AQAS

AGENTUR FÜR
QUALITÄTSSICHERUNG DURCH
AKKREDITIERUNG VON
STUDIENGÄNGEN E.V.

EXPERTS' REPORT

UNIVERSITAS BRAWIJAYA

CULTURAL SCIENCE I

INDONESIAN LANGUAGE AND LITERATURE EDUCATION (BACHELOR)

August 2022

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Content

DECISION OF THE AQAS STANDING COMMISSION

ON THE STUDY PROGRAMME

▪ **"INDONESIAN LANGUAGE AND LITERATURE EDUCATION" (BACHELOR)**

OFFERED BY UNIVERSITAS BRAWIJAYA, JAVA, INDONESIA

Based on the report of the expert panel and the discussions of the AQAS Standing Commission in its 14th meeting on 29 August 2022, the AQAS Standing Commission decides:

I. "Indonesian Language and Literature Education" (Bachelor)

1. The study programme "**Indonesian Language and Literature Education**" (**Bachelor**) offered by **Universitas Brawijaya**, **Indonesia** is accredited according to the AQAS Criteria for Programme Accreditation (Bachelor/Master).

   The accreditation is conditional.

   The study programme essentially complies 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 **30 September 2023**. The confirmation of the conditions might include a physical site visit within the time period of twelve months.

3. The accreditation is given for the period of **six years** and is valid until **30 September 2028**.

Conditions:

1. The number of up-to-date and international library resources has to be increased. Students have to get access to these (printed) books and reference materials. In order to prove that the condition has been fulfilled, the university must develop a timeline until which date these additional learning resources can realistically be acquired

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

1. The intended learning outcomes 6 and 8 should be rephrased.

2. The syllabi corresponding to ILO 8 (appreciation of poetry, prose, and drama) should include scholarly sources produced by both Indonesian and international scholars.

3. The experts suggest including high school teachers in the pool of practitioners that are invited to teach courses.

4. The SPILLE programme should consider increasing the number of senior staff.

5. It is advised to provide students with more opportunities, additional financial, organisational, and advisory support to conduct longer internships and/or a longer exchange to an international university.

6. It is recommended to intensify efforts to contact graduates to ensure a higher participation rate of graduates in tracer studies.

7. The university is advised to seek more external international input concerning curricular structures and intended learning outcomes.

8. It is recommended increasing teaching and learning formats which foster students' critical thinking abilities.

9. It should be considered increasing the use of the faculty's micro-teaching laboratory and language laboratory in the teaching activities.

10. The university should pay special attention on gathering additional data on the proportion of dropouts in the next years to find out where fluctuations in admission and graduation rates derive from.

11. The teaching staff should be encouraged and supported to increase international collaborations and to publish their research not only in Indonesian but also in international journals.

12. Student support in the area of mental health should be increased and communicated in a more efficient way to students in need.

13. The university should make sure that all English content on the individual websites is up to date and correctly translated.

With regard to the reasons for these decisions the AQAS Standing Commission refers to the attached assessment report.

EXPERTS' REPORT

ON THE STUDY PROGRAMME

▪ **"INDONESIAN LANGUAGE AND LITERATURE EDUCATION" (BACHELOR)**

OFFERED BY UNIVERSITAS BRAWIJAYA

Visit to the university: 21st – 25th March 2022

Panel of experts:

Prof. Dr. Junko Majima	Institute for East Asian Studies, Department of Japanese Studies, University of Cologne, Germany
Prof. Dr. Harald Meyer	Department of Japanese and Korean Studies, University of Bonn, Germany
Prof. Dr. Hans Kühner	Institute for Chinese Studies, Ludwig-Maximilians-University Munich, Germany
Prof. Dr. Monika Arnez	Department of Asian Studies, Palacký University Olomouc, Czech Republic
Dr. Katja Cassing	cass publishing company, Bad Berka, Germany (labour market representative)
Andrea Schüler	Student of Chinese Studies at University of Hamburg, Germany (student expert)

Coordinator:

Dr Melanie Brück/Dr. Sarah Jenischewski	AQAS, Cologne, Germany

I.   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.

II.   Accreditation procedure

This report results from the external review of the Bachelor programme "Indonesian Language and Literature Education" offered by Universitas Brawijaya.

1.   Criteria

Each programme is assessed against a set of criteria for accreditation developed by AQAS: the AQAS Criteria for Programme Accreditation (Bachelor/Master). 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

Initialisation

The university mandated AQAS to perform the accreditation procedure in April 2021. The university produced a Self-Evaluation Report (SER). In October 2021, the university handed in a draft of the SER together with the relevant documentation on the programme and an appendix. The appendix included e.g.:

- an overview over statistical data of the student body (e.g. number of applications, beginners, students, graduates, student drop outs),
- the CVs of the teaching staff/supervisors,
- information on student services,
- core information on the main library,
- academic regulations.

AQAS checked the SER regarding completeness, comprehensibility, and transparency. The final version of the SER was handed in January 2022. The accreditation procedure was officially initialised by a decision of the AQAS Standing Commission on 6th December 2021.

Nomination of the expert panel

The composition of the panel of experts follows the stakeholder principle. Consequently, representatives from the respective disciplines, the labour market, and students are involved. Furthermore, AQAS follows the principles for the selection of experts defined by the European Consortium for Accreditation (ECA). The Standing Commission nominated the aforementioned expert panel in February 2022. 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.

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 all panel members in order to increase transparency in the process and the upcoming discussions during the site visit.

Site visit

After a review of the SER, a site visit to the university took place from 21st to 25th March 2022. The experts interviewed different stakeholders, e.g. the management of the higher education institution, the programme management, teaching staff, as well as students and graduates, in separate discussion rounds 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.

Reporting

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

Decision

The report, together with the comments of the department, forms the basis for the AQAS Standing Commission to take a decision regarding the accreditation of the programme. Based on these two documents, the AQAS Standing Commission took its decision on the accreditation on 29 August 2022. AQAS forwarded the decision to the university. The university had the right to appeal against the decision or any of the imposed conditions.

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

III. General information on the university

Universitas Brawijaya (UB) was established in 1963 and is located in Malang, Indonesia. UB is composed of 15 faculties and one postgraduate school. In total, the university offers undergraduate and postgraduate programmes to about 69,319 students (October 2021). According to UB, the strategic plan of 2020 focuses on the improvement of the quality of education, research and community service, students and graduates, and institutions and cooperation.

The study programme to be accredited is offered at the Faculty of Cultural Studies, which was established in 2009 and offers ten study programmes in the area of languages, literature, fine arts, and anthropology. As of July 2021, 3,171 students and 135 foreign students are enrolled in both undergraduate and postgraduate programmes. The faculty's vision stated in the SER is to (1) provide quality education and teaching in the fields of humanities and culture, (2) to conduct research and community service that excels in the fields of humanities and culture, (3) to disseminate knowledge and facilitate its use in the context of improving people's lives. The faculty is headed by a Dean, who is supported by a Vice Dean for Academic Affairs, a Vice Dean for General Affairs and Finance, and a Vice Dean for Student Affairs. In addition to four supporting units (Research and Community Service Agency, ICT Centre, Journal Publishing Agency, and the Quality Assurance Team), the faculty consists of three departments (Department of Language and Literature, Department of Language Education, Department of Arts and Anthropology), and a Division of Administrative Affairs.

IV. Assessment of the study programme

1. Quality of the curriculum

> **Bachelor/Master degree**
>
> *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]*

Description

General remarks

As explained in the SER, curriculum development and revision involves three steps which include input from lecturers, a consortium of the respective academic field, and a labour market need analysis: (1) formulation of graduate profiles and intended learning outcomes, (2) formulation of study and learning materials as well as courses and credit loads, and (3) course organisation, including semester learning modules, task plans, and evaluation plans. The study programme to be accredited has been recognised by national (BAN-PT) and international (AUN-QA) accreditation. Following the Tridharma approach of Indonesian higher education, the achievement of intended learning outcomes is interlinked with research and community service applying to both lecturers and students. As stated in the SER, this includes two strategies: (1) obtaining research and social service grants, and (2) publishing research and social service reports in (inter)national journals or conferences.

The study programme is designed for a study period of four years and follows the same overall structure: (1) national content courses (including courses on religion, Indonesian, citizenship, and Pancasila), (2) university

courses (including English, entrepreneurship, Community Service, and the final thesis), (3) faculty courses (including professional ethics, philosophy, and Indonesian culture), (4) subject courses (including introductory courses and courses on research methodology), (5) core courses of the respective study programmes, and (6) elective courses. Upon completion of the programme, the achievement of the intended level of qualification can be demonstrated by a final thesis or by the publication of scientific articles.

a. Indonesian Language and Literature Education (Bachelor)

Description

The Indonesian Language and Literature Education (SPILLE) study programme aims at preparing students for employments as beginner educators, i.e. tutors, instructors, or teachers on a high school level, beginner researchers, instructors who teach Indonesian language and literature to foreign speakers, as well as for a career as creative writers. To qualify for such sectors of the labour market, students are said to achieve the following intended learning outcomes:

- internalise academic values, norms, and ethics in the fields of education and Indonesian language and literature,
- display a responsible attitude and work independently,
- have knowledge of (1) the principles of pedagogy and technology within the framework of technological pedagogical content knowledge (TPACK) in teaching Indonesian at a high school level and to foreign speakers, (2) Indonesian linguistics, and (3) Indonesian literature,
- understand research methods and frameworks relevant to the field,
- apply critical, evaluative, and innovative thinking in the development and implementation of science and technology in the field of study,
- have the ability of data-based decision making in the context of education and Indonesian language and literature,
- be proficient in Indonesian language and literature in various contexts (e.g. written, spoken, academia, workplace, amongst others),
- appreciate Indonesian spoken and written Indonesian literature,
- analyse and apply theories, concepts, and approaches relevant to the field, especially with regards to producing new learning, evaluation, and media designs,
- conduct studies in the field of Indonesian language and literature education, linguistics, and Indonesian literature and culture within relevant frameworks and by using appropriate research methods.

The curriculum structure provided in the SER lists the following distribution of credits: 35 credits of general national, university, faculty, and department courses, 87 credits of compulsory study programme courses, and 28 credits of elective courses.

Experts' evaluation

The SPILLE study programme aims at educating students to become beginner researchers, beginner educators, learning Indonesian as a foreign language (BIPA) instructors and creative writers. The Intended Learning Outcomes reflect academic and labour market requirements adequately. According to the SER, 75.4 percent of the graduates are employed in the educational sector, so the experts assume that the ILOs and the graduates' profile meet the needs of the labour market. The emphasis on education aligns with the ILOs because seven out of 10 ILOs are related to education.

However, the phrasing of ILO 6 and ILO 8 should be adjusted (**Finding1**). At the moment, ILO 6 is phrased as being "able to make appropriate decisions in the context of contextual problem solving in the fields of Indonesian education, language, and literature based on the result of information and data analysis", and another

variant as „to make the right decisions in the context of solving contextual problems in the fields of education, Indonesian language, and literature based on the results of analysis of information and data". It is recommended to consistently use the former phrasing and use „informed decisions". In the SER, according to ILO 8, students should „be able to appreciate Indonesian literature spoken and written". The term „appreciate" should be rephrased by a term that captures more precisely what the students are expected to learn here and clarify what type of knowledge the students should achieve. Also, the respective syllabi corresponding to this ILO (appreciation of poetry, prose, and drama) should include scholarly sources produced by both Indonesian and international scholars (**Finding 2**).

Finally, it is recommended to give students the opportunity to carry out longer internships and a longer exchange to an international university (see **Finding 3**).

Conclusion

The criterion is partially fulfilled.

2. Procedures for quality assurance

> **Bachelor/Master degree**
>
> *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

As outlined in the self-evaluation report, the programme adheres to external and internal quality assurance mechanisms. External QA procedures are conducted by the National Accreditation Board for Higher Education (BAN-PT), international accreditation and international certification bodies. The study programme is said to have received the BAN-PT accreditation "B". Internal QA procedures follow the Indonesian National Standard of Higher Education (SN Dikti) and are carried out by the Quality Assurance Centre (PJM) at university level, as well as by QA units at the department (UJM) and study programme (GJM) levels. The central instrument for internal QA procedures is an internal quality audit (AIM), in which both the system (i.e. adequacy, quality, and standards of the QA mechanisms) and the performance (i.e. the implementation of the QA system) are evaluated. The AIM process thus checks the conformity between the university's quality standards and their implementation in the respective academic, financial, and administrative quality management activities. Audits are performed with regards to the quality of the faculties, departments, study programmes, and laboratories as well as to the bureaus, institutions, central laboratories, technical executive units, and business agencies. Results of the AIM are said to be communicated to the individual study programmes in the form of a quality improvement plan with regards to the adherence to the tridharma approach and lecturers' qualifications.

In addition to the QA audits, the university also reports data collection involving relevant stakeholders. This includes an annual online tracer study by which data is collected from alumni and the labour market with regards to the waiting period for graduates to be employed, the field of employment, and the required

qualifications. As stated in the SER, the results of these tracer studies are used to revise and improve the curriculum of the respective study programmes. In addition, every four years a curriculum evaluation is said to be performed. Tracer studies are complemented by community satisfaction surveys (SKM), which address lecturers, students, staff, and external partners of the faculty which are related to QA services. Students' feedback to specific courses is collected via the academic information system (SIAM). The results of students' satisfaction surveys are communicated to the individual lecturers online. Results of other satisfaction surveys concerning the overall study programme are said to be published online on the university homepage and are communicated to stakeholders in regular study programme/department meetings at the beginning and the end of every semester. Finally, the SER also mentions a suggestion box and e-complaint tool which can be accessed on the university website.

Further data collected by the university involves the profile of the student population, students' progression, completion rates, graduates' employability, and learning resources. With regards to academic integrity, the SER states that the faculty has a mechanism to check for plagiarism in both lecturers' and students' publications.

Experts' evaluation

UB seems to be very committed to ensuring proper and high standard quality assurance. Adequate procedures on various levels are in place and working. There is programme evaluation, curriculum evaluation, evaluation of progression and completion rates, to name just a few.

Quality assurance procedures also involve alumni, whose feedback is collected via so-called tracer studies, conducted by the university and in some cases by the departments as well. Thanks to these studies there seems to be a fair amount of information on the sectors graduates get employed in, the requirements of the labour market and on the number of graduates continuing their studies. This information, indeed, leads to concrete measures and changes in the curriculum. Nevertheless, it is recommended to intensify efforts to contact graduates to ensure a higher participation rate of graduates in these tracer studies (**Finding 4**).

However, the system seems to be very much focussed on the employability of students rather than academic achievements. Moreover, since the university is striving to "achieve competitiveness at the global level", the system of quality assurance should not only be measured against the national standards of higher education but against international standards as well. This concerns for example language proficiency levels of comparable programmes or curricular structures, amongst others. As such, the university is strongly advised to seek more external and international input concerning curricular structures and intended learning outcomes (**Finding 5**).

Conclusion

The criterion is fulfilled.

3. Learning, teaching and assessment of students

> **Bachelor/Master degree**
> *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

In the SER, UB highlights its commitment to student-centred learning, referring to the respective standards formulated in national (SN-DIKTI) and international (CEFR) frameworks. As such, the university lists several teaching methods in addition to lectures to foster students' active participation as well as their critical and creative thinking abilities. These include tutorials, research projects, group discussions, simulations, cooperative learning, project-based learning, problem-based learning, and professional placement (internships and/or community service). The study programme under accreditation further employs the immersion method to support students' linguistic and cultural learning processes. This includes exposure to the Indonesian language as much as possible by addressing listening, speaking, and writing skills, as well as providing literary, epistemological, and cultural input. The programme is supposed to also include the opportunity for teaching practice at middle, high, and vocational schools. In addition, students are said to be encouraged to participate in extracurricular activities and to be introduced in research activities such as mini research projects, and publications. During the COVID-19 pandemic, teaching activities took place online both synchronously and asynchronously by employing various software (e.g., Zoom, Google Meet, Google Classroom) and the university's learning management system (VLM2 UB).

Following the university's policy as an Inclusive Campus, teaching activities are said to consider the diversity of students and their respective needs. This includes for example the assurance of classroom accessibility for students with physical disabilities, assigned interpreters for hearing impaired students, and assistance as well as digitisation services for students with visual impairment. Furthermore, the university states that all students are offered tutorial services in report writing, Indonesian language training, and English language training.

Assessment of students' achievements include quizzes (15% of the course grade), structured assignments (20%), practical activities (10%), a mid-term exam (25%) and a final exam (30%). With regards to the Bachelors' thesis, three components are integrated into the final grade: the thesis proposal seminar (25%), result seminar (25%), and thesis examination (50%). Students are said to be informed of the assessment regulations by the faculty's academic manual, semester plans, the thesis manual, and an online thesis information system (SISO). The examination guidelines are available in the current academic handbook. Student appeals are reported to be discussed with the responsible lecturer directly.

Experts' evaluation

The SER mentions a variety of teaching methods, including group discussion, cooperative learning, Project Based Learning, and Problem Based Learning among others. Assessment regulations are published and generally documented in a comprehensible way for students. The students the expert were able to talk to did not report any problems in the organization of teaching and assessment.

However, the experts noticed that the description of Project Based Learning in the university's SER does not fully represent the key ideas of Project Based Learning, which are to solve a specific problem, or address a complex issue by working on a project over a lengthy period of time. Therefore, attention should be paid to the realization of these methods in teaching, so that the problem is introduced first without teaching the students relevant material. Instead, teaching relevant material and subsequently having students apply the knowledge to solve problems, the problem is supposed to be presented first, often by creating a case.

It is also recommended to increase Project Based Learning, especially Project Based Learning teaching and learning formats in the study programme to foster students' critical thinking abilities (**Finding 6**).

The infrastructure of having the micro-teaching classroom and teaching internships at high schools are reasonable as the application of the linguistic and pedagogical knowledge and skills can be demonstrated and multidisciplinary approaches can be used in solving problems in the field of language education. As such, the

individual programme should consider increasing the use of the faculty's micro-teaching laboratory and language laboratory in the teaching activities (**Finding 7**).

Students are encouraged to carry out extracurricular activities and engage in research activities. In the case of publications resulting from research-based activities involving lecturers and students, the published results should specify the methodology of the project and provide information on the respective share that the various participants contributed to the publication, both students and lecturers.

Conclusion

The criterion is partially fulfilled.

4. Student admission, progression, recognition and certification

> **Bachelor/Master degree**
> *Consistently applied, pre-defined, and published regulations are in place which cover student admission, progression, recognition, and certification.*
> *[ESG 1.4]*

Description

Admission

UB offers four admission tracks to prospective students: (1) the National Selection for State University Admission (SNMPTN), (2) the Joint Selection for State University Admission (SBMPTN); (3) Independent Selection Test of UB (SMUB); (4) Independent Selection of People with Disabilities (SPKPD). The first admission scheme (SNMPTN) is regulated on a national scale and involves the evaluation of high school report cards, the score in the national examination (Ujian Nasional), as well as the consideration of academic achievements, alumni tracks, and school accreditation levels. The second admission scheme (SBMPTN) selects students according to their performance in a written exam in which their basic academic potential with regards to the respective field of study is assessed. The SMUB scheme is organised according to UB's standards and involves a computer-based written examination and students' high school report cards. Finally, the Independent Selection of People with Disabilities takes into account individual cases and is combined with the opportunity to receive a scholarship. The SER further demonstrates that data is collected on the distribution of past cohorts with regards to the individual pathways.

Progression

As stated in the SER, student progression is monitored by academic advisors with whom they meet three times per semester. In addition to academic guidance and recommendation to students, academic advisors also consult with faculty leaders in case of severe problems in students' progression and may also contact students' parents. Students' performance in the courses and exams as well as their workload are said to be documented.

Recognition

Following the national policy Kampus Merdeka (MBKAM), students have the right to take courses outside of their study programme. This may also include independent student exchanges, campus teaching activities, and internships.

Certification

Students are said to receive a diploma, a transcript of records, a diploma supplement, their TOEFL certificate and a document on Information and Communication Technology upon graduation.

Experts' evaluation

The admission procedure is transparent and follows a consistent pattern. The university gathers data on the admission procedures of previous cohorts. However, it is not fully clear why admission and graduation rates fluctuated during the past years. The university should pay special attention on gathering additional data on the proportion of dropouts in the next years to find out where these fluctuations derive from (**Finding 8**).

Communication between students and their academic advisors seems to be frequent and familiar. A support system for students who struggle with their workload or orientation is in place. It is recommended to continue these efforts.

The university recognises their students' academic and non-academic accomplishments in a well-established manner. Regulations and criteria are comprehensible.

More attention could be directed to stays abroad since the students seem to profit highly from this experience. The experts encourage the university to increase the students' mobility by establishing and implementing further mechanisms to recognise and foster these study stays in other countries (**Finding 1**).

The documents handed out to graduates are appropriate and provide adequate information on the study programme.

Conclusion

The criterion is fulfilled.

5. Teaching staff

> **Bachelor/Master degree**
>
> *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

Teaching staff at UB may be employed either as civil servants or non-civil servants. The former group is selected according to the Regulation of the Head of the National Civil Service Agency, while selection of the latter group is regulated by the university's guidelines. The recruitment of academic staff is said to follow a standard operational procedure, which involves an analysis of the position, workload, the employee's prospective needs, and a distribution programme. Required qualifications of academic staff include the necessary academic qualification and competence, educator qualifications, physical and mental health, as well as the ability to implement national educational goals.

The SER lists the following academic staff for the programme to be accredited:

- Indonesian Language and Literature: 15 lecturers; four lecturers hold a PhD, three lecturers are currently pursuing a PhD; five additional external lecturers

The average teaching workload of lecturers is said to be 16-18 credits per semester. In addition, each lecturer carries out at least one research project and one community service activity every year.

Staff development in the field of didactics and teaching methods is offered in the form of a lecturer certification programme, which is organised by the Ministry of Education and Culture. Furthermore, the SER lists additional trainings that are available to lecturers to enhance their social and professional qualifications. Also, academic staff holding an MA degree is said to be encouraged to pursue their doctoral studies.

Experts' evaluation

The lecturers that met with the panel of experts during the site visit were highly committed to both deliver high quality teaching as well as to further develop their academic qualifications. The terms of contracts of the permanently employed staff members are long enough to ensure teaching for the next decade. The recruitment procedures for the permanent staff are clearly defined and transparent. External and guest lecturers are qualified to teach in the programme. The university and faculty appear to be fully aware of the need for staff development and further training in their subject and regarding teaching and assessment methods. A plan has been designed for lecturers to consecutively study in doctoral programmes. However, it is recommended for the teaching staff of the programme under review that the university encourages and supports lecturers pursuing a PhD not only to study at national but also international universities and publish their research not only in Indonesian but also international journals in order to gain international visibility (**Finding 9**).

Furthermore, the university should also consider including more High School teachers in the pool of practitioners of the programme and invite them not only to give guest lectures but also to (team)teach complete courses (**Finding 10**).

The management of the SPILLE programme should consider increasing the overall number of teaching staff (**Finding 11**).

Conclusion

The criterion is partially fulfilled.

6. Learning resources and student support

> **Bachelor/Master degree**
> *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

UB is a state university funded centrally by the government and through tuition fees due in each programme. Scholarships are set in place to support students from Papua, students from an underprivileged background, and students with high academic achievements. UB states that it has implemented a high standard IT infrastructure which allows for online services, including online attendance, e-complaint forms, e-journals, e-library, and general e-learning activities. The SER also mentions a Microsoft Campus Agreement to provide both students and lecturers with necessary software. The faculty provides public computers which are maintained and managed by the so-called PSIK unit. All IT facilities are said to be monitored and updated on a regular basis. Students of the study programme have access to 25 classrooms which accommodate between 30 and 50 students. Each classroom is said to be equipped with an LCD, a sound system, and air-conditioning. In addition, students are provided with working spaces and five exam rooms for their proposal exams and results

seminar. The educational programme also offer a microteaching laboratory in which teaching practice can take place. The programme further has access to a multimedia room, a movie room, and an art studio. All facilities are said to be accessible to students with disabilities. Additional rooms are available for counselling and religious activities. Further facilities mentioned in the report include sports facilities, an International Affairs Centre, the BSS Junior and Senior High School for teaching and learning activities in the programme, post offices, canteens, dormitories, guest houses and a Centre for Information, Documentation, and Complaints.

As stated in the SER, UB's central library provides access to 9,219 book titles. In addition, students have access to a faculty library, which provides access to learning resources, such as textbooks and national and international journals

Student support is provided by the Centre for Disability Studies and Services, which organises volunteer support, counselling, and digitalisation of learning material. Furthermore, students with disabilities are provided with mentors who assist them in their learning process. Student counselling takes place at the university's Centre for Academic and Professional Education Development, in the form of face-to-face or online meetings. In addition, academic advisors provide support, counselling, or may refer students to the faculty's counselling bureau. The university also offers free health facilities, including health counselling. Special career guidance is said to be provided to students who are about to graduate.

Students' mobility is said to be supported by the study programme's individual exchange programmes. This includes a student exchange programme with Tidar University and Malang State University in Indonesia. Students are also said to be supported in participating in national and international conferences or competitions.

Introductory events for new and potential students are said to be carried out by the programme.

Experts' evaluation

Information on course descriptions, learning outcomes, methods of learning and teaching, forms of assessment and the expected workload is provided to students through online channels, the introductory events mentioned above, and, presumably, through personal communication with the lecturers. Courses are designed in a way to enable the students to complete their studies within the expected period of time. However, during the virtual site visit, it was not possible to get information about the average duration of studies in the past years. The infrastructure with respect to finance, computer workplaces, rooms, etc. was shown to be adequate. As the university is well equipped with facilities like a microteaching lab and a language lab, it is recommended to increase the use of these in the teaching process. The IT infrastructure appeared to be well equipped and staffed by competent personnel. During the virtual site visit, it was not possible to verify whether the facilities are sufficient to accommodate the number of students present. The general impression was, however, that regarding workplaces and space as well as sanitary installations, the university and faculty are well equipped.

With respect to national and international literature and other academic sources, the resources of both the University Library (UL) and the Self-Access Room (SAR) are not sufficient. It is essential for the education of the students that at least a limited number of such books and reference materials are made available to students and teaching staff (**Finding 12**) in order to enable them to acquire the competence to use internet information and internet sources and to develop criteria for evaluating the reliability and trustworthiness of such sources. The university must develop a timeline until which date these additional learning resources can realistically be acquired (**Finding 13**).

The university provides special facilities for students with disabilities. A health care system is in place. However, it is recommended to increase student support in the area of mental health and communicate this support to students in need in a more efficient way (**Finding 14)**.

Students receive academic and career advice which seems to be successful according to the presented data on post-graduate employment. During the pandemic, the university has made efforts to reduce tuition fees for the majority of students. However, no data was presented to give insights into how successful these efforts were so far and how high of a percentage of students benefited.

It is difficult to evaluate the situation and to formulate suggestions concerning students' mobility and their participation in exchange programmes with universities abroad due to the special conditions of the pandemic. It is strongly recommended that in the future (i.e. once the situation of the pandemic is under control), students should receive additional financial, organisational, and advisory support to study abroad for at least one semester (**Finding 1)**.

Conclusion

The criterion is partially fulfilled.

7.   Information

> **Bachelor/Master degree**
> *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

UB states that all necessary information on the study programme is available online on the university, faculty, and study programme websites. This includes information for prospective students, the UB curriculum, scholarships, programme missions, student procedures, academic calendars, student affairs, and contact information. In addition, the faculty and the study programme use several social media accounts (Instagram, Facebook, Twitter, YouTube) to disseminate further information on, e.g., current events.

Experts' evaluation

General information about the university and the study programme is made available through a variety of channels. The university, faculty and study programme websites are the primary sources of information.

The website is clearly structured and offer a wealth of information. The primary language is Indonesian. Much can be found in English as well. The information includes admission, staff, learning strategies, evaluation, intended learning outcomes, and much more. There are links to tracer studies for both alumni and other external stakeholders as well as links for filing e-complaints. Judging from the "Headline News" and "Recent posts", the information is updated regularly.

However, the university should make sure that all English content on the individual websites, including ILOs, graduate profiles, and curricular information, is not only up to date but also correctly translated from Indonesian (**Finding 15**).

Conclusion

The criterion is fulfilled.

V.   Recommendations of the panel of experts

The panel of experts recommends accrediting the study programme "Indonesian Language and Literature Education" offered by Universitas Brawijaya with conditions.

Findings:

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1. The intended learning outcomes 6 and 8 of the SPILLE programme should be rephrased.

2. The syllabi corresponding to ILO 8 (appreciation of poetry, prose, and drama) should include scholarly sources produced by both Indonesian and international scholars.

3. All programmes are advised to provide students with more opportunities, additional financial, organisational, and advisory support to conduct longer internships and/or a longer exchange to an international university

4. It is recommended to intensify efforts to contact graduates of all programmes to ensure a higher participation rate of graduates in tracer studies.

5. The university is advised to seek more external international input concerning curricular structures and intended learning outcomes of all programmes.

6. It is recommended increasing teaching and learning formats which foster students' critical thinking abilities in all programmes.

7. The programmes should consider increasing the use of the faculty's micro-teaching laboratory and language laboratory in the teaching activities of the individual programmes.

8. The university should pay special attention on gathering additional data on the proportion of dropouts in the next years to find out where fluctuations in admission and graduation rates derive from.

9. The teaching staff of all programmes should be encouraged and supported to increase international collaborations and to publish their research not only in Indonesian but also in international journals.

10. The experts suggest including High School teachers in the pool of practitioners that are invited to teach courses in the and SPILLE programme.

11. The SPILLE programme should consider increasing the number of senior staff.

12. The programmes have to increase the number of up-to-date and international library resources. For the Chinese and Japanese Programmes, internationally recognized standard works and reference works as well as a selection of representative works of Chinese and Japanese literature in the original as well as in Indonesian or English translations have to be acquired by the university library and/or the faculty. Students have to get access to these (printed) books and reference materials.

13. The university must develop a timeline until which date these additional learning resources can realistically be acquired

14. Student support in the area of mental health should be increased and communicated in a more efficient way to students in need.

15. The university should make sure that all English content on the individual websites is up to date and correctly translated.