



AGENTUR FÜR
QUALITÄTSSICHERUNG DURCH
AKKREDITIERUNG VON
STUDIENGÄNGEN E.V.

FINAL REPORT

UNIVERSITAS PENDIDIKAN GANESHA, INDONESIA

JAPANESE LANGUAGE EDUCATION (BACHELOR)

June 2025

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Content

Decision of the Accreditation Commission of AQAS	3
1. Preamble	6
2. Accreditation procedure.....	6
1. Criteria.....	6
2. Approach and methodology	6
3. General information on the university	8
4. Assessment of the study programme.....	8
1. Quality of the curriculum	8
2. Procedures for quality assurance	12
3. Learning, teaching and assessment of students	13
4. Student admission, progression, recognition and certification.....	15
5. Teaching staff.....	16
6. Learning resources and student support	19
7. Information	21

**DECISION OF THE AQAS STANDING COMMISSION
ON THE STUDY PROGRAMME
▪ “JAPANESE LANGUAGE EDUCATION” (BACHELOR)
OFFERED BY UNIVERSITAS PENDIDIKAN GANESHA, BALI, INDONESIA**

Based on the report of the expert panel and the discussions of the AQAS Standing Commission in its 25th meeting on 19 May 2025, the AQAS Standing Commission decides:

1. The study programme “Japanese Language Education” (Bachelor) offered by **Universitas Pendidikan Ganesha, Indonesia** is accredited according to the AQAS Criteria for Programme Accreditation (Bachelor/Master).

The accreditation is conditional.

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

2. The conditions have to be fulfilled. The fulfilment of the conditions has to be documented and reported to AQAS no later than **30 June 2026**. 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 2031**, provided that the conditions listed above are fully met. Otherwise, the accreditation may be withdrawn.

Conditions:

1. The new study plan of 2024, including the course contents, must be provided and published on the home-page.
2. Teaching staff already hired in this study programme must improve their language proficiency, preferably by an internationally recognized test.

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

1. UNDIKSHA should give evidence that the goals in the curriculum relating to language proficiency are attainable (e.g. by results of the graduates).
2. The faculty should put ongoing emphasis on the internationalisation of and mobility, and for students as well as teaching staff alike.
3. It is suggested that appropriate rubrics for all forms of learning methods, theories and forms of learning organisations (essays, articles, reports, oral presentations, panel discussions, etc.), including those for attitudinal behaviour are presented.
3. The university should continue to try hiring native or near-native staff to ensure a higher language level.

4. The role students play in quality assessment should be made clear by an action plan.

Furthermore, the Standing Commission highly recommends to better equip the library with a satisfactory number of textbooks, scientific works, accredited national and international journals, proceedings, and e-journals continuously.

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

EXPERTS' REPORT

ON THE STUDY PROGRAMME

- **“JAPANESE LANGUAGE EDUCATION” (BACHELOR),
OFFERED BY UNIVERSITAS PENDIDIKAN GANESHA, BALI, INDONESIA**

Visit to the university: 5-9 September 2022

expert:

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1. Preamble

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

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

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

2. Accreditation procedure

This report results from the external review of the Bachelor programme “Japanese Language Education” offered by Universitas Pendidikan Ganesha (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) and the AQAS Criteria for Doctoral Programme Accreditation (PhD). The criteria are based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) 2015. To facilitate the review each criterion features a set of indicators that can be used to demonstrate the fulfilment of the criteria. However, if single indicators are not fulfilled this does not automatically mean that a criterion is not met. The indicators need to be discussed in the context of each programme since not all indicators necessarily can be applied to every programme.

2. Approach and methodology

Initialisation

The university mandated AQAS to perform the accreditation procedure in April 2021. The university produced a Self-Evaluation Report (SER). In February 2022, the institution handed in a draft of the SER together with the relevant documentation on the programmes and an appendix. The appendix included e.g.:

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

AQAS checked the SER regarding completeness, comprehensibility, and transparency. The accreditation procedure was officially initialised by a decision of the AQAS Standing Commission on 21 February 2022. The final version of the SER was handed in June 2022.

Nomination of the expert panel

The composition of the panel of experts follows the stakeholder principle. Consequently, representatives from the respective disciplines, the labour market, and students are involved. Furthermore, AQAS follows the principles for the selection of experts defined by the European Consortium for Accreditation (ECA). The Standing Commission nominated the expert panel in June 2022. AQAS informed the university about the members of the expert panel and the university did not raise any concerns against the composition of the panel.

Preparation of the site visit

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

Site visit

After a review of the SER, a virtual site visit to the university took place on 5-9 September 2022. The experts interviewed different stakeholders, e.g. the management of the higher education institution, the programme management, teaching staff, as well as students and graduates, in separate discussion rounds and consulted additional documentation as well as student work. The visit concluded by the presentation of the preliminary findings of the group of experts to the university's representatives.

Reporting

After the site visit had taken place, the expert group drafted a 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.

Postponement of decision

The report, together with the comments of the department, formed the basis for the AQAS Standing Commission to take a decision regarding the accreditation of the programme. Based on these two documents, the AQAS Standing Commission took its decision on the accreditation on 27 February 2023. AQAS forwarded the decision to the university. The university had the right to appeal against the decision or any of the imposed findings.

The AQAS Commission decided to give the programme additional 18 months for the further enhancement of the quality of the programmes. The deadline for the submission of the revised documents was 30 September 2024.

Reconsideration

The university submitted further evidence in September 2024, and thus, in the given timeframe, for the reconsideration process. The documents were forwarded to a relevant key stakeholder in the experts' panel. The expert drafted this follow-up report on the consideration, assessing the fulfilment of the AQAS Criteria. The report includes a short description of the situation when the programmes "Japanese Language Education" (Bachelor), "Balinese Language Education" (Bachelor), "Language Education" (Master) and "Language Education" (PhD) were assessed firstly, the evaluation by the expert panel which formed the basis for decision taking in 2023, the assessment of the situation on the basis of the additional documents provided in 2024 and a recommendation to the AQAS Commission.

This reconsideration focusses only on the study programme "Japanese Language Education" (Bachelor). The assessment from 2023 is given here for the sake of completeness. Readers should know that the assessment in 2023 sometimes refers to all study programmes to be accredited and sometimes only to one programme.

Decision

The report forms the basis for the AQAS Standing Commission to take a decision regarding the accreditation of the study programmes. The AQAS Standing Commission took its decision on the accreditation on 19 May 2025. AQAS forwarded the decision to the university. The university had the right to appeal against the decision or any of the imposed conditions.

3. General information on the university

Universitas Pendidikan Ganesha (UNDIKSHA) is a state university located in Singaraja in the Bali province in Indonesia. The university is structured along 7 faculties and a Postgraduate Programme: Faculty of Education, Faculty of Law and Social Sciences, Faculty of Languages and Arts, Faculty of Mathematics and Natural Sciences, Engineering and Vocational Faculty, Faculty of Sport and Health, as well as Faculty of Economics. In total, the university offers 67 programmes to a student number of 12,750.

UNDIKSHA developed from a teacher training institute to its current state as an independent state university, which was granted this status in 2006. Its vision is defined in a Strategic Plan 2020-2024 and it follows a *Tri Hita Karana* philosophy, which subsumes learning and teaching, research and community service. UNDIKSHA strives to become a leading university in Asia by 2045.

The Japanese Language Education study programme to be accredited is part of the Faculty of Language and Arts (FBS). The faculty has 1,923 students and offers in total 7 study programmes in 3 departments, e.g., an undergraduate programme in English Language Education and an undergraduate programme in Fine Arts Education. The Japanese Language Education programme belongs to the Foreign Language Department of the Faculty. The faculty is headed by a dean.

There is a separate Institution of Research and Community Service on university level whose goal it is to coordinate research activities, as well as the Institution of Learning Development and Quality Assurance.

4. Assessment of the study programme

1. Quality of the curriculum

Bachelor/Master degree

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

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

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

[ESG 1.2]

Description

General

The description of the programme learning outcomes at UNDIKSHA is structured into four categories: attitudes, knowledge, general skills and specific skills. Programme learning outcomes are said to refer to national standards and the Indonesian Qualifications Framework on the respective corresponding level.

The programme uses the Indonesian credit system to assign workload. It is said in the self-evaluation report (SER) that according to national regulation 1 credit hour (SKS) in the learning process consists of 50 minutes of learning process activities per week per semester, 60 minutes of structured assignment activities and 60 minutes of independent activities per week per semester. One SKS is equivalent to 39.6 hours of study per semester.

According to the SER, the Japanese Language Education programme corresponds to level 6 of the Indonesian National Qualifications Framework, which is said to be characterized by the ability of graduates to apply their fields of expertise to deal with problems, master theoretical concepts of knowledge and formulate procedural problem solving and be able to solve problems based on analysis of information and data.

The programme established different job opportunities for its graduates, as stated in the SER. The primary profession is to become an educator (public and private secondary schools), as well as a tutor, trainer and consultant. Other professions may be a tutor in foreign language schools in hotels in Bali, as it is the only Japanese Language Education Programme on Bali Island. Based on these graduate profiles, eleven programme learning outcomes have been defined. While the category of attitude mostly draws upon the role of the students and their responsibility in society, the category of mastery of knowledge refers to specific expertise the students must have gained related to their studies. This includes for example mastering theoretical and pedagogical concepts, as well as mastering the theoretical concepts of Japanese, Japanese Learning and Japanese culture and society. The category of general skills contains learning outcomes that are generally gained in this line of study such as being able to integrate learning and innovation skills, technological and information mastery, career development, and life skills to become lifelong learners. The category of specific skills consequently is more focused on learning outcomes that refer to this specific study programme, for example being able to design innovative Japanese language learning based on approaches and methods of learning Japanese at beginner to intermediate levels.

The SER demonstrates that the curriculum of the Japanese Language Education programme consists of 147 SKS. The courses of the curriculum are structured into five categories. General Compulsory Courses in semesters 1 and 2 include 5 general courses, such as Pancasila, Religious values and English. Educational Science Courses make up 7 courses of the total curriculum and include education related courses such as "Learners Development" and "Microteaching". Scientific Core Courses make up 32 of the curriculum's courses and therefore the largest part. Course titles are mostly in Japanese, such as "Chokai Shokyu" or "Nihon Bungaku", but also the courses "Research method", "Teaching Practicum 1 & 2", Community Service and the Thesis belong to this category. The category of supporting science and technology courses are "Statistics", "Entrepreneurship" and "Cross Study programmes". The curriculum also features field study courses which are for example an internship or "Bijinesu Nihongo" or "Tsuyaku". The SER states that the curriculum also includes elective courses related to the teaching and use of Japanese in the world of tourism and the formation of competence to become a translator at the intermediate level of Japanese.

According to the university, the renewal of the curriculum was carried out based on a study conducted by a study group. This study group examined the needs and suitability of course content with the developments and demands of society and the novelty of the dynamics of the development of science and technology. In 2020, the national MBKM Regulation ("Freedom of Learning") was implemented by including the "Cross Study programme" courses to provide students study opportunities outside their own study programme.

It is stated in the SER that the programme provides opportunities for internships, student exchanges and field collaboration in Japan. For these activities, cooperations exist with hotels in Japan as well as with the Ohkagakuen University and the Iwate University in Japan.

Expert's evaluation

a) Evaluation in 2023

As noted in the SER, a unique feature of the university is that the traditional Balinese philosophy has been incorporated into the university's mission and is consistent throughout its programmes, educational practices, and assessment, resulting in attitudinal aspects of "attitudes, knowledge, and skills" of students and graduates, which are specifically valued by outside employers. This becomes evident in the positive feedback employers gave concerning their experience with students and graduates of this study programme and that emphasised communicative skills, their efforts to work in innovative ways and attitude towards continuous learning, thus, complying with ILOs set by the study programme.

Even though the majority of the graduates of the Japanese Language Education study programme is successful in finding employment in secondary schools, and/or firms and companies, some stakeholders, such as a "Job Training Institution" expressed that they wished for a more practically oriented approach of the Japanese programme. This means graduates need more skills concerning authentic Japanese to teach students real life Japanese conversations in these Japanese Training Institutions, as well as higher Japanese language skills. This means, the intended learning outcome (ILO) of the programme in terms of the students' final attainment of the target language is expected to be higher than JLPT "N3". Furthermore, the ILO on language skills is students knowing Japanese at a "decent level". This has to be phrased in a way to allow the ILO to be quantitatively measured.

The experts understand that the faculty puts efforts into making their curriculum suitable to the societal needs in Bali, Indonesia. Although it is not clearly stated in the SER, the challenge of lack of students' Japanese language proficiency/competence at the time of graduation seems to be well understood by the instructors of the programme. That is why it was explained that they are planning to change their teaching materials/textbooks in the coming years, starting in 2023, and therefore they are in the process of preparing for it. It will be a major change of the programme if new textbooks are used, of the "Marugoto" series, published by the Japan Foundation. The "Marugoto" series is based on the Common European Framework of Reference for Languages: CEFR (Council of Europe, 2001) and the curriculum is based on "can-do" statements and an action-oriented approach, which is quite different from the current textbooks. Using these new books and methods requires a lot of preparations on the side of the teaching staff, including faculty development.

Plans involving a major curriculum reform were not mentioned at all in the SER, and during the Q&A session with the faculty during the site-visit, they said that they are in the planning stage. Since the new study plan is to be implemented by 2023, it is expected that a report should be handed in on the full scope and changes to the course content; all changes planned should be described clearly.

b) Reconsideration evaluation in 2025

This revised plan suggests that an educational system aimed at achieving JLPT Level 2 is stated. However, the true effectiveness of the new system cannot be assessed until the results of future graduates' achievement levels are presented. Therefore, to be honest, it is not possible to evaluate the system at this stage. Nevertheless, it is commendable that efforts have been made to address all recommendations in accordance with the advice of the AQAS Standing Commission.

Additional information: Japan Foundation has published the correspondence/ relationship between the JLPT levels and the CEFR levels in February 2025, as shown below. This indicates that those who pass the JLPT level 2 include both CEFR B1 and B2 levels.

This university is considering having students take the JLCT rather than the JLPT. This may be a realistic option for a university in Indonesia. It appears that the university is considering the future career plans of

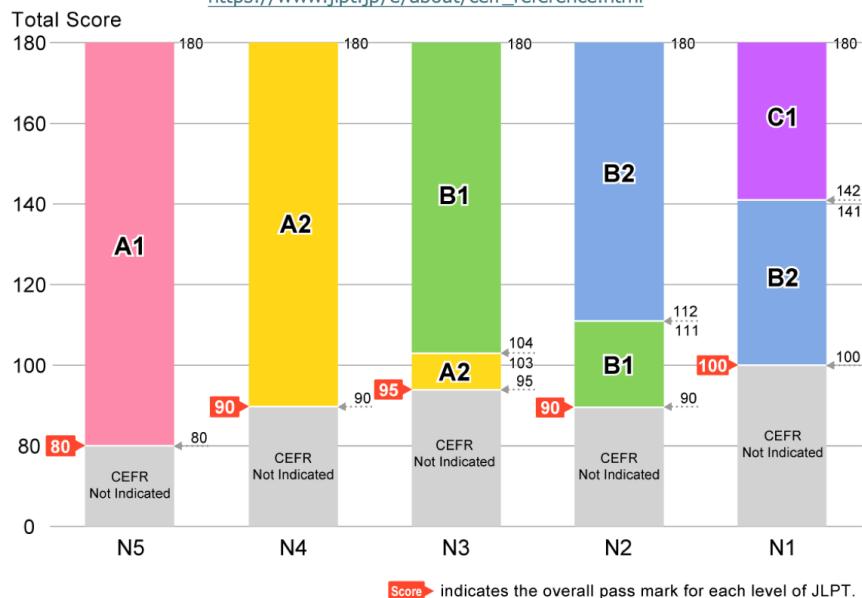
students who are learning Japanese for non-academic research purposes, but with the goal of employment in Japan.

However, there are reservations about switching to this test. As the JLPT standardizes test results, making it highly reliable and well-regarded both domestically and internationally, the JLCT is a new test, and while the test fees are lower and the number of test sessions can be taken more frequently than the JLPT, the test results are reported as raw scores only, i.e. not statistically standardized.

The Reference Indication of the Common European Framework of Reference for Languages (CEFR) Level to the Japanese-Language Proficiency Test (JLPT) Results

Please see the JLPT website for details about reference indication of the CEFR level to the JLPT.

https://www.jlpt.jp/e/about/cefr_reference.html



Score → indicates the overall pass mark for each level of JLPT.

1. Indication is only shown for those who have passed each level of the JLPT.
2. The CEFR level corresponding to the total score ("Language Knowledge (Vocabulary/Grammar)," "Reading" and "Listening") of each JLPT level is shown for reference.
3. This is a reference indication corresponding to "Linguistic" and "Reception" in the CEFR and does not include "Production (speaking and writing)" and "Interaction."

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The university makes it clear that their ILOs are based on the JF Standards, and their three key competencies: linguistic, sociolinguistic, and pragmatic competence are aligned with the JF Standards. They presented their draft of "the Assessment Instrument" which consists of self-assessment, teacher assessment and peer assessment with an example of Rubric check sheet format.

In preparation for using the new textbooks, several teachers have already participated in the Japan Foundation's 'Training Programme for Japanese Language Teachers Abroad.' This programme has been highly recommended, and its participating instructors of UNDIKSHA are expected to play an active role in implementing the new textbooks at UNDIKSHA.

As UNDIKSHA do not have the concrete results of the JLPT tests of all the graduates as of April 2025 yet, it is difficult to decide whether the goals are attainable in the curriculum. The expert commends that the university has made efforts to show the evidence of the successful results by the revision of the achievement goals, nevertheless, UNDIKSHA should give evidence that the goals in the curriculum relating to language proficiency are attainable (e.g. by results of the graduates) (**Finding 1**).

The newly developed curriculum and course contents are said to be provided as soon as they are finalized, but as of April 2025 they are not found on the website of UNDIKSHA. (**Finding 2**)

Conclusion

The criterion is partially fulfilled.

2. Procedures for quality assurance

Bachelor/Master degree

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

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

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

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

[ESG 1.1, 1.7 & 1.9]

Description

Several departments, committees and working groups are outlined by UNDIKSHA to carry out quality assurance at university, faculty and programme level. To realize a functioning quality assurance system at university level, UNDIKSHA states that a Quality Assurance Center (PJM) was formed, as well as Quality Control Units on faculty and programme level. Every year, an "Internal Quality Audit" is conducted. Some of the mechanisms of the audit described in the SER include the formation of internal auditor panels and their training as well as the examination of study programmes by field visits, concluding with a report. The documents, prepared by the Quality Control Unit, are described as including National Education, National Research, Community Service, and Non-Academic Standards.

The teaching and learning process is monitored and evaluated in the faculty by distributing questionnaires to the students in the beginning, middle and end of lectures each semester, as described by UNDIKSHA. Following the explanation, the questionnaire given at the beginning of the lesson aims to determine the readiness of the supporting documents given to students, the mid-lecture questionnaire aims to determine the learning process, and the questionnaire at the end of the lecture aims to determine the learning outcomes that have been designed. It is said that a Management Findings Meeting is set up to use the results for improvement of the coming academic year.

UNDIKSHA describes that stakeholder involvement plays an essential role in their quality assurance system and that the internal stakeholders such as lecturers, students and education staff as well as external stakeholders such as industry, university, community partners are included by obtaining their feedback annually with surveys. Tracer studies, graduate user satisfaction surveys and suggestions from alumni are to be carried out/collected by the Technical Implementation Unit for Career Development and Student Entrepreneurship. Tracer studies are published on the university's website.

Experts' evaluation

a) Evaluation in 2023

The quality assurance involves different scopes as there are tools such as course evaluations, workload assessment surveys, and surveys about the satisfaction of alumni. Furthermore, professional development in the areas of quality assurance is ensured as the assessors are trained by national certified assessors, who teach

them how to utilise QA instruments. Then, they participate in site visits and write reports about the strengths, weaknesses, and solutions of certain study programmes. As monitoring and evaluation of learning take place three times during the semester, it can be said that there is enough monitoring of the programmes.

The quality assurance procedures lead to concrete measures to enhance the quality since the strategy plans are revised after each survey to improve the study programmes. Furthermore, the curricula are revised regularly. Identified findings are addressed as the summarised results of various surveys are published by the head of the study programme and shared with stakeholders, such as the students of the programme.

Moreover, quality assurance involves external stakeholders such as labour market representatives as they are invited to review the curriculum in order to better meet the needs of society and the employers. Their feedback is also collected by having them give suggestions to the heads of the programmes about the skills they are looking for in their employees. By the means of this collaboration, it is ensured that information on the labour market requirements is collected, and it becomes clear in which sectors graduates are employed.

Based on the curriculum provided of each programme under review, desired qualifications to be achieved have been presented as intended learning outcomes (ILO) and they have also been broken down into course learning outcomes. They are updated regularly based on tracer study results and feedback from students. Modules are also updated by the lecturers utilizing the results of research and service that are carried out every year, following the trend of developing issues related to language teaching, utilizing the results of tracer studies, scientific meetings, similar scientific organization forums, and utilization of scientific publications.

Alumni are involved in the quality assurance of the programmes as they are able to share their thoughts on the study programmes in the alumni satisfaction survey. Students are also involved in the quality assurance of the programmes as they have the possibility to participate in surveys. However, it can be said that students could be more actively involved in the quality assurance procedures, e.g., by actively having them participate in panels/committees that are concerned with quality assurance.

Academic integrity is safeguarded because every lecturer informs their students about the regulations that are in place in order to prevent academic fraud. Every paper is checked before handing it in, the tolerance of plagiarism is 20%, which is explained by quotes and references in the paper.

b) Reconsideration evaluation in 2025

According to the reply document and evidence, UNDIKSHA has started students' involvement in the annual event of what the university call the "Pannel Discussion" with all the students of the department involved. The picture of the gathering in September 2024 can be seen on the Website, but the contents of the students' feedback are not provided yet (**Finding 7**).

Conclusion

The criterion is fulfilled.

3. Learning, teaching and assessment of students

Bachelor/Master degree

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

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

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

[ESG 1.3]

Description

With the goal to facilitate a smooth teaching and learning process, undergraduate students in each semester are grouped into several classes, with the number of participants limited to a maximum of 35 students per class, while for postgraduate programmes up to a maximum of 20 students per class, as stated in the SER. Each class is led by a class manager consisting of a class coordinator, secretary, and treasurer selected from the students in the class.

The paradigm said to be used in the learning process focuses on interactive, holistic, integrative, scientific, contextual, thematic, practical, collaborative, and student-centred characteristics and shall also contribute to the paradigm of lifelong learning. Learning methods used in the faculty and the Postgraduate School as mentioned in the documents of the university are: inquiry learning, project-based learning, problem-based learning, and collaborative learning. These methods are said to be combined with the technique of giving explanations, exposition, question, and answer, discussion, etc. The emphasis of the learning method should be on students as active participants who are responsible for their learning process. The learning process for each course is to be planned and structured in the form of a semester lesson plan. Specifically in the Master's and doctoral programmes, methods such as library/online research, report writing, and critical review are also said to be used.

To support the learning process, the students shall be engaged in research, possibly under an umbrella research concept. It is also described that students are actively engaged in social services programmes.

Assessment of students is said to be based on attitudes and participation, assignments, mid-semester exams, and end-semester exams. Information related to the assessment is supposed to be carried out transparently and informed during public lectures and at the beginning of each course. Rules related to this assessment are formulated by the university and contained in educational rules documents, such as in the guidelines. A combination of assessment techniques such as participation, performance, assignments, written tests and oral tests are described in the SER.

Through an Academic Information System (SIAK), lecturers deliver instructional documents consisting of semester lesson plans, student task design, course contracts, and student grades, and can also see feedback from students related to the learning that has been done.

Experts' evaluation

a) Evaluation in 2023

The positive aspects that are to follow in this chapter do not yet qualify for the Japanese Language Education bachelor programme. The experts support its changing structure, e.g. through using a new study book, but can, therefore, not come to a final positive judgement on the study programme's teaching methods.

It is confirmed that the learning and teaching methods support the establishment of a student-centred learning environment in all of the programmes. Inquiry, discussion, project-based and problem-based learning, and other active learning principles have been dominant in the learning activities developed by the programmes. This is evident in the relevant documents and interviews. It is also clear that the methods are in good alignment with the PLOs.

The transfer of knowledge to situations outside the university context is ensured by internships and micro-teaching seminars, which involve an interlacing of theoretical and practical aspects of the students' studies.

Assessment regulations and procedures are presented in relevant documents, including the lesson plans, and are accessible to students. Examination requirements are transparent and made available to students, including grading scales, since the students are informed about the assessment at the beginning of each course. The majority of the assessment methods reflect the learning outcomes in the individual courses/modules.

However, even though single rubrics were claimed to have been attached, no single rubrics is presented. Therefore, it is hard to see the objectivity of the assessment. Hence, it is suggested that appropriate rubrics for all forms of learning methods, theories and forms of learning organisations (essays, articles, reports, oral presentations, panel discussions, etc.), including those for attitudinal behaviours is to be presented.

A procedure for student appeals is in place. As students have various means of submitting a complaint – for instance, they can submit it directly to the study programme coordinator or they can send it via email or contact them via a phone call – it can be said that the procedure is accessible and appropriate.

b) Reconsideration evaluation in 2025

According to “Annex 10.2 Academic Guideline” (2020), which was provided as evidence, UNDIKSHA refer to the “rubric” (on pages 55, 57, 74) in the Chapters VI (Learning Process) and VII (Assessment of Learning Results), but they are only a part of the expected response. The university has not improved its use of rubrics according to the AQAS’ findings, but have provided only the document which was published in 2020, but no concrete formats or contents after 2023 (**Finding 3**).

Conclusion

The criterion is fulfilled.

4. Student admission, progression, recognition and certification

Bachelor/Master degree

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

[ESG 1.4]

Description

Admission to the Bachelor’s programmes can be granted through three pathways, namely the recruitment of prospective new students through State University National Entrance Exam, via Joint Entrance Selection of State Universities and an Independent Entrance Selection of New Students. Except for the last pathway, the entrance selection is organized on national level.

According to the SER, recognition of prior learning is taken into account in the admission process. In addition, relevant courses with the same or more credits from programmes of other universities can be recognized with the approval of the study programme coordinator and the dean.

Student progress is monitored by an academic supervisor, who is also tasked with providing academic guidance to students. Data on students’ progress can be accessed by the responsible persons for the study programme such as the head of department or dean, and the respective data are said to give information on the number of active students and student profiles, students who have the potential to drop out, scholarship recipients, student achievements, the average GPA of graduates, the average study period, and the number of lecturers.

Graduates of the Bachelor’s and Master’s programmes receive a certificate, an academic transcript and a Diploma Supplement at the end of their studies. Doctoral graduates receive a Diploma document and a transcript of grades.

Experts' evaluation

a) Evaluation in 2023

The student admission for the Bachelor's programmes is carried out openly and transparently in the three pathways as described above which are based on the government's regulation so that UNDIKSHA does not have specific requirements for the Bachelor students' admission.

For the Japanese Language Education study programme, it is recommended that having prior Japanese language skills should be added as an admission requirement for entering the programme to improve the level of language skills at the end of the programme.

The university gathers data on the admission procedures of past cohorts in an online system. To support this, the Ministry of Education of the Republic of Indonesia already prepares a software for that purpose.

The university has transparent regulations regarding the transfer of credits from other higher education institutions.

The undergraduate programmes accept transfers from other study programmes at UNDIKSHA or other universities outside UNDIKSHA by taking into account the administrative requirements specified at UNDIKSHA and special needs determined by the intended study programme. The relevant courses from the prior programme can be admitted to the new programme with the approval of the study programme coordinator and the dean. The university (referring to government regulations of MBKM) also has regulations regarding the mobility of students to other higher education institutions in Indonesia and abroad.

The university has signed MoUs with some universities, institutions, and companies abroad to facilitate the mobility of students. However, currently only Bachelor's students of the Japanese Language Education study programme are involved in international activities, such as the mobility of students for doing internships at hotels in Japan.

The graduates receive adequate certificates on their successful completion which include an academic transcript and a diploma supplement as well.

b) Reconsideration evaluation in 2025

Even though their admission requirement does not include prior Japanese language skills, as many as 75 % of the current students have such prior skills. In addition, the course "Intensive Japanese Language Course: Japanese Language Learning Strategies for Beginners" has been officially provided for those who have no previous knowledge of the language, which helps the students learn it better, according to the students' evaluation. This suffices the purpose of the recommendation.

Both faculty members and students have made efforts to interact with Japanese higher educational institutions (universities). However, due to the impact of COVID-19, sufficient results have not been achieved at this time. It will be necessary to monitor future developments (**Finding 4**).

Conclusion

The criterion is fulfilled.

5. Teaching staff

Bachelor/Master degree

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

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

Transparent procedures are in place for the recruitment and development of staff.
 [ESG 1.5]

Description

Staff at UNDIKSHA is employed as civil servants or as contract lecturers. The implementation of recruitment and selection is carried out at university level concerning the two positions, via the recruitment of civil servant lecturers (following national regulations) and the institute's local recruitment system for contract lecturers. According to information in the SER, the lecturer recruitment planning is initiated by an analysis of the needs of each study programme. It is described that the study programme coordinator together with the Head of the Department conducts an analysis of the adequacy of lecturer resources by calculating the ratio of the number of lecturers: the number of students and an analysis of the average teaching load per semester (full-time teaching equivalent).

It is stated that new lecturers will be given 90 hours of training, providing training to young lecturers related to the learning and teaching process. There is also a continuation of this training programme targeting senior lecturers. Lecturers are given the opportunities to gain a doctoral degree.

The lecturers of the study programme have three primary duties (teaching, research, and community service) or Tri Dharma Perguruan Tinggi (Three Pillars of Higher Education). It is stated in the SER that many lecturers pursue off-campus activities e.g., memberships in linguistic associations, acting as translators or other activities. There are special funds for journal publications and lecturers who participate or present their articles in seminars or conference forums.

For the Japanese Language Education programme 10 lecturers are listed in the SER. Also, there are 6 lecturers from other study programmes at UNDIKSHA that teach in the Japanese Language Education programme, e.g., in the area of Linguistics.

Experts' evaluation

a) Evaluation in 2023

The number of faculty members is adequate for the number of undergraduate students in the programmes under review.

However, for the Japanese Language Education programme it is necessary to hire a native or near-native instructor in the Japanese Language Education programme to ensure that a higher language level can be achieved. Already hired teaching staff in this study programme must improve their language proficiency as well as the quality and quantity of their produced research publications for the same reasons. There is only one JLPT N1 certified teaching staff member among them. In addition to it, there is no Japanese native teacher or even a guest lecturer. Involving native or near native Japanese speaker in the faculty would surely help improve the accuracy of the written documents in Japanese, such as teaching materials, exams, and research papers, which are currently not free from mistakes.

The department used to have a "volunteer Japanese lecturer" in the JLE but not currently, as explained during the online visit. It was said that there are plans to recruit a Japanese guest lecturer, but the details were not shown. Although there were some Japanese guest speakers at some international conferences, they could not be involved in teaching regular Japanese language courses, according to the additional list of guest lecturers. Therefore, the experts find it necessary that UNDIKSHA should provide evidence of its efforts to recruit Japanese visiting/guest lecturers to supplement the teaching staff and also thereby continuously raise the language level.

Each of the faculty members employed has received higher education, primarily in the country, and holds at least a Master's degree; those with a Ph.D. are still few. The university seems to want tenured faculty members to also earn a Ph.D. This development is highly welcomed by the experts, who recommend continuing this process.

The lecturers should be working more frequently at universities abroad, as a guest lecturer or as a guest researcher, for example, to broaden their view and to allow them to gain international experience which often also helps to motivate students to study abroad. Until now, the lecturers seem to be concentrating on academic activities only within Indonesia, and it would be appropriate to continuously increase the mobility both of teaching staff and of students.

In order to be actively involved in the respective international academic field, one of the prerequisites is the teaching staff's English competence. As far as the experts experienced during the online visit, the impression was given that the overall English language skills of teachers as well as students should be significantly improved.

b) Reconsideration evaluation in 2025

Evidence from documents shows that native speakers returned to Japan due to COVID-19 or found employment at other universities just before signing contracts with UNDIKSHA. Despite trying everything possible, no native speakers have been hired yet. It may be necessary to wait and see how the situation develops. The university should continue to try hiring native or near-native staff to ensure a higher language level (**Finding 5**). It is essential to leverage various connections with Japan not only to receive recommendations for candidates but also to make greater efforts to widely publicise job openings. It is recommended applying to post job listings on websites that provide job information for Japanese language teachers in Japanese (e.g., the job listings of the Association for Japanese Language Education or the "JRec IN" of the Japan Science and Technology Agency website). Additionally, it is recommended that more active information exchange between similar departments within Indonesian universities would be beneficial.

Efforts are being made to improve the Japanese language skills of teachers. However, one teacher failed the N2 exam, and although their vocabulary is not bad, their reading ability is poor, as evidenced by their score, which is quite serious. Further study and improvement by teachers are necessary (**Finding 6**).

UNDIKSHA provided evidence of its efforts to recruit Japanese visiting/guest lecturers to supplement the teaching staff and also thereby continuously raise the language level. There is some evidence to support the teaching staff's English competence, shown on the Website of the university. Special English learning activities have been offered by the Dean to help students and lecturers with the recognition of importance of English language for internationalization of the university. Furthermore, some interactive and dynamic English activities were offered.

Conclusion

The criterion is partially fulfilled.

6. Learning resources and student support

Bachelor/Master degree

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

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

[ESG 1.6]

Description

Following the SER's description, at the beginning of the semester a Semester Study Plan (RPS) is handed out that is supposed to guide students concerning what to prepare and what to expect in the relevant courses and which learning outcomes are to be achieved. Teaching material is supposed to be published online using the university's integrated system.

An orientation period is held at the beginning of studies. Every student is assigned an academic supervisor who shall provide guidance in academic and non-academic matters. In terms of workload, the SER states that the maximum credit load that can be taken in one semester is 24 credits. The GPA (Grade Point Average) of the students determines how many credits can be taken the next semester and will be discussed with the academic advisor. As explained by the university, there is supervision concerning the thesis as well as for the dissertation and students are required to meet with an assigned supervisor for their thesis or dissertation writing several times.

Facilities relevant for the study programmes are managed by the faculty or by the study programme. They include classrooms, IT lab, place for outdoor learning and microteaching lab. Other facilities provided by the university include academic assistance, guidance and counselling services, interest and talent services, soft skills coaching services, career and entrepreneurship guidance services, scholarship services, and health services. The Technology, Information and Communication Unit of the Technical Implementation and Language Service Unit provide further assistance. The library offers e-resources that consist of 34 providers, such as Sage Books, Wiley, Taylor & Francis, Ebsco, Proquest, Springer Nature, Emerald Insight, Cambridge University Press, and others additionally to traditional books.

Scholarships are available in the form of a Chancellor's scholarship for underprivileged students as well as through a Rector's decree to persons, e.g., with disabilities.

Experts' evaluation

a) Evaluation in 2023

Activity for orientation for new students is provided for each programme. Orientation for the new students of the Bachelor's study programmes is defined by the government so that all new students of all higher education institutions in Indonesia have to follow the orientation for the same period of time with the same materials provided by government. Orientation for new students of the Master's and Ph.D. programmes is organised by each study programme and the orientation commonly covers general lecture and study programme orientation.

The students are informed about their courses mainly via social media and bulletin boards. Some pieces of information are also spread via email or official letters. Specific information on the exams and assessment methods in the courses is given in the first session of each course.

Appropriate material resources are available to a satisfactory extent as there are enough financial resources to support underprivileged students, and there are multiple computer workplaces. Furthermore, there are two language research laboratories and a well-equipped microteaching room. The technical equipment of the classroom itself also seems to be satisfactory for the study programmes. For the laboratories, there are quality

documents, and the data is evaluated and reported to the faculty management who makes sure that the needs of all students are accommodated. Moreover, there are guidelines for the usage of laboratories. The users of the laboratories must obey and follow the guidelines as part of the standards set by the university.

Facilities accommodate to the number of students with regards to room and space as they are managed by both the faculty itself and the study programme. These two parties work together in order to distribute the rooms accordingly and accommodate to the number of students.

The library is equipped with a satisfactory number of textbooks, scientific works, accredited national journals, international journals, proceedings, and e-journals. This does not yet apply to the Japanese Language Education study programme. The experts see that the university works hard to provide a better equipped library for this study programme in the future and stress that it is important to continue and possibly still strengthen this effort.

There are different advisory services that are available to students – for instance, they are assigned an academic supervisor at the beginning of their studies who helps guide them through the beginning of their time at university. This also serves as an introductory offer for new students as they are shown the various facets of their study programme. Moreover, the students are offered counselling by lecturers and the study programme coordinator, and there are health facilities nearby.

Guidance and support arrangements for PhD students are ensured by the so-called “work in progress forum,” where they work for a certain amount of time together with other students, and they have to report progress by the end of their session.

Student diversity is considered to a satisfactory extent when allocating, planning, and providing learning resources and student support. The support and planning mainly focus on students who are working while they study. Furthermore, the focus is put on underprivileged students, who are financially supported by scholarships. Students with disabilities are also taken into consideration and there are some supporting facilities, such as wheelchair lanes for students with disabilities, as well as scholarships. There is also a nursery room to take into account the needs of students who are parents and might need to bring their child to campus with them.

There are different types of scholarship opportunities offered to students. For instance, 25% of the university's students receive a government-funded scholarship, there is a scholarship by the bank of Indonesia, and there are scholarships provided by the university itself for students that come from a poor economic background. The latter is awarded to 30 students each year. Moreover, each provincial local government provides scholarships for their own citizens. In general, it can also be said that the tuition fee is based on the socioeconomic background of the student, and of the 3.500 students that are admitted annually, between 1.000 and 1.500 students are awarded a scholarship.

To shortly summarize the experts' point of view, especially noteworthy are the well-equipped microteaching room and the variety of scholarships that are in place to ensure that the students are supported financially.

b) Reconsideration evaluation in 2025

No further evidence required. The experts already saw no need for short-term changes or additions in this area in the first evaluation of the programmes. Therefore, there is nothing to add to the previous evaluation.

Conclusion

The criterion is fulfilled

7. Information

Bachelor/Master degree

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

[ESG 1.8]

Description

The responsible unit for public information at the university is UPT TIK. According to the SER, the unit has developed various information systems and applications, including the academic information system, UNDIKSHA E-library, E-Learning, E-Journal, and an information management system of the community service programme. Those can be accessed through the SSO portal called E-Ganesha. In addition, to optimize IS/IT services, UPT TIK also develops UNDIKSHA mobile applications.

The students can access information from the different university's websites, like that of the FBS (Faculty of Language and Arts) or the postgraduate school. There are also specific websites on each programme.

The e-learning platform can also be accessed via internet and results of tracer studies are published online.

Experts' evaluation

a) Evaluation in 2023

Comprehensive public information is available. The experts come to the conclusion that the information corresponds to the respective target groups. The relevant stakeholders are familiar with the university's offerings. However, the information could be made available to a wider public and a larger number of stakeholders. Overall, the information is strongly focused on a domestic audience. It would be desirable to provide foreign prospective students with comprehensive information about the costs incurred (accommodation, meals, fees to be paid (if necessary), and scholarship opportunities) in English. Of course, the advantages of studying should also be described.

b) Reconsideration evaluation in 2025

The University International Programs, International Students' Admission Information, and International Tuition Fees have been made publicly available, ensuring that potential students have access to all necessary financial information in English.

Conclusion

The criterion is fulfilled.

Findings:

1. UNDIKSHA should give evidence that the goals in the curriculum are attainable (e.g. by results of the graduates).
2. The new study plan of 2024, including the course contents, must be provided and published on the homepage.
3. It is suggested that appropriate rubrics for all forms of learning methods, theories and forms of learning organisations (essays, articles, reports, oral presentations, panel discussions, etc.), including those for attitudinal behaviours is to be presented.
4. The faculty should put ongoing emphasis on the internationalisation of and mobility, and for students as well as teaching staff alike.
5. The university should continue to try hiring native or near-native staff to ensure a higher language level.
6. Already hired teaching staff in this study programme must improve their language proficiency.
7. The role students play in quality assessment should be made clear by an action plan.