



AGENTUR FÜR
QUALITÄTSSICHERUNG DURCH
AKKREDITIERUNG VON
STUDIENGÄNGEN E.V.

FINAL REPORT

MARANATHA CHRISTIAN UNIVERSITY

CLUSTER LITERATURE

ENGLISH (BACHELOR'S PROGRAMME IN ENGLISH)

JAPANESE (BACHELOR'S PROGRAMME IN JAPANESE)

CHINESE (BACHELOR'S PROGRAMME IN CHINESE)

June 2024



Content

Decision of the Accreditation Commission of AQAS	3
I. Preamble	7
II. Accreditation procedure.....	7
1. Criteria.....	7
2. Approach and methodology	7
III. General information on the university	9
IV. Assessment of the study programmes.....	10
1. Quality of the curriculum	10
1.1 Bachelor’s Programme in English.....	11
1.2 Bachelor’s programme in Japanese	13
1.3 Bachelor’s programme in Chinese.....	16
2. Procedures for quality assurance	18
3. Learning, teaching and assessment of students	20
4. Student admission, progression, recognition and certification.....	23
5. Teaching staff.....	24
6. Learning resources and student support	27
7. Public Information	30
V. Recommendation of the panel of experts.....	33

DECISION OF THE AQAS STANDING COMMISSION ON THE STUDY PROGRAMMES

- “ENGLISH” (BACHELOR’S PROGRAMME IN ENGLISH)
- “JAPANESE” (BACHELOR’S PROGRAMME IN JAPANESE)
- “CHINESE” (BACHELOR’S PROGRAMME IN CHINESE)

OFFERED BY MARANATHA CHRISTIAN UNIVERSITY, BANDUNG, INDONESIA

Based on the report of the expert panel, the comments by the university and the discussions of the AQAS Standing Commission in its 21th meeting on 27 May 2024, the AQAS Standing Commission decides:

1. The **Bachelor’s programme in English**, the **Bachelor’s programme in Japanese**, and the **Bachelor’s programme in Chinese** offered by **Maranatha Christian University, Indonesia** are accredited according to the AQAS Criteria for Programme Accreditation (Bachelor/Master).

The accreditations are conditional.

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

2. The conditions have to be fulfilled. The fulfilment of the conditions has to be documented and reported to AQAS no later than **30 June 2025**. 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 June 2030**, provided that the conditions listed above are fully met. Otherwise, the accreditation may be withdrawn.

Conditions:

For all study programmes:

1. To ensure long-term quality of the teaching staff, the university must develop a staff development concept to improve the academic qualification of its teaching staff. The concept must display efforts and measures to
 - a. give more staff members the opportunity to further qualify academically by obtaining doctoral degrees and do research on the post-doctoral level,
 - b. hire staff that hold doctoral degrees or higher qualifications.

Additionally for the Bachelor’s programme in Japanese:

2. The university and faculty must develop an action plan for the Japanese study programme to reduce the student-staff-ratio.

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

For all study programmes:

1. The research and literature used in the courses, especially in the study programme “English” (Bachelor of Literature) should be continuously updated and replaced by more recent textbooks.
2. Opportunities for international exchange of students should be increased in the study programmes, including study abroad or internships, financial support for outgoing students, and more partner universities in countries that have the programme’s language as an official language.
3. The university should provide information about the Indonesian credit system and how it can be compared and applied to credits of foreign students in other nations transparently.
4. To promote internationalisation, each study programme should invite more international guest lecturers, part-time lecturers, or practitioners from international companies to give lectures.
5. Structured opportunities for staff mobility should be established and improved in order for teaching staff to have more contact with native speakers, especially for the study programme “English” (Bachelor of Literature).
6. Important components, such as required tests for admission and relevant details on the study programmes, should be provided more prominently on the website as they are of high interest to both stakeholders and the general public.

Additionally for the Bachelor’s programme in English and in Japanese:

7. A course on the topic of “second/foreign language acquisition” should be included in order to further improve the students’ qualification to work as a teacher in schools.
8. Both study programmes should offer opportunities for students to graduate with an official language proficiency test.

Additionally for the Bachelor’s programme in English:

9. It should be ensured that students can reach English language proficiency according to level B2 (Common European Framework of Reference for Languages/CEFR) upon graduation.
10. The English study programme should revise the curriculum in the following regards:
 - a. change the sequence of courses on pronunciation, phonetics, phonology, morphology, and morpho-syntax as indicated in the report,
 - b. implement an introduction to literary studies/criticism.
11. The intended learning outcomes (ILOs) should be revised in wording to focus more on the overarching development of critical understanding.
12. The teaching staff should make sure that instructions stated in assignments are both transparent and grammatically correctly formulated in English.
13. The principle of “fluency before accuracy” should be given more weight as a teaching method which would be in line with communicative, cooperative, and collaborative teaching methods already in use in the study programme.
14. The study programme should implement more task-based language teaching and collaborative and cooperative learning methods in the curriculum. The teaching methods discussed in class should be updated to reflect the international significance of Task-Based Learning and Teaching.

Additionally for the Bachelor’s programme in Japanese:

15. The students’ Japanese language competency at graduation should reach level JLPT N2.

16. The curriculum should strengthen the field of Japanese culture in the future.
17. A wider choice of elective seminars for students aspiring to further academic degrees and an academic career should be introduced.

Additionally for the Bachelor's programme in Chinese:

18. In order to define the cultural aspect of Chinese language more clearly, the study programme should establish a canon with a focus on essential basic knowledge.
19. The study programme should integrate opportunities for students to deepen their understanding of Chinese culture in order to be better prepared for the labour market.

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

EXPERTS' REPORT**ON THE STUDY PROGRAMMES**

- **“ENGLISH” (BACHELOR’S PROGRAMME IN ENGLISH)**
- **“JAPANESE” (BACHELOR’S PROGRAMME IN JAPANESE)**
- **“CHINESE” (BACHELOR’S PROGRAMME IN CHINESE)**

OFFERED BY MARANATHA CHRISTIAN UNIVERSITY, BANDUNG, INDONESIA

Visit to the university: 30.01.-01.02.2024

Panel of experts:

Prof. Dr. Andreas Rohde	University of Cologne, English Department II, Professor of English as a Foreign Language and Linguistics (Germany)
Prof. Dr. Judit Árokay	Heidelberg University, Centre for Asian and Transcultural Studies, Professor in Japanese Studies (Germany)
Prof. Dr. Thomas Zimmer	Tongji University Shanghai, Distinguished Research Professor at the Center for Chinese German Cultural and Social Exchange (China)
Dr. Anne Guenther	“Lehren und Lernen – digital” (Digitization and data protection in the education sector) and Instructor of business English at the Business School “F und U – Schule Niedersachsen” Goettingen (representative of the labour market) (Germany)
Mr. Rômulo Luzia de Araújo	Master student of English Linguistics and Digital Humanities, University of Paderborn (student representative) (Germany)

Coordinators:

Maria Rentmeister

Vi Le

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 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 Programme in English**, the **Bachelor's Programme in Japanese**, and the **Bachelor's Programme in Chinese** offered by **Maranatha Christian University, Bandung, Indonesia**.

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 can necessarily be applied to every programme.

2. Approach and methodology

Initialisation

The university mandated AQAS to perform the accreditation procedure in November 2022. The university produced a Self-Evaluation Report (SER). In March 2023, 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 of 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 22 May 2023. The final version of the SER was handed in in September 2023.

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 December 2023. 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 30 January – 01 February 2024. On site, the experts interviewed different stakeholders, e.g. representatives of the management of the higher education institution, of the programme management, of teaching and other staff, as well as students and graduates, in separate discussion rounds and consulted additional documentation as well as student work. The visit concluded with 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 27 May 2024. 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 2024, 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

Maranatha Christian University, or Universitas Kristen Maranatha (UKM) in Indonesian, is a private university located in Bandung, West Java, Indonesia. The university goes back to 1965 and is home to more than approximately 6,300 students. The university is composed of 9 faculties and offers a total of 29 study programmes. According to the documents provided, the teaching and research in UKM encompass the three academic disciplines (humanities, formal and applied science, and social science), with four main research priorities as stated in UKM Research Strategic Plan for 2020-2024: (1) good health and well-being, (2) development, innovation and utilization of technology, (3) quality education and entrepreneurship development, (4) practices that support sustainability.

UKM describes itself as a research-based teaching university. It has defined a vision and a mission for its development according to which it should develop reliable scholars, a conducive atmosphere, and the values of Christian life as an effort to develop science, technology, and arts in the implementation of the *Tri dharma* of Higher Education. The university is organised in 17 work units whose aim is to support the implementation of the *Tri dharma* of Higher Education, namely education, research, and community service interlinked. The current Strategic Plan of the university centres on a so-called ICE strategy, i.e. Initiative, Collaboration, Excellence. In this framework the university has set key performance indicators in the areas of graduates, curriculum, and staff. The key performance indicators are also used as indicators for budget allocation to the faculty and study programmes. At the level of the university, there is a Research Roadmap with equivalents at faculty and programme level.

The study programmes in this cluster are offered by the Faculty of Languages and Cultures (since 2019). The faculty was founded in 1966 with the Bachelor's English study programme. The Bachelor's study programme in Japanese was established in 1992, followed by the Bachelor's study programme in Chinese in 2006. The Faculty of Languages and Cultures consists of three Bachelor's study programmes, respectively, the Bachelor's Programme in English, the Bachelor's Programme in Chinese, the Bachelor's Programme in Japanese, as well as one Three-Year-Diploma Programme in Chinese. Based on the university's vision and mission the faculty has developed its corresponding vision and mission. The vision of the Faculty of Languages and Cultures is to become an excellent and trusted learning centre in Indonesia in the fields of linguistics, literature, and culture, with emphasis on excellence, autonomy, and creativity based on Christian values. The faculty's mission is to foster reliable scholars in linguistics, literature, and culture to develop the fields of study and to meet the demand of the working fields. Overall, the Faculty of Languages and Cultures states to have 26 active tenured teaching staff (13 for English, five for Japanese, and eight for Chinese). The university states to also employ non-tenured teaching staff, practitioners, and native speakers to accommodate the needs for the programmes under review.

The university has implemented the "Freedom to Learn – Independent Campus" (Merdeka Belajar Kampus Merdeka / MBKM) into the curricula of all three study programmes. While each study programme holds the responsibility for implementation of the curriculum, the MBKM programme is also supported by the university's International Office and Institution of Academic Creativity Development. The MBKM programme is a policy of the Indonesian Ministry of Education, Culture, Research, and Technology that gives students an opportunity to study outside their campus. The MBKM usually takes place in the fifth semester and enables students to study at a different university, to conduct an internship or community service.

IV. Assessment of the study programmes

1. Quality of the curriculum

Bachelor'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]

General Description

Maranatha Christian University (UKM) uses the national credit system for higher education, Semester Credit Unit or SKS. 1 SKS corresponds to 170 study minutes per week (for lectures: 50 minutes of face-to-face meetings, 60 minutes of structured activities and 60 minutes of independent learning; for seminars: 100 minutes of face-to-face meetings and 70 minutes of independent learning; for practicum courses: 170 minutes of laboratory activities) and thus to a total of 40 hours over the semester. For conversion purposes 1 SKS would be equivalent to 1.67 ECTS which corresponds to 27 hours of study. Each semester stretches over 16 meetings per course including the sessions for a mid-term and a final exam (45 hours of study per semester).

According to the information in the self-evaluation report (SER), the curricula are based on the national guidelines and requirements as well as the latest policies of the ministry in charge of higher education. Specifically, the curriculum development refers to level 6 of the Indonesian National Qualifications Framework (INQF / KKNI). The standard qualification for graduates in linguistics adheres also to the minimum qualifications presented in the ASEAN Qualifications Reference Framework Referencing Report of Indonesia. Government regulations, such as the Outcome Based Education (OBE) standards and the national policy of Freedom to Learn-Independent Campus (SIIC / MBKM), are also taken into account. The university indicates that it also considers developments in science and technology, market needs, vision, mission and the value of integrity, care, and excellence (ICE strategy), evaluation results, feedback from graduates and the labour market gathered through formal and non-formal routes when developing the study programme. An overall review is conducted every two to four years.

All three study programmes in this cluster are part of national associations that have developed more specific minimum criteria for graduates particular to the academic fields. The Bachelor's Programme in English joined ESAI (English Study Association in Indonesia), the Bachelor's Programme in Japanese joined KPSJI (*Kon-sorsium Program Studi Jepang Indonesia/Consortium of Japanese Study Programmes in Indonesia*), and the Bachelor's Programme in Chinese joined APSMI (*Asosiasi Program Studi Mandarin Indonesia/Association of Mandarin Study Programmes in Indonesia*).

For each programme the programme leaders have defined Graduate Profiles, Programme Learning Outcomes, and Course Learning Outcomes. Learning outcomes cover the categories of attitude, general skills, specific skills, and knowledge. As stated in the university's documents, the vision and mission statements of the Faculty of Languages and Cultures is translated into the main objectives of the programmes' curricula. There are three major elements in the vision and mission statements of the Faculty of Languages and Cultures that become the core elements of the learning outcomes (LO): outcomes in the field of Language Skills, outcomes in the field of Linguistic and Cultural Knowledge, and outcomes in the field of behaviour (responsibility and autonomy).

Curriculum review and evaluation take place regularly every four years or when government regulations change. The process of reviewing and revising the curriculum is carried out by a curriculum task force assigned by the head of the study programmes. The task force is responsible for comprising the inputs from stakeholders and aligning them with the regulations, then review the ongoing curriculum. According to the university, different surveys and benchmarking are conducted to gain input for the curriculum development. The curriculum for each study programme under review also follows the university's research roadmap.

The teaching staff is responsible to complete the module descriptions. The semester lesson plan and assessment worksheet have to be reviewed and validated in advance. The teaching staff is autonomous to decide on the module's content and assessment method. For the specific language courses, ready-to-use books are used for language skills to ensure a standardized level.

According to the SER, the study programmes under review provide guest lecturing sessions, internships, student exchange opportunities, and company visits to broaden the students' career perspectives. Invited guest lecturers are stated to be either representatives from companies or other campuses as well as alumni who have been successful in their professions.

Upon completion of the study in the programmes, students are required to write a final thesis. The thesis serves as a tool to measure students' achievement of the intended learning outcome, especially in terms of students' knowledge in linguistic and cultural knowledge as well as their competence in writing an academic paper.

1.1 Bachelor's Programme in English

Description

The Bachelor's programme "English" covers a total of 144 SKS (equivalent to 240 ECTS) over 8 semesters. Enrolment is set at 60 students per year for the academic year 2023/24.

Based on the latest curriculum review (for the year 2021/22) the programme aims at training graduates, who are planning to have a career as an English instructor, literary and cultural critic, English-Indonesian and Indonesian-English translator, writer, or communicator. Upon graduation, the graduates' competence must meet the minimum standard of B1/B2 level CEFR for English competence.

The study programme states to have nine learning outcomes in the areas of language skills, linguistic and cultural knowledge, as well as responsibility and autonomy. The learning outcomes for language skills are stated as follows: graduates of the programme are able (1) to demonstrate proficiency in English as marked by attainment equivalent to CEFR level B1/B2, (2) to apply appropriate theories and principles to translate general texts from English to Indonesian and vice versa, both orally and written, (3) to apply appropriate teaching methods to teach English as a foreign language, and (4) to create scientific research on literature, culture, or linguistics. For the area in linguistic and cultural knowledge, the learning outcomes state that graduates will be able (5) to analyse literary works and cultural phenomena by using the appropriate theory / approach, (6) to create cultural and literary products with proper techniques, (7) to analyse literary and non-literary texts with linguistic concepts and theories, and (8) to create articles, blogs, reviews, speeches, advertisements in English with the linguistic theories. The last learning outcome for the area responsibility and autonomy states that graduates are able (9) to display a professional commitment to social, national, religious, ethical practice on a daily basis.

According to the curriculum provided, students take 20 SKS across ten courses in the first semester. The courses offered in the first semester include Pronunciation, Appreciate Reading, Appreciative and Accurate Listening, Grammar (Basic Principles about Parts of Speech), Sentence and Paragraph Writing, Pancasila

(National Ideology) and other courses at university level. In the second semester, students can take ten courses with an overall of 20 SKS, including courses in Rhythm and Intonation, Factual Reading, Selective and Gist Listening, Grammar (Basics of Sentence Construction), Narrative and Descriptive Writing, Introduction to Linguistics, Survey of English Literature, Introduction to ELT, and Preparation for Conversation. The third semester offers eleven courses with an overall 22 SKS, especially in Scientific Reading, Combo Listening, Grammar (Verb Patterns), Writing for Specific Purposes, Phonology and Morphology, Theory of Prose, Survey of American Literature, Learning Styles and Strategies, Methods and Approaches in ELT, British Culture and Institution, and Daily Conversation. The fourth semester offers ten courses with a workload of 20 SKS overall. The courses are Critical and Reflective Reading, Critical and Argumentative Listening, Grammar (Noun Patterns), Argumentative and Reflective Writing, Functional Grammar, Semantics, Theory of Drama and Poetry, Lesson Planning, Argumentative Conversation, and Basic Philosophy.

In the fifth semester, students must decide if they want to major in Language or Linguistics.

Experts' evaluation

The English programme comprises 144 SKS, which corresponds to 240 ECTS, and is in line with international standards. The programme is well balanced, including courses in language, linguistics, and literary criticism as well as philosophy and religion. The courses are well documented and made transparent through the numbering and the labels. UKM provided documents that allowed the experts to easily trace the set-up of the curriculum. The experts positively point out that recent topics are included in the course contents, e.g., "Cyber Pragmatics" in the course ED 319 Pragmatics. The panel of experts has also learnt during the site visit that recent developments in linguistics are accounted for by including forensic and corpus linguistics.

The professional work perspectives for students are clearly defined. The profiles encompass teacher, literature and culture critic, translator/interpreter, and non-fiction writer, e.g., copywriter. From the experts' view, the study programme equips students with the necessary competencies to work in these professions.

With regard to the language proficiency to be attained in the programme, the experts learned during the site visit that the Indonesian government sets the standard at B1 according to the Common European Frame of Reference (CEFR). However, in the Self-Evaluation Report (SER) provided to the panel of experts, it is stated that the standard for students' language proficiency could be set at B2. The experts believe that B2 (CEFR) should be the target level for the Bachelor's study programme in order to be internationally comparable and competitive. As the university sets the minimum standard for students to teach B1/B2, the experts recommend that UKM should strengthen its measures to ensure that students can reach English language proficiency level B2, instead of B1, upon graduation (**Finding 1**).

There are some minor inconsistencies with regard to course contents. As the title of ED 101 ("Pronunciation") suggests, this is a practical course. However, in the course description there is mention of "strong" and "weak" forms, terminology that is related to phonology and that requires some theoretical understanding of sound patterns. In other words, pronunciation and phonetics/phonology cannot easily be separated from each other and the experts believe that students profit tremendously from their phonetic and phonological knowledge when developing their pronunciation rather than vice versa. Therefore, it is recommended to combine practice and theory in the course ED 101 ("Pronunciation") for a course "Pronunciation, Phonetics and Phonology", which would allow the course ED 207 to focus exclusively on morphology or on morpho-syntax. Overall, the experts recommend that the sequence of courses should be made more consistent (**Finding 2a**).

Along a similar line, the experts take note that there are courses "Introduction to Linguistics" (ED 207) and "Introduction to Cultural Studies" (ED 307). However, there is no course that focuses on an introduction to literary studies/criticism. What is offered are surveys to English and American literature (ED 114, ED 211). The panel of experts points out that surveys can only be tackled after an introduction to methods and approaches

to dealing with literature. Therefore, the study programme should implement said introduction to literary studies/criticism (**Finding 2b**).

The panel of experts is aware that the curriculum is already dense and exhaustive. However, it should be considered including a course on the topic of “second/foreign language acquisition” to further enhance the qualification for the labour market (**Finding 3**). The panel of experts learned during the site visit that some graduates work as English language teachers in school for which some theoretical understanding as to how to teach English as a foreign language would be very beneficial. Therefore, it would be a very useful course for both the students’ teaching and learning perspectives.

Overall, the course descriptions as well as the learning outcomes are formulated in great detail and are very helpful to understand the study programme. Yet, the panel of experts takes note that the wording of the intended learning outcomes on the course level focuses on the ability rather than a more overarching development of critical understanding. For example, for the course ED 306 (“Film Studies”), three concrete abilities are stated as learning outcomes. Yet, the development of critical media literacy is not stated. The intended learning outcomes on the course level should not only reflect abilities but also critical attitudes and knowledge. Therefore, the panel of experts concludes that the wording of the intended learning outcomes (ILOs) should be revised to focus more on the overarching development of critical understanding (**Finding 4**).

For some of the courses, the experts noticed that obsolete versions of course books are used according to the course descriptions. As already pointed out in the discussion during the site visit, there are much more recent editions available. Therefore, the research and literature used in the study programme’s courses should be continuously updated and replaced by more recent textbooks (**Finding 5**).

The experts do not raise any concerns regarding the allocation of workload to the courses or the number of credits within the study programme.

Conclusion

The criterion is fulfilled.

1.2 Bachelor’s programme in Japanese

Description

The Bachelor’s programme “Japanese” covers a total of 146 SKS (equivalent to 244 ECTS) over 8 semesters. Enrolment is set at 30 students per year for the academic year 2023/24.

Based on the latest curriculum review (for the year 2022/23) the programme aims at training graduates with the following graduate profiles: Japanese instructor, communicator (in the fields of tourism, hospitality, and culinary culture), translator, worker in Japanese enterprises, creative industries, and government organisations, as well as entrepreneurs or linguistic and cultural researcher. Upon graduation, the graduates’ language competence must meet the minimum standard set by study programmes associations. Accordingly, the JLPT (Japanese Language Proficiency Test) level N3 is set as the minimum standard for Japanese.

The study programme states to have ten learning outcomes in the areas of language skills, linguistic and cultural knowledge, as well as responsibility and autonomy. The learning outcomes for language skills are stated as follows: graduates of the programme are able (1) to express ideas and thoughts in Japanese language, (2) to apply Japanese conversation in daily situation, and (3) to arrange Japanese language vocabulary items to write grammatical consistent texts. For the area of linguistic and cultural knowledge, the learning outcomes state that graduates will be able (4) to systematically explain Japanese language and its teaching methods, (5) to compare Japanese-Indonesian language and culture in translating/interpreting both languages

and vice versa, (6) to apply Japanese culture elements to analyse cultural phenomena, and (7) to demonstrate integrative and independent thinking to compose academic articles on Japanese language, culture or literature based on a small-scale research. The last learning outcome for the area responsibility and autonomy states that graduates are (8) able to demonstrate a deep awareness of and empathy for different cultures (traditions, societies, professions) with different values and systems, and (9) to demonstrate Christian values of Integrity, Care and Excellence in daily working life.

According to the curriculum provided, students take 20 SKS across ten courses in the first semester. The courses offered in the first semester include general university courses, basic courses in Japanese Grammar, Japanese Conversation, Japanese Practice, as well as courses for Vocabulary and Kanji. In the second semester, students can take ten courses with an overall of 20 SKS, including general university courses and further basic courses for Grammar, Practice and Conversation and for Vocabulary and Kanji. The third semester offers ten courses with an overall 20 SKS, especially intermediate Grammar and Conversation, but also further language courses and Comparative Food Culture, and Japanese Entertainment as well as preparation for the JLPT. The fourth semester offers ten courses with a workload of 20 SKS overall. The courses continue to build on knowledge of the previous semesters and also include Comparative Folklore, Japanese History, and Sociolinguistics. The fifth semester has a workload of 22 SKS overall and offers eleven courses. Students continue to prepare for the JLPT but also take courses in Japanese for Business, Academic Japanese Writing, Cross-Cultural Understanding, Film Analysis, Japanese Language Analysis, Information and Japanese Language, and Pop Culture Research Methods. The sixth semester offers eleven courses with a workload of 22 SKS as well and mainly extends the knowledge of semester 5. In the seventh semester, students take seven courses with a workload of 14 SKS. The Japanese study programme does not offer a major. Students can choose their field of interest for the final project either in the field of Linguistics or Culture. The courses include Business Japanese, Japanese Language Interpreter, Translation, Academic Japanese Conversation, Ethics and – depending on the chosen interest – a Culture Seminar or Linguistics Seminar. In the eighth semester students receive six credits by writing their Thesis in Culture or Linguistics.

Experts' evaluation

The study programme's intended learning outcomes (ILOs) are in accordance with the vision and mission statements of the university and the faculty are equivalent to the desired qualifications in Japanese. The ILOs include subject-specific elements such as Japanese language competency in conversation, reading and writing texts, but also a meta-perspective explaining the Japanese language linguistically, comparing it to Indonesian language, translating both languages vice versa, and having an idea of how to teach Japanese. The experts understand that the programme's first year is reserved for Japanese language education. The courses in the field of linguistic and cultural knowledge start in the second year and comprise elements that are interdisciplinary, e.g., culinary studies, film analysis, research methods in pop cultural studies.

The ILOs are especially tailored to labour market requirements and reflect changes in the general attitude towards Japanese culture, specifically more emphasis on popular culture and comparative cultural studies, and less interest in the history or pre-modern and modern literature of Japan. There is a strong emphasis on intercultural understanding and empathy for diverging value systems, which is an important competency for the integration into the labour market. The experts also take note that the programme offers a certain emphasis on academic requirements for those students interested to continue their studies: publication of scholarly articles with the help of advising teaching staff is promoted among the students. Scientific/academic methods are also communicated in the process of supervision of the graduate theses. The study programme support students with accurate and handy templates for writing their final thesis.

The university conducts tracer studies on a regular basis that show how long it took graduates to look for appropriate jobs and positions they aimed at after graduation (usually in July or August). The tracer studies'

outcome for Japanese for the years 2021 and 2022 show that all the graduates were employed within 12 months after graduation with some of them being employed right after graduation. Feedback from the labour market feeds into the tracer studies by former graduates who are now employers. During the site visit it was mentioned by several stakeholders that there is an intensive informal feedback network in place between labour market representatives and the university/teaching staff. The experts confirm that the outcomes of the tracer studies reflect the high demand for Japan specialists and that the graduates' qualification is appropriate for the labour market requirements.

The academic degree is awarded based on the accumulated achievements and a final thesis in the field of linguistics or culture in the Japanese study programme. Based on the documents provided, the degree corresponds to the Indonesian national qualification framework; from the experts' point of view, also to the European Qualifications Framework. However, the students' Japanese language competency at graduation is set to level JLPT N3. The experts point out that this level (JLPT N3) is below the optimum, which is level JLPT N2. The level N2 is the standard requirement to enrol at Japanese universities. Therefore, it is recommended that the study programme should raise the students' Japanese language competency at graduation to level JLPT N2 (**Finding 6**).

Good language skills are certainly one of the most important requirements for graduates. From the experts' point of view, the structure and intensity of the language training are convincing. The curriculum is very systematic in this respect as it takes into account the ideal progression of a learner of Japanese, who is confronted with a new and difficult grammar and with a complex writing system. The experts notice that there is less emphasis on Japanese culture. In this regard, the curriculum lacks focus on the field of Japanese culture which should be strengthened in the future (**Finding 7**).

Besides the heavy load of Japanese language courses offered in the study programme, there are courses offered on comparative cultural studies (comparative folklore, comparative food culture, cross cultural understanding), on linguistics specifically of the Japanese language, popular culture and film. Some of these, like film studies and pop culture research methods, are applicable across subjects and are partially cross-taught in the faculty.

During the site visit, the experts learned that there have been curricular modifications in the Japanese study programme in 2022/23 where the learning outcomes have been put into consideration in the teaching and learning processes. The monitoring of the implementation of modifications will follow national regulations and the regulations of UKM.

The experts take note of the possibility for internships offered in this study programme which is explained in the Academic Handbook under "Forms of Learning Activities". Students in the Japanese study programme can be interns for a maximum of two semesters comprising of a maximum of 20 credits per activity. The MBKM (Merdeka Belajar-Kampus Merdeka / Freedom to Learn-Independent Campus) is university policy and allows students to take courses in other fields of study and to choose internships freely.

The curricular elements are presented in different forms and are transparent: in the Academic Handbook, the courses that are compulsory are listed for each semester. This corresponds to an idealised typical course plan. In the "Curriculum Structures and Differentiations", on the other hand, there is a table with the structure of the curriculum specified by field of study: language skills, linguistic and cultural knowledge, responsibility, and autonomy. Overall, the information provided offers students a good orientation within the study programme.

The only elective seminars in Japanese are to be found in the seventh semester, when the students have to decide on their major, that is whether to write their thesis in Linguistics or in Culture. All other courses are compulsory in Japanese studies. In comparison to the other study programmes under review (English and Chinese), the experts take note that the Japanese study programme does not offer any elective courses. The

reason for this might be the lack of teaching staff as compared to the two other programmes. Overall, the programme's intended learning outcomes seem to correspond to the expectations of the labour market judging from the very positive results of the tracer studies. However, for those aspiring to further academic degrees and an academic career a wider choice of seminars (electives) would be needed (**Finding 8**). To achieve this the teaching staff of the Japanese department has to be increased to a level comparable to English or Chinese of the same faculty (cf. **Finding 17** below). The workload is correctly allocated to the courses, the number of credits is correct.

It would also be important to enhance the possibilities for students to study in Japan for one semester or one year. Alternatively, e.g., short-term summer courses or contacts for internships in Japan should be provided to students. A system of financial support for outgoing students should be established, and the number of partner universities in Japan should be increased (**Finding 9**).

Conclusion

The criterion is fulfilled.

1.3 Bachelor's programme in Chinese

Description

The Bachelor's programme "Chinese" covers a total of 148 SKS (equivalent to 247 ECTS) over 8 semesters. Enrolment is set at 30 students per year for the academic year 2023/24.

Based on the latest curriculum review (for the year 2021/22) the programme aims at training graduates with the following graduate profiles: Chinese communicator (both oral and written), Chinese and Indonesian culture observer, Chinese instructor in formal education, and Chinese-Indonesian translator. Upon graduation, the graduates' language competence must meet the minimum standard set by study programmes associations. Accordingly, graduates from the Chinese study programme have to meet the standards of HSK (Hanyu Shuiping Kaoshi/Chinese Proficiency Test) Level 5 and HSKK (HSK Speaking Test) Intermediate Level.

The study programme states to have ten learning outcomes in the areas of language skills, linguistic and cultural knowledge, as well as responsibility and autonomy. The learning outcomes for language skills are stated as follows: graduates of the programme are able (1) to express ideas and thoughts in Chinese language and other foreign languages, (2) to apply Chinese language vocabulary items in daily situations, (3) to summarize Chinese language listening and reading material, and (4) to arrange Chinese language vocabulary items to texts with target-like grammar. For the area in linguistic and cultural knowledge, the learning outcomes state that graduates will be able to (5) systematically explain Chinese language phenomena and corresponding teaching methods, (6) compare Chinese-Indonesian language and culture in translating or interpreting both languages and vice versa, (7) apply Chinese culture elements to analyse cultural phenomena, and (8) demonstrate integrative and independent thinking to compose a academic articles on Chinese language, culture or literature based on a small-scale research. The last learning outcome for the area responsibility and autonomy states that graduates are able (9) to demonstrate Christian values of integrity, care, and excellence in daily working life, and (10) to internalize the spirit of independence, determination, and entrepreneurship.

According to the curriculum provided, students master a workload of 20 SKS across seven courses in the first semester. The courses offered in the first semester include general university courses, Chinese Listening for Daily Activities, Chinese Speaking for Daily Activities, Chinese Character Writing, Basic Chinese Grammar (Grammatical Category), and Chinese Reading for Daily Activities. In the second semester, students can take seven courses with a workload of 20 SKS, including general university courses and Chinese Listening for Social Interaction, Chinese Speaking for Social Interaction, Basic Computer Application, Narrative Text

Writing, and Narrative Text Reading. The third semester offers nine courses with a workload of 20 SKS, especially Communicative Chinese Grammar in Context, Chinese Listening for Campus Life, Chinese Speaking for Campus Life, Indonesian for Academic Purpose, Classical Chinese History, Indonesian Culture, Basic Philosophy, Chinese Descriptive Writing, and Chinese Descriptive Reading. The fourth semester offers nine courses with a workload of 20 SKS overall. The courses continue to build students' Listening, Speaking and Writing skills, and History of Modern China as well as History of Modern Thought. The fifth semester comprises a workload of 21 SKS overall and offers ten courses. Next to courses in Grammar, Chinese Thematic Reading, Listening, and Speaking, the fifth semester offers courses in Chinese Correspondence, Classical Chinese, Chinese Indonesian Society, Introduction to Chinese Culture, Literary Translation, and Phonology and Philology. The sixth semester offers eight courses with a workload of 19 SKS including Chinese Newspaper Reading, Chinese Argumentative Speaking, Interpreting, Chinese Morphology and Syntax, Research Methodology, Classical Chinese Literature, Chinese Teaching Methodology, and one elective course. In the seventh semester, students take six courses with a workload of 14 SKS. The Chinese study programme does not offer a major, but two elective courses in semester 7. Other courses include a Pre-thesis Seminar, Modern Chinese Literature, Document Translation, and Chinese Linguistics Pedagogy. In the eighth semester students take a workload of 14 SKS and mainly focus on their thesis as well as two elective courses.

According to the information provided in the SER, the study programme has a regular study duration of eight semesters. The Chinese study programme does not offer a major.

Experts' evaluation

Overall, the study programme is well-organised and structured. The curriculum is of satisfactory quality and ensures a sufficient level of language proficiency. Furthermore, the experts do not raise any concerns regarding the allocation of workload to the courses or the number of credits within the study programme.

Graduation requires passing the HSK test level 5, demonstrating a high proficiency and fluency in Chinese, and providing graduates with opportunities for scholarships and admission to Chinese universities. In case of failure, students are required to retake the test and will receive support from their lecturers. For such cases, the experts take note of the good relationship between lecturers and students that provides support. If students require assistance starting from a beginner level, the study programme offers additional classes to improve the students' language skills.

The learning platforms are well-equipped to handle the increasing course material load throughout their studies. However, there is a need to enhance support for student mobility. In the past, Maranatha students have participated in semester exchange programmes in China. When the site visit took place, there was one student who had been studying in China for a year. In the upcoming semester, one more student will be going to China for one semester. The study programme should provide students with opportunities to spend time in China (cf. **Finding 9**).

Finding 9).

Based on the documents provided and the discussions during the site visit, it can be confirmed that the programme's goals and objectives are reflected in the course composition, taking into account the requirements of the labour market.

The experts also take note that the programme offers a certain emphasis on academic requirements for those students interested to continue their studies: publication of scholarly articles with the help of advising teaching staff is promoted among the students. Scientific methods are also communicated in the process of supervision of the graduate theses. The study programme supports students with accurate and ready-to-use templates for writing their final thesis.

The courses provide a wide range of language skills and linguistic knowledge, with a focus on the practical application of Chinese in written and oral communication, translation, and teaching. The curriculum includes

training in skills such as “Chinese contextual speaking”, “Chinese contextual listening”, “Chinese argumentative text writing”, and “Chinese argumentative speaking”.

The study programme for Chinese language learning provides students with a special book categorised into levels. The experts take note that the curriculum strongly focuses on current trends. Because of this focus on current trends, the curriculum does not offer many courses that teach essential basic knowledge. It is suggested to develop a standardisation that ensures the teaching of essential basic knowledge in the curriculum apart from current trends. Especially, the cultural aspect of the language should be defined more clearly in the programme. To do so, the study programme should establish a canon with a focus on essential basic knowledge (**Finding 10**).

Notably, unlike the other two study programmes stated above, the Chinese study programme does not offer different majors. Based on the information provided by the staff during the site visit, the current job market requires general skills and knowledge. Therefore, the study programme does not specify any majors. Graduates typically work as teachers or personal assistants. However, if necessary in the future, the representatives of the programme indicated that they would be willing to introduce different majors within the programme if it seems necessary. From the experts’ point of view, it can be concluded that the curriculum structure largely fulfils the intended learning outcomes at the programme level. The course structure is designed to support the progression of learners and ensure that all students are well-informed about the programme sequence and specific tracks. It provides clear indications of credits and reflects the workload of each course.

The programme offers a variety of career-oriented tracks, including Chinese teaching, tourism, and translation. Students receive special training on how to teach Chinese as a foreign language. The course covers both the theoretical and practical aspects of teaching. Students will engage in micro-teaching sessions in both classroom and school settings, learning how to prepare teaching materials and create handouts. The programme also collaborates with schools that offer Chinese language courses. Upon graduation, many students find employment with new Chinese companies in the local area.

During the site visit, labour market representatives confirmed that graduates working in their companies are able to communicate effectively in Chinese and perform translation duties well. However, the labour market representatives pointed out that students should also gain a deeper understanding of the culture to be well prepared for the work environment. While the experts understand that the industry’s needs are currently general and unspecified, it is recommended to integrate opportunities for students to deepen their understanding of Chinese culture in order to be better prepared for the labour market (**Finding 11**). In some cases, Chinese companies hire students as translators but later assign them as personal assistants.

Conclusion

The criterion is fulfilled.

2. Procedures for quality assurance

Bachelor’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 & 1.9]

Description

Quality assurance at Maranatha Christian University (UKM) is based on a general Internal Quality Assurance System Policy, which is in turn refined into a Quality Document at faculty level. Quality assurance is further defined in a corresponding Manual, in different Quality Standards and Standard Operating Procedures and Forms. It is based on a so-called SIECC-cycle, the label standing for the following steps: Setting, Implementation, Evaluation, Implementation Control, and Continuous Improvement. UKM has defined 31 Quality Standards referring to the National Quality Standards for Education, for Research, for Community Service as well as Non-Academic Quality Standards.

At university level a Quality Assurance Unit is responsible for the coordination of the activities, it is supported by a Faculty Quality Assurance Team (FQAT) at faculty level and a Quality Assurance Group at programme level, in charge of implementing quality assurance measures. According to information in the self-evaluation report the aim of UKM is, within the SIECC cycle, to develop a quality culture for the implementation of the eight standards that all concern the quality of teaching and learning process.

Evaluation instruments include self-evaluation, an audit process, an internal monitoring process, and a reporting process including Academic Monitoring and Evaluation (Monev) and Internal Quality Audit (AMI). Monev is conducted by the faculty and the programmes twice a year, AMI is carried out by auditors once a year. The university states in its self-evaluation report that a SWOT analysis was carried out as well as a labour market survey as part of the self-evaluation measures.

At the Control stage, feedback is gathered by the head of the university and follow-up measures are agreed should the standards not be met. Should all standards be met, UKM states that the standards are then raised so as to contribute to a continuous improvement process.

The same steps and activities are used when developing and evaluating a curriculum. According to information in the self-evaluation report stakeholder involvement takes place through surveys (e.g. lecturer satisfaction survey, employee satisfaction survey, student satisfaction survey, graduate satisfaction survey, online teaching and learning process survey, tracer study and user surveys) as well as through focus groups when conducting external benchmarking. Course surveys are conducted for every course every semester.

UKM indicates that students can submit complaints or suggestions for improvement regarding the learning process or administration through the academic supervisor as well as through student organisations, including the Student Senate. Complaints regarding assessment results should at the first stage be filed to the lecturers, students can at a second stage contact the head of the study programme or the Vice Dean for Academic Affairs for further assistance.

Experts' evaluation

The programmes are fully integrated into the university's policy for quality assurance with clear standards set, implemented and evaluated. The quality assurance system of UKM adheres to standards based on national quality rules and regulations in education and adjacent services. The Quality Assurance Unit is in charge of implementing the Internal Quality Assurance Element on university level, while the Faculty Quality Assurance Team works on the faculty level. There are numerous surveys carried out regularly: lecturer satisfaction, employee satisfaction (once a year), student satisfaction (twice a semester), graduate satisfaction (twice a year), graduates' parents' satisfaction (twice a year), industrial needs survey (twice a year), parent gathering survey (=new students' parents; once a year), online teaching and learning (twice a year) NHK ICE, Tracer Study and

User (once a year). The collected data are then distributed to the involved parties and serve as a basis for improvement.

From the tracer studies it is clear in which sectors graduates find employment or how many of them continue their studies. The industrial needs survey together with the Maranatha Virtual Career Days event (twice a year) supplies the university and the faculty with information about the needs and expectations of the labour market.

The targets defined are adequate for the monitoring and revision of programmes. A concrete example for a revision already conducted was the renaming of the faculty from “Faculty of Letters” to “Faculty of Languages and Cultures” in 2019 to account for the preference of the market for cultural contents. The experts can confirm that revisions of the curriculum correspond to general expectations of the labour market and the students’ interest, including the improvement of infrastructure. Besides a theatre hall, a mini theatre has been established, a culinary laboratory, a calligraphy room, and a TV room with Japanese and Chinese programmes. It shows that input gathered from the QA practices have an impact on the curriculum and university surroundings. Students’ satisfaction with the library has risen conspicuously over the last four years and the measures taken were based on feedback from the surveys.

Survey of satisfaction of active students is conducted four times a year, the results are accessible for the students online on the SPM web of the university. Other stakeholders can also access the results, and statistical data can be accessed by the heads of the study programmes and teaching staff. This is important for assessing systematically student composition, study duration, completion rate, grade distribution, failed/completed exams. The results serve to develop the programmes further but also to survey drop-out rates and give adequate support to students in difficult financial or study situations.

Academic integrity is assured by several regulations of the rector of the university, pertaining to Christian values, such as the Students’ Ethical Conduct. An Internal Supervisory Unit watches over the implementation of the rules, and in the case of serious offences the matter is brought to the Ethic Committee in the University Senate.

Students are informed about their obligations and sanctions in case of misconduct on the last pages of the Academic Handbook, that means the information is transparent and easily accessible.

Conclusion

The criterion is fulfilled.

3. Learning, teaching and assessment of students

Bachelor’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

Maranatha Christian University (UKM) states that a full range of *Tri dharma* activities are included in the study programmes in order to support the attainment of the programme learning outcomes, meaning education activities, research activities, and community service activities. In this context research and community services

should not only be used as examples in teaching but should also become a forum for actualising the knowledge taught in class.

According to information in the self-evaluation report, the university follows the concept of Outcome Based Education (OBE) with a focus on student centred learning. In order to achieve this, the university takes a blended learning/hybrid learning approach and strives to implement case-based as well as project-based learning. The university provides an online learning platform, the Learning Management System (LMS), to students. Course instructors can upload learning materials to their LMS such as articles files or webpages, video files or YouTube links, and power point presentations. In addition, they can also post assignments, have group discussions, make online and interactive quizzes as well as assessments, and give feedback.

In the academic year 2022/23, most of the classes were held onsite while some classes were taught online. To make sure that students can participate actively in the learning process, the university states to use a number of learning methods. Examples provided are the applications of collaborative and cooperative method, the flipped learning method, as well as the case method and project-based method. According to the SER, variations of methods are applied to enrich students' experiences when learning, especially as they are learning foreign language which require lots of practices to build proficiency. According to the Faculty of Languages and Cultures, the collaborative and cooperative learning method is highlighted in the process of learning. It is stated that course instructors provide student-centred learning opportunities by engaging them in some activities such as simulations, role plays, peer teaching, and group discussions.

UKM states that specific attention is given to the diversity of the student body and that various measures intend to take their different needs into consideration – including the implementation of the national Freedom to Learn policy. The study programmes implement the Freedom to Learn – Independent Campus/*Merdeka Belajar Kampus Merdeka* (MBKM) policy and prepare activities that can give the best learning experience for the students. The learning system applying such policy allows students to tailor their course based on their interests and to participate in learning activities outside of campus for up to three semesters, in semesters 5, 6, and 7. They can choose whether they want to take courses outside their field of study both in other study programmes at UKM or other universities that also provide such activity, either in Indonesia or abroad.

Assessment takes the form of Structured Academic Activities (KAT, including quizzes, assignments, and practicums in class), Mid-Semester Examinations (UTS, a mid-term exam in each course every semester), and Final Semester Examinations (UAS, for each course at the end of the semester). According to the documents provided, student can re-sit a failed exam in the following semester.

Experts' evaluation

From the experts' point of view, the course contents are clearly and unambiguously described. Yet, as stated above, in some cases the literature stated in the course descriptions appear to be based on older and at times outdated sources and research. Some of the research and literature used in the courses should be updated. Much of the current literature can be found online and thereby should be relatively easily accessible (see **Finding 5**).

Digital media are in use and it was stated in the discussion rounds during the site visit that AI tools such as ChatGPT are critically discussed and evaluated. The use of digital media and general internet resources is further encouraged.

During the “review of evidence” at the site visit, the expert panel had access to online sample materials. While these are generally deemed good and adequate, the experts took note that in the English test materials there were a few samples of tasks that included grammar errors in their wording and the instructions were not always scientifically transparent. From the experts' point of view, it is questionable whether the students had really understood what was expected of them. For the study programme in English, the teaching staff should team

up for proof-reading of assignments to make sure that tasks for assignments are both transparent and grammatically correctly formulated with regard to their instructions (**Finding 12**).

The programmes enable students to transfer their knowledge to situations outside the university context. Methods of teaching, learning, and assessment support an interlacing of theoretical and practical aspects.

Teaching and learning methods are appropriate and correspond to the intended learning outcomes for the three study programmes under review. Nonetheless, there is a strong focus on correct language use in all of the grammar-related courses. This is somewhat in conflict with an otherwise focus on collaborative, cooperative and communicative teaching methods which would encourage the principle “fluency before accuracy”. From the experts’ point of view, the principle of “fluency before accuracy” should be given more weight as a teaching method which would be in line with communicative, cooperative, and collaborative teaching methods already in use (**Finding 13**).

Regarding teaching and learning in the English study programme, there appears to be a strong focus and quite some time dedicated to traditional teaching methods and approaches which are, usually, not in common use anymore (such as grammar translation, audiolingual method). The experts are somewhat surprised that there is no stronger focus on Task-Based Language Teaching (it is mentioned only once in the academic handbook) as it has been a widespread and popular approach in other Asian countries and Australia for some time. Another very popular method which is not mentioned as part of the curriculum is “Storytelling”, a method, especially suitable for younger learners in the instruction of English. These communicative approaches would be in line with the curriculum’s focus on “collaborative and cooperative learning methods”, which are highlighted in the SER. The study programme should implement more task-based language teaching and collaborative and cooperative learning methods in the curriculum. The teaching methods discussed in class should be updated to reflect the international significance of Task-Based Learning in Teaching (**Finding 14**).

After the discussion rounds during the site visit for the Japanese study programme, the experts conclude that teaching methods for Japanese language teaching which are mentioned in the learning outcomes are not taught systematically. As it was stated during the site visit, the idea to teach these skills seems to be to learn teaching by doing. This was reflected also in the feedback of the elementary school teacher in the meeting with representatives of the labour market (although for English) that the graduates are not sufficiently prepared for the challenges of teaching at school. It is therefore recommended to include a course on the topic of “second/foreign language acquisition” (cf. **Finding 3**).

Assessment regulations and procedures are defined and made readily available in published form to students. Furthermore, a formal procedure for students’ appeals is in place. There are transparent and published regulations or other mitigating circumstances to compensate for disadvantages, illness, or absence. The requirements for the examinations are transparent and communicated to the students. Responsibilities and structures related to the organisation of exams are clearly defined. The timing of exams is organised appropriately, and examination dates are announced in a timely manner. Suitable opportunities to re-sit an exam are offered as necessary. Long-term data regarding the number of failed course examinations in the study programme are used for evaluation and to improve the programme. Overall, from the experts’ point of view, the assessment methods for each course are appropriate for the learning outcomes as defined in the detailed course descriptions.

As a requirement for graduation, students of the Chinese programme must pass the HSK 5. Therefore, they leave the programme with a tangible proof of their proficiency in the language. Nonetheless, this is not true for the Japanese and English programmes. Although this does not affect the graduates’ prospects in finding jobs within Indonesia, this might stunt their opportunities, both academic and job-related, in a foreign country. Therefore, the expert panel recommends the teaching staff to highlight the importance of official proficiency

tests to the student body. The Japanese and English study programmes should offer opportunities for students to graduate with an official language proficiency test (**Finding 15**).

Conclusion

The criterion is fulfilled.

4. Student admission, progression, recognition and certification

Bachelor's degree

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

[ESG 1.4]

Description

Maranatha Christian University (UKM) has defined a Standard Operating Procedure for the admission of new students. University-wide there are five enrolment paths: Regular Pathway, Scholarship Pathway, Partner Pathway, Computer-Based Writing Exam, and Special Pathway. As stated in the SER, the requirements for registering at the Faculty of Languages and Cultures are a high school diploma in science, social studies, language, or vocational school. The applicants must also take an entrance screening examination, the Academic Potential Test. For the Bachelor's Programme in Chinese, prospective students who possess the HSK (Hanyu Shuiping Kaoshi) at least level 2 certificate can be accepted to the study programme without having to take the entrance examination. The university states in the SER that admission and recognition processes for transfer and international students are in place.

The Bachelor's programmes under review at the Faculty of Languages and Cultures do not have a matriculation programme. The Bachelor's programme in Japanese has a special course given to new students during the orientation period in which the new students are taught basic Japanese before the semester begins. As for the Bachelor's programmes in English and Chinese, the curricula are designed so that the students can learn the language skills from the basic level in their first semester.

Students' progression is monitored by the academic supervisors as well as by the heads of the study programmes. They have access to compiled data on the students and their performances on the academic platform of the university. After counselling, students receive each semester a Study Load Contract Document detailing the courses to be taken. The Teaching and Learning Process Survey that is conducted twice per semester is also used to monitor the students' progression.

UKM refers in its self-evaluation report to specific policies aimed at supporting students from disadvantaged areas and background, as well as students with special needs and students with family responsibilities.

Upon graduation students are awarded with a graduate certificate and transcripts, including a Student Portfolio and Graduate Certificate Supplementary Document detailing the contents of the study programme. In addition, students have the international certificate for the respective language proficiency test they have to take. Students of all three study programmes under review are awarded a "Bachelor in Literature" degree or *Sarjana Sastra* (S.S.).

Experts' evaluation

UKM has a well-defined and complex procedure for admitting students, as there are five enrolment paths for prospective students. Students joining the study programmes under review must, other than fulfilling the requirements for enrolment, take an entrance screening examination. Prospective students of the Chinese

programme that have successfully taken the HSK (Hanyu Shuiping Kaoshi) 2 are able to skip the entrance examination. In the Japanese programme, however, it is common that students join the programme with no previous knowledge of the language, as Japanese – in contrast to English and Chinese – is not a compulsory subject in Indonesian schools. To remediate this, the faculty of the Japanese programme offers the new students without previous knowledge in Japanese a 16-hour long crash course in basic Japanese, which is conducted by final-year students.

The academic advisors and the head of the programmes are responsible for monitoring the progression of students. They have access to data on their performance through the university's platform. Academic advisors then sit together with students to discuss their performance in the last semester and to draw the list of courses to be taken in the following semester.

The faculty is eager to foster student mobility within Indonesia or internationally. While there is a strong network of partner universities on the Asian continent, the experts see difficulties in sending students of the language programmes to countries in which the study programme's language is the first language. For example, the panel of experts learned during the site visit that students of the English study programme often opt to go to Korea. The university's Directorate of Partnerships should therefore strive to build more partnerships with universities in countries that have the languages of the programmes as an official language (cf. **Finding 9**). However, the expert panel is aware that international student mobility is a challenge for a myriad of factors, especially when it comes to financing a stay abroad. It was confirmed during the site visit that the "Freedom to Learn – Independent Campus" (MBKM) scheme offers students, among other things, the possibility to be an exchange student in another Indonesian university and complete up to 20 credits there.

When it comes to recognition of credits and prior knowledge, UKM has a robust system set in place. Students that have taken part in any form of student mobility or have done an internship are able to get their credits recognized. For prospective students who are practitioners and would like to get their industry knowledge recognized, there is a process dictated by the government that makes this possible. While the Faculty of Languages and Cultures stated during the site visit that it does not have first-hand experience with it, there are already successful cases within the UKM, namely in the Faculty of Law. However, the experts were not able to clarify if the university has a fixed system in place as to how international credits are recognized. Therefore, it is recommended that the university transparently provides information about the Indonesian credit system and how it can be compared and applied to credits of foreign students in other nations (**Finding 16**).

Upon graduation, students receive their diploma and a transcript of records. In addition, they receive a student portfolio, which lists all their activities, achievements, and material created during their course of study. Since students need to create different media, e.g., movies or advertisement campaigns, as the exam in some courses, the portfolio helps them find jobs after graduating as it highlights their capabilities and skills.

Conclusion

The criterion is fulfilled.

5. Teaching staff

Bachelor'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

At the time the SER was submitted, the Faculty of Languages and Cultures had a total of 26 active tenured teaching staff. Out of these 26, the Bachelor's programme in English has 13 teaching staff members, the Japanese programme has 5 teaching staff members, and the Chinese programme has 8 teaching staff members. Besides the tenured teaching staff, some study programmes employ non-tenured teaching staff/practitioners/native speakers to accommodate specific needs of the study programmes. In the field of language, the expertise of the teaching staff includes language skills (listening, reading, writing, speaking, pronunciation, translation, interpreting), linguistics (semantics, semiotics), and applied linguistics (sociolinguistics, discourse analysis, stylistics, teaching). In the field of culture, expertise includes literature, philosophy, cultural studies, history, and popular culture. This expertise also supports the implementation of the Three Pillars of Higher Education (*Tri dharma Perguruan Tinggi*), which are teaching, researching, and community service. The teaching staff's research activities and community service are carried out to advance the respective knowledge field as well as implement the knowledge taught in class.

According to the SER provided, the ratio of teaching staff to students in the Bachelor's programme in English is 1:12 for the academic year 2021/2022, with 162 active students and 13 active tenured teaching. The ratio of teaching staff to students in the Bachelor's programme in Japanese is 1:22 for the academic year 2021/2022, with a total of 110 active students and 5 active tenured teaching staff. The ratio of teaching staff to students in the Bachelor's programme in Chinese is 1:9 for the academic year 2021/2022, with a total of 70 active students and 8 active tenured teaching staff. Both, the Japanese and the Chinese programmes, each have one teaching staff member who is a native speaker. The faculty also states to employ external teaching staff in the Japanese and Chinese programmes.

UKM states that its staff is encouraged to develop its competences, including a strategy to increase the number of teaching staff that pursue a doctoral degree. The teaching staff is also encouraged to improve their qualifications and academic positions through joint research and community service and required to participate in self-development activities. To ensure the quality of the teaching staff, there is a continuous performance assessment carried out over a specific time period. The assessment is based on 3 major components: competency, basic knowledge, and key performance indicators.

Recruitment policies and mechanisms are based on Rector's Decrees, Standard Operating Procedures and national policies regarding the qualifications of higher education lecturers. The recruitment of staff starts by a needs' mapping conducted by the different study programmes – potential lecturers undergo, among others, examinations and interviews. Prior to becoming a Permanent Lecturer, lecturers go through a performance assessment for one semester. Based on national policies, lecturers in undergraduate programmes must at least hold a graduate Master's or applied Master's degree. Teaching staff is allocated a workload of 6 to 15 credits (reductions are possible based on official roles), in the *Tri dharma* framework this figure includes teaching, research and community service activities that should be carried out according to the research roadmap and community service goals set at programme, faculty and university level.

Experts' evaluation

During the site visit, the experts gained valuable insights into the situation of the staff in the individual programmes. The hiring and promotion process, as well as other human resources issues related to teaching within the programmes, are transparent and well-documented. The teaching staff's CVs demonstrate their academic and relevant qualifications. The programmes' teaching staff have a strong foundation in learning concepts and discipline-specific knowledge and competencies. Each lecturer is responsible for fulfilling three missions: teaching, research, and community service.

The panel of experts acknowledges that it can be challenging to find qualified staff for UKM, as lecturers are required to have a Master's degree. Therefore, the university stated that there is an ongoing recruitment process for new lecturers. The university has a salary scheme that takes into account factors such as age, marital status, academic qualifications, and workload, according to senior management. The remuneration of lecturers is based on survey results. The areas of responsibility of supervisors are clearly defined. The Chinese study programme is the most recently established programme in the Faculty of Languages and Cultures. Currently, it has the lowest number of enrolled students in the faculty. For this number of enrolled students, the study programme has an adequate number of tenured and external teaching staff who have been recruited from respected Indonesian universities and possess solid knowledge and experience about China. According to the SER, the current permanent staff of the programme includes eight assistant professors, one of whom has a PhD and another who is currently completing their PhD thesis. The university employs two external teachers to support both the full-time and part-time lecturers who also teach in the Diploma programme offered at the faculty. The Chinese study programme has a notable advantage because support is provided by the Confucius Institute, which includes a native speaker.

From the experts' point of view, the teaching staff is qualified to achieve all intended learning outcomes on the programme level. The number of teaching staff and assigned teaching hours for the study programmes in Chinese and English appear to be sufficient and appropriate. The workload of all staff, including teaching, administration, and research, appears suitable for the successful implementation of the programmes. However, there is a significant discrepancy in the teaching staff ratio, which has a particularly severe impact on Japanese. The ratio of tenured teaching staff to students in the Japanese department is 1:22 (academic year 2021/2022 and confirmed during the site visit), which is almost double than that of the English department and more than double in comparison to the Chinese department. During the site visit, it was explained that before the year 2020 (beginning of covid pandemic), there were ten tenured positions in the Japanese study programme, but five of them have since been vacated. As a result, the Japanese department has stated that it is facing difficulties in finding teachers with at least a Master's degree. Consequently, the teaching staff in Japanese is currently overburdened due to the high teaching load and the intensive supervision, mentoring, and assessment required for all students. The university and the faculty must develop an action plan for the Japanese study programme to reduce the student-staff-ratio (**Finding 17**). The experts were informed during the site visit, that one specialist in theatre studies may fill one position in the Japanese study programme in the coming months. Given these circumstances, it is uncertain whether the staff can develop their competencies, pursue doctoral degrees, or publish, especially in the Japanese study programme. Young graduates in Japanese language education in Japan could be competent to teach courses at a lower remuneration than permanent lecturers. This could reduce the workload of the teaching staff and provide young graduates with the opportunity to gain experience.

It is also important to consider the age structure of the teaching staff to prevent a situation where several members retire before replacements are found. To increase opportunities for students to interact with native speakers, it may be worth considering the engagement of part-time lecturers from Japan, if university regulations permit (**Finding 18**). These lecturers could teach one or two online courses per week (SKS). The same applies to the English study programme for which the experts noted an absence of native speakers of English. The panel therefore recommends hiring native speakers, inviting volunteers, and organising (especially online) events featuring international guest speakers in order to provide more native speaking input (**Finding 18**). For the Chinese study programme, exposing students to more cultural topics, e.g., by inviting guest lecturers or practitioners, would also be beneficial (cf. **Finding 11 + Finding 18**).

UKM is also encouraged to enable more teaching staff mobility so that university teachers practice their English in English-speaking countries. The expert panel is aware that contact to English speaking countries may be difficult to establish, however, an improvement of contacts with businesses outside the school sector and the

introduction of courses fostering English for professional purposes would be welcome. Structured opportunities for staff mobility should be established and improved in order for teaching staff to have more contact with native speakers of English (**Finding 19**).

Overall, it can be confirmed that transparent recruitment procedures are in place for teaching staff. At present, the faculty does not have a full professor, but two associate professors are awaiting appointment to the position. In Indonesia, professorship is appointed by the government. During the site visit, the panel of experts learned that the addition of two more professors would allow for the creation of Master's programmes, which would be parallel to the undergraduate programmes. From the experts' point of view, this is a good strategy to pursue for the future development of the faculty.

Because none of the study programmes offered at the Faculty of Languages and Cultures has a full professor, UKM is strongly advised to hire staff holding a PhD in linguistics or literature/cultural studies in the respective discipline and to foster further academic qualification for current staff members in order to strengthen the academic quality of the staff. From the experts' view, it is deemed necessary for UKM to come up with a long-term staff development concept to improve the academic qualification of staff. The concept must display efforts and measures to give more staff members the opportunity to further qualify academically by obtaining doctoral degrees and do research on the post-doctoral level (**Finding 20a**) and hire staff that hold doctoral degrees (**Finding 20b**). The panel of experts has learnt that there are only limited opportunities for staff to go on (unpaid) sabbaticals. From the experts' point of view, sabbaticals would be a good addition to improve the opportunities for staff to further qualify academically.

The university supports lecturers in their pursuit of becoming a professor through a tenure track system. While UKM does not have a sabbatical system, it does provide opportunities for lecturers to conduct research outside of the university. Lecturers who wish to conduct research outside of the university may apply for a PhD programme, for which the university provides basic salary and tuition fee support. Alternatively, lecturers may apply for a temporary position at a research institution without receiving a salary.

It is clear that the staff's digital competencies are strategically employed in courses, with an office available to support lecturers in the use of digital tools.

To ensure academic quality, all teaching staff are required to have at least one publication per year. National publications must be in nationally accredited journals, while international publications are incentivized. The university covers publication fees and provides research resources. However, the university should provide greater support for discipline-related and research aspects.

Conclusion

The criterion is partially fulfilled.

6. Learning resources and student support

Bachelor'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

Funding for the study programmes under review is mainly gained through tuition fees. For a private university, Maranatha Christian University (UKM) considers its tuition fee to be at the intermediate level when compared nationally. Additional funding is gained through external sources. As stated in the SER, the faculties and study programmes in UKM must plan annual development programmes consisting of activities to be carried out in the following year. For the Faculty of Languages and Cultures, the programmes can be divided into five main areas: human resource development (such as research, community service, and publications); student development (such as soft-skills development, competitions, and theatre productions); academic improvements (such as curriculum review and journal subscriptions), facilities (such as maintenance of the facilities, revitalization of rooms, and new teaching-learning equipment) and brand building. According to the SER, different forms of scholarships and student loans are available for students.

Students have access to the university's central library, including journal databases and e-books. Students also have access to other regional libraries in the Indonesia Collegiate Library Forum. The faculty is stated to be in contact with the university library to ensure that all relevant material is available. Based on the SER provided, the number of library collections of the Faculty of Languages and Cultures includes 15,079 printed books, 2,859 eBooks, 21 national e-Journals, 800 international e-Journals, and 2,716 theses collections.

According to information in the self-evaluation report, UKM has a plan for the development of its facilities and infrastructure, ensuring compliance with health and safety standards. The university states that facilities are coordinated at the university level, including classrooms in the Grha Widya Mararanatha (GWM) building, library, computer laboratory, canteen, sports centre (gym, badminton, basketball, and futsal courts, and various indoor sports), places of worship, toilets, and hospitals. The university also provides several facilities for groups with disabilities, such as lift ramps at many entrances to lecture locations.

The SER states that lectures for students of the Bachelor's programmes in English, Japanese, and Chinese mainly use the classrooms located in GWM. Classrooms are equipped with technology that supports education such as PCs, projector and internet access. The GWM building has 13 hybrid classrooms to implement hybrid learning. Based on the SER provided, the students of the Bachelor's Programmes in English, Japanese and Chinese can also use language and culture laboratory facilities to achieve the learning outcomes. The Faculty of Languages and Cultures has four language laboratory facilities that comply with international test standards, a mini theatre room, calligraphy room, media room, cultural discussion room, Chinese Corner room, Japanese Corner room, and culinary lab room.

UKM states to offer orientations for new students that include a broad overview of the services offered, including information on the study programme, courses, study culture, academic system, and the academic handbook. The university states to offer support for the students' wellbeing such as academic and non-academic advising, financial advising, and career counselling. Students are assigned a mentor at the beginning of their studies, as well as an academic counsellor with whom the students should meet four times per semester. At the level of the faculty there are also personal tutors supporting students in choosing specific courses or giving advice related to study difficulties.

The Faculty of Languages and Cultures states to support the mobility of students by exchange programmes, especially for the Bachelor's programmes in English and Japanese. The exchange programmes are carried out through university-to-university partnerships in the Asian region. In the framework of the national MBKM scheme students can complete up to 20 credits outside of their own study programme, e.g., internships, student exchanges etc. The university states that it supports students through direct partnerships with universities in Indonesia and abroad as well as with partner companies; this is facilitated by the university's Directorate of Partnerships. Recognition of the activities is based on a course conversion process following ministry

regulations. Similar procedures are in place regarding the transfer, conversion and validation of grades and courses when students transfer from another higher education institution.

As stated in the SER, the faculty and study programmes provide services for foreign inbound students in collaboration with the university's International Office. Likewise, the university's International Office supports outgoing students. For the study programmes under review, the international exchange is stated to be of high importance which is why the International Office and Language centres offer opportunities for students to be involved as volunteers for international activities.

Experts' evaluation

The learning resources are mostly provided by the lecturers (such as course descriptions and information about primary and secondary literature, for example). In consultation with the faculty, the academic staff is responsible for the course contents and staff members consult one another when the information requires updating. Lecturers also bear in mind and follow current trends in the curriculum and learning resources, e.g., they include film studies. This has been a successful practice for the past 15 years. However, as stated above, the panel of experts wishes to point out that the literature used in the English study programme should be updated (cf. **Finding 5**). Likewise, it should be ensured that the learning resources and exams provided to students in the English study programme are proof-read (cf. **Finding 12**). This constant benchmarking is supported by the management of UKM, who are in contact with stakeholders to get feedback and additional up-to-date information from, among others, alumni and internship students who report to the university on current developments in the labour market.

The Faculty of Language and Culture uses several large classrooms with relevant technology for building language skills. These are excellent resources. Furthermore, some of the classrooms in the faculty are equipped with wide-angle web cameras and high-quality audio as well as video facilities and can be used for hybrid teaching.

The university uses a learning platform called MORNING, an acronym for Maranatha Online Learning. This Moodle-based system provides information about the courses, literature, interactive exercises, and a tool for uploading students' papers for the lecturers to mark.

The lecturers provide interactive learning material using the integrated H5P technology. It is utilised for repetition, deepening insights gained in class and the expertise in relevant skills. These possibilities include a wide range of formats, such as gap-fill exercises, drag-and-drop information, essay writing with instant feedback from instructors, the use of flashcards and completing questionnaires for feedback, single and multiple-choice formats, true-and-false exercises, sorting paragraphs, and more.

As digital resources beyond the MORNING digital platform, various options are in use, such as "x reading", a digital library. In addition, quizzes and audio material complement the learning from books. Furthermore, puzzles and quiz tools (such as the online quizzes of "Kahoot") and video training are used in teaching, for instance, in cooking classes.

The experts welcome and take note that the university also offers several Massive Open Online Courses (MOOCs) open to the public.

UKM takes part in the "Asian International Mobility for Students Programme" to support collaboration in higher education among countries in Asia. The university also maintains an Exchange Students Community Service. Exchange students volunteer to teach at local schools to transmit elements of their native cultures. Accordingly, international students have access to UKM's student support structure as well. The International Office also organises a buddy system, which enables inhouse students to assist international students during their stay in Indonesia.

UKM offers their students a robust arrangement of support services. At the start of their studies, students are invited to take part in a student orientation event that not only helps them familiarize themselves with the university's surrounding, but also with its systems, the study culture, and the documents relevant to their programme. The university also offers support for the student's personal wellbeing in form of non-academic advising, financial advising, scholarships, and career counselling. As for the scholarships available to students, the experts learned during the site visit that 711 students are currently supported with scholarships. This financial assistance ranges from partial to full grants. The conditions for such awards are bound to the student's (a) high academic achievements, (b) poor financial conditions, (c) athletic achievements, and (d) the availability of scholarships from industry. Moreover, the university is equipped to support students in cases of sexual harassment, bullying, and mental health struggles.

UKM also offer accommodation and facilities for students with special needs. For example, the university gave an example that one of the recent graduates who is deaf was able to have a sign language interpreter by her side during her classes. UKM also offers screen reading to support students with special needs. When appropriate, artificial intelligence is used to supplement translation classes and compensate for possible weaknesses in language and writing skills.

Student organisations are established at the university and all three programmes under review have their own student-run organisation. There are also student representatives in the many boards of the university, which enables them to discuss issues targeting the student body. As mentioned in the meetings during the site visit, students are also invited to fill out surveys and their feedback is taken in consideration, e.g., in the construction of the curriculum. A student congress is held annually at faculty and study programme level with participants coming from all faculties and departments.

In the discussion rounds, it was further made clear that the advisors are the true backbone of UKM's student support. Each student is also assigned to an academic advisor, who takes on a pivotal role in the student's time at the UKM, as they serve not only as monitors of academic progress, but also as immediate contacts in case of problems. The help offered by the teaching staff exceeds their obligation. Not only do they help students in case of academic needs, but they also proactively inform students on opportunities to take part in student exchange, internship and job offerings, and organise extra courses for students in need.

The experts also take note that the university offers a range of extracurricular information and activities for students, including activities such as diving, martial arts, and photography. This variety of activities may attract external students. There are several competitions for students of UKM, mainly in specific academic fields and in sports. During the site visit, the experts learned that the Indonesian government strongly encourages all universities to identify talented athletes. Details about the competitions are also highlighted on the university's website.

Conclusion

The criterion is fulfilled.

7. Public Information

Bachelor'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

Maranatha Christian University (UKM) provides information on its study programmes to the wider public on its website as well as to its students internally on the learning platform. Information is also provided using various social media channels. Public information includes details on the programmes, the curricula, the learning outcomes and graduate profile, the admission requirement as well as the selection procedures. Each programme has its own General Catalogue for each academic year – it also includes information on the academic regulations, staff, financial aid and scholarships. Additionally, the university states that it provides information (and gathers feedback) from the public and the labour market through a Forum Group Discussion as well as Campus Visit/open doors events.

Each of the three study programmes also uses social media platforms and messenger services to keep the students and alumni updated.

Experts' evaluation

The UKM website displays all vital information about this academic institute in a clear and appealing format. The most relevant information is given in both Indonesian and English. The website is maintained by the IT Department which acts upon request of the study programmes' input. This process seems to work well because the experts remarked that an update of missing information is necessary on the website in one of the discussion rounds and these changes were implemented right away.

Overall, the website offers important information about student enrolment, study requirements, entry tests, financial support, study programmes, student activities, academic partners of the university, and stakeholders. Furthermore, a virtual 360-degree campus tour gives website visitors a beautiful first impression of the university. The website also provides an overview of extracurricular activities.

Furthermore, the website provides transparent information about the intended learning outcomes (language skills, linguistic and cultural knowledge, as well as behavioural developments), along with the skills students will obtain throughout their studies (language skills, along with skills “in secretarial, tourism, business, and others, which can support their career”), and the specific qualifications they can expect to be awarded. All this is essential information. The experts recommend developing these important website components further and make them even more prominent, as they are of high interest to both stakeholders and the general public. Likewise, the selection and assessment procedures for prospective new students are managed via an “Admission of new students” database. All specifically required tests for admission should be indicated more clearly. Important components, such as required tests for admission and relevant details on the study programmes, should be provided more prominently on the website as they are of high interest to both stakeholders and the public (**Finding 21**).

The website data on the study programmes provide detailed information about current and future academic activities as well as career opportunities. There are also essential details on curricula and course descriptions available.

The online learning platform MORNING, which is accessible through a username and password, deserves special mention. From the experts' point of view, it would benefit future students and visitors if UKM could provide a sample course here. This would significantly help gain an initial, first-hand impression of the learning platform.

An up-to-date PDF brochure “Comprehensive Guide for Admissions” can be downloaded from the university's website. This document lists all relevant information and steps for admission, including the credit points, which are made accessible for all courses in all terms.

The university website also links to the university's digital magazine, "M! Majalah Inspirasi Maranatha". Topics in this magazine range from student life to career opportunities. From the experts' view, this magazine is very appealing and informative. Furthermore, Maranatha University uses an Instagram site and Facebook to provide information about Bachelor's programmes.

Besides information for students, the university website also provides relevant data for stakeholders. This includes the UKM's partaking in an initiative to support local educational institutions, including nursery schools and elementary schools. One of these community service initiatives involves UKM sending fifth-year students to aid local communal facilities. These facilities use the local media to report about this assistance, which has a significant marketing impact.

The website alone lists over 60 partner companies. This provides an excellent pool of information for current and future stakeholders who wish to associate with the university.

The alumni website invites university graduates to network. Here again, it may be a good idea to substantiate this information by including alumni voices to illustrate the respective activities. Notably, this website also displays current job vacancies.

Conclusion

The criterion is fulfilled.

V. Recommendation of the panel of experts

The panel of experts recommends accrediting the **Bachelor's programme in English**, the **Bachelor's programme in Japanese**, and the **Bachelor's programme in Chinese** offered by **Maranatha Christian University** in Bandung, Indonesia with conditions.

Commendation:

The panel of experts wishes to point out that Maranatha Christian University provides a well-equipped learning platform to its students. Overall, UKM provides all relevant fundamental skills for its students to be suitably equipped for the labour market. Furthermore, the experts took note of a well-established quality assurance system at the university in which feedback from students, alumni and the labour market is taken into account. The experts have the impression that teaching staff and students have a good and close relationship that offers a good atmosphere for students to study successfully at the university.

Findings:

1. For the study programme English, it should be ensured that students can reach English language proficiency according to level B2 (Common European Framework of Reference for Languages/CEFR) upon graduation.
2. The English study programme should revise the curriculum in the following regards:
 - a. change the sequence of courses on pronunciation, phonetics, phonology, morphology, and morpho-syntax as indicated in the report,
 - b. implement an introduction to literary studies/criticism.
3. For the English study programme and the Japanese study programme, a course on the topic of "second/foreign language acquisition" should be included in order to further improve the students' qualification to work as a teacher in schools.
4. For the English study programme, the intended learning outcomes (ILOs) should be revised in wording to focus more on the overarching development of critical understanding.
5. The research and literature used in the courses should be continuously updated and replaced by more recent textbooks.
6. The Japanese study programme should raise the students' Japanese language competency at graduation to level JLPT N2.
7. For the Japanese study programme, the curriculum should strengthen the field of Japanese culture in the future.
8. The Japanese study programme should introduce a wider choice of elective seminars for students aspiring to further academic degrees and an academic career.
9. Opportunities for international exchange of students should be increased in the study programmes, including study abroad or internships, financial support for outgoing students, and more partner universities in countries that have the programme's language as an official language.
10. In order to define the cultural aspect of Chinese language more clearly, the Chinese study programme should establish a canon with a focus on essential basic knowledge.
11. The Chinese study programme should integrate opportunities for students to deepen their understanding of Chinese culture in order to be better prepared for the labour market.
12. For the English study programme, the teaching staff should make sure that instructions stated in assignments are both transparent and grammatically correctly formulated in English.

13. The principle of “fluency before accuracy” should be given more weight as a teaching method which would be in line with communicative, cooperative, and collaborative teaching methods already in use in the study programmes.
14. The English study programme should implement more task-based language teaching and collaborative and cooperative learning methods in the curriculum. The teaching methods discussed in class should be updated to reflect the international significance of Task-Based Learning and Teaching.
15. The Japanese and English study programmes should offer opportunities for students to graduate with an official language proficiency test.
16. The university should provide information about the Indonesian credit system and how it can be compared and applied to credits of foreign students in other nations transparently.
17. The university and faculty must develop an action plan for the Japanese study programme to reduce the student-staff-ratio.
18. To promote internationalization, the three study programmes should invite more international guest lecturers, part-time lecturers, or practitioners to give lectures.
19. Especially for the English study programme, structured opportunities for staff mobility should be established and improved in order for teaching staff to have more contact with native speakers.
20. To ensure long-term quality of the teaching staff, the university must develop a staff development concept to improve the academic qualification of its teaching staff. The concept must display efforts and measures to
 - a. give more staff members the opportunity to further qualify academically by obtaining doctoral degrees and do research on the post-doctoral level,
 - b. hire staff that hold doctoral degrees or higher qualifications.
21. Important components, such as required tests for admission and relevant details on the study programmes, should be provided more prominently on the website as they are of high interest to both stakeholders and the general public.