, in the form of dissertations and papers published in reputable international journals. Additionally, they should be able to select appropriate, advanced, and current research methods using an interdisciplinary, multidisciplinary, or transdisciplinary approach to address and solve problems in society.

Specific Skills: Graduates are expected to engage in research to develop knowledge, technology, and art in the field of Indonesian language and literature education, producing creative, original, and validated works. They should also be capable of identifying and solving problems in the teaching and learning of Indonesian language and literature, both for native and non-native speakers, by employing interdisciplinary, multidisciplinary, or transdisciplinary approaches.

The graduate profiles are formulated as follows.

(1) Professional Indonesian Language and Literature Educator: The Graduates are able to develop knowledge, technology, art, and culture in the field of Indonesian language and literature education and implement their knowledge in the process of learning Indonesian language and literature by utilizing research results. (2) Researcher in Indonesian language and literature education: The Graduates are able to develop knowledge, technology, arts and culture in the field of Indonesian language and literature education and implement their knowledge in research practice to produce innovative and tested works in the field of Indonesian language and literature education. (3) Practitioners in the field of Indonesian language and literature education: The Graduates are able to solve problems in science,



technology, art, and culture in the field of Indonesian language and literature education through an inter or multidisciplinary approach. (4) Consultant in the field of Indonesian language and literature education: The Graduates are able to manage research and development in the field of Indonesian language and literature education that is beneficial to society and science and is able to gain national and international recognition.

The Learning Outcomes owned by DPILE is evenly distributed for each available course type. This indicates that each course in DPILE has directed students to be able to fulfill the Learning Outcomes that have been determined in the DPILE curriculum.

DPILE students can develop a deeper understanding of Indonesian Language Education. The development of this understanding is carried out by providing four main areas, namely the field of Indonesian and its learning, the field of literature and its learning, the field of Indonesian for foreign speakers with their learning (BIPA), and the study of folklore. Indonesian language education learning is aligned with the Indonesian Qualifications Framework and in line with the European Qualifications Framework.

The DPILE curriculum structure consists of two parts: the curriculum for linear students and for non-linear students. For linear students, there are 43 credits or 65 ECTS with the following division of subjects: (1) Postgraduate Expertise courses = 10.5 ECTS; (2) Study Program Core Expertise courses = 22.5 ECTS; (3) Study Program Elective Expertise courses = 9 ECTS; (4) Dissertation = 22.5 ECTS. So that the number of credits for linear students is only 43 credits or the equivalent of 64.5 ECTS.

For non-linear students, there is an additional group of courses called an “aanvullen” course. Aanvullen is a term taken from the Dutch language which means complementary or additional. So, this aanvullen course is compulsory for students who are non-linear or at the previous level of education did not study Indonesian Language Education. The number of credits for this type of aanvullen course is 12 credits or the equivalent of 18 ECTS. So, for non-linear students the number of course credits is 55 credits or the equivalent of 82.5 ECTS.

2.1.5 Doctoral Program of Linguistics (DPL)

The Doctoral Program in Linguistics (DPL) at UPI is designed to provide advanced learning in linguistic theories and human communication. The curriculum is aligned with the Indonesian Qualification Framework and compatible with the European Qualification Framework. The program aims to develop graduates with a deeper understanding of current and advanced linguistic theories and human communication, aligned with national and international quality standards.

The DPL curriculum is divided into two forms to accommodate students from different educational backgrounds: those with linear disciplines in language and linguistic studies and



those with nonlinear disciplines. The linear curriculum has 43 credits in total (64 ECTS), and the non-linear curriculum offers 55 credits in total (82.51 ECTS).

The program undergoes systematic and regular evaluation as part of continuous development, and the quality assurance system involves internal and external quality assurance to ensure compliance with national and international quality standards.

The DPL program aims to produce graduates with advanced knowledge in linguistic theories and human communication, aligned with national and international quality standards.

Since its establishment, DPL has had two national accreditations. The last accreditation was in 2019 with a “very good”. Over the past three years, DPL has made progress in various ways.

Learning outcomes are defined as follows:

Knowledge: Graduates are expected to master the philosophy of linguistics in general. They should also have a thorough understanding of current linguistic theories and their applications to related fields such as culture, language and clinical disorders, critical discourse analysis, forensics, cognition, and computing.

Attitude: Graduates should demonstrate good leadership, care, and responsibility in improving the quality of linguistic scholarship by adhering to a scientific approach that is collaborative, ethical, and responsible. They should also actively participate in building and developing national and international scientific networks.

General Skills: Graduates should be able to discover or develop new scientific theories, conceptions, or ideas that contribute to the advancement and practical application of science and technology within their field of expertise. This should be achieved through the production of scientific, logical, critical, systematic, and creative research. Graduates should also be able to compile interdisciplinary, multidisciplinary, or transdisciplinary research, both theoretical and experimental, in the form of dissertations and papers published in reputable international journals. They should be able to select advanced and current research methods using interdisciplinary, multidisciplinary, or transdisciplinary approaches to develop solutions to societal problems. Additionally, graduates should be able to apply learning skills, manage information, and use ICT as a basis for self-development and lifelong learning.

Specific Skills: Graduates should maintain the quality and integrity of independent, creative, and innovative academic work in responding to issues related to linguistics and other fields, in accordance with prevailing norms and ethics. They should also be capable of managing research and development in linguistics and related fields, ensuring that their work provides scientific benefits and adheres to national and international norms and ethics.

DPL has a strong linkage and alignment with MPL which is the basis for an advanced learning program of linguistics.



2.2 Assessment

2.2.1 Master Program in Indonesian Language Education (MPILE)

The MPILE program is aligned with UPI's overall mission statement, which is geared toward teaching, training, and development of educational sciences. The curriculum is focussed on the development of skills in Indonesian language and literature education, which forms, for the moment, the main field of employment for graduates. According to the teaching staff, students and educational institutions periodically send feedback to the program, hence participate to the development of the curriculum, and discussions are held with stakeholders, especially universities and governmental area. While this participative approach is seen as positive, the process through which the curriculum is yearly evaluated remains unclear. It is therefore recommended to formulate a clear process of evaluation and (re)approval.

Solving educational problems in Indonesian language and literature learning is at the core of the learning outcomes (P1, KK1, KK2) and the MPILE curriculum proposes a good selection of topics in Indonesian language and literature, with an interesting balance between oral and written forms, as well as courses more specifically on education. The expected workload (credits) is clearly stated and the information accessible for students. The points to improve concern the formulation of the learning outcomes for the program and for each course. Those are generally stated, rendering them unspecified (they could be applied to any discipline), hence abstract for students. It is recommended to rethink and reformulate the learning outcomes by being more specific and explaining concretely what is behind those general statements.

This is all the more important because the program aims to train professional educator and, researchers in Indonesian Language and Culture, but also practitioners and consultants, who evolve outside of the educational sector. The fact that the program is not only limited to train people working in education is particularly welcome, but neither visible in the curriculum nor in the learning outcomes. This may come from the fact that this second career path is a new development. In order to strengthen it, it is recommended to enlarge or make more visible optional topics proposed at UPI, and which may align with such a career path. It is also recommended to redesign the general learning outcomes of the program, in order to add specific knowledge and skills that fit the requirements in those careers.

2.2.2 Master Program in Indonesian as a Foreign Language Education (MPIFLE)

The design and approval of the MPIFLE program aligns well with the ESG for, particularly in addressing the Tri Dharma of Higher Education in Indonesia: teaching, research, and community service. The program's mission and objectives support these core duties, integrating teaching activities with the university's strategic goals while also aiming for internationalization and global standards.



The program's vision, as articulated in the documents, is to produce qualified graduates with professional expertise in teaching, research, and community service in the field of Indonesian as a Foreign Language (IFL). This vision is achieved through a curriculum that balances theoretical knowledge and practical application. The curriculum design reflects clear learning outcomes in four categories: knowledge, attitude, general skills, and specific skills. Knowledge outcomes include mastering theories and concepts in Indonesian language and culture, while attitude outcomes emphasize scientific and ethical behaviour. The program also provides students with the pedagogical skills needed to effectively teach Indonesian as a foreign language, incorporating the latest technology and research advancements.

A noteworthy feature is the involvement of external stakeholders and students in curriculum development and feedback. Stakeholder input is gathered through formal agreements and non-regular invitations to participate in curriculum development every three years. For example, recent partnerships with Japanese companies aim to place graduates in international employment settings, while students contribute feedback through semester-end surveys, thesis supervision meetings, and focus group discussions.

Despite the program's strong foundation, some areas for improvement were noted during the accreditation process. Specifically, while student surveys provide valuable feedback, there is a recommendation to strengthen anonymity in these surveys to protect student privacy, as login credentials are currently required **[see Recommendation 11 - anonymization]**. Additionally, while internship opportunities are available and outlined in the university's internship guidebook, there is a desire among students for more internship options, particularly with international organizations. **[see Recommendation 6 – UPI mobility]**

The curriculum structure is comprehensive and designed to meet the program's intended learning outcomes. It includes general postgraduate courses like Applied Statistics and Philosophy of Science, along with core courses focused on Indonesian language, literature, and ICT-based teaching methodologies. Elective courses allow students to further specialize in areas of interest, such as cross-cultural communication and research in language and culture. **[Recommendation 2]**

For international students in the programs that have no background in Indonesian language teaching, supplementary courses could be available to bridge the gap and ensure a small range of individual knowledge and specialized skills.

The program prepares graduates for a variety of career paths in education and research, both within Indonesia and abroad. Alumni have reported that the curriculum effectively equips them for careers in international schools, embassies, and Indonesian studies programs. However, it was also noted that more research opportunities could further enhance the program and contribute to the field of IFL.



In terms of internationalization, the program shows promise, with collaborations with NGOs and international internships. However, both faculty and students expressed a desire for more international networking and opportunities for career advancement through partnerships with foreign institutions and companies. The Tri Dharma of Higher Education in Indonesia aligns with the European four purposes of higher education, with the program demonstrating a commitment to producing graduates who are not only knowledgeable but also able to apply their skills ethically and effectively in real-world settings.

During the discussion it became clear that PhD-programs do not have a colloquium in their studies. This oral examination could be implemented to ensure that those students have the possibility to defend the results of their thesis. **[Recommendation 3]** This is also a good reference to AI-generated (academic) content **[see Recommendation 8 - Plagiarism]**.

Overall, the program demonstrates a strong commitment to quality education, with room for enhanced stakeholder involvement, improved anonymity in student feedback, and expanded opportunities for international engagement.

Assessment of the PhD programs and the Salzburg Recommendations:

According to the insights from the site visit, PhD students are sufficiently involved in research activities, which are a core part of their educational experience. The program provides sufficient research opportunities that not only enhance the students' learning but also contribute to the overall quality of the academic program. According to recent surveys, students express high levels of satisfaction with the university's offerings, particularly appreciating their direct involvement in the faculty's research projects. This hands-on experience allows students to apply theoretical knowledge in practical settings, aiming a deeper understanding of their field of study. Furthermore, the university is well-equipped with research resources that enable students and faculty to conduct studies and projects at an international standard. This access to state-of-the-art facilities and resources ensures that the research conducted is innovative and globally competitive, preparing students to excel in their future careers.

2.2.3 Master Program in Linguistics (MPL)

UPI has a quality assurance unit that oversees study programs and curriculums. The programs are designed by the academic staff at the faculty and compose of the objectives, program learning outcomes, learning outcomes and lesson plans. The study programs are updated regularly with feedback from different internal and external stakeholders. As mentioned in the interview session with academic staff, focus group interviews are conducted with students to obtain feedback for the programs. Questionnaires are also sent out to external stakeholders



on requirements of graduate students. The alumni have also contributed to improving study programs and helped to widen the networking for collaborations.

The MPL objective and learning outcomes also adequately reflect the demands of an MA program and contribute to fulfilling the needs for qualified experts in language and linguistics. Both programs indicate that they strive to include interdisciplinarity into the programs, a necessary factor in fulfilling national and global needs and meeting current challenges.

The Learning Outcomes which are composed of attitude, knowledge, general skills and special skills adequately reflect the demands of a Master's program in Linguistics which would be an asset for graduates in meeting expectations in the various working environments they find themselves in.

MPL and DPL have core courses and elective courses which equip students with the necessary knowledge and skills that meet the objectives. The range of courses available is also positive and, in particular, the presence of interdisciplinarity as in courses like Forensic Linguistics and Cognitive Linguistics.

The structure of the programs, credits and ECTS look complete. Both support students who come from a similar academic background as well as to those who come from different disciplines.

A survey of the topics chosen for the Master's and PhD theses indicates a variety of topics which are of current interest with several showing interdisciplinarity in line with the university's aspirations. UPI has strengths especially in Forensic Linguistics and Systemic Functional Linguistics due to the teaching staff who specialize in these areas in their postgraduate studies overseas. UPI through these academics is a leader in Forensic Linguistics in the Southeast Asian region and could play a role in bolstering research and practice in this field among its ASEAN counterparts.

In addition to regular classes, invited professionals share their knowledge and experiences with students in the programs. From these sessions, the students learn the latest development in linguistics so that they are kept up to date with current research trends. Sessions with professionals increase students' knowledge on research that is relevant in the real world and for future job opportunities.

To support student-centred learning, UPI provides these students with facilities like open and closed discussion rooms and reading rooms which students can take advantage of to improve their learning skills.

The two study programs with the array of courses that are provided prepare students for several job opportunities in the education, research and related fields.

There is varying amount of information given in the lesson plans with some being more detailed and some being more brief and different formats exist. From the discussion rounds with the lecturers, it was stated that individual lecturers can modify lesson plans and that the lesson



plan write-ups are not fixed and passed down to subsequent lecturers. It is therefore recommended that the basis of the initial descriptions is properly done so that each course is described clearly at this specific stage, hence serve as a guideline to all lecturers who will be involved in teaching the courses. With this, also an update of given information and references in the lesson plans should be done to modernize literature and modernize the different channels of information. **[Recommendation 1]**

2.2.4 Doctoral Program in Indonesian Language Education (DPILE)

The formulation of the learning outcomes is also a point to improve in the DPILE against the MPILE. The difference between the Master and the Doctor program is not apparent at first sight from the curriculum and the expected gained skills and knowledge. During the discussion rounds, the difference approach between the Master and the Doctoral program could be clarified by the faculty members, also with individual terms of difficulty and a very concrete case that has been given to the expert group to proof the statements of the faculty and program managers. Finally, this could be proved, and the expert group was satisfied with the evidence shown by the UPI members. It is therefore suggested to highlight the main differences in the requested approach, the individual knowledge base and the required skills. This will help present the information to students in a more concrete and understandable way.

Through punctual research projects carried out by the professors, the DPILE program allows direct and active participation of students in research. The absence of institutionalized mechanisms for student participation in research activities, as well as their exclusion from the formal curriculum, raises concerns about the guaranteed accessibility of these opportunities for all students. Currently, students are not assured the chance to engage directly in research projects, which could be integral to their academic development. Furthermore, the lack of dedicated structural funding within the institution to support research in the field of Indonesian language and culture education intensifies this issue. The reliance on irregular third-party funding places uneven pressure on professors and teaching staff, hindering the institution's ability to develop and implement a coherent research strategy that aligns with and supports the curriculum.

This situation underscores the need for medium-term improvement. It is therefore suggested that the institution establishes a sustainable funding model to underpin research activities, which would, in turn, raise a stronger integration of research into the study program. Additionally, it is essential that students' individual initiatives, such as participation in conferences and research projects, be formally recognized within the curriculum. A transparent system for awarding ECTS credits for these activities should be introduced, ensuring that student engagement in extracurricular research efforts is encouraged and academically rewarded.



This alignment with a structured research strategy would not only enhance the academic rigor of the program but also strengthen its compliance with international standards, ensuring that the study programs meet current academic and student-centred needs.

During the discussion it became clear that PhD-programs do not have a colloquium in their studies. This oral examination could be implemented to ensure that those students have the possibility to do defend the results of their thesis. This is also a good reference to AI-generated (academic) content.

2.2.5 Doctoral Program of Linguistics (DPL)

Main part, see chapter above (2.2.3): Master Program in Linguistics (MPL).

Additionally for the DPL program:

The DPL program is an advancement of the MPL program. However, the Learning Outcomes of the Master and Doctoral Program do not clearly show this now. The clarification of the progression between those two programs should be made in more detail. At the current stage, the PhD program is not yet reaching EQF Level 8, which is required to be achieved for a PhD or doctoral equivalent degree. The courses, that compose the theoretical foundation of the PhD are minimal of content and are not suited for exceeding EQF Level 6, for students without a master's degree in Linguistics. The mere introductions to the basic fields of Linguistics are not "Knowledge at the most advanced frontier". Neither is the syllabus preparing the students to "extend and redefine existing knowledge". After one year, students are supposed to compete within international and other PhD holders, who have been studying their fields for a decade, before being awarded the EQF level 8. It is therefore recommended that the PhD-students of UPI are ready to stand their ground within highly competitive academia by establishing EQF level 8 into the program within the next years. **[Recommendation 12]**

2.3 Conclusion

The criterion is **fulfilled**.

Recommendations:

Recommendation 1: Each lesson plan can be improved so the course descriptions and learning methods are made clearer, reflecting the content of the curriculum.

Recommendation 2: Students should have the opportunity to select a catalogue of modules as electives to broaden and specialize in the programs.

Recommendation 3: A colloquium (oral examination) should be implemented to give students the possibility to do defend the results of their thesis and ensure a specific level of scientific level for the PhD programs.



Recommendation 12: The university should make sure that the DPL program reaches the EQF Level 8 learning outcomes and therefore ensures a higher standard than the MPL program.

3 ESG Standard 1.3: Student-centred learning, teaching, and assessment

Institutions should ensure that the programs are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

3.1 Implementation

Student-centred learning, teaching, and assessment are implemented at UPI through various methods and approaches. The learning process is designed to enhance students' potential independently, with various forms of learning such as lectures, discussions, presentations, group assignments, and individual assignments. This approach encourages students to take responsibility for their own learning and contribute to the learning process.

Students are encouraged to actively participate in discussions, seminars, and group assignments. They are also involved in project-based learning, where they undertake real-world projects that require them to apply their linguistic expertise to solve problems or conduct research.

Lecturers and students work together to develop and explore various relevant studies, both in terms of scientific content and skills in their application. Information exchange (discussions) in and outside the classroom is a hallmark of the learning process.

Study programs assess attitudes, knowledge, general skills, and specific skills to be achieved in each course by determining the appropriate learning approach. For example, students engage in real-world projects that require them to apply their linguistic expertise to solve problems or conduct research. The program implements the Project-Based Learning (PBL) method to enhance critical thinking skills in addressing language and literature issues. Students undertake real-world projects that require them to apply their linguistic expertise to solve problems or conduct research. The learning process leverages digital tools, online resources, and multimedia platforms to enhance learning experiences. For example, students use computational linguistics tools and software to analyse large linguistic datasets.

Examination system

Examinations are based on educational, authentic, objective, accountable, and transparent principles that are integrated. The assessment techniques include observation, participation, performance, written tests, oral tests, and surveys. The assessment system includes formative assessments aimed at obtaining information used for the improvement of the learning process



and a summative assessment aimed at evaluating the students' achievements of the intended learning outcomes.

Course exams are held at least twice in one semester, namely midterm and final semester exams, while the assignments can be adjusted. Final examinations of the study program can be held every month. Students who write theses or dissertations undergo an oral defence examined by a board of reviewers. In this oral defence, they are assessed based on their knowledge of the theory, academic writing, ability to defend their thesis, and English proficiency.

The grading management is done digitally through the university's grading system called SINNO. The grading system uses a scale of 0-4, and students are allowed to submit a letter of request for a review of the grade if they do not accept the grade offered by the lecturer. The assessment system includes a continuous improvement process, where feedback from students is used to make improvements in the learning process and assessment methods.

3.2 Assessment

UPI established well aligned processes to ensure student-centred learning, teaching, and assessment with several aspects of a high-level educational approach with only few areas for further improvements.

UPI follows a traditional syllabus across all classes in the cluster, ensuring that learning outcomes and assessment methods are clear and well communicated. The assessment processes align with the intended learning outcomes, helping students develop the relevant skills. Moreover, the detailed composition of final grades is mostly transparent and consistently shared. However, some syllabi and lesson plans appear outdated, suggesting that periodic curriculum updates are needed to maintain relevancy.

The university applies a structured assessment process that extends beyond traditional methods, incorporating a variety of approaches such as simulation-based assessments, peer review, and practical work. This range of assessments complements formative and summative assessments. Notably, students may retake an exam after a year if needed, and final examinations may take the form of a thesis, non-thesis, or the publication of a journal article, adding flexibility to the assessment framework.

UPI has included Outcome-Based Education (OBE) principles, which focus on the holistic development of students, encouraging problem-solving, critical thinking, and the application of knowledge in real-life contexts. The use of diverse teaching methods, from lectures and case studies to project-based learning and fieldwork, enhances the student learning experience. Additionally, students are encouraged to engage in laboratory-based experiments, further raising independent research and practical skills.



While these strengths are evident, there are also some concerns. Although student feedback is collected via questionnaires, these are the only evaluation tools used, raising doubts about their effectiveness. The anonymity of these questionnaires is questionable, given that there is potential for senior administration, including the rector, to access the results, which could undermine honest feedback. UPI would benefit from expanding its feedback mechanisms beyond questionnaires to ensure a comprehensive evaluation of teaching and learning methods.

There is a notable gap in offering students opportunities to build individual portfolios, which could better prepare them for their professional careers. Introducing more elective modules and customizable learning paths would not only enhance the portfolio-building process but also increase the attractiveness of UPI's programs.

In PhD programs, the role of academic supervision does not significantly differ from the master's level. A more differentiated and tailored approach to supervision at the doctoral level could enhance the academic development of PhD candidates. Furthermore, integrating research results into study programs would enrich the academic environment and raise a stronger sense of community and shared intellectual growth.

Lastly, UPI has established a robust quality control system, underpinned by continuous monitoring and support from academic supervisors to benefit the students in their daily tasks. This process, which includes also mid-term and end-of-semester assessments, supports students' academic progression. The integration of an online learning platform (SPOT and SPADA) facilitates access to learning materials and lesson plans, and hybrid learning opportunities further enhance flexibility. Nonetheless, UPI should still continue to assess and develop student-centred learning approaches to meet its quality assurance goals, particularly by improving the professional development of teaching staff and aligning teaching methods with the evolving educational landscape in the context of internationalization. Therefore, each lesson plan could be improved so the course descriptions learning methods and examination requirements are made clearer, reflecting the content of the curriculum in an international context and should be available on the UPI website. **[Recommendation 4]**

In conclusion, while UPI exhibits many positive aspects in line with the ESG, particularly in its assessment variety and commitment to OBE principles, the university should strongly continue to refine its practices to fully achieve a student-centred approach. Expanding feedback mechanisms, updating syllabi, enhancing portfolio-building opportunities, and strengthening doctoral supervision will help UPI align more closely with European Standards for quality assurance in higher education.



3.3 Conclusion

The criterion is **fulfilled**.

Recommendations:

Recommendation 4: To improve the academic visibility of the programs in an international context, the lesson plans and course descriptions should be improved and be available on the UPI website for international recognition.

4 ESG Standard 1.4: Student admission, progression, recognition, and certification

Institutions should consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression, recognition and certification.

4.1 Implementation

Admission

Student admission at UPI is organized through a systematic process. For most master program applicants, a Bachelor's degree (S1) or equivalent from an accredited study program and/or higher education with a cumulative grade point average (GPA) of at least 2.75 is required. For doctoral program applicants, a Master degree (S2) or equivalent from an accredited study program and/or higher education with a GPA of at least 3.00 is required.

Applicants are required to submit their final diploma and transcripts of education, a statement of assignment/permission of the employer, and a research plan for doctoral applicants. Registrants are required to register online through the designated website, where they can choose the study programs and receive an application number along with information on the amount of the registration fee to be paid.

If a selection test is required, these could be academic potential tests, English language tests, interviews, and specific material tests in accordance with the scientific field of the study program concerned.

Progression

Student learning progress is monitored through academic supervision, which is reviewed at the end of each semester with a ratio of academic supervisors to the student population of 1:4. Academic supervision can be done face-to-face and/or online, depending on individual circumstances.



The individual students' progress is monitored through qualification exams that students can take after completing a certain number of credits. The minimum requirement for passing the qualification exam is a qualifying test score of 3.00.

Students who are completing theses or dissertations are guided by academic supervisors and undergo an oral defence examined by a board of reviewers. The quality of the thesis and dissertation is tested through several stages of examination.

Academic advisors provide ongoing guidance to students, focusing on study planning, problem handling, and study completion. This guidance is aimed at ensuring that students are making progress and addressing any challenges they may encounter. The study program also monitors the development of thesis/dissertation writing every semester, ensuring that students are on track with their research and writing process.

Recognition

UPI implements clear and standardized procedures for the recognition of modules and credits, in line with international accreditation requirements and the national regulations of the Indonesian Ministry of Education. UPI ensures that credits earned by students are transferable within national institutions and internationally, supporting student mobility and academic progression with its partner universities.

Through participation in academic exchange programs and partnerships with international institutions, UPI facilitates the recognition of learning outcomes and credit transfer for students. Detailed information regarding the recognition of prior learning is provided for each program, ensuring transparency in the assessment of credits.

To do so, UPI follows a structured certification process, where grades, modules, and qualifications are officially documented in academic transcripts. This guarantees that students' academic achievements are recognized in accordance with international standards, increasing academic progression and employability.

Certification

UPI also ensures a structured and transparent certification process that aligns with international standards based on national regulations. Upon completion of their studies, students receive official academic transcripts (e.g. Diploma supplements) that document their grades, completed modules, and qualifications. These transcripts are issued in accordance with the national credit system, also ensuring the most possible compatibility with international academic requirements.

UPI's certification process provides clear and verifiable documentation of each student's academic achievements, which is recognized nationally and internationally. This certification



supports the students' academic and professional mobility, enabling them to pursue further education or career opportunities with validated and internationally recognized credentials.

4.2 Assessment

The programs have received a growing number of students over the past years, with a stable ratio of acceptance and a high level of success. The general admission process is easily accessible on UPI's website and can be seen as very important for the general approach of internationalization. Once students are enrolled, they are supported by various systems (on- and offline) which have been established for the students not to left alone with difficulties. The monitoring and support of students' progression are very well integrated into the academic framework. The recruitment of PhD-students is more selective compared to bachelor and master programs and follows a very clear process. Prospective students register through a system, take a test and pass an interview. While the choice of the supervisor, and the possibility to have a co-supervision, remains unclear, it could be noted that students complete their studies in 5 years against 8-10 years previously, which is a very positive development within the past few years. Such progress suggests that the supervision process is adequate.

In both cases, the recognition of the students' skills and knowledge is based solely on the students' score (GPA). Because learning outcomes are more concrete in terms of knowledge and skills acquisition and may be used by students on the job market, it would be useful to have a document listing them as part of the certification. Learning outcomes should be stated precisely and not in a general way, to allow a quick recognition of their value by the different stakeholders, especially in the industry. Equally important is the setting up of a procedure to ensure that potential conflicts between students and supervisors can be handled independently, without endangering the completion of the study.

Nevertheless, it can be seen that UPI prepared well for national and Asian students' requirements, but the preparation for incoming students from outside of Asia could still be improved in terms of transparency and support for the individual requirements of those students. To overcome first boundaries in the internationalization process, UPI should focus first on their own academic and administrative staff to ensure high level support for international students.

[Recommendation 5]

As a second step, also the mobility of Indonesian students should be improved with partner universities and strategic research collaborations from UPI. In the long term, this will enable all UPI stakeholders to acquire a broader knowledge base in order to better respond to the needs and desires of international students and their respective universities.

[Recommendation 6]

4.3 Conclusion

The criterion is **fulfilled**.



Recommendations:

Recommendation 5: Establish more support for international students from UPI. This includes academic and admin staff that should be broader developed to ensure adequate support when being abroad.

Recommendation 6: Improve the international mobility of UPI-students to ensure long-lasting partner universities, research collaborations and networks that will benefit all internal processes, needs and requirements of international students, including virtual mobilities.

5 ESG Standard 1.5: Teaching staff

Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.

5.1 Implementation

UPI follows a structured and transparent system for the recruitment, placement, and management of its teaching staff, which emphasizes the importance of qualified, competent, and well-managed academic personnel. UPI ensures that its processes meet national regulations and institutional policies to uphold a high standard of education.

The recruitment of lecturers at is governed by a set of clear policies based on the Rector's Decrees and national laws. These guidelines ensure a transparent and fair process for selecting qualified individuals to serve in master and doctoral programs. The recruitment mechanism aligns with UPI's strategic plan, ensuring that staffing decisions meet the needs of the main institution.

Lecturer qualifications are decided by academic, administrative, and personality requirements. Academically, lecturers are required to hold a Doctoral degree (PhD or equivalent) in a relevant field of study, demonstrate academic potential, and possess proficiency in both oral and written English. Additionally, lecturers must meet administrative requirements, including holding the necessary functional academic positions and obtaining approvals from their supervisors and university authorities. Personality requirements include a commitment to institutional policies, responsibility in fulfilling teaching duties, and adherence to ethical standards, particularly with regard to intellectual property rights.

Lecturer positioning decisions consider the lecturer-to-student ratio, the specific academic needs of study programs, and the alignment of lecturers' expertise with the courses offered. The head of the study program is responsible for proposing semester schedules, ensuring that the right lecturers are assigned to teach the appropriate courses.

The teaching load for lecturers is decided based on their structural positions within the university. Senior administrators, such as Deans or Vice Rectors, have reduced teaching loads



to balance their administrative responsibilities. Lecturers without administrative duties may teach up to 10 courses or groups per semester. Retired lecturers are also permitted to teach, with a maximum of eight courses or groups assigned to them. UPI ensures that the management and development of its academic staff are aligned with the university's Vision, Mission, and strategic objectives. The institution regularly reviews its human resource needs, including planning for future retirements and adjusting staffing requirements accordingly. This forward-looking approach helps maintain a sustainable and high-quality teaching workforce. The recruitment, placement, and dismissal of staff follow established university regulations, with clear processes in place to handle these aspects of employment. Lecturers and staff are managed under national civil servant (PNS) regulations and university-specific policies for non-PNS employees. This system ensures that the university can make staffing decisions that support its long-term goals and uphold high standards for education.

UPI's policies for recruiting, placing, and managing its teaching staff are designed to ensure that the institution is staffed with highly qualified and competent personnel. By adhering to defined procedures and aligning with national and institutional guidelines, UPI is maintaining its commitment to providing high-quality education. This structured approach is to support the university's overall mission and ensures that teaching staff can effectively contribute to the achievement of its academic objectives.

5.2 Assessment

UPI has several strengths and areas of excellence when it comes to its teaching staff. Not all but most of the staff has to hold advanced degrees, often from prestigious institutions both in Indonesia and internationally, such as those in Australia, the USA or within the ASEAN countries. This diverse academic background enriches the teaching environment, offering students exposure to a broad range of specializations, including interdisciplinary fields. These specializations enhance the relevance of the curriculum by linking theoretical linguistics to real-world applications. Such partnerships not only improve research but also create practical learning opportunities for students, encouraging a direct connection between academic theory and professional practice.

The lecturers demonstrate a strong commitment to both teaching and research, as confirmed through interviews with students who provided highly positive feedback. Students consistently praised their lecturers for being approachable, accessible, and supportive, highlighting their willingness to engage outside of class via platforms like WhatsApp. This active engagement contributes to a positive learning environment where students feel supported and constantly challenged with new insights and knowledge in the way that they can manage the best, even with difficult topics.



The academic achievements of the teaching staff further underline their competence. Many are recognized at national and international levels, publishing research in respected journals and contributing to the academic community. Moreover, the staff participate in continuous professional development, attending workshops and seminars, particularly those led by international visiting professors. This ongoing development ensures that lecturers remain at the forefront of research and pedagogical advancements, particularly in areas like research ethics, publication practices, and grant management.

Students benefit from early exposure to critical and interdisciplinary perspectives. This is an important aspect of the programs, as it raises a deeper understanding of current research trends and interdisciplinary approaches.

However, while the lecturers demonstrate a strong commitment to student engagement and development, it is important to ensure that such efforts are consistently integrated into formal feedback mechanisms. Regular student feedback, while informally sought by lecturers, should be systematically used to improve teaching methods and enhance the learning experience across the board. Nevertheless, UPI states high-quality education, engaging in ongoing professional development, and maintaining strong connections between academia and professional practice. Their interdisciplinary expertise, active research participation, and willingness to support students contribute significantly to the academic success of the programs.

However, there is room for further formalization of feedback processes to ensure continuous improvement in teaching quality. More broad training and attending international conferences would help the academic development in general and could be carried out for all kinds of teaching staff, also with common research activities. More regular workshops and talks could be encouraged. E.g. workshops on interdisciplinary research on topics that contribute to national, regional and global issues. As publication in international journals is still low among academic staff, workshops on writing for publication would be helpful and visiting professors can also contribute to this in both directions.

To ensure that all genders are treated equally, a gender equality guideline should be implemented at UPI for all faculties. This will additionally strengthen the awareness and recognition of this matter across campus. **[Recommendation 7]**

5.3 Conclusion

The criterion is **fulfilled**.

Recommendations:

Recommendation 7: Establish a gender equality plan to raise more awareness and recognition of women in leadership positions. This could be done by implementing special guidelines for the future.



6 ESG Standard 1.6: Learning resources and student support

Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

6.1 Implementation

The Faculty of Language and Literature Education (FPBS) and School of Postgraduate Studies (SPS) are presenting several notable strengths in terms of physical and virtual infrastructure on campus to support students in various ways.

Building and Physical Resources

The buildings are comprehensive for both facilities and distributed and designed to meet specific academic and administrative needs. The division of space into classrooms, administrative offices, and specialized rooms such as language labs, podcast rooms, and microteaching areas reflects a thoughtful allocation of resources to enhance both teaching and learning. The buildings include dedicated learning spaces for various programs, equipped with modern tools such as smart classrooms and practice rooms. Specialized facilities, such as language laboratories, tailored to the needs of diverse language programs including Indonesian, German, Japanese, French, Arabic, and Sundanese. The provision of flexible learning environments, including hybrid learning options via free Zoom meeting facilities, supports a more dynamic and accessible educational approach. Micro-teaching labs as a means of personal development and coaching for the practitioner as a prospective teacher, developing and coaching the professional skills and/or skills of education of the practitioners in school, and preparing the practitioner before joining the Professional Teaching Training Program (PPL) especially for the specific degrees.

Learning Facilities and Library

FPBS and SPS provide a range of academic support facilities that are essential for ensuring quality learning experiences. The reading rooms and study areas for doctoral students promote academic research and independent learning, which is crucial for higher education as seen here. The availability of virtual classrooms and hybrid learning setups allows for flexibility in the learning process, particularly beneficial in nowadays evolving educational landscape where online and blended learning are becoming increasingly common.

The library is facilitated and located in a separate building to ensure independent learning possibilities and group activities for all students.



Student Support and Supplementary Facilities

FPBS and SPS provide holistic support beyond academic facilities. The provision of prayer rooms, canteens, gardens with reading areas, and parking ensures that students' personal and social needs are met. These facilities contribute to a supportive environment conducive to both academic success and personal wellbeing. Dormitories are provided for male and female students spread across the main campus and regional campuses. Different kinds of scholarships are offered to support students with special needs or circumstances. The scholarships are only provided to Indonesian students and cover all kinds of costs during the individual study period. The Student Activity Center (PKM) is another place to develop the managerial creativity skills of students to accommodate student activities.

Internet and Digital Access

The availability of free internet facilities throughout the buildings further enhances learning and research, allowing students and staff to stay connected and access digital resources easily across different areas and campuses.

6.2 Assessment

Due to the fact that the accreditation procedure could only be conducted online with no real access to the learning resources, the experts could only transport a general feeling for the resources that might be missing on campus. However, outstandingly positive are the efforts of the library providing for many research and academic needs and functioning as a glue for the various fields. Books and literature necessary for classes seem to be provided adequate.

As for students' assistance and especially students with special needs, the university staff is trying their best to cater to these specific needs. Unfortunately, there is yet no institutionalized system where students are being supported on every level of administration and academia. The university is strongly encouraged to elaborate such a plan for the further inclusion of a heterogeneous student body.

Student mobility and internationalization as part of the academic exchange is one of the key factors in the programs to ensure a positive long-term development in the programs, yet only very few students take the chance to go abroad or are engaged in international relations to other HEI via internships or exchange semesters. This could be improved by UPI. Therefore, UPI-students should be pro-actively addressed to take the opportunity for a semester or 2 and stay abroad if possible.

Despite the use of antiplagiarism software, the risk of having a Master or PhD-thesis written by another party or with a high amount of AI is high. Also in Europe, hiring someone to do



scholarly tasks has become a service easily accessible. It is advised to take clearer measures or guidelines against these actions. Short oral/written examinations on the paper, as well as stricter sanctions could form possible ways to minimize the use of such services. Regular sessions around publication ethics for teaching staff and postgraduate students would also help focussing on these topics. **[Recommendation 8]**

6.3 Conclusion

The criterion is **fulfilled**.

Recommendations:

Recommendation 8: Establish general measurements or guidelines against plagiarism or third-party support to establish the academic quality of all students in the same way.

7 ESG Standard 1.7: Information management

Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programs and other activities.

7.1 Implementation

UPI implemented a comprehensive information management system to support its governance, academic, and administrative processes. This system is integrated into various university activities, ensuring efficient management and monitoring of educational, research, and community service functions.

UPI's planning documents consist of a long-term development plan (RPJP) for 35 years (2016-2040), a Strategic Plan (Renstra) adjusted every five years, annual Key Performance Indicators (KPI), and Annual Work Plans and Budgets (RKAT) for each unit. The KPI are aligned with the strategic plan and long-term development plan and follow national, local and international policies and standards. UPI uses this integrated information system to support the process of planning, managing, and evaluating education and institutional activities.

The information system infrastructure includes platforms such as SIAK (Academic Information System) for student-related academic activities, SISTER (Integrated Resource Information System) for faculty performance management, and a financial management system (SIKU) that oversees planning, usage, and reporting of funds. The information systems enable real-time monitoring of student academic activities, lecturer performance, and institutional achievements, all connected through centralized data centres accessible via e-plan and e-reporting systems.

Regular evaluations of performance targets and quality standards are carried out, including through Internal Quality Audits (AMI) and the monitoring of RKAT implementation via online



platforms. UPI also conducts satisfaction surveys to gather feedback from stakeholders (students, lecturers, alumni, administrative staff, etc.), which are then used for continuous improvements. The institution's quality standards are setup and ensure that the dissemination of information is appropriately managed, and that only authorized personnel have access to specific information, ensuring data security and confidentiality.

In addition, UPI carries out tracer studies to monitor graduate employment and income levels post-graduation, in line with national KPI standards. The information management system also supports decision-making processes, curriculum development, and student services improvement by analysing data collected from various academic and administrative processes. The coordination and management of UPI's integrated information systems have been key to maintaining effective academic processes, achieving performance targets, and improving the overall quality of education and services provided by the university.

7.2 Assessment

UPI does collect a wealth of information for the study programs. These are considered to be embedded in different national and international quality management and accreditation systems. Quality assessment and improvement appear to assume high priority in UPI's development strategy. UPI also strives to define tangible quality indicators against which they measure the actual performance of each program not only in comparison to other study programs at UPI but also over time. To this end, UPI makes good use of digital means and seems to sample all the typical data required by current quality management systems.

Students and staff are central in the data collection process, however the strong focus on quantitative data risks to neglect potentials for improvement that are based on qualitative data and informal processes that are not taken into account in a systematic way yet.

Although alumni are considered to be important stakeholders and the self-assessment report refers to regular tracer studies concerning alumni including individual examples of their success in the labour market there seem to be no systematic data on the alumni career paths, which admittedly may be difficult to gather.

To have a better overview of the given student's data, especially the overview of student's graduating, students' ratio over the semesters and drop-out rates should be taken into consideration when keeping track of information about each cohort in each program and international students that are not part of the regular UPI-systems. **[Recommendation 9]**

7.3 Conclusion

The criterion is **fulfilled**.

Recommendations:



Recommendation 9: Establish a better overview of graduate data, students' ratio, drop-out rates to ensure that UPI can keep track of national and international students and their individual study progress.

8 ESG Standard 1.8: Public information

Institutions should publish information about their activities, including programs, which is clear, accurate, objective, up-to date and readily accessible.

8.1 Implementation

UPI ensures that public information is accessible through multiple platforms sticking to the principles of transparency and accountability. Public information services, online and offline, are overseen by designated authorities, particularly the Information and Documentation Management Officer (PPID). The infrastructure for public information and the online learning system is managed by the Directorate of Information Technology and Communication (TIK).

UPI's website serves as the primary platform for disseminating information to the public, including students, staff, the community, and other external stakeholders. The website provides transparent and comprehensive details on university activities, services, and programs. Additionally, the platform offers performance reports on various internal audits, further emphasizing transparency.

Internally, communication occurs through various means, including general meetings with faculty members, limited coffee morning sessions with department heads, and academic discussions during lectures and seminars. Information dissemination is further supported by digital tools, such as faculty and department-specific websites, which provide updates on events, activities, and academic programs. Social media platforms like Instagram and Facebook, as well as physical postings on campus, ensure that information reaches the entire academic community.

Each academic unit, including faculties and departments, maintains dedicated websites to provide updates on their respective activities and achievements. These websites are designed to provide the information needed of internal stakeholders and the public, offering details on academic offerings, accreditation status, alumni testimonials, and student activities. Regular updates are made to include information on program developments, selection criteria, and student opportunities, ensuring timely access to important data.

8.2 Assessment

UPI provides necessary program-related information across various platforms, including its general website, department-specific websites, and social media accounts like Instagram or Facebook. While essential information about the programs and activities is available in



Indonesian and English, its accessibility and completeness present some challenges, particularly for non-Indonesian speakers.

The university's main website and associated subdomains offer a broad overview of its programs. However, some links, especially to program-specific information led to error pages, creating barriers for its users. Social media engagement, particularly on platforms like Instagram, is another area where improvement could benefit the overall visibility. The content shared is sometimes scarce or outdated, with minimal activity or follower interaction, diminishing its effectiveness as a tool for public information dissemination. The experts still see the effort and know that keeping track could sometimes be very challenging. They also see the engagement to have public days on campus with the opportunity to have a face-to-face interaction with students and the teaching staff of the individual programs.

Internally, UPI has established multiple password-protected systems for students, staff, and other stakeholders. There are six separate systems for students alone, designed to provide secure access to various types of information. These systems are well-documented in the university's self-assessment report and seem to meet modern digital requirements, yet they cannot be fully assessed without the necessary login credentials. Although some of these systems feature single sign-on functionality, their integration appears to be limited, with certain systems even lacking functional login pages at the time of review. Overall, while UPI has made significant efforts to provide accessible and transparent information about its programs, there are areas where accessibility, integration, and the timeliness of updates could be improved to better meet the needs of both local and international users.

Nevertheless, it has been seen that the information on the UPI website is missing some general information about the teaching staff and current research activities. To show international relevance, topics should be published in the Scopus as well as (generally) on UPI's website so that this can be found by international organizations and a possible future partner network.

[Recommendation 10]

8.3 Conclusion

The criterion is **fulfilled**.

Recommendations:

Recommendation 10: Ensure UPI's website to reflect further information on teaching staff that should be updated regularly to show teaching faculty's research, publications, and teaching focus.



9 ESG Standard 1.9: On-going monitoring and periodic review of programs

Institutions should monitor and periodically review their programs to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the program. Any action planned or taken as a result should be communicated to all those concerned.

9.1 Implementation

The Internal Quality Assurance Unit (SPMI) is established and appointed by the university (UPI) to primarily ensure the input and output quality maintenance and improvement in the academic, administrative and management aspects at the university level. The organisational structure and its duties are specified and explained in the UPI Rector's Regulation in 2020. The implementation of quality assurance at UPI adopts the PPEPP pattern (standard setting, standard implementation, standard evaluation, standard control and continuous improvement). At the faculty level, the Quality Control Unit (SKM) is assigned by the Dean's instructions and coordinating with the head of the study program in quality assurance. While at the study program level, it is the Quality Control Group (GKM) that controls the quality assurance system. Through SPMI, UPI conducts an evaluation process of the quality achievement of each study program institutionally through Internal Quality Audit (IQA) activities. The performance achievement of the study program is reported periodically to the university in September to October each year.

To ensure quality, the study program undertakes a comprehensive curriculum review, every five years and periodic syllabus reviews at the beginning of each semester. Lecture monitoring is enhanced through the use of lecture minutes, ensuring student involvement. Attendance policies require a minimum of 80% attendance for course evaluation. Students evaluate lectures at the end of each semester via questionnaires. Continuous guidance is provided by academic supervisors, focusing on study planning and completion. Performance achievement reports are prepared, followed by internal audits and management reviews for corrective actions and continuous improvement.

The implementation is further supported by documents such as the UPI Quality Policy, Quality Manual, and Quality Standards. These documents guide the development of curriculum, improvement of student services, research outputs, and academic collaborations. External reviews, such as those conducted by BAN-PT and adherence to ISO 9001:2015, complement internal reviews, ensuring that UPI maintains high standards of education.

With this, UPI's quality assurance activities ensure ongoing alignment with national and international benchmarks, aiming for continuous improvement and meeting stakeholder expectations while striving for international recognition.



9.2 Assessment

UPI collects a variety of data especially on course evaluation by students, which show an encouraging degree of satisfaction with the program management in general but are sometimes incomplete for more affective criteria. Results of the different student questionnaires and feedback from alumni have led to corrective actions in all of the programs over the last years. The impression that UPI has implemented a working quality improvement system and is successfully integrating all its stakeholders in it strive for excellence has been validated during the accreditation process by the discussion rounds with academic and administrative staff as well as with the students, who feel that they are listened to and can influence the development of the study programs.

It is not clear, however, if and how the results of the corrective actions due to students' remarks or complaints are communicated as such. Some doubts also subsist concerning the necessary program adaptation to changing labour market demands and societal needs. Though the alumni network is regularly mentioned in this regard, due to a lack of alumni career data and tangible examples their impact on program development remains more or less vague. Maybe there is an over-reliance on questionnaires rather than explore complementary feedback methods and rely on moderated focus groups that bring together all stakeholders for a program together.

During the site visit, it was found that feedback is collected by the teaching staff itself and could therefore be viewed by them individually. To ensure that every given feedback in the evaluation process can be counted, the whole evaluation process should be adjusted and ensured to be completely anonymous by specific actions.

During the discussions, it became clear that the results of the evaluation process is yet not anonymous and could lead to the circumstance that it is useless for further development. It is predicted that the feedback, given by the students will be more beneficial over time if their feedback is anonymous and reflected independently. **[Recommendation 11]**

9.3 Conclusion

The criterion is **fulfilled**.

Recommendations:

Recommendation 11: Results of evaluation surveys for all module evaluations should be kept anonymous to ensure that also critical feedback can be given in the courses which leads to better feedback and better assumptions for further development in the programs.



10 ESG Standard 1.10: Cyclical external quality assurance

Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.

10.1 Implementation

All programs at UPI must undergo an accreditation by the National Accreditation Board for Higher Education (BAN-PT), which is the national accreditation body for higher education institutions in Indonesia.

Based on the Higher Education National Standards and MWA Decree No. 03 of 2015, UPI established a quality policy aimed at achieving predetermined quality standards or objectives and continuous quality improvement. The implementation of quality assurance is carried out to obtain quality education based on the university database. In accordance with the official requirements, UPI SPS is in line with the objectives of the quality policy, namely planning, achieving, maintaining, and improving the quality standards or objectives of the UPI SPS in a sustainable manner, as well as satisfying the needs of the relevant stakeholders. In the long term, UPI quality assurance is carried out to realize the vision of UPI SPS.

At the national level, BAN PT is responsible for overseeing the quality assurance of non-educational study programs, while educational study programs are overseen by the Educational Independent Accreditation Agency (LAMDIK). Accreditation of BAN-PT and LAMDIK are conducted every five years involving stages of preparing self-evaluation reports, sending reports, and visitation by reviewers.

To achieve the goal of quality assurance, UPI designs and implements a quality assurance strategy that refers to the quality assurance guidelines stipulated by the Directorate General of Higher Education, Ministry of Education and Culture. UPI quality assurance is coordinated by the Rector of UPI through SPM. The UPI quality assurance strategy are: (1) Develop a UPI quality assurance system and its implementation tools; (2) Building and or increasing the commitment of UPI leaders and all work units to carry out quality assurance for every activity it organizes in accordance with the UPI quality assurance system and its implementation model; (3) Establish goals or quality standards for UPI and work units within UPI for each quality period; (4) Designing the organization and working mechanism of UPI quality assurance and implementing it consistently; (5) Identify activity units for each quality item at each stage in the UPI business process, as well as determine activities whose quality is guaranteed. UPI determines and formulates quality standards through a systemic analysis of the components of the higher education delivery system which includes input, process, output, and impact. Quality assurance activities at UPI are carried out with reference to the University's quality guideline. This guideline was also formulated considering national laws concerning internal auditors, external auditors, and quality assurance, which emphasizes: (1) University



leadership carries out quality assurance to meet standards that apply nationally and/or internationally; (2) Quality assurance is carried out on an ongoing basis by all academic, administrative, business and supporting elements of the University under the coordination of the SPM; (3) The institutional structure, main tasks, functions and authorities of the SPM as referred to regulated by a Rector's Regulation; (4) The success of quality assurance is stated in the value of accreditation and the absorption of graduates by stakeholders; (5) Compulsory accreditation for each element of academic implementation carried out by the relevant accreditation body, national and international.

10.2 Assessment

The external quality assurance of UPI is covered by different accreditations of national organizations in the past and is checked now in this accreditation for the study programs. Also, different kind of standards are considered and published in the Quality Management Policy and Quality Management Manual. That means, that the different organization levels and status groups are also covered within the accreditation. The Quality Assurance itself is regulated in its processes within the university. Quality Assurance is covered within the evaluations and the external check is done with the accreditation itself. The information with respect to Quality Assurance can be found on the website and in the Quality Management Manual and other documents across different platforms. Therefore, this information is making transparent in a sufficient way.

According to the feedback and results from different national and international accreditation procedures, UPI is triggered to follow-up the given recommendations. That e.g. includes the documentation for the study programs. The improved documentation will be used for further accreditations of the study programs. The university has holistic and stable quality management and quality system, which will be improved continuously. Currently, no further actions need to be taken to improve the optimization process for this criterion.

10.3 Conclusion

The criterion is **fulfilled**.



IV Recommendation to the Accreditation Commission of ACQUIN

1 **Assessment of compliance the Standards and Guidelines in the Higher European Area (ESG) in the actual official version**

The study programs “Master Program in Indonesian Language Education” (MPILE), “Doctoral Program in Indonesian Language Education” (DPILE), “Master Program in Linguistics” (MPL), “Doctoral Program in Linguistics” (DPL), “Master Program in Indonesian as a Foreign Language Education” (MPIFLE) were assessed on the basis of the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG), the Salzburg Recommendations for doctoral programs, and the national relevant regulations.

The expert group concludes that the **ESG standards 1.1** (Policy for quality assurance), **1.3** (Student-centred learning, teaching and assessment), **1.4** (Student admission, progression, recognition and certification), **1.5** (Teaching staff), **1.6** (Learning resources and student support), **1.7** (Information management), **1.8** (Public information), **1.9** (On-going monitoring and periodic review of programs) and **1.10** (Cyclical external quality assurance) **are fulfilled**. **ESG standard 1.2** (Design and approval of the program) is **NOT fulfilled**.

The assessment criteria are as follows:

Standard 1.1 Policy for quality assurance: Universities have a publicly accessible quality assurance strategy, which is part of their strategic management. This strategy is developed and implemented by internal stakeholder representatives through appropriate structures and processes, involving external stakeholders.

The criterion is **fulfilled**.

Standard 1.2 Design and approval of programs: Universities have procedures for the design and approval of their courses. The courses are designed in such a way that their objectives, including the desired learning outcomes, can be achieved. The qualification obtained during a degree program is clearly defined and communicated; it refers to the corresponding level of the national qualifications' framework for higher education and, consequently, the qualifications framework for the European Higher Education Area.

The criterion is **not fulfilled**.



Standard 1.3 Student-centred learning, teaching and assessment: Universities ensure that the courses offered are carried out in such a way as to encourage students to play an active role in the design of the learning process and that this approach is also taken into account when assessing students / examinations.

The criterion is **fulfilled**.

Standard 1.4 Student admission, progression, recognition and certification: Universities ensure that the courses offered are carried out in such a way as to encourage students to play an active role in the design of the learning process and that this approach is also taken into account when assessing students / examinations.

The criterion is **fulfilled**.

Standard 1.5 Teaching staff: Universities ensure the competence of their teachers. They use fair and transparent procedures for the recruitment and further training of their employees.

The criterion is **fulfilled**.

Standard 1.6 Learning resources and student support: The university has adequate funding to finance study and teaching and ensure that there is always a sufficient and readily available range of learning and support available for their studies.

The criterion is **fulfilled**.

Standard 1.7 Information management: Universities ensure that they collect, analyze and use the relevant data relevant to the successful conduct of studies and other activities.

The criterion is **fulfilled**.

Standard 1.8 Public information: Universities publish easily understandable, correct, objective, up-to-date and well-accessible information about their activities and courses of study.

The criterion is **fulfilled**.

Standard 1.9 On-going monitoring and periodic review of programs: Universities are constantly monitoring their courses and regularly reviewing them to ensure that they achieve the goals set and meet the needs of students and society. The tests lead to a continuous improvement of the courses. All affected parties will be informed about any measures planned or resulting from this.

The criterion is **fulfilled**.

Standard 1.10 Cyclical external quality assurance: Universities regularly undergo external quality assurance procedures in accordance with the ESG.

The criterion is **fulfilled**.

National criteria: if applicable, national criteria are integrated in the ESG standards or listed separately.

The peer-review experts note that the recommendations from the previous accreditation procedure have been adequately taken into account.

Salzburg Recommendations:

The University Pendidikan Indonesia has demonstrated their commitment to aligning with the Salzburg Recommendations in the stated Doctoral programs. UPI emphasizes doctoral education quality and raising an innovative research environment. The institution actively promotes interdisciplinary research and supports doctoral candidates through structured programs, ensuring alignment with European standards. However, challenges remain in enhancing international collaboration and increasing access to diverse funding sources. UPI is encouraged to strengthen its infrastructure for doctoral training, provide comprehensive supervision, and enhance career development opportunities. Continuous efforts in these areas will further elevate the university's academic standards and contribute to the global research community.



2 Accreditation Recommendation

The peer-review experts recommend **accreditation without conditions**:

General conditions:

None

Specific conditions:

None

General recommendations:

Recommendation 1: Each lesson plan can be improved so the course descriptions and learning methods are made clearer, reflecting the content of the curriculum.

Recommendation 2: Students should have the opportunity to select a catalogue of modules as electives to broaden and specialize in the programs.

Recommendation 3: A colloquium (oral examination) should be implemented to give students the possibility to do defend the results of their thesis and ensure a specific level of scientific level for the PhD programs.

Recommendation 4: To improve the academic visibility of the programs in an international context, the lesson plans and course descriptions should be improved and be available on the UPI website for international recognition.

Recommendation 5: Establish more support for international students from UPI. This includes academic and admin staff that should be broader developed to ensure adequate support when being abroad.

Recommendation 6: Improve the international mobility of UPI-students to ensure long-lasting partner universities, research collaborations and networks that will benefit all internal processes, needs and requirements of international students, including virtual mobilities.

Recommendation 7: Establish a gender equality plan to raise more awareness and recognition of women in leadership positions. This could be done by implementing special guidelines for the future.

Recommendation 8: Establish general measurements or guidelines against plagiarism or third-party support to establish the academic quality of all students in the same way.

Recommendation 9: Establish a better overview of graduate data, students' ratio, drop-out rates to ensure that UPI can keep track of national and international students and their individual study progress.

Recommendation 10: Ensure UPI's website to reflect further information on teaching staff that should be updated regularly to show teaching faculty's research, publications, and teaching focus.



Recommendation 11: Results of surveys for all module evaluations should be kept anonymous to ensure that also critical feedback can be given in the courses which leads to better feedback and better assumptions for further development in the programs.

Recommendation 12: The university should make sure that the DPL program reaches the EQF Level 8 learning outcomes and therefore ensures a higher standard than the MPL program.

Recommendations for specific study programs

None



V Decisions of the Accreditation Commission of ACQUIN

Based on the evaluation report of the expert group and the statement of the Higher Education Institution, the Accreditation Commission of ACQUIN has made its decision on the 10 March 2025:

General recommendations for all study programmes:

- Each lesson plan can be improved so the course descriptions and learning methods are made clearer, reflecting the content of the curriculum.
- Students should have the opportunity to select a catalogue of modules as electives to broaden and specialize in the programs.
- A colloquium (oral examination) should be implemented to give students the possibility to do defend the results of their thesis and ensure a specific level of scientific level for the PhD programs.
- To improve the academic visibility of the programs in an international context, the lesson plans and course descriptions should be improved and be available on the UPI website for international recognition.
- Establish more support for international students from UPI. This includes academic and admin staff that should be broader developed to ensure adequate support when being abroad.
- Improve the international mobility of UPI-students to ensure long-lasting partner universities, research collaborations and networks that will benefit all internal processes, needs and requirements of international students, including virtual mobilities.
- Establish a gender equality plan to raise more awareness and recognition of women in leadership positions. This could be done by implementing special guidelines for the future.
- Establish general measurements or guidelines against plagiarism or third-party support to establish the academic quality of all students in the same way.
- Establish a better overview of graduate data, students' ratio, drop-out rates to ensure that UPI can keep track of national and international students and their individual study progress.
- Ensure UPI's website to reflect further information on teaching staff that should be updated regularly to show teaching faculty's research, publications, and teaching focus.
- Results of surveys for all module evaluations should be kept anonymous to ensure that also critical feedback can be given in the courses which leads to better feedback and better assumptions for further development in the programs.
- The university should make sure that the DPL program reaches the EQF Level 8 learning outcomes and therefore ensures a higher standard than the MPL program.

Master Program in Indonesian Language Education (MPILE)

The study programme "Master Program in Indonesian Language Education (MPILE)" is accredited without any conditions.

The accreditation is valid until 30. September 2030.



Master Program in Indonesian as a Foreign Language Education (MPIFLE)

The study programme "Master Program in Indonesian as a Foreign Language Education (MPIFLE)" is accredited without any conditions.

The accreditation is valid until 30. September 2030.

Master Program in Linguistics (MPL)

The study programme "Master Program in Linguistics (MPL)" is accredited without any conditions.

The accreditation is valid until 30. September 2030.

Doctoral Program in Indonesian Language Education (DPILE)

The study programme " Doctoral Program in Indonesian Language Education (DPILE)" is accredited without any conditions.

The accreditation is valid until 30. September 2030.

Doctoral Program in Linguistics (DPL)

The study programme " Doctoral Program in Linguistics (DPL)" is accredited without any conditions.

The accreditation is valid until 30. September 2030.

