



AGENTUR FÜR  
QUALITÄTSSICHERUNG DURCH  
AKKREDITIERUNG VON  
STUDIENGÄNGEN E.V.

## FINAL REPORT

UNIVERSITAS BRAWIJAYA

### **CULTURAL STUDIES II**

ENGLISH LANGUAGE EDUCATION (BACHELOR)

ENGLISH LITERATURE (BACHELOR)

FRENCH LANGUAGE AND LITERATURE (BACHELOR)

LINGUISTICS (MASTER)

May 2023



**Content**

---

<b>Decision of the Accreditation Commission of AQAS .....</b>	<b>3</b>
<b>I. Preamble .....</b>	<b>7</b>
<b>II. Accreditation procedure .....</b>	<b>7</b>
1. Criteria.....	7
2. Approach and methodology .....	7
<b>III. General information on the university .....</b>	<b>9</b>
<b>IV. Assessment of the study programmes .....</b>	<b>9</b>
1. Quality of the curriculum .....	9
2. Procedures for quality assurance .....	17
3. Learning, teaching and assessment of students .....	19
4. Student admission, progression, recognition and certification.....	21
5. Teaching staff.....	23
6. Learning resources and student support .....	25
7. Public Information .....	27
<b>V. Recommendation of the panel of experts.....</b>	<b>28</b>
<b>VI. Recommendation of the panel of experts.....</b>	<b>30</b>

## DECISION OF THE AQAS STANDING COMMISSION ON THE STUDY PROGRAMMES

- “FRENCH LANGUAGE AND LITERATURE” (BACHELOR)
- “ENGLISH LANGUAGE EDUCATION” (BACHELOR)
- “ENGLISH LITERATURE” (BACHELOR)
- “LINGUISTICS” (MASTER)

### OFFERED BY UNIVERSITAS BRAWIJAYA, MALANG, INDONESIA

Based on the report of the expert panel, the comments by the university and the discussions of the AQAS Standing Commission in its 17<sup>th</sup> meeting on 22 May 2023, the AQAS Standing Commission decides:

- I. “French Language and Literature” (Bachelor), “English Language Education” (Bachelor) and “English Literature” (Bachelor)
  1. The study programmes ““French Language and Literature” (Bachelor), “English Language Education” (Bachelor) and “English Literature” (Bachelor) offered by Universitas Brawijaya, Indonesia are accredited according to the AQAS Criteria for Programme Accreditation (Bachelor/Master).  
  
The study programmes 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.
  2. The accreditation is given for the period of **six years** and is valid until **30 June 2029**.

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

#### All programmes

1. More emphasis should be put on developing the students’ soft skills throughout their studies.
2. The faculty should discuss implementing more competence-based assessments to reduce the students’ workload, absolute number of assessment procedures and allow integrated testing among courses.
3. The faculty should take a close look at assessment methods in each course offered and ensure that it is possible to assess the course learning outcome to its full extend through the chosen assessment method/s.
4. A course should be implemented to support students during their internships and make the practical experience even more fruitful.
5. Research should be incentivised even more among the teaching staff, e.g., through workload reductions.
6. Especially in the English programmes, the faculty should ensure that its documentation in English is free of mistakes.
7. The university should ensure that it distributes evaluation results with its stakeholders in a structured manner.
8. The students’ technology software knowledge should be strengthened, e.g., through extracurricular activities or elective courses, to yet better prepare them for the labour market.

- The lecturers should use more up-to-date literature in their courses and document this in their syllabi to give students the opportunity to benefit from recent scholarly findings and developments in the literary world.

#### French Language and Literature

- The distribution of topics in courses should be reconsidered and possibly more courses on history and culture should be offered, e.g., to cater to all students' interests.

#### English Literature

- The faculty is strongly advised to implement more literary and cultural courses into the English Language and Literature programme.
- The faculty should re-evaluate its admission prerequisites for the English study programmes to ensure a comparative English level at the study programme's beginning.

#### English Language Education

- The faculty should re-evaluate its admission prerequisites for the English study programmes to ensure a comparative English level at the study programme's beginning.
- UB is advised to continue challenging its SPELE and SPEL students and strive for a C1 or even C2 level of English.
- The SPELE programme should try to look for synergies with the SPEL programme and use their specialised teachers for literature classes in the SPELE programme.

## II. "Linguistics" (Master)

- The study programme "Linguistics" (Master) 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.

- The condition has to be fulfilled. The fulfilment of the condition has to be documented and reported to AQAS no later than **30 June 2024**. The confirmation of the conditions might include a physical site visit within the time period of twelve months.
- The accreditation is given for the period of **six years** and is valid until **30 June 2029**.

#### **Condition:**

The study programme must revise and change the class learning outcomes to mirror the advanced level of a Master's programme and reflect the more abstract level of course content and learning.

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

- More emphasis should be put on developing the students' soft skills throughout their studies.
- The faculty should discuss implementing more competence-based assessments to reduce the students' workload, absolute number of assessment procedures and allow integrated testing among courses.

3. A course should be implemented to support students during their internships and make the practical experience even more fruitful.
4. Research should be incentivised even more among the teaching staff, e.g. through workload reductions.
5. The faculty is strongly advised to include more quantitative courses into its Master's study programme in Linguistics.
6. The programme should include a subtitle to the programme to correctly reflect its focus.
7. The university should prove that it distributes evaluation results with its stakeholders in a structured manner.
8. The faculty should take a close look at assessment methods in each course offered and ensure that it is possible to assess the course learning outcome to its full extent through the chosen assessment method/s.
9. The students' technology software knowledge should be strengthened, e.g. through extracurricular activities or elective courses, to yet better prepare them for the labour market.
10. The lecturers should use more up-to-date literature in their syllabi to give students the opportunity to benefit from recent scholarly findings and developments in the literary world.
11. The Master's study programme should ensure that its homepage provides the correct admission regulations and is up to date.

With regard to the reasons for this decision the Standing Commission refers to the attached experts' report.

**EXPERTS' REPORT****ON THE STUDY PROGRAMMES**

- “FRENCH LANGUAGE AND LITERATURE” (BACHELOR)
- “ENGLISH LANGUAGE EDUCATION” (BACHELOR)
- “ENGLISH LITERATURE” (BACHELOR)
- “LINGUISTICS” (MASTER)

**OFFERED BY UNIVERSITAS BRAWIJAYA, MALANG, INDONESIA**

Visit to the university: 21-24 February 2023

**Panel of experts:**

<b>Prof. Dr. Mita Banerjee</b>	Professor and Chair of American Studies, Department of English and Linguistics, Johannes Gutenberg University Mainz
<b>Dr. Myrna Laksman</b>	Lecturer and coordinator for French Studies, Linguistics Department, Faculty of Humanities, Universitas Indonesia
<b>Prof. Dr. Dominik Rumlich</b>	Professor of English Language Education, University of Paderborn
<b>Prof. Dr. Natalie Boll-Avetisyan</b>	Assistant Professor of Developmental Psycholinguistics, Department of Linguistics (Cognitive Sciences Unit), University of Potsdam
<b>Günter Neuhaus</b>	Former director of the Goethe Institut Düsseldorf (labour market representative)
<b>Sophie Gaugl</b>	English and Latin Education, University of Vienna (student representative)

## I. Preamble

---

AQAS – Agency for Quality Assurance through Accreditation of Study Programmes – is an independent non-profit organisation supported by more than 90 universities, universities of applied sciences and academic associations. Since 2002, the agency has been recognised by the German Accreditation Council (GAC). It is, therefore, a notified body for the 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 academic studies and higher education institutions' teaching. In line with AQAS' mission statement, the official bodies in Germany and Europe (GAC and EQAR) approved that the activities of AQAS in accreditation are neither limited to specific academic disciplines or degrees nor a particular type of higher education institution.

## II. Accreditation procedure

---

This report results from the external review of the Bachelor's and Master's programmes "French Language and Literature (Bachelor)", "English Language Education (Bachelor)", "English Literature (Bachelor)" and "Linguistics (Master)" 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 each programme since not all indicators necessarily can be applied to every 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 November 2021, the institution handed in a draft of the SER together with the relevant documentation on the programmes 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 dropouts),
- the CVs of the teaching staff/supervisors,
- information on student services,
- core information on the main library,
- as well as academic regulations.

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

#### *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 October 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 on 21-24 February 2023. 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 university, forms the basis for the AQAS Standing Commission to take a decision regarding the accreditation of the programmes. Based on these two documents, the AQAS Standing Commission took its decision on the accreditation on 22 May 2023. AQAS forwarded the decision to the university. The university had the right to appeal against the decision or any of the imposed conditions.

In July 2023, 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 programmes to be accredited are offered at the Faculty of Cultural Studies which was established in 2009 and which 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), a Division of Administrative Affairs, and a laboratory.

### IV. Assessment of the study programmes

---

#### 1. Quality of the curriculum

##### **Bachelor's/Master's 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 Aspects

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 modules, task plans, and evaluation plans. The four study programmes to be accredited have 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 supposed to be interlinked with research and community service applying to both lecturer 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 Bachelor's study programmes are designed for a study period of four years covering a total of 144 SKS, while the Master's programme is scheduled for two years and covers 36 SKS. The SER explains that the Bachelor's programmes follow the same overall structure: (1) national content courses (including courses on religion, Indonesian, citizenship, and Pancasila), (2) university courses (15 SKS including English, entrepreneurship, Community Service, and the final project), (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. The curriculum also includes an internship. Upon completion of the programmes, the achievement of the intended level of qualification can be demonstrated by a final thesis or by the publication of scientific articles.

## Description

### French Language and Literature (Bachelor)

The Bachelor's programme in French Language and Literature aims at producing graduates who are qualified for employment as (1) liaisons, especially in the area of translation, journalism, public relations, and mass media; (2) tourism practitioners, such as tour guides, tourism service providers, and travel managers; and (3) academics, such as beginner teachers at high school level, teachers of French language courses, content analysts in creative industries, policy makers, and employees in national and international government and private institutions.

The SER lists ten Intended Learning Outcomes (ILOs) for this programme. Students are said to learn how to

- apply and analyse French linguistics
- analyse and appreciate French and Francophone literary and film works
- explain the history of French civilisation and culture and apply social and multicultural skills
- perform accurately and fluently in spoken and written academic French
- apply research methods in French linguistics, literature, media, culture, and history
- apply the basic principles of communication, journalism, creative writing, and public speaking
- apply the basic principles of spoken and written French translation
- apply the basic principles of teaching French and develop simple teaching plans
- apply the basic principles of entrepreneurship and tourism
- speak academic Indonesian, English at an intermediate level and other foreign languages at the beginner level

Before students carry out their final project exam, they are required to pass the French competency exam DELF at an B1 level.

The curriculum structure relates each year of study to a specific category of knowledge and skills. In the first year, students take basic courses, while the second year is dedicated to the acquisition of conceptual knowledge. Year three focuses on the application of conceptual knowledge and year four students' research activities. The semester plan provided by the university lists a total of 22 SKS in general courses (e.g., English, Indonesian Culture and Society, Citizenship, Religion, Entrepreneurship, Pancasila, and Community Service) and 51 SKS in French proficiency classes. Study programme core courses (42 SKS) cover areas such as introductory courses to linguistics, literature, French history and communication studies, a course on basic teaching for French language, a translation course, and French for tourism. In addition, students have to cover 40 SKS with elective courses, including foreign languages (e.g., German, Japanese, Mandarin, Arabic), linguistics and literature (e.g., applied linguistics), and journalism, tourism, multimedia communications, or pedagogy. Finally, the curriculum lists three SKS for a research methods course and six credits for the thesis/final project.

## Experts' evaluation

Aiming to produce graduates ready to work as liaisons, tourism practitioners and academics based on alumni-tracer study results, and input from the labour market and alumni, the intended learning outcomes of the French Language and Literature programme reflect the tracer-study's result. However, as this is a French studies programme, ILO 10 should be rephrased as it currently does not connect to the study programme at all. It states, rather, the competency of Indonesian academic, intermediate level of English and beginner level of other foreign languages. Seven out of ten ILO relate to all domains of French studies: language, linguistics, literature, culture, and history while the remaining three aim to equip students with other soft skills useful to them after their graduation.

Even though the requirement of a DELF B1 classification seems low at first glance, the university was able to explain that many students start the study programme at a very low level and, in fact, reach a higher level at the time of their graduation. The experts welcome this development and encourage the study programme to continue on this path in the future.

The syllabi reflect the OBE and ILO, with systems of team teaching, forms to be filled in before and after the courses, discussion and evaluation among the teachers before and after the courses, assuring the quality of the courses. Additional supports to successful study include having French native speakers as teaching staff members, exchange student programmes and internships. The last item, even though the MBKM (*Merdeka Belajar Kampus Merdeka* – Freedom to Learn-Independent Campus) allows students to take any course in any university or internship in any field of work, SPFL tries to find appointments for its students that align with the programme's own PLO and ILO.

Based on the interview, the percentage of thesis, according to the studies, is never balanced between the different disciplines (literature 50%, linguistics 30% history and culture 10%) while the courses are more focused on French language competency (15 courses). There are ten courses on linguistics and seven on literature. Students do not have the possibility to become fully acquainted with these topics and, therefore, to develop an interest in them. The small number of courses on history and culture might explain the small percentage of theses about history and culture (**Finding 1**).

## Conclusion

The criterion is fulfilled.

## Description

### English Literature (Bachelor)

As stated in the SER, the graduate profile of the English Literature programme includes creative industries entrepreneurs, young researchers, and academics. The programme lists eight intended learning outcomes to be achieved by students:

- showing responsibilities in performing academic activities based on religious values, morals, and ethics
- upholding entrepreneurship values in cooperating with society and environment
- demonstrating language skills by using proper English
- analysing the development of linguistics, literary, and cultural phenomena in the global and digital era
- elaborating on ideas in both spoken and written English within academic and non-academic contexts
- using media and technology in both learning and research activities
- analysing various scientific texts in the fields of language, literature, and culture in English

- producing scientific articles or pieces of creative writing on language, literature, and culture, both independently and collaboratively

In addition, the SER states that students are required to reach a B2 level (CERF) of English language skills.

The knowledge to be acquired by students is structured in the succession of (1) general courses, (2) language skill courses, (3) knowledge and skill courses (including English literature and cultural studies, English language and media communication, English linguistics and applied linguistics), as well as (4) professional development courses. In total the curriculum includes 20 SKS in university and faculty general courses (including community service), 56 SKS in English language skill courses, 38 SKS in core courses on language, literature, and culture, 12 SKS in research courses (including the final thesis), and 29 SKS in elective courses (15 SKS in linguistics and literature, 14 in subject related specialisations). Core courses on language, literature and culture address areas such as English-speaking societies in global contexts, drama, English syntax, second language acquisition, sociology of literature and psycholinguistics, amongst others. Areas offered in elective courses are for example anthropolinguistics, theatre and performance, discourse analysis, creative writing, world literature, or cultural studies. Finally, the curriculum assigns 12 SKS to a course on research methods, a course on research proposal writing, and the undergraduate thesis.

### Experts' evaluation

One of the strengths of the programme is that there is constant dialogue between stakeholders and the university/the faculty of the programme. Stakeholders, as future employers of graduates from UB, were enthusiastic about UB graduates, lauding their exceptional work ethic and qualifications. Stakeholders only stressed that UB graduates may still want to enhance their “soft skills”; this is an area that the programme may perhaps want to take into account (**Finding 2**).

Through graduate surveys and tracer studies, the university constantly keeps track of their students' developments once they have graduated. It is especially noteworthy that virtually all graduates are able to find employment within one year after graduation; this testifies to the fact that graduates are very much in demand by employers and that they are ideally equipped for the workplace. It is especially noteworthy that some graduates from the programme in English literature also obtained employment as teachers; this speaks to the fact that graduates of the different programmes are broadly qualified and will thus find employment in different fields and sectors. One of the sectors with growing potential seems to be as translators and in media (e.g., as script writers in film productions, for subtitles, etc.).

The programme is well structured and ensures students' progression. One of the strengths of the programme is that it tailors the course readings (i.e., literary texts) to the students' progression in terms of language acquisition. This means that for students who are not yet that well versed in the English language, text genres will be taught that are more easily mastered (e.g., short stories). This ensures that from the very beginning, students are exposed to literary texts and start acquiring literary methodologies from the very beginning of their studies. It is also noteworthy that students are exposed to literary texts from the entire range of Anglophone literature; the literary canon that is being taught is thus highly innovative (and internationally excellently compatible) because it links postcolonial literature and World Literature written in English.

It is also important to stress that there is a good strategy for constant mentorship in place. Students are guided both by faculty and academic advisors; there is constant communication among faculty members about the success of the students.

The programme places an emphasis both on subject specific knowledge and interdisciplinary work. This is highly important and corresponds to latest developments in the field. Two emphases in the current programme are especially noteworthy in this regard. First, there is an emphasis on ecocriticism as a methodology that is increasingly important in literary and cultural studies; this emphasis is linked to UB's commitment to

sustainability. This focus on sustainability, in turn, is also pursued in the life sciences at UB. As students are encouraged to also take courses in other fields, this interdisciplinary connection can be further enhanced. The expert group stresses that this is one of the key sites of potential where UB can become cutting edge in an international context. Through the focus on sustainability and interdisciplinarity, it can attract international students, in whose home countries sustainability is also becoming a major focus. The same is true on the programme's emphasis on World Literature. Here, the programme excellently integrates Indonesian literature into World Literature; this is currently a gap in research, as World Literature focuses mostly on literature from the Global North. The emphasis on linking postcolonial studies and world literature studies is also cutting edge in this regard.

The workload is both adequate and adequately communicated to the students. In their discussion with the expert group, students stressed that while the workload is high, it is feasible, and the curriculum is well structured in its progression.

One aspect that the expert group noted, however, was the fact that even though this is a programme in English literature, there seems to be a substantial amount of courses in linguistics. This is very unusual as compared to international standards; in the case of a programme on English language, for instance, this would be different. The expert group therefore strongly encourages the programme leaders to focus less on linguistics and put more emphasis on literary and cultural studies (**Finding 3**). As noted above, the programme is very strong in these fields, and the faculty members are excellent. To the extent that further emphasis is placed on literature, it might also be considered that further faculty members are hired who specialise in the field of literature and cultural studies. The strengthening of the programme's profile in literary studies (as opposed to courses in linguistics) is also important with regard to the plan of establishing an MA programme in Cultural Studies at UB. Currently, it seems that many of the students enrolled in the MA programme in English Linguistics obtained a BA in English literature; the current emphasis in the programme on English linguistics may thus be suitable as a preparation for the MA in linguistics. Even so, however, the majority of courses in the BA English Literature should be in the field of literary and cultural studies. This would be important for ensuring the international compatibility of the programme, as well as attracting students from other countries. To the extent that this literary and cultural studies profile is strengthened, UB's BA Programme in English Literature will have even more potential and it will be even more attractive both on a national and an international scale.

## Conclusion

The criterion is fulfilled.

## Description

### English Language Education (Bachelor)

Graduates of the English Language Education programme are said to be qualified for employment as English teachers for junior and senior high schools in Indonesia and as entrepreneurs in the field of English language teaching. Following the 12 ILOs stated in the SER, students learn how to

- apply religious values
- apply dynamic, innovative, and professional practices of ELT with respect to inclusive and intercultural values
- distinguish English vocabulary and grammatical rules with a minimum level of B2 (CERF)
- dissect the theories of linguistics and literature in English language teaching practices
- apply TESOL and managerial principles in English language teaching contexts equipped with ICT-based support

- produce high quality graduates with a religious mindset and determination to continuously learn, maintain discipline and work ethos, and compete at the international level
- develop science, technology, and arts in order to support cultural development
- empower the community through problem-solving concept development with the application of scientific methods
- master the English language in communicative settings
- succeed ELT practices by designing, developing, and utilising various conventional and ICT-based instructional media to arrive at creative, effective, and student-centred learning
- conduct research to enhance the quality of ELT and present the results in any scientific forum

The curriculum of the programme includes 18 SKS in university/faculty general courses (including community service), and 49 SKS in language proficiency courses. Subject-specific core courses focus on pedagogy (e.g., Introduction to Education, Curriculum of English Instruction, or Literature in ELT, Educational Psychology). Electives are distributed across three categories: (1) teaching competencies (e.g., ICT in ELT, or Linguistics in Education), (2) educational entrepreneurship, (e.g., Management in Education or Educational Leadership) and (3) interdisciplinary courses for both teaching and educational entrepreneurship (e.g., Instructional Materials Evaluation or Teaching English for Specific Purposes). Finally, there are three methodological classes which intend to prepare students for their final thesis.

#### Experts' evaluation

The orientation of the study programme towards international standards is clearly visible. The inclusion of a broad variety of disciplines (next to the traditional ones of English Literature and Linguistics, also Educational Pedagogy/Psychology, Educational Entrepreneurship, etc.) is highly welcome as well as the overall objective to develop critical thinking, ethics, global awareness, and information literacy in English language teaching. The international orientation is highly welcome and necessary in such an international subject.

The ILOs cover attitudinal dimensions, knowledge, and skills. They include important foundations from the area of research (to foster professional development) as well as the closely-related academic disciplines of linguistics and literature. Assessment is formative/diagnostic/supportive (assessment for learning) as well as summative; both are informed by procedures of quality assurance and management (collaborative exam development, alignment with ILO of courses, scoring rubrics for written and oral exams, etc.). Here, stronger competence-based assessment might be a potential path for further development, which would also reduce the absolute number of assessment procedures and would allow for the integrated testing of more complex competences across classes (rather than individual course-based assessment) (**Finding 4**).

The language requirements (minimum: A2) and outcomes (minimum: B2) of the SP-ELE programme are expressed on the basis of international standards, first and foremost the CEFR and internationally recognised examinations such as TOEFL and IELTS. This represents a good basis. However, the national as well as UB's *target level* of B2 usually represents the required *entry level* for ELE Bachelor students in Europe. Obviously, the university is realistic about the low English proficiency levels of their beginners, which allows them to adequately foster and support their language development. Also, such an approach is highly inclusive (rather than exclusive). Yet, the low level of foreign language proficiency of the incoming students poses a variety of challenges. On the one hand, this includes the use of English for teaching and learning (including English sources) as well as assessment from a process-oriented perspective. On the other hand, this also means that graduate students will usually not reach the level of an advanced user, which goes hand in hand with better communicative command of the language, greater flexibility and adaptability (also when it comes to the use of English/English-only approaches with less proficient students), fewer mistakes, etc. The evaluators would like to encourage UB to make it clear to students wanting to enrol in language programmes that their prior knowledge and initial language proficiency are an important prerequisite and that these are programmes for

language-inclined students (**Finding 5**). At the same time, the evaluators would like to encourage UB to continue their efforts to challenge the students on the basis of the language of instruction, the texts and materials as well as the language used in class to strive for language levels higher than B2 to reach international standards of C1 or even C2 in ideal cases (**Finding 6**). This can also be supported by the use of literature and the students to consume English media and interact in English outside classes.

At the same time, it is important that literature courses be taught by literary experts (e.g., staff of the English literature programme rather than linguists) to go beyond the mere “appreciation of literature” approach (and include up-to-date approaches and methodology, current research, appropriate choice of texts – also to ensure compatibility with an envisaged Literature Master’s programme) (**Finding 7**). This would also facilitate the fulfilment of international standards and accommodate future teachers (for the use of literature for teaching) as well as the large number of students enrolled in the programme who are not going to be teachers. For these purposes, areas of scholarship such as religious studies, disability studies, etc. tie in with UB’s inclusive philosophy and represent an opportunity to teach literature and content in an integrated way to develop students’ competences. The inclusion of storytelling, for instance, could improve the preparation of students for jobs outside of education such as the film industry, etc. Here, some inspiration might also come from the English Literature Programme and its lecturers.

The integration of practical phases into an educational programme is highly valuable – their fruitfulness might be greatly enhanced if the university decides to take up students’ experiences and insights and systematically uses them as a basis for professional development (on the basis of reflections on their experiences, by drawing connections to theory and research, etc.) rather than trust that this happens by default without further guidance (on the contrary, students might copy undesired teacher behaviours without further reflection). If this cannot be integrated by means of a compulsory course, an elective course might be a good compromise (**Finding 8**).

For this to happen, staff must be research-savvy. Continuous research is also more than desirable for the reputation of the university, the professionalisation of the staff and their teaching – in Germany, this is called the desired unity of research and teaching. At the same time, the teaching load of UB’s staff is substantial – also as a result of the national requirements – which might be in the way of cutting-edge research. Hence, it might be productive to keep exploring and make active use of opportunities to reduce teaching loads to encourage research activities of all of the staff involved in the programme, pre-PhD and beyond (**Finding 9**).

Modern study programmes and cutting-edge courses based on international standards, among others, depend on current research literature. Here, lecturers are asked to make greater use of the up-to-date literature (in their syllabi) that the self-access centre and the library provide in order to give the students the opportunity to benefit from recent scholarly findings – alongside with traditional literature and the development of research, of course.

It should be ensured that prominent and highly relevant parts of the documents, such as table 3-17 and 3-18, of a study programme concerned with English (language education) do not contain language mistakes (e.g., “students are able to succeed ELT practices”) (**Finding 10**).

## Conclusion

The criterion is fulfilled.

## Description

### Linguistics (Master)

The graduate profile of the Linguistics Master’s programme, which is said to be based on input of stakeholders such as graduates and the labour market, and the association of the Indonesian Master’s programmes in

linguistics, includes: (1) researcher in language documentation, (2) language teacher, (3) translator, (4) researcher in interdisciplinary linguistic research, and (5) policy maker in language related fields. As such, graduates are said to find employment in education (secondary schools or universities), language research facilities, as well as in the public and private sector.

The ILOs stated in the SER address students' abilities to

- adhere to professional ethics of linguistics
- have in-depth knowledge in micro and applied linguistics
- apply knowledge of micro and applied linguistics to conduct and produce quality research
- publish the results of their research in national and international seminars and scientific journals individually
- publish the results of their research in national and international conferences and scientific journals in a team with their lecturers or their peers
- apply in-depth knowledge of linguistics for the benefit of the society and to contribute to nation building
- continue their studies at a higher level (doctoral degree)

The curriculum of the programme structures courses into five categories. Core courses on linguistics (e.g., Morphosyntax, Language Description, Critical Discourse Analysis), educational linguistics (e.g., Second Language Acquisition, Language Policy & Management, Technology in Teaching and Learning Language), and translation and interpreting (e.g., Journalistic and Literary Translation, Legal and Business Translation, Technology of Translation) are scheduled for the first two semesters. Electives, which are scheduled for the third semester, include courses such as Psycholinguistics, Sociolinguistics, Translation Industry and Translator Certification, and Multimodal Literacy in Foreign Language Education. Finally, compulsory courses include introductory courses to linguistics, linguistic research, journal article writing, as well as a linguistic seminar (3 SKS) and a final thesis (9 SKS).

### Experts' evaluation

Overall, the experts' assessment is highly positive. Open questions that were raised on the basis of digital documentation were clarified during the visit and exchange with the representatives of the study programme as well as the student representatives.

At first, the experts were worried that the learning outcomes within the specific courses were not advanced enough for Master-level students. The teaching staff admitted that the course descriptions may not have been up to date. They assured the experts that there were more theoretical readings in the MA than in the BA courses, and that students would be given project assignments that would require them to come up with research questions with relevance for theory and society and solutions in order to practice the transfer of their studied skills. Nevertheless, to demonstrate the more abstract level of a Master's programme, the learning goals of the individual course session descriptions need to be revised to reflect the advanced level the courses aim at meeting (**Finding 11**). Most offered course descriptions posed as session learning goal to "understand" or to "explain" the course content. Only few courses (e.g., Linguistic Research 1 and 2) go beyond that, with learning goals to evaluate course contents or apply the gained knowledge. For an MA programme, more advanced courses should be offered. Basic introductory seminars should include as learning outcomes at least some level of "evaluation" skills to promote creative and critical thinking.

The overall intended learning outcomes themselves reflect both academic/scientific and labour market requirements. The teaching staff convincingly explained that course contents and learning goals are updated on the basis of the evaluations they receive by their alumni and stakeholders. The experts were impressed by how the study programme makes use of this feedback and, consequently, the positive results the annual online tracer study receives. This suggests that the university is ambitious to tailor the study programmes to the needs

of their future students. Still, labour market representatives expressed that they like working with graduates from the Linguistics Master's programme. They praised their high-quality education and their ease at adjusting to the work environment. However, the stakeholders expressed the wish that the study programme would include not only qualitative but also quantitative methods training in future, as across branches knowledge in data processing and statistical analysis becomes increasingly relevant. This opinion is shared by the experts, especially when comparing the UB Master's programme to modern international ones in Europe and Northern America, which indeed have a strong focus on quantitative methods in Linguistics nowadays (**Finding 12**).

A number of subject-specific courses are offered that are accompanied by obligatory subject-general courses such as *Linguistic Research 1 and 2*, and *Language Description and Documentation* with the goals to train students in linguistic methodology and general scientific skills.

All students who are admitted are offered to participate in a bridging programme to assure that students start the programme with minimally basics skills of the sub-disciplines in linguistics (e.g., morphology, syntax) before they take the advanced courses. The experts welcome that from the beginning, all students are led through the study programme by mentors who support them in their course choices and specialization. That is, the staff looks at interest and potential place in society, to support them in their choice of selecting one of the three majors. Given the different professions the MA programme is meant to train for, it is excellent that the possibility exists for students to specialize in one of three majors. The selection of the course topics (for both the compulsory courses as well as the electives) is nicely balanced. All information about whether courses are compulsory or electives were presented both on the website as well as in the files the experts received.

For the final assessment, a Master's thesis needs to be written. This thesis will result in an article that will be submitted for publication. While this sounded like a rather ambitious goal for the completion of the study programme when compared to the European Qualifications Framework, the teaching staff demonstrated how they assure that this goal is met: The preparations for the topic finding start in the third semester, the thesis is written in the fourth semester under close supervision: the articles are co-authored by their supervisors, who guide them through the research and writing process so they develop competences in scientific methodology and writing.

Finally, the experts strongly recommend adding a sub-title to the programme's title. It was noted that it is currently slightly misleading, as it suggests that all areas of linguistics will be covered, while the curriculum has a strong focus on *applied and qualitative approaches to linguistics*. It would be great if this could be reflected in a subtitle of the study programme's title (**Finding 13**).

## Conclusion

The criterion is partially fulfilled.

## 2. Procedures for quality assurance

### **Bachelor's/Master's 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 &amp; 1.9]

### Description

As outlined in the SER, all programmes adhere 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. 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. As stated in the SER, 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 to be 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 explained as being performed with regards to the quality of the faculties, departments, study programmes, and laboratories as well as with regards 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 tri dharma approach and lecturers' qualifications.

In addition to the QA audits, the university also reports data collection involving relevant stakeholders as the SER says. 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 an additional curriculum evaluation is said to be performed. Tracer studies are complemented by community satisfaction surveys (SKM), which addresses 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), according to the university. 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 e-complaint tools both at the university and the faculty level, which can be accessed on the respective websites.

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

The system of quality assurance standards for education, research and community service ensure compliance with internal and external quality assurance standards of the university, faculty and study programme levels. In respect of the quality assurance for education, for example, each teacher completes an evaluation at the beginning of the semester and another at the end, which is then evaluated by an independent body. Students, alumni and graduate users are also invited to give their evaluation on the study programme and have an (anonymous) e-complaint tool and FGD suggestions to help improve the programmes.

The programmes are subject to the university's policy and associated procedures for quality assurance to a sufficient extent. To be more precise, it involves different scopes, such as the evaluation of modules and course

evaluations. It would be beneficial to also have students fill out questions about their workload during the evaluations. Student progression and completion rates are tracked and used for the development of the programme.

The responsibilities and targets that have been defined for the programmes are adequate for the monitoring and revision of the programmes.

Moreover, the quality assurance procedures lead to concrete measures to enhance the quality or to address identified findings as the results of the various polls are used in order to improve the study programmes.

Quality assurance involves both internal (students, lecturers, and educational staff) and external stakeholders (graduate users, alumni, professional associations, study programme associations, student parents, and faculty partners consisting of partner villages and partner institutions). The feedback of students is collected by the means of questionnaires, the feedback of alumni and graduate users is collected by the means of a tracking study system. It is obvious, in which sectors graduates are employed or how many graduates continue their studies.

Students are enabled to participate in the faculty quality assurance through the student representative council programme. In addition to questionnaires, their feedback is collected in annual meetings with the dean. Further ways of involving the stakeholders are the stakeholder satisfaction survey, the tracer study, and the e-complaint tool. However, it is unclear whether or not evaluation results are shared with teaching staff and students. The experts were not able to find a definite answer on this and, therefore, encourage the university to be more transparent on the procedure of how results are distributed (**Finding 14**).

The academic handbook on academic norms intends to safeguard academic integrity and prevent academic fraud within the study programmes. It describes the rights and obligations of both teaching staff and students, and it enumerates academic violations and their respective sanctions. Turnitin is employed to check assignments for plagiarism.

## Conclusion

The criterion is fulfilled.

### 3. Learning, teaching and assessment of students

#### **Bachelor's/Master's 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**

The SER highlights that all teaching and learning processes are designed based on the values embedded in national (SN-DIKTI) and international (CEFR) frameworks. As such, the university explains that it focuses on student-centred learning that shall allow for a dialogical teaching-learning process. The SER lists several teaching methods that are said to foster students' active participation as well as their critical and creative thinking abilities. These include collaborative research projects, group discussions, fieldwork, collaborative and participatory learning, project-based learning, and practical learning. The study programmes under accreditation are further said to support students' learning activities by inviting international guest lecturers and

practitioners to participate in team teaching formats. Language skill courses in the undergraduate programmes are said to apply learning methods in accordance with the respective levels of linguistic competency. Also, students in the undergraduate programmes are to participate in the MBKM programme, in which they can choose to obtain some credits in the form of internships, teaching internships, research, humanitarian projects, independent projects, entrepreneurship, and community service. 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.

Following the university's policy as an Inclusive Campus, teaching activities are said to take into account the diversity of students and their respective needs. This shall include 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.

Assessment of students' learning achievements include a mid-term and final exam, which are coordinated by the Vice Dean of Academic Affairs. The resitting of exams is said to be organised by the individual lecturers. Additional assessments throughout the semester may take the form of portfolio assessment, quizzes, tasks, practicums, and class participation. All information about assessment methods and regulations are published in the faculty's academic handbook and are also to be communicated to students at the beginning of the semester together with the course outline and schedule. Student appeals are said to be addressed to the respective lecturer, who produces a written statement to be evaluated by the Head of Study Programme, Head of Department, and the Vice Dean for Academic Affairs. The latter will inform the academic coordinator about the decision. If this process does not succeed, the student also can file an e-complaint.

### **Experts' evaluation**

The study programmes' learning and teaching methods contribute to a student-centred learning environment. Classroom activities such as portfolios enable flexible learning paths and stimulate self-reflection. Furthermore, through the use of these classroom activities, the diversity of the students' needs is acknowledged. Students with disabilities are adequately supported. The learning and teaching methods correspond to the intended learning outcomes.

Assessment regulations and procedures are generally defined and accessible to the students. The examination requirements are transparent and made available to the students. Overall responsibilities for the organisation of exams are defined and accessible to the students.

The chosen assessment methods reflect the learning outcomes in the individual courses and modules most of the time. However, some assessment methods may not be fully appropriate. For instance, in the course "English Literacy", it would make sense to also test the oral production skills of the students instead of only having them sit a written exam (**Finding 15**). The range of examination formats used in the study programmes in general is appropriate though. It is ensured that students are familiarised with an appropriate range of formats as they are assessed by a range of different methods during their studies.

A formal procedure for student appeals is in place. The procedure is documented, accessible, and appropriate. Students are given the ability to retake exams.

There are appropriate regulations to compensate for possible disadvantages, illness, or absence in exams. The regulations are documented, accessible, and appropriate. Students are informed about the timing of the exams by the means of an academic calendar published by the university.

Students are supported and trained to transfer their knowledge to situations outside the university context during their internships. The methods of learning and teaching as well as assessment formats support an interlacing of theoretical and practical aspects.

### Conclusion

The criterion is fulfilled.

## 4. Student admission, progression, recognition and certification

### **Bachelor's/Master's 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 of the Bachelor's programmes: (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.

The admission process of the Master's programme is managed centrally under a committee of the faculty. Students can be admitted to a regular programme, a fast track programme, a transfer student programme, and a foreign student admission programme, depending on their backgrounds. General requirements for students to enrol in the programme include (1) a Bachelor's degree with a GPA higher than 2.75 (on a scale of 0-4) or 6.25 (on a scale of 0-10), (2) a certificate of an Academic Potential Test and a TOEFL certificate, (3) a thesis research plan, and a (3) a published scientific paper. If-students have not received any linguistic training in their undergraduate studies, they are required to take a bridging programme based on a needs analysis.

#### 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 the 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 via the online management system SIADO.

#### Recognition

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

and internships. Also, the English Literature programme has a double degree programme with the University of Queensland and the Federation University Australia through which credit transfer is regulated.

### 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 procedures for the different degree programmes are transparent and follow recognised standards. All important information is available to prospective students. Particular attention is paid to the promotion of disabled applicants.

At the beginning and during their studies students are intensively supervised by their academic advisors. There are learning agreements and students have regular conversations with their lecturers. The learning progress of the students is recorded in each semester. It is recommended to continue this care with the same intensity. The supervision extends to the involvement of the student's family, should there be problems during the studies.

Specific requirements for the different programmes can contribute to the successful completion of the programme. There is a fast-track programme. Tests (paper and pencil), intermediate examinations and final examinations are carried out. The development of the students is also determined by the performance of the students in the seminars and working groups.

Language skills play a subordinate role in the admission procedures, as the language skills required for successful completion are usually acquired during studies. It should be emphasized that language skills must be proven at the end of the course of study via internationally recognized test procedures (e.g., TOEFL). This is important for the recognition of the qualifications on an international level. Nevertheless, and keeping the average language skills of Indonesian high-school graduates in mind, it is worth exploring the idea of testing the applicants' language skills in the admission process to possibly start courses at a slightly higher level (see **Finding 5**).

Students can get credits from other faculties.

There are regulations for the recognition of academic achievements of other universities. However, the change of universities within Indonesia or with a university abroad is apparently rather an exception. The university promotes mobility of the students, but the mobility of the students is certainly limited by the financial possibilities.

After completing their studies, graduates receive a certificate containing all adequate information.

Job opportunities open up to students during their studies. After graduation, most of the students do not need more than six months to find a job. The representatives of the labour market were involved in discussion rounds with the university on the needs of the labour market and were completely satisfied with the knowledge and qualifications of the graduates. The representatives of the labour market confirmed a good balance between hard and soft skills (which could still be improved, though) and expressed the wish that the understanding of technology software could be better (**Finding 16**). Taking into account that UB is applying for an international accreditation, it has to be mentioned that even though the language level B2 is considered to be sufficient in the Asian context, it is not in the European context, especially for teachers, and UB should, therefore, continue aiming for its graduates to achieve a C1 or even C2 level of their respective study programme's language (see **Finding 6**).

### **Conclusion**

The criterion is fulfilled.

## 5. Teaching staff

### **Bachelor's/Master's 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 follows a standard operational procedure, which involves a needs analysis, an application, administrative verification, and a competence test. If positions expire in the accreditation period, the continuity plan demands the filling of the position. Part-time lecturers are also said to be employed if the need for additional support should arise.

The SER lists the following academic staff for the programmes under review:

- French Language and Literature programme: 11 lecturers (1 professor, 1 associate professor); 6 external lecturers
- English Literature programme: 23 lecturers (21 assistant professors); 7 external lecturers
- English Language Education programme: 26 lecturers (1 professor, 2 associate professors), 11 external lecturers
- Linguistics programme: 13 lecturers (2 professors, 5 associate professors), 17 external lecturers

The minimum teaching workload of lecturers is said to be nine credits per semester. In addition, each lecturer is said to carry out at least one research project and one community service activity every year.

Staff development in the area 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. New lecturers are said to be provided with training on instructional skills, national vision, personal skills, and professional ethics. Furthermore, the SER lists additional trainings that are available to lecturers to enhance their social and professional qualifications. Finally, teaching staff holding a Master's degree is said to be encouraged and supported to pursue their doctoral studies.

### **Experts' evaluation**

The teaching staff is excellently qualified. A high number of faculty members holds a PhD, and it is especially noteworthy that many faculty members obtained degrees from prestigious international universities. The current faculty, in both research and teaching, is working in fields and is using methodologies that will be of crucial importance for the development of the field (e.g., postcolonial studies, ecocriticism, and world literature). The fact that UB has obtained specialists in these fields will be of great importance for further developments (e.g., the new Master's programme in Cultural Studies). It is also crucial to note that faculty members were highly active and productive in terms of participation in international conferences and international publications. This ensures that first, they are constantly in touch with new developments in the field and hence continue to expand

their own research profile, and second, that they will be able to communicate the latest research developments and methodologies to their students.

From the on-site visit, it was also noteworthy that the faculty members seem to work very well together, and all members of the faculty (despite their specific position, e.g., full professor, assistant professor, etc.) work as a team to ensure the most successful and efficient working of the programme.

Recruitment procedures and measures taken for the development of the staff are transparent, and the short-term, mid-term and long-term plan are well-taken and highly feasible. The teaching staff holding a PhD degree is not only encouraged, but also actively supported in acquiring a PhD degree. All research topics pursued by faculty members (research projects, PhD topics) were highly interesting and very much compatible with the state of the art internationally. This compatibility ensures that the faculty can be in constant dialogue with international researchers and through such a dialogue, will also be able to continue to invite international faculty to UB.

The resources fit the size of the student body; one of the strengths of the programme is that there seems to be a good teacher-student ratio, and there is constant dialogue between students and faculty. Faculty are very much accessible for students and keep track of students' developments; there is an excellent and highly nuanced protocol for student guidance (e.g., through academic advisors, teaching staff, etc.). Faculty seemed genuinely interested not only in the academic development, but also the well-being of students.

One of the questions that was discussed in the expert group was the question of teaching load reduction for staff in case of involvement in major research topics. It was noted that even as there is no reduction of the teaching load for research projects, many of the classes are co-taught, which allows greater flexibility. The expert group notes that it is important that the university actively supports faculty members' involvement in research. This is essential to ensure the international compatibility and overall excellence of the programme (see **Finding 9**).

In terms of contracts, there is support for faculty members currently holding a Master's degree to go on to obtain their PhD. Once these PhDs have been obtained, the faculty members will continue to work at UB. This allows for much stability in the teaching staff, while at the same time enabling faculty members to continue their qualification.

One of the strengths of the programme is the involvement of international guest lecturers. These guest lecturers are well-integrated into the faculty, and their recruitment is based on UB's long-standing research and teaching relationships with the lecturers' home institutions. It is also noteworthy that guest lecturers come from different locations (e.g., from the US and Australia) and from institutions with a good international reputation. Students enjoy this opportunity given through the university a lot and would like to strengthen this aspect even more, especially when native speakers are able to stay for a longer period of time.

One of the strengths of the programmes is that teaching staff is highly reflective about teaching methodologies. There is an emphasis on learning and applying the latest trends in teaching and learning research. In this respect, UB is not only compatible with international standards, but is far ahead of other programmes and other institutions, both nationally and internationally.

## **Conclusion**

The criterion is fulfilled.

## 6. Learning resources and student support

### **Bachelor's/Master's 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. Students who qualify for the fast-track programme may receive a 50% cutback for their Master's degree tuition fees.

According to the SER, classrooms and workspaces available for the study programmes include lecture halls for up to 150 people equipped with chairs, sound system, LCD projectors, air-conditioning and WIFI access, classrooms, and co-working spaces. The central library offers books, reference collections, general collections, serial collections, and theses. Also, students have access to e-books and e-journals with subscriptions to Wiley Online Library, Springer, Nature and JSTOR, amongst others. The faculty also offers a Humanities Laboratory with an Arts & Culture Division and a Language Division, two multimedia rooms, a microteaching room, a movie room, a design studio, a painting studio, and a sculpture studio. Further facilities mentioned in the report include prayer rooms, break rooms, work rooms for the Student's Union and the Student Activity Units as well as an arts exhibition space.

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 an agreement that ensures availability of necessary software Microsoft Campus Agreement to both students and lecturers. 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. Information systems supporting the study activities include an Academic Information System (SIKAD), an Academic Information System for Lecturers (SIADO), an Information system for Students' Theses (SISO), an Information System for Student's Community Service Programme (SISO-KKN), and an online study plan (KRS).

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 shall 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 shall provide support, counselling, or may refer students to the faculty's counselling bureau. The university also offers free health facilities including health counselling.

Students' mobility is said to be supported by the study programmes' individual exchange programmes. Exchange programmes are said to be managed by the International Relations Office at the faculty level and by the International Office at the university level. International agreements are said to exist with the University of Southern Queensland, University of Canberra, University of Adelaide, University of Malaya, Sichuan International Studies University, Guangxi Normal University, Hiroshima University, and Kochi University

Introductory events for new and potential students are said to be carried out by the individual programmes. International students are said to be coordinated by the International Office and, at the faculty level, by an International Programme.

## Experts' evaluation

Course information such as syllabi consisting of descriptions, intended learning outcomes, information on teaching and learning (methods), assessment, and workload expectations are available to students via websites, online platforms, orientation/welcome events, and direct communication with lecturers (via multiple channels such as e-mail and social media). The courses seem to be designed to allow students to complete their studies within the expected timeframe, yet the overall workload appears substantial given the large number of courses with (partially) a low number of credits – this is an area that necessitates continuous monitoring and potential adaptations in the future in case corresponding issues emerge (less individual assessment of courses, but more competence-based, integrated assessment of learning goals might be able to reduce the number of assessments) (see **Finding 4**). However, due to distortions caused by COVID, it is difficult to judge the average duration of studies; but monitoring is established and academic progression of students is tracked. Support structures through academic advisors (in person, online) are in place.

The university's infrastructure, including finances (also to support students, e.g., through scholarships and reduced tuition fees), (digital) facilities, and rooms (including a microteaching and a language lab, a self-access centre, theatre, common room and staff facilities, areas for student representatives, recreational areas, etc.) appears adequate. IT infrastructure is also properly equipped and staffed by competent personnel, although it was impossible to determine whether the facilities could accommodate the current number of students during the virtual site visit. Overall, the university and faculty appear to create good work and study spaces to both staff and students; the evaluators had the impression that UB also manages to create a good work and study atmosphere – productivity-conducive, supportive and familial.

Lecturers work together in multiprofessional teams to support each other and their students. Panels are established to monitor the quality and the development of the study programme/curriculum, avoid gaps or too much overlap and facilitate a continuous progression and the integration of previous learning matter in subsequent courses (especially from 6<sup>th</sup> semester onwards).

Modern study programmes and cutting-edge courses based on international standards, among others, depend on current research literature. On the one hand, the library and self-access centre need to continue their efforts to provide access to high-quality research literature. On the other hand, lecturers are asked to make greater use of up-to-date literature (in their syllabi) that the self-access centre and the library provide in order to give the students the opportunity to benefit from recent scholarly findings – alongside with “traditional/classic” literature (**Finding 17**).

Academic and career advice is provided to students, and post-graduation employment data suggest it is effective. Impressions and experiences from the working world are fed back to UB through their alumni. UB caters to the diversity of its students and offers special support (e.g., in the form of scholarships, a fast-track programme, academic advisory services, physical and mental health support, etc.).

The university provides specialized facilities and ample support for students with disabilities; The evaluators had the impression that inclusion and inclusivity permeate all levels: from services for students, teaching methods, teaching content and the like. Graduates even serve as ambassadors of inclusivity and transform their workplaces – here, it seems that UB is ahead of international standards, and we cannot but recommend that they continue their progressive pathway.

Due to the pandemic's unique circumstances, evaluating student mobility and participation in exchange programmes with foreign universities over the last few years is challenging. However, it is highly recommended that as many students as possible receive financial, organisational, and advisory support to study abroad for at least one semester.

It is understandable that the low level of foreign language proficiency of the new students poses a variety of challenges. Among others, this situation makes it difficult to reach levels of proficiency that go beyond the national standard of B2. The evaluators greatly appreciate the use of international assessment procedures such as TOEFL to ensure that this minimum requirement is fulfilled. At the same time, the evaluators would like to encourage UB to make it clear to students wanting to enrol in language programmes that their prior knowledge and initial language proficiency are an important prerequisite and that these are programmes for language-inclined students (see **Finding 5**). At the same time, the evaluators would like to encourage UB to continue their efforts to challenge the students on the basis of the language of instruction, the texts and materials as well as the language used in class to strive for language levels higher than B2 to reach international standards of C1 or even C2 in ideal cases (see **Finding 6**). This can also be supported by the use of literature and your students to consume English media and interact in English outside classes.

### Conclusion

The criterion is fulfilled.

## 7. Public Information

### Bachelor's/Master's 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 programmes 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 programmes use several social media accounts (Instagram, Facebook, Twitter, YouTube) to disseminate further information on e.g. current events.

### Experts' evaluation

The faculty's website is very clear and well structured. When probing a search for specific information (e.g., study programme sites, curriculum, course descriptions, learning goals, admission procedures, teaching staff), the experts always found all relevant information at ease. Students reported that they actively use social media (specifically Instagram, Twitter) to receive daily updates by their university and faculty, such as when a new dean has been elected. Student representatives are also involved in passing on this digital information. The students reported to actively make use of it in addition to the study book about how to graduate, which they receive in their first semester, and in addition to visiting an office that is available for answering remaining questions.

During the discussion with the linguistics master programme representatives, it coincidentally became clear that one item had not been up to date regarding the admission procedures (i.e., that an admission to the programme is possible without authorship of a scientific article publication), and the representatives promised to fix this (**Finding 18**).

### Conclusion

The criterion is fulfilled.

## V. Recommendation of the panel of experts

---

The panel of experts recommends accrediting the study programmes “French Language and Literature (Bachelor)”, “English Language Education (Bachelor)” and “English Literature” offered by Universitas Brawijaya” without conditions.

AND

The panel of experts recommends accrediting the study programmes “Linguistics (Master)” offered by Universitas Brawijaya with conditions.

Findings:

1. The experts recommend reconsidering the distribution of topics in courses and possibly offer more courses on history and culture, e.g., to cater to all students’ interests.
2. The experts recommend putting more emphasis on developing the students’ soft skills throughout their studies.
3. The faculty is strongly advised to implement more literary and cultural courses into the English Language and Literature programme.
4. The faculty should discuss implementing more competence-based assessments to reduce the students’ workload, absolute number of assessment procedures and allow integrated testing among courses.
5. The faculty should re-evaluate its admission prerequisites for the English study programmes to ensure a comparative English level at the study programme’s beginning.
6. UB is advised to continue challenging its SPELE and SPEL students and strive for a C1 or even C2 level of English.
7. The SPELE programme should try to look for synergies with the SPEL programme and use their specialised teachers for literature classes in the SPELE programme.
8. The experts recommend implementing a course to support students during their internships and make the practical experience even more fruitful.
9. The experts recommend incentivising research even more among the teaching staff, e.g. through workload reductions.
10. Especially in the English programmes, the faculty should ensure that its documentation in English is free of mistakes.
11. The study programme must revise and change the class learning outcomes to mirror the advanced level of a Master’s programme and reflect the more abstract level of course content and learning.
12. The faculty is strongly advised to include more quantitative courses into its Master’s study programme in Linguistics.
13. The experts strongly suggest including a subtitle to its Master’s programme in Linguistic to correctly reflect its focus.
14. The university should prove that it distributes evaluation results with its stakeholders in a structured manner.
15. The Faculty should take a close look at assessment methods in each course offered and ensure that it is possible to assess the course learning outcome to its full extend through the chosen assessment method/s.

16. The experts recommend strengthening the students' technology software knowledge, e.g. through extra-curricular activities or elective courses, to yet better prepare them for the labour market.
17. The lecturers should use more up-to-date literature in their syllabi to give students the opportunity to benefit from recent scholarly findings and developments in the literary world.
18. The Master's study programme should provide evidence that its homepage provides the correct admission regulations and is up to date.

## VI. Recommendation of the panel of experts

---

The panel of experts recommends **accrediting** the study programmes “xxx” offered by xxx **without** conditions.

**AND/OR**

The panel of experts recommends **accrediting** the study programmes “xxx” offered by xxx **with** conditions.

**AND/OR**

The panel of experts recommends **postponing the decision on** the study programmes “xxx” offered by xxx.

**AND/OR**

The panel of experts recommends **not accrediting** the study programmes “xxx” offered by xxx.

Findings:

19. xx

20. xx

21. xx