



AGENTUR FÜR
QUALITÄTSSICHERUNG DURCH
AKKREDITIERUNG VON
STUDIENGÄNGEN E.V.

EXPERTS' REPORT

**INDONESIAN LANGUAGE AND LITERA-
TURE EDUCATION**

(BACHELOR OF EDUCATION)

**JAVANESE LANGUAGE AND LITERA-
TURE EDUCATION**

(BACHELOR OF EDUCATION)

ENGLISH LANGUAGE EDUCATION

(BACHELOR OF EDUCATION)

ENGLISH LITERATURE

(BACHELOR OF ARTS)

Universitas Negeri Surabaya

February 2022



HEI	Universitas Negeri Surabaya
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Programme	Indonesian Language and Literature Education
Degree	Bachelor of Education
Extent	144 SKS credits (= 228 ECTS)
Length of studies	8 semesters
Language	Indonesian

Programme	Javanese Language and Literature Education
Degree	Bachelor of Education
Extent	148 SKS credits (= 235 ECTS)
Length of studies	8 semesters
Language	Indonesian

Programme	English Language Education
Degree	Bachelor of Education
Extent	148 SKS credits (= 235 ECTS)
Length of studies	8 semesters
Language	Indonesian/English

Programme	English Literature
Degree	Bachelor of Arts
Extent	144 SKS credits (= 228 ECTS)
Length of studies	8 semesters
Language	Indonesian/English

Concept accreditation	<input type="checkbox"/>
First-time international accreditation	<input checked="" type="checkbox"/>
No. reaccreditation	

Responsible agency	AQAS e.V.
Responsible consultant(s)	Dr. Dorothee Groeger

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DRAFT DECISION OF THE AQAS COMMISSION ON THE BACHELOR DEGREE PROGRAMMES

- “INDONESIAN LANGUAGE AND LITERATURE EDUCATION” (BACHELOR OF EDUCATION)
- “JAVANESE LANGUAGE AND LITERATURE EDUCATION” (BACHELOR OF EDUCATION)
- “ENGLISH LANGUAGE EDUCATION” (BACHELOR OF EDUCATION)
- “ENGLISH LITERATURE” (BACHELOR OF ARTS)

OFFERED BY UNIVERSITAS NEGERI SURABAYA, INDONESIA

Based on the report of the expert panel and the discussions of the AQAS Commission in its 12th meeting on 21 February 2022, the AQAS Commission decides:

1. The study programmes “English Language and Literature Education” (Bachelor of Education), “English Literature” (Bachelor of Arts), “Indonesian Language and Literature Education” (Bachelor of Education) and “Javanese Language and Literature Education” (Bachelor of Education) offered by Universitas Negeri Surabaya, Indonesia, are accredited according to the AQAS criteria for Programme Accreditation.

The accreditation is conditional.

The study programmes essentially comply with the requirements defined by the criteria and thus the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and the European Qualifications Framework (EQF) in their current version. The required adjustments can be implemented within a time period of twelve months.

2. The conditions have to be fulfilled. The fulfilment of the conditions has to be documented and reported to AQAS no later than **28 February 2023**.
3. The accreditation is given for the period of **six years** and is valid until **30 September 2028**.

Conditions:

For all programmes

1. Critical thinking of students has to be fostered more prominently by applying learning and assessment forms which allow students to critically reflect on methods and theories.

For “Javanese Language and Literature Education”

2. The programme learning outcomes have to be revised to show measurable indicators and to make reference to the interdisciplinary aspects of the programme.

The following **recommendations** are given for further improvement of the programmes:

For all programmes

1. The description of the programme learning outcomes should be improved by outlining competences and skills more explicitly, e.g. by using the full taxonomy of Bloom.
2. Internationalisation should be fostered, especially in countries outside of Asia, e.g. by fostering collaborative research, further student/staff exchange, or guest lecturers' frequent invitation.
3. In quality assurance, Unesa should take more measures of qualitative assessment.
4. The university should provide more time for research for the lecturers, especially for young staff.

For “Indonesian Language and Literature Education”

5. The programme “Indonesian Language and Literature Education” should involve a greater variety of professional parties and labour market representatives for feedback on the programme learning outcomes and for curriculum review. This is especially relevant for the field of language therapy.
6. In “Indonesian Language and Literature Education”, the number of credits in courses aimed at strengthening the profile of graduates, such as Indonesian Language for Children with Special Needs, Indonesian for Foreign Speakers, and Entrepreneurship, should be increased.

For both “English Language Education” and “English Literature”

7. In “English Language Education” and “English Literature”, the focus should be shifted from the approach to make students familiar with many theories and methods to focusing on only a few in more depth.
8. Unesa should establish an Academic Writing Centre for English.

For “English Language Education”

9. The topic of second language acquisition should be dealt with more prominently in “English Language Education”.
10. Research on English Language Teaching in Indonesia should be used more frequently as reference in “English Language Education”.
11. Oral competence should be fostered more prominently in “English Language Education”.

For “English Literature”

12. The name of the programme “English Literature” should be changed to “English Language and Literature”.
13. In order to strengthen the two-fold aim of the programme “English Literature”, it is recommended to establishing two streams within the programme, one focussing more strongly on the academic profile, the other on the practical application.
14. The aim of the “English Literature” programme of qualifying students to become writers should be reviewed.
15. Literature courses of the programme “English Literature” would benefit from the consideration of more contemporary and diverse literature.
16. The number of teaching staff holding a doctoral degree should be increased in “English Literature”.

With regard to the reasons for this decision the Commission refers to the attached assessment report.

EXPERTS' REPORT**ON THE BACHELOR DEGREE PROGRAMMES**

- “INDONESIAN LANGUAGE AND LITERATURE EDUCATION” (BACHELOR OF EDUCATION)
- “JAVANESE LANGUAGE AND LITERATURE EDUCATION” (BACHELOR OF EDUCATION)
- “ENGLISH LANGUAGE EDUCATION” (BACHELOR OF EDUCATION)
- “ENGLISH LITERATURE” (BACHELOR OF ARTS)

OFFERED BY UNIVERSITAS NEGERI SURABAYA, INDONESIA

Visit to the university: 29 November – 2 December 2021

Panel of Experts:

Prof. Dr. Endry Boeriswati	Universitas Negeri Jakarta, Indonesia, Faculty of Education Sciences
Prof. Dr. Brigitte Glaser	Georg-August-Universität Göttingen, Germany, Faculty of Humanities
Prof. Dr. Friederike Klippel	Ludwig-Maximilians-Universität München, Germany, Faculty of Languages and Literature
Dr. Svann Langguth	RWTH Aachen University, Germany (labour market representative)
Rômulo Luzia de Araújo	Student at University Paderborn, Germany (student representative)
Coordinator: Dr. Dorothee Groeger	AQAS, Cologne, Germany

Preamble

AQAS – Agency for Quality Assurance through Accreditation of Study Programmes – is an independent non-profit organisation, supported by more than 90 member institutions, both higher education institutions (HEIs) and academic associations. Since 2002, the agency has been accredited by the German Accreditation Council (GAC). It is therefore a notified body for accreditation of higher education institutions and programmes in Germany.

AQAS is a full member of ENQA and also listed in the European Quality Assurance Register for Higher Education (EQAR) which confirms that our procedures comply with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), on which all Bologna countries agreed as a basis for internal and external quality assurance.

AQAS is an institution founded by and working for higher education institutions and academic associations. The agency is devoted to quality assurance and quality development of both academic studies and teaching in Higher Education Institutions. The activities of AQAS in accreditation are neither restrained to specific academic disciplines or degrees nor to a certain type of Higher Education Institution

I. Accreditation procedure

This report results from the external review of the Bachelor's programmes in "English Language and Literature Education", "English Literature", "Indonesian Language and Literature Education" and "Javanese Language and Literature Education" offered by Universitas Negeri Surabaya.

1. Criteria

The programme is assessed against a set of criteria for programme accreditation developed by AQAS. The criteria are based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) 2015. To facilitate the review each criterion features a set of indicators that can be used to demonstrate the fulfilment of the criteria. However, if single indicators are not fulfilled this does not automatically mean that a criterion is not met. The indicators need to be discussed in the context of the programme since not all indicators necessarily can be applied to a programme.

2. Approach and methodology

The initialisation

The university mandated AQAS to perform the accreditation procedure in October 2020.

The university produced a Self-Evaluation Report (SER). In July 2021, the university handed in a draft of the SER together with the relevant documentation of the study programme and an appendix.

The appendix included e.g.:

- Overview over statistical data of the student body (e.g. number of applications, beginners, students, graduates, student drop outs).
- CVs of the teaching staff
- Information on student services
- Core information on the main library

- Undergraduate/graduate academic regulations

AQAS checked the SER regarding completeness, comprehensibility and transparency. The final version of the SER was handed in August 2021.

The accreditation procedure was officially initialised by a decision of the AQAS Standing Commission on 31 August 2021.

The nomination of the panel of expert

The composition of the panel of experts follows the stakeholder principle. Consequently, representatives from the respective discipline/s, the labour market and students are involved. Furthermore, AQAS follows principles for the selection of experts of the European Consortium for Accreditation (ECA).

The Standing Commission nominated in October 2021 the before mentioned expert panel. AQAS informed the university about the members of the expert panel and the university did not raise any concerns against the composition of the panel.

The preparation of the site visit

Prior to the site visit, the experts reviewed the SER and submitted a short preliminary statement including open questions and potential needs for additional information. AQAS forwarded these preliminary statements to the University and to the panel members in order to increase transparency in the process and the upcoming discussions during the site visit.

The site visit

After a review of the Self Evaluation Report, a virtual visit to the university took place 29 November – 2 December, 2021. On site, the experts interviewed different stakeholders, e.g. the management of the HEI, the programme management, teaching and other staff, as well as students and graduates, in separate discussions and consulted additional documentation as well as student work. The visit concluded by the presentation of the preliminary findings of the group of experts to the university's representatives.

The report writing

After the site visit had taken place, the expert group drafted the following report, assessing the fulfilment of the AQAS criteria for the programme accreditation. The report included a recommendation to the Standing Commission. The report was sent to the university for comments.

The decision

The report, together with the comments of the university, forms the basis for the AQAS Standing Commission to make a decision regarding the accreditation of the programme. Based on these two documents, on 21 February 2022 the Standing Commission took its decision on the accreditation. AQAS forwarded the decision to the university. The university had the right to appeal against the decision or any of the imposed conditions.

In March 2022, AQAS published the report and the result of the accreditation as well as the names of the panel of experts.

II. General Information on the University

Universitas Negeri Surabaya (Unesa) is a state university located in Surabaya, East Java. The higher education institution was founded in 1964 as an institute of teacher training and education and has since been further expanded and developed into its current status as a state university. Unesa offers a wide range of Bachelor's, Master's and doctoral programmes for both teacher education and other professional and academic fields. In total, the university offers programmes for currently ca. 26,000 students (July 2021).

In particular, Unesa offers 63 undergraduate programmes, 19 vocational programmes, 16 graduate programmes and seven doctoral programmes affiliated with its seven faculties: Faculty of Education, Faculty of Language and Arts, Faculty of Mathematics and Natural Sciences, Faculty of Social Sciences and Law, Faculty of Engineering, Faculty of Sports Sciences and Faculty of Economics and Business. The overall number of teaching staff is 1,014, so the teacher-student ratio amounts to 1:26.

The university defines its vision to be excellent in education and strong in science. In its development, Unesa strives to combine top-down guidance with bottom-up innovations; a Strategic Plan 2020-2024 and a Development Master Plan have been implemented. In particular, Unesa aims at developing education science, teacher science, and preparing educators and professional education personnel, developing, implementing and disseminating non-educational science, developing Unesa as a centre of education and a scientific centre based on the values of national culture as well as developing and disseminating science, technology, art, and / or sports to educate the nation while upholding human values through a "tri dharma" approach (i.e. education, research, and community service).

The programmes to be accredited are affiliated with the Faculty of Languages and Arts, which offers 14 programmes in total. The faculty has 176 lecturers/teaching staff, 43 administrative and technical staff, and more than 4,000 students. The faculty is headed by a dean and three deputy deans.

To improve the learning quality and student affairs, Unesa established a Professional Certification Institute of Unesa, which affiliates with the National Professional Certification Agency.

III. Assessment of the study programmes

1. Quality of the Curriculum

The intended learning outcomes of the programme are defined and available in published form. They reflect both academic and labour-market requirements and are up-to-date with relation to the relevant field. The design of the programme supports achievement of the intended learning outcomes.

The academic level of graduates corresponds to the requirements of the appropriate level of the European Qualifications Framework.

The curriculum's design is readily available and transparently formulated.

[ESG 1.2]

General

A description of the individual programmes will be provided in separate chapters below.

The programmes at Unesa have each defined an overall vision, several missions and a graduate profile which describes the professional positions graduates shall be able to obtain. In addition, programme learning outcomes (PLOs) are presented along the categories of knowledge, special skills, general skills and attitudes.

Unesa uses the national credit system, called SKS. One SKS is equivalent to 50 minutes of learning activities per week per semester, 50 – 70 minutes of structured assignment activities per week per semester, and 50 minutes of independent activities per week per semester. Based on a Rector Decree, one SKS is equivalent to 1.59 ECTS credits.

Experts' Evaluation on General Aspects

Universitas Negeri Surabaya has undergone significant developments in recent years. The university is on a good way to meeting international standards. The programmes under scrutiny work well in the Indonesian context and qualify graduates for the labour market.

For the further development of all programmes, the experts recommend the following:

A more-focussed description of the programme learning outcomes (PLOs) would be beneficial, e.g. using Bloom's complete taxonomy to reflect the competences and skills to be acquired in the programmes more clearly (**Finding 1**). Currently, the phrasing of the PLOs often is verbose and vague.

Internationalisation should be fostered, especially with countries outside of Asia. For the English programmes especially, collaboration with English-speaking countries should be sought. Measures could include collaborative research, student/staff exchange or the frequent invitation of guest lecturers. Additionally, the English-taught programmes should recruit international staff (**Finding 2**).

Indonesian Language and Literature Education (Bachelor of Education)

Description

The "Indonesian Language and Literature Education" programme has been offered since the institution's establishment in 1964. The programme is designed to qualify Indonesian language teachers, language researchers and language entrepreneurs. Graduates are supposed to be able to use knowledge and skills to solve problems related to the works in the field of Indonesian Language and Literature Education, to develop principles as lifetime teachers through formal and non-formal channels and to develop broader social cooperation and networks between formal institutions and industries at domestic and international level.

In particular, the programme has defined 15 learning outcomes, among those the training of skills to master the basic concepts of language and literature, of language and literature learning as well as research in language education and literature, of theoretical concepts of the development of Indonesian language and literature learning, both for native speakers, foreign speakers, and children with special needs and of the principles and management of Indonesian language and literature entrepreneurship and learning.

The curriculum of 144 SKS is classified into 4 subject denominations, which include linguistics (20 courses), literature (19 courses), education (25 courses) and general courses (10 courses). As a unique characteristic Unesa highlights the courses on "Indonesian language for foreign speakers" and Indonesian language course for children with special needs.

According to data presented in the SER, most students finish their studies within the expected 8 semesters.

Experts' Evaluation

The graduates' qualifications are well designed and described in the graduate profile and the programme learning outcomes. The preparation of the PLOs in the programme refers to the Indonesian Qualifications Framework level 6 and the standards developed by the Association of Indonesian Language Education Study Programmes, which are aligned with the Common European Framework of Reference for Languages (CEFR). Based on the PLOs, it has been illustrated that graduates have qualifications in Indonesian language education and their implementation in the field of work. This is manifested in the profile of graduates, namely Indonesian language teachers, BIPA (Indonesian Language for Foreigners) teachers, language therapists for children with special needs, Indonesian language and literature researchers, and entrepreneurs in Indonesian language and literature. The PLOs adequately describe the content of attitude competences, general skills, special knowledge and skills of the study programme and in interdisciplinary fields.

In addition to the graduate profile, the measurability of learning outcomes is manifested in the involvement of graduates in the community. Based on interviews with alumni and labour market representatives, the competences possessed by graduates can be well occupied in the job market.

Based on results of the tracer study, graduates have exemplary commitment and integrity, master information technology well, and are independent for good self-development. In addition, the waiting period for graduates to find employment is relatively short, which indicates that graduates are of good quality. To further improve the quality of graduates, especially in the language therapy graduate profile, the programme should increase the involvement of professional parties (e.g. specialized language therapy hospitals) to provide feedback on teaching materials and assessments in courses related to the graduate profile to make it more relevant to market needs (**Finding 3**, see below).

Based on interviews and information in the SER, it has become clear that the programme has conducted curriculum reviews and revisions derived from feedback from graduates and alumni. The involvement of graduate, alumni and users in providing input has been carried out by inviting several teachers and principals and graduates to curriculum review workshops. The programme has also followed the development of science and technology. It can be seen that the programme has implemented all national government policies, such as *Merdeka Belajar Kampus Merdeka* ("Freedom of Learning", see below), where learning must implement 21st-century skills. However, if possible, curriculum review should involve experts or professionals from a greater variety of backgrounds than predominantly from schools (**Finding 3**). They can support the proficiency profile of graduates such as information technology experts, doctors specializing in the science of children with special needs, the creative industry business so that the PLOs may easily be assessed continuously to their relevance to market needs.

The programme is well documented. The curriculum structure is well described based on the PLO hierarchy. The sequence of courses each semester is well distributed by paying attention to the hierarchical and scientific prerequisites.

The distribution of courses and credits, such as electives and compulsory courses, is balanced and adequate to achieve the PLO's. However, courses aimed at strengthening the profile of graduates have a relatively low credit weight (2 SKS), e.g. Indonesian Language for Children with Special Needs, Indonesian for Foreign Speakers, and Entrepreneurship. It would be recommendable to strengthen these courses by increasing their SKS numbers (**Finding 4**).

The elective courses offered are divided into two groups: language specialization and literary specialization. When viewed from the aspect of function, elective courses aim to equip students to have proper provisions when applying the field of science for their work in the future. Based on the lesson plans for elective courses, the learning outcomes are primarily introductory and theoretical. It would be advisable to strengthen the aspect of implementing knowledge in the practical field; this also involves the field practices.

From the documentation, it seems that the programme only offers courses taken by its students, whether in the general courses administered by the university, faculty-specific courses offered by the faculty, and the courses of the programme itself. Unesa should make sure that it is communicated clearly that courses are open to student exchange, be it as part of the national "Freedom of Learning" programme or international exchange. This suggestion also applies to the "Javanese Language and Literature Education" programme.

The weight of credits and demands for all courses in the programme is in accordance with the function of these courses in achieving the PLOs. The credit weight refers to the depth and breadth of knowledge in the subject. With the existing learning system, the programme has a regulation on the number of credits taken by students in each semester so that the study load is balanced.

Conclusion

The criterion is fulfilled.

Javanese Language and Literature Education (Bachelor of Education)

Description

Unesa defines the mission of the programme as organizing education and teaching in the fields of Javanese language, literature and culture, carrying out and improving research and developing the scientific field of Javanese language, literature, and culture in depth, applying research results and developing knowledge in the fields of Javanese language, literature, and culture to the community, producing competent and competitive Javanese language, literature, and culture educators following the needs of the job markets, and generating a centre for the development of Javanese language, literature, and culture. The programme aims at qualifying students to become Javanese beginner educators, research assistants in the field of Javanese language, literature, and culture education or practitioners in the fields of language, literature, and Javanese culture.

In particular, 12 learning outcomes have been defined. The programme aims at qualifying students to master the theoretical concepts of Javanese language, literature, and culture and the theoretical concepts of education (pedagogy), including the characteristics of student development, curriculum, planning and evaluation of Javanese learning by utilizing information technology. Furthermore, graduates receive training in mastering the Javanese language verbally (listening and speaking) and in writing and (reading and writing Latin script and Javanese script) and to interpret and assess as well as produce literary works (poetry, prose, and drama) of modern and old Javanese.

In order to achieve these learning outcomes, the curriculum contains courses on language, literature, learning and culture. In total, SKS sum up to 148.

Experts' Evaluation

The graduates' qualifications have been well designed and described in the graduate profile and the programme learning outcomes. Based on the PLOs, it has been shown that graduates have qualifications in the field of Javanese language education and their implementation in the field of work. It is manifested in the graduate profile, namely as Javanese junior educators, as research assistants in the field of Javanese language, literature, and culture education or as practitioners in the fields of language, literature and Javanese culture. The PLOs do not refer to the reference of the CEFR, but to the Indonesian Qualifications Framework, in which internationally appropriate competency levels, including CEFR, have been set. Nevertheless, the formulation of programme learning outcomes needs attention: currently, most PLOs do not show measurable indicators describing learning outcomes at the undergraduate level. In addition, the PLOs do not cover the programme's specificity with regard to interdisciplinarity. The experts recommend reviewing the PLOs under these considerations (**Finding 5**).

Based on interviews with alumni and labour market representatives, the competences possessed by graduates are adequate for the job market. The tracer study revealed that graduates have exemplary commitment and integrity, master information technology well, and are independent with regard to good self-development. In addition, the waiting period for graduates to find employment is short, which indicates that graduates are of good quality.

The renewal of the PLOs was carried out well in the past through a good process, namely inviting experts in the field of Javanese language, literature and culture, graduate users and practitioners of Javanese language, literature and culture, as well as alumni. The changes, also with regard to national regulations, such as the programme "Freedom of Learning" prove that Unesa follows the development of science and technology. The results of this curriculum revision are considered to improve the quality of graduates so that they are relevant to market needs.

The curriculum structure is well described, documented and it is based on the PLO hierarchy. The sequence of courses each semester is well distributed considering the hierarchical and scientific prerequisites, making it possible for students to reach the PLOs.

The curriculum contains compulsory and optional courses (consisting of 138 credits for compulsory courses and ten credits for elective courses). The total number of credits and the distribution of credits in compulsory and elective courses are adequate to achieve the learning outcomes.

Unesa has developed a curriculum that contains competences as required by the Indonesian Qualifications Framework level 6.

The weight of credits and requirements for all courses is in accordance with the function of these courses in achieving the PLOs. The credit weight refers to the course's depth and breadth of knowledge. With the existing learning system, the programme has a regulation on the number of credits that students can take so that the study load is balanced.

Conclusion

The criterion is fulfilled.

English Language Education (Bachelor of Education)

Description

As outlined by Unesa, the programme trains English language educators who can make use of their knowledge and competence in language teaching to plan, carry out and evaluate the teaching of English effectively and comprehensively and who are adaptive, creative, innovative and responsible. Furthermore, graduates may also become entrepreneurs who can create business ideas in English teaching and translate English texts into Indonesian and vice versa.

Graduates are supposed to demonstrate oral and written competences equivalent to the B2 CEFR level and have a good understanding of the concept of learning English from a national and global perspective. As specific skills to be acquired, Unesa outlines the abilities to apply applied linguistic concepts in learning English, to plan, implement, and evaluate English learning effectively and creatively, to conduct research and assessment of English learning and to create products related to English language learning. In addition, general skills such as critical thinking and analytical skills to solve English learning problems will be trained as well.

The curriculum contains 138 SKS of mandatory courses and 10 SKS of electives. These courses cover the topics of language skills, education and teaching, linguistics and literature and culture.

Experts' Evaluation

The programme learning outcomes of the study programme are stated clearly. They derive from a broad set of educational objectives, which in turn are based on five mission statements. In sum, the ambitious objectives include some subject-specific goals, a number of general educational objectives as well as community service. Thus, they clearly define the intended outcomes of the study programme. However, since the attainment of educational objectives can only be observed long-term when graduates are working in their jobs as teachers, no final exam can prove or predict that these goals will indeed be realized. This is particularly relevant for the mission which sees “professional” and “autonomous” English language teachers, who are “respectful [sic] (respectful?) to local genius” (see also below). Professionalism and autonomy are outcomes of long periods of personal development, and the curriculum of the study programme needs to be assessed as to whether it initiates and supports such development. The panel of experts have doubts in this regard (see below).

Competences associated with professionalism in English language teachers are an excellent command of the English language, an understanding of language learning processes, the ability to explain language structures and usage, the ability to successfully use all kinds of texts, to employ different teaching methods, to initiate a great variety of language practice activities in the classroom, to use a wide range of oral and written assessment procedures, to adapt materials, give appropriate feedback and support learners. Keeping this objective in mind, the curricular structure of the English Language Education study programme possesses both strengths and gaps. Taking into account that Indonesian students enter the program at Unesa with a level of English at A2 (CEFR) – due to the subject being taught less intensely as in European countries –, it is necessary to give them intensive language training so that they may achieve B2 at the end of their university course. This is reflected in 53 SKS allotted to language skills courses offered. Thus, more than a third of the 148 credits to be acquired concentrate on language development. This leaves less room for courses connected to the professional profile described above. Courses in “Education and Teaching” may lead to 63 SKS; here, general educational topics are combined with subject-specific ones. The following courses belong in this category: Principles of Education (semester 1), Educational Psychology (semester 2), ELT Method (semester 3), ELT Assessment and Innovative Learning (semester 5), Instructional Design, Learning Media, Teaching and Learning Program, Analysis of School Curriculum, Classroom Language (all in semester 6), TEYL, Learning Theories (semester 7), ESP (semester 8). As far as one can judge, only four seem specifically aimed at ELT. These cover essential areas for teacher preparation. Further courses in English Linguistics and English Literature

guarantee a broad knowledge basis for future teachers or entrepreneurs. Both practical and theoretical courses are well-represented.

Although the programme is comprehensive and well-structured, especially with regard to the Indonesian context, the following areas should be developed further:

Understanding the processes of second language acquisition (SLA) is fundamental for language teaching. It is unclear why a separate course in SLA is not part of the study programme. SLA may well be more relevant for future English teachers than sociolinguistics. The experts thus recommend including the topic into the curriculum more prominently (**Finding 6**).

Since the students are being prepared for working in Indonesian schools, one wonders why there is no reference to publications dealing with ELT in Indonesia, for example in the course on ELT Methods. This should be added (**Finding 7**).

The subject-specific courses aim to give a broad overview, e.g. those on ELT Methods or ELT Assessment. However, getting to know a dozen language teaching methods superficially may not be as good a preparation for teaching as engaging with fewer methods in more detail and depth as well as from both a theoretical and practical perspective. The profile of the graduates would benefit from focusing on fewer methods with a more intense focus (**Finding 8**).

The PLO of professional and autonomous English language teachers does not seem to have an impact on providing course choice (there are very few electives, which allow students to be autonomous in their own learning), appropriate course content and methods (e.g. in ELT methods, students learn to describe different teaching methods, but they neither seem to discuss them critically with reference to the Indonesian context, as far as one can guess from the teaching methods, assignments and exams, nor do they experiment with these methods in a classroom setting). Critical thinking has to be fostered more prominently according to the programme's learning outcomes (**Finding 9**, see Chapter 3 for more information)

A lot of time in an English language classroom will be taken up by the teacher speaking English while explaining, storytelling, asking questions, eliciting responses, giving feedback and alike. In the study programme of English Language Education, there is a strong emphasis on written skills in English (reading and writing); in addition, there are a lot of written assignments and exams. Oral competence and confidence of future English teachers would be fostered through more opportunities to use English orally (in classes and exams) and receive constructive feedback on such use (**Finding 10**).

Conclusion

The criterion is partially fulfilled.

English Literature (Bachelor of Arts)

Description

The profile of the graduates of the programme in “English Literature” is described by Unesa as literary/non-literary critic, literary/non-literary editor, journalist, copyeditor, copywriter, writer and translator. Among the skills to be acquired are the abilities to apply concepts and theories of foundational English Linguistics to respond to various language phenomena, to comprehend, analyse, and interpret literary and non-literary works in various genres and modes of communication and to apply concepts and theories of culture to analyse and respond to sociocultural phenomena in culturally responsive manners. Social and generic skills are supposed to be trained as well.

The curriculum contains 115 SKS for compulsory subjects, including general and institutional compulsory courses, and 29 SKS for elective subjects.

Experts' Evaluation

The programme learning outcomes are clearly indicated in relation to the desired qualifications. They are in accordance with the demands of the current labour market and are continuously updated to meet current developments. However, the study programme appears to be heterogeneous and multi-directed, which hampers the definition of a clear-cut profile and outcome.

The name of the programme, “English Literature”, seems to be too narrow considering the variety of courses it offers; an issue that the department has discussed for some time. There are components in the programme of English Linguistics as well as Cultural and Media Studies, not all of which are covered by the current denomination. The name of the programme should be changed from “English Literature” to “English Language and Literature” (**Finding 11**). The experts understand, however, that national regulations may pose restrictions.

The study programme is oriented towards qualifying students for a variety of professions in which the use of the English language is important (e. g. writing, editing and translating texts of different sorts as well as assessing literary texts), yet some of the skills to be acquired in the programme (such as the understanding and application of concepts and theories) seem to be geared additionally towards the promotion of academic skills and the pursuit of further studies. In order to strengthen each of these two emerging profiles, two streams could be established, one focusing on the practical application of the English language and one focusing on the academic profile (**Finding 12**). In consequence, the content of courses could be reviewed and reduced in a way that will allow for highlighting either the practice of English language skills or a thorough discussion and application of concepts and theories. The choice of texts (both primary and secondary) should then be made accordingly (in terms of either accessibility or complexity).

The aim of qualifying students to become creative writers is very ambitious for a Bachelor's programme and should be reviewed (**Finding 13**).

All curricular elements are well documented and explained. There is a clear curricular structure to the programme supporting the achievement of the practice-oriented learning outcomes (although the details of turning a student into, for example, a writer or a translator are not always evident). The difference between compulsory and elective elements of the curriculum is pointed out. The curriculum encompasses the mediation of both subject-specific and interdisciplinary knowledge as well as practical, language-related skills plus methodological and theoretical competences, to an extent that again makes one doubt the depths of the acquired proficiencies.

Occasionally, a great variety of theories is introduced in a course, however, mainly superficially. Therefore, courses should be reviewed with the aim of providing less content but instead a more focused discussion of the same (**Finding 8**, see also above). In addition, attention should be paid to the application of these linguistic,

literary, and cultural theories and methodologies. This application should be practised and monitored, e.g. through individual or shared research projects. Thereby, the academic graduate profile of the programme may be strengthened.

Also, the English literature courses of the programme would benefit from the consideration of more contemporary and diverse literature (**Finding 14**).

The expected workload pointed out for individual courses corresponds with the credits assigned to the respective modules. There is an adequate variety of teaching methods and assessment forms. The objective of academically oriented courses must be to foster critical thinking and to provide students with a solid academic background for possible Master studies; this is currently not reflected in the programme. It should, however, be possible, given the great dedication exhibited by the teaching staff, to offer a good programme (**Finding 9**, see also below).

Finally, there is a need for more internationalisation (**Finding 2**, see above). This would help students to improve their English language skills and it would expose them to new and different course topics, approaches and methodologies. This could be fostered by introducing further exchange programmes with English speaking countries or through increasing the number of guest lecturers from abroad.

The interaction between the two programmes in English (“English Language Education” and “English Literature”) is good and should be maintained in this way.

Conclusion

The criterion is partially fulfilled.

2. Procedures for Quality Assurance

The programme is subject to the higher education institution’s policy and associated procedures for quality assurance, including procedures for the design, approval, monitoring, and revision of the programmes.

A quality-oriented culture, focusing on continuous quality enhancement, is in place. This includes regular feedback mechanisms involving both internal and external stakeholders.

The strategy, policies, and procedures have a formal status and are made available in published form to all those concerned. They also include roles for students and other stakeholders.

Data is collected from relevant sources and stakeholders, analysed, and used for the effective management and continuous enhancement of the programme.

[ESG 1.1, 1.7 & 1.9]

Description

Unesa uses an Internal Quality Assurance System (SPMI) for both academic and non-academic processes. Responsibilities are shared by a Quality Assurance Centre (SPM) at the university level, Quality Assurance Group (GPM) at the faculty level, and a Quality Assurance Unit (UPM) at the department/study programme level.

On the university level, the Quality Assurance Centre determines quality standards, procedures, manuals, assessment forms and self-assessment checklists. Unesa applies 35 quality standards which are divided into National Higher Education Standards (i.e. Higher Education Standards, Research Standards, Community Service Standards) and Internal Standards of the university (11 standards).

In addition to external evaluation through the national accreditation agency BAN-PT, Unesa carries out an Internal Quality Audit to implement the SPMI. Auditing and monitoring evaluations comprise: audit on the curriculum, on learning facilities and infrastructures, monitoring and evaluation of online learning, monitoring and evaluation of lecturer learning and Internal Quality Audit. These audits are carried out on the faculty level.

According to the information provided in the SER, results will be followed up through a Management Review Meeting every year, which involves faculty leaders, heads of study programme, coordinator of academics, accounting, finance and state property, student and alumni affairs.

Students are involved in the quality assurance system by filling out questionnaires at the end of a course and by participating in a customer satisfaction survey. In addition, Unesa outlines an open dialogue between study programme managers, lecturers, and students as a form of evaluation. Graduates are invited to participate in a tracer study. Results are presented in the SER.

At the beginning of each year, the heads of study programme design their work plans which are supposed to be in line with the faculty's key performance indicators determined by the faculty management board. The work plan proposed by each study programme must be in line with the faculty's work plan. All of the programmes' work performance is monitored every three months, and by the end of the year each study programme's achievements are reported to the faculty.

Data collected by Unesa covers programme learning outcome analysis, number of publications of research and community service, tracer studies, GPA scores, number of graduates, and their length of time looking for work. Furthermore, the heads of the study programme are said to assess 1) the success of the course's learning outcomes, 2) the percentage of success of course graduates, 3) the success of the study programme objectives, and 4) the student workload.

Experts' Evaluation

In addition to the information in the SER, the online site visit corroborates the experts' general positive impression of the quality audit policies adopted by Unesa. The university has devised a solid quality assurance policy which complies to both government level and university internal regulations. The internal quality assurance mechanisms are consistent and thorough for they audit the university at three distinct ranks: university level, faculty level and at the department/programme level. This internal audit encompasses, among others, evaluations on the curriculum, quality of learning facilities and infrastructure, customer satisfaction surveys, progression and completion rates, and student performance. Moreover, the university ensures that all auditors have gone through formal training to certify their aptitude. Nonetheless, the audits focus on the quantitative aspect of quality assurance for the auditors are instructed to check whether documentation has been filled correctly. Here, the experts suggest for the university to take more measures of qualitative assessment, especially when it regards the course content (**Finding 15**).

Students, alumni and stakeholders play a decisive role in the quality assurance procedures taken by the university. Students are asked to fill out a survey for each course on their Learning Management System, called SIKADU. While their feedback is mainly gathered through online platforms, students are additionally encouraged to express their opinions freely and directly to the teaching staff. Student associations are also welcomed to contact the programmes' lecturers and managers to offer their contributions. In general, Unesa strives to keep an open communication channel with the student body. During the direct engagement with students, they expressed their overall satisfaction with the quality of their study programmes and with the university's communication channels.

Alumni are asked to participate in tracer studies, and feedback is also gathered from stakeholders. The results demonstrate that there is also a general satisfaction with the courses of study offered by Unesa and the quality of the professionals that call the university their alma mater. However, the quality of the tracer studies

themselves could still be improved – which is something that the university itself also has admitted. Presently, they follow a nationwide pattern, which has some limitations. Currently, Unesa is working on a tool which may provide more precise feedback by these interest groups. Generally, Unesa has shown eagerness in implementing the feedback from all three interest groups, a statement which has also been confirmed in the meetings with the labour market representatives, the graduates and the student body.

When it comes to information management, Unesa manages to present statistics and data concerning quality assurances. Moreover, information on potential employment sectors and areas for the graduates is available. The study programmes additionally showed and documented the data on the composition of the student body, study duration, drop-out rates and the reasons behind them. In addition to that, Unesa adopts measures to ensure academic integrity and has anti-discrimination policies. Therefore, the expert panel concludes that the quality assurance measurements taken by Unesa suffice the accreditation criteria.

Conclusion

The criterion is fulfilled.

3. Learning, Teaching and Assessment of Students

The delivery of material encourages students to take an active role in the learning process.

Students are assessed using accessible criteria, regulations, and procedures, which are made readily available to all participants and which are applied consistently.

Assessment procedures are designed to measure the achievement of the intended learning outcomes.

[ESG 1.3]

Description

Learning and teaching methods used in the programmes are said to stimulate student motivation, self-reflection and involvement in the learning process. Among the teaching methods used are problem-based learning, project-based learning, lectures and demonstration.

According to the information in the SER, the teaching and learning process in the programmes is conducted through blended learning, which integrates face-to-face classes and virtual learning means. Lecturers are supposed to prepare course outlines which shall guide the students in carrying out learning activities throughout the semester. The lesson plans must be uploaded by the lecturers and validated by the Quality Assurance Unit at least a week before the students' course enrolment ends.

Face-to-face teaching is designed to maximize the ability and potential of students, including small group discussions (2-3 students), large group discussions (one class), presentations of individual and group learning outcomes, demonstration, and exhibitions of work and assignments based on projects. Digital learning material is usually provided on the university's internal online learning platform.

Competency evaluation is conducted via portfolio assessments, mid-term exams, final exams, assignments, and class participation assessments. In particular, the components of assessment are classified into 20 % participation, 30 % assignments, 20 % mid-term exam, and 30 % final exam.

All regulations are defined in the Academic Guidelines.

The university offers assistance to bridge students' diversity, i.e. the students' placements, technology assistance, and facilities for disability. Each student is assigned an academic supervisor throughout their studies.

Opportunities for students' complaints are provided.

Experts' Evaluation

The process of planning teaching and learning in the programmes under consideration follows the Academic Guidelines laid down by Unesa. This process ensures that each course is vetted in terms of teaching and learning methods, materials, and assessment before the course is made available to the students. Since all courses have to follow the common pattern which requires an intermediate exam in the 8th week and a final one in week 16, there is no variation in the course structure. All individual sessions of a course have to be planned in detail and accepted before the semester starts. There are both advantages and disadvantages in planning, conducting and monitoring academic teaching so tightly. The Quality Assurance Unit thus possesses an overview over all courses and can assure their adherence to the established system. It has not become clear, however, if members of the Quality Assurance Unit are academically qualified in each case to judge, e.g. whether the materials chosen for the course by the lecturer are the most suitable and whether they reflect the current state of research, whether the teaching methods chosen by the lecturer fit the teaching aims. For the students, it is definitely an advantage to know the contents, goals, teaching methods and types of assessment and assignments before the start of the course. However, the tight course structure prevents both lecturers and students from diverting from the script when new questions or topics arise, which may well be worth exploring, or when something interests the students so much that it ought to be explored in more depth. There seems to be no room for fruitful experiments. Therefore, this uniform pattern of course design supports adherence to basic standards, accountability and reliability in academic teaching on the one hand, but reduces exploration, academic curiosity, learner autonomy and flexibility on the other. These latter aspects are an important part of academic learning, and they also lead to goals which Unesa subscribes to, namely, (self-)reflection, motivation for learning and research, learner agency. So there exists a certain tension between the needs of quality assurance for teaching and the freedom of academic inquiry-based learning and teaching. This is also reflected in the teaching methods employed, where lectures and whole group discussions proliferate in the courses under consideration. It is unclear how the goal that students may learn "at their own speed" can be accomplished in this tight and uniform course structure. It is to be commended, though, that students have the chance to give feedback on the kind of teaching they receive and that this feedback may lead to adjustments.

In educational research on assessment, the "backwash effect" is a well-known phenomenon. This term describes the fact that the type and content of assessment determine the contents and methods of teaching which lead up to the assessment. It follows that it is crucial to ensure that the kinds of assessments given to the students reflect the educational goals. From the evidence available on the courses in the programmes one may surmise that a great number of mid-term and final exams are quizzes. This implies that the main goal is the acquisition and reproduction of knowledge. Of course, universities ought to foster knowledge, but - as stated in the educational objectives - studying at an academic institution should also lead to critical reflection, the development of one's own intellectual interests and an ability to successfully tackle new problems. These goals are not sufficiently reflected either in the teaching methods or in the types of assessment. The experts, thus, consider it as essential that varying teaching and assessment forms are applied which foster critical thinking and critical reflection of students more thoroughly (**Finding 9**).

From a qualitative point-of-view it is difficult to see why the frequency of a student's participation or consultation with the lecturer should be assessed positively.

Conclusion

The criterion is partially fulfilled.

4. Student Admission, Progression, Recognition and Certification

Consistently applied, pre-defined, and published regulations are in place which cover student admission, progression, recognition, and certification.

[ESG 1.4]

Description

Admission

Admission of undergraduate students follows three channels based on national regulations: National Selection for State Universities (SNMPTN), Joint Selection for State Universities (SBMPTN), and Selection for New Student Admissions (SPMB).

SNMPTN is held by all state universities in Indonesia—including Unesa—by using grades and other academic achievements during the applicants' study in high schools as admission criteria. SBMPTN is carried out based on a computer-based writing examination and can be added with other criteria according to prospective students' special talents. SPMB is a selection held by Unesa in the form of a paper-based test. For the language programmes, language proficiency is tested in an interview.

Information on the admission criteria and procedure are available on the university's website.

Progression

According to information in the SER, academic supervisors conduct a monitoring of student's progression at least three times in one semester including academic and non-academic activities by online or offline monitoring. Based on these regulations, the supervisors evaluate students' progress at the end of each semester, especially if students do not reach a minimum of SKS. Those students will be approached by the head of study programme.

Recognition

The university has a policy of recognizing courses that have been taken by students at other universities through a credit transfer system mechanism. Regulations for recognition of previous learning, including non-formal and informal learning, are said to be available as well.

According to a new nationwide policy ("Freedom of Learning"), students are allowed to obtain credits from 8 types of activities in their studies: internships / industrial practice, projects in the village, student exchange, research, entrepreneurship, independent project studies, humanitarian projects or teaching in schools.

Certification

According to Unesa, after completing their studies graduates will receive a graduate certificate, transcript, and supplement certificate containing information about the graduates' qualifications.

Experts' Evaluation

Unesa has given good insights into the sectors of admission, progression, recognition and certification by documentation and through online discussions. The application and admission process is open following national regulations given by the Directorate of Higher Education (DIKTI). To apply at Unesa in one of the four study programmes under consideration, the formal requirements are clearly defined and available in published form.

Most students felt well taken care of during the application process and well guided by the university administration, as expressed during the virtual site visit. The lecturers conveyed a very understanding view of students' struggles faced during the transitional period from high school to university.

Students were able to attend a full-semester English preparation programme ("Intensive Course") which they found to be beneficial in preparation for their studies, both in terms of language skills as well as pedagogical knowledge, which in some cases (i.e. certain high schools) is very much needed.

The possibilities for foreign students to study at Unesa are supported by scholarship opportunities. Though only two faculties offer international classes at Unesa so far, the development is in the right direction. The policy for language proficiency follows the national regulations: international students have to pass an Indonesian class for one year before starting regular classes.

The recognition of prior and non-formal learning could not be verified by individual cases, even though the mechanisms of recognition themselves are in place.

The regulations itself for the recognition of competences gained at other higher education institutions, such as degrees or coursework, are in place. They consider the principles of the Lisbon Convention. These regulations are documented in legally binding form and are available to students.

Overall, regulations for the "Freedom of Learning" programme as stipulated by national regulations are implemented well in the four study programmes.

In most cases, students received admission for their first choice of study programme. Qualitative and quantitative data is available on the admission procedures of past cohorts.

Student exchange experiences with other universities in Indonesia and partner universities in Southeast-Asia (especially with Thailand and Japan) work well and students are supported by scholarship opportunities. Received credit points abroad are recognized at Unesa. Mobility opportunities for students are thus available.

Graduates receive documentation explaining the qualification gained, including context, level, and status of the studies.

Conclusion

The criterion is fulfilled.

5. Teaching Staff

The composition (quantity, qualifications, professional and international experience, etc.) of the staff is appropriate for the achievement of the intended learning outcomes.

Staff involved with teaching is qualified and competent to do so.

Transparent procedures are in place for the recruitment and development of staff.

[ESG 1.5]

Description

The recruitment mechanism of the programmes' lecturers comprises civil servants and non-civil servants. The recruitment of civil servant lecturers is nationally conducted, the recruitment of non-civil servant lecturers is carried out independently by Unesa.

Lecturers comprise different career options: lecturer, assistant professor, associate professor and full professor. The teaching load varies between 12 and 16 SKS in each semester depending on the lecturer's academic qualification. The teaching load includes education, research and community service activities.

Unesa has a Human Capital Development Programme which all programmes have to abide. Degree training education is related to the context of increasing academic qualifications, such as further studies to a higher level carried out with a study leave and study permit mechanism. Non-degree training is carried out to improve lecturers' competence in the form of training activities, workshops, internships, work visits, seminars, and staff exchanges, both domestically and abroad.

Unesa also claims to support its lecturers in scientific publications and conference participations.

The total number of lecturers in the "Indonesian Language and Literature Education" programme is 23, consisting of five professors, nine associate professors, and nine assistant professors. The student-teacher ratio amounts to 23:1.

Teaching staff of "Javanese Language and Literature Education" comprises two professors, three associate professors, five assistant professors, and two instructors; the ratio of students and teachers is 1:28.

In "English Language Education" 26 lecturers are involved which include one professor, three associate professors, 20 assistant professors, and two instructors. The teacher-student ratio is 1:20.

The teaching staff of "English Literature" consists of one professor, two associate professor, eleven assistant professors, and two junior lectures.

Several of the lecturers conduct doctoral studies.

Experts' Evaluation

Required resources were reviewed in light of the capacity of the institution. All human resources involved in teaching within the programmes are documented, including their academic and other relevant qualifications. The number of teaching staff and teaching hours are documented, and it is sufficient. The overall workload of staff (teaching, administration, research) is appropriate for the delivery of the programme. The ratio of lecturer-student is satisfactory, and the number of female lecturers is commendable.

Teaching staff and hours are available for the period of accreditation. It would be recommendable that the university provides more time for research for the lecturers, especially for young staff (**Finding 16**).

If contracts expire in the next six years, the intent is to fill the position anew or there is a continuity plan in place. Vacancies are being advertised or are in the middle of appointment proceedings. Transparent recruitment procedures for teaching staff are in place.

If there are associate/part-time lecturers involved in the programme, procedures are in place to ensure the qualifications of these lecturers. Lecturers are to be made familiar with the requirements of the programme. The teaching staff is appropriately qualified for the achievement of all learning outcomes, even though some teaching staff has been moved between different departments. It is in the interest of Unesa itself to not relocate teaching staff to other programmes due to human resources constraints if not fully qualified for the new appointment.

A concept for staff development is in place and well received. The staff is motivated to improve their competences. Teaching staff is given the opportunity to take part in trainings for further development covering up-to-date scientific and didactic aspects. There are opportunities for lecturers to study abroad and conduct research collaborations with international universities or follow lecturer exchanges.

The number of lecturers with a doctoral degree has been growing in the last years but still needs further increase, especially in the programme “English Literature”. Hiring external staff with the respective degree could help until young staff is qualified (**Finding 17**).

The programme “Bahasa Indonesia for Foreign Speakers” (BIPA) seems to have a positive impact on the internationalisation and the development of an “international flair” on Unesa’s campus.

Conclusion

The criterion is fulfilled.

6. Learning Resources and Student Support

Appropriate facilities and resources are available for learning and teaching activities.

Guidance and support is available for students which includes advice on achieving a successful completion of their studies.

[ESG 1.6]

Description

Learning Resources

Resources for the programmes listed in the SER include classrooms, the faculty and university libraries, several laboratories, discussion areas for students, open stage, hallways, canteen, performance building, various sports fields, health clinics and mosques. Among the laboratories listed for the programmes are computer and language laboratories used for teaching and learning language skills, a cultural laboratory to host practices for playing traditional Javanese musical instruments, Javanese dance, and composing Javanese songs, a micro-teaching laboratory as well as music, fine arts and design studios. The buildings are said to be equipped with disability lanes and prepared for disaster mitigation.

On campus, Unesa provides a university library, with international and national online and offline sources (textbooks, articles, thesis, and other references). A digital library provides academic literature types from several sources (Springer, Cambridge, Emerald Insight, EBSCO, and the Integrated Online Public Access Catalog/IOPAC). Online services and journals can be downloaded via a Library Weblink.

Further facilities and support services include a language centre, e-learning, an integrated online public access catalogue, entrepreneurship laboratory, dormitories and accommodation, information technology, and insurance.

Student Support Services

All new students are required to partake in orientation and introduction to campus life activities. Afterwards, students are assigned an academic supervisor. The counselling schedule is supposed to involve at least three meetings per semester, one at the beginning, one before midterm examinations and one at the end of the semester. In addition, internship supervisors and thesis supervisors are available to assist the students.

Furthermore, Student Advisory Services are available to all students. For exchange students, the counselling and guidance service is provided by the university’s International Office. Support is also offered by Unesa’s Center for Disability Studies and Services.

A Career Centre offers support and activities such as a career fair or entrepreneurship training.

Experts' Evaluation

Learning Resources

The variety and extent of material resources made available to students are impressive: Not only are all of the expected learning resources, such as lectures halls, seminar rooms, computer labs, the university library and departmental libraries, reading rooms, computer workplaces, amply provided but there are also specialized facilities offered and maintained, among them microteaching labs, gamelan labs, a lab for performance art, and open spaces for cultural performances (for some of which renovations are planned). All of them are adequately equipped and supported by technical staff.

There is a broad spectrum of research material made available to students, in the form of print (e.g. books, journals and magazines accessible in the university library and in institutional libraries) and as digital resources (here in particular scholarly handbooks, monographs, collections of essays, and journals).

These resources, e.g. research facilities, allotted learning spaces and provision of research material, reflect current professional standards and are appropriate for the programme learning outcomes.

For the English programmes, the experts recommend establishing an Academic Writing Centre for English as a support service to foster the respective skills of students (**Finding 18**).

Student Support

Unesa offers its students a tightly knit network of support services. Students take part in an introductory programme at the very beginning of their studies. They are not only welcomed at the university, but they also receive introductory "courses" to the university's many systems, such as the online platform SIKADU. They are also assigned an academic supervisor, whom they will meet at least thrice during the semester.

International students are not left out and receive support from the university's International Office. They also take part in the orientation week and have access to all services that regular students can enjoy. As an extra effort to integrate these international students to Indonesian culture, they can partake in classes on local music and language. Moreover, they are offered a place in the student dorms alongside local students.

Unesa also provides facilities for students with special needs – for example, all the building entrances are equipped with ramps, and braille signs can be found in the elevators. The university additionally provides special consultation to those who need it.

During their time at Unesa, students can also make use of other student support facilities. The Unesa Career Service, for example, holds a career fair, which provides students with information about job vacancies and the expectations of the labour market. Information on these services is made public through the university's online presence. The true backbone of Unesa student support is, however, the teaching staff. Lecturers are assigned a group of students, to whom they act as academic advisors and, therefore, have to provide consultation on academic affairs. During the site visit, the panel of experts quickly learned, however, that the teaching staff's support easily exceeds their obligation. Not only do lecturers constantly engage and help students on academic matters, they also inform them about scholarships, possibilities to take part on a student exchange, and invitations to work in university committees.

Conclusion

The criterion is fulfilled.

7. Information

Impartial and objective, up-to-date information regarding the programme and its qualifications is published regularly. This published information is appropriate for and available to relevant stakeholders.

[ESG 1.8]

Description

Information on the university, its mission, its outline as well as on the four programmes is said to be published in the university and faculty website. This includes information on the learning outcomes, the admission criteria and procedure and the qualification awarded.

Every year, Unesa publishes a performance accountability report in which, among others, developments are linked to indicators of the business strategic plan.

Experts' Evaluation

Information given on the university's websites on study programmes, programme learning outcomes, facilities, selection procedures as well as methods of instruction and assessment is easily available, clearly marked, and comprehensive.

The website is presented in Indonesian and English. It also contains information about the main news that include, among others, Unesa's achievements and activities carried out by university and study programmes.

Conclusion

The criterion is fulfilled.

IV. Recommendations of the panel of experts

The panel of experts recommends

- to accredit with conditions

the Bachelor's programmes in "**English Language and Literature Education**", "**English Literature**", "**Indonesian Language and Literature Education**" and "**Javanese Language and Literature Education**" offered by **Universitas Negeri Surabaya**

Findings:

1. The description of programme learning outcomes should be improved by outlining competences and skills more explicitly, e.g. by using the full taxonomy of Bloom.
2. Internationalisation should be fostered, especially in countries outside of Asia, e.g. by fostering collaborative research, student/staff exchange, or guest lecturers' frequent invitation.
3. The programme "Indonesian Language and Literature Education" should involve a greater variety of professional parties and labour market representatives for feedback on the programme learning outcomes and for curriculum review. This is especially relevant for the field of language therapy.
4. In "Indonesian Language and Literature", the number of credits in courses aimed at strengthening the profile of graduates, such as Indonesian Language for Children with Special Needs, Indonesian for Foreign Speakers, and Entrepreneurship, should be increased.
5. The programme learning outcomes of "Javanese Language and Literature Education" should be revised to show measurable indicators and to make reference to the interdisciplinary aspects of the programme.
6. The topic of second language acquisition should be dealt with in "English Language Education".
7. Research on ELT in Indonesia should be used more frequently as reference in "English Language Education".
8. In "English Language Education" and "English Literature", the focus should be shifted from the approach to make students familiar with many theories and methods to focusing on only a few in more depth.
9. Critical thinking of students has to be fostered more prominently by applying learning and assessment forms which allow students to critically reflect on methods and theories.
10. Oral competence should be fostered more prominently in "English Language Education".
11. The name of the programme "English Literature" should be changed to "English Language and Literature".
12. In order to strengthen the two-fold aim of the programme "English Literature", it is recommended to establishing two streams within the programme, one focussing more strongly on the academic profile, the other on the practical application.
13. The aim of the "English Literature" programme of qualifying students to become writers should be reviewed.
14. Literature courses of the programme "English Literature" would benefit from the consideration of more contemporary and diverse literature.
15. In quality assurance, Unesa should take more measures of qualitative assessment.
16. The university should provide more time for research for the lecturers, especially for young staff.
17. The number of teaching staff holding a doctoral degree should be increased in "English Literature".
18. Unesa should establish an Academic Writing Centre for English.