

Decision of the FIBAA Accreditation and Certification Committee



4th Meeting on November 26, 2021

PROGRAMME ACCREDITATION

Project Number:	20/054
Higher Education Institution:	Universitas Gunadarma
Location:	Jawa, Indonesia
Study Programme:	Bachelor Degree of English Literature SS (Sarjana Sastra)
Type of Accreditation:	Initial accreditation

The FIBAA Accreditation and Certification Committee has taken the following decision:

According to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from April 2020, the study programme is accredited with two conditions.

Period of Accreditation: November 26, 2021 to November 25, 2026

Conditions:

- **Condition 1:**
The University provides a Diploma Supplement to the graduates including a description of the national (higher) education system and an ECTS grading table (see chapter 3.2).
- **Condition 2:**
The University
 - a) implements an evaluation form that collects student feedback about the workload for each course;
 - b) conducts the student surveys anonymously (see chapter 5).

Proof of meeting these conditions is to be supplied by August 25, 2022.

**The conditions are fulfilled.
FIBAA Accreditation and Certification Committee on June 29th, 2022.**

The FIBAA Quality Seal is awarded.



**FOUNDATION FOR INTERNATIONAL
BUSINESS ADMINISTRATION ACCREDITATION**

FIBAA – BERLINER FREIHEIT 20-24 – D-53111 BONN

Assessment Report

Higher Education Institution (HEI):

Universitas Gunadarma, Jawa, Indonesia

Bachelor/Master programme:

Bachelor of English Literature

Qualification awarded on completion:

Bachelor of English Literature (Sarjana Sastra Inggris)

General Information on the Study Programme

Brief description of the study programme:

The Bachelor of English Literature Programme is a four-year undergraduate academic programme which combines the study fields English language, literature and culture. It enables students to work as translators, journalists and language consultants both nationally and internationally. The structure and content of the curriculum aim to equip the students with English language skills as well as with competences in research methodologies, linguistics, cultural studies and a broad knowledge on English literature.

Type of study programme:

Bachelor programme

Projected study time and number of credits assigned to the study programme:

Bachelor of English Literature – 4 years, 206 ECTS/ 144 sks credits

Mode of study:

full-time

Didactic approach:

study programme with obligatory class attendance

Double/Joint Degree programme:

no

Scope (planned number of parallel classes) and enrolment capacity:

One at a time, 7 parallel classes, programme enrolment capacity: 270 students

Programme cycle starts in:

September

Initial start of the programme:

1996

Type of accreditation:

Initial accreditation

Procedure

A contract for the initial accreditation of the Bachelor of English Literature Programme SS (Sarjana Sastra Inggris) was made between FIBAA and the Universitas Gunadarma on May, 16 2020. On November 20, 2020, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel. The HEI agreed with the chosen experts. The panel consisted of¹:

Prof. Diah Ariani Arimbi

Language and Multicultural Center, Universitas Airlangga,
Surabaya, Indonesia
Lecturer, English Department

Elif Benli

Heinrich Heine University of Duesseldorf, Germany
Student of Linguistics with a focus on foreign languages

Dr. Bernd Engelhart

University of Koblenz-Landau, Landau Campus, Germany
Academic staff member for language practice & subject didactics
(Teaching English as a Foreign Language,
Teaching English to Speakers of Other Languages, English Studies)

Prof. Dr. Ilka Mindt

University of Paderborn, Germany
Professor of English Linguistics
(English Linguistics, General Linguistics, English Philology)

Sebastian Welter

aib "Akademie für Internationale Bildung",
Bonn, Germany
Managing Director
(Intercultural Exchange, Language Exchange,
Human Resources Management, Leadership)

FIBAA project manager:
Friderike Uphoff

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference. The online conference took place on 14th / 15th and 16th September 2021 via the video conference tool Zoom. At the end of the online conference, the panel gave a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on November 5, 2021. The statement on the report was given up on November 10, 2021. It has been taken into account in the report on hand.

¹ The names are presented in alphabetical order.

Summary

The Bachelor of English Literature Programme SS (Sarjana Sastra Inggris) offered by Universitas Gunadarma fulfils with few exceptions the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on November 26, 2021 and finishing on November 25, 2026, under conditions. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects: study and exam regulations, quality assurance and quality development and programme descriptions (see chapters 3.2 and 5)². They recommend the accreditation on condition of meeting the following requirements:

- Condition 1: The University provides a Diploma Supplement to the graduates including a description of the national (higher) education system and an ECTS grading table (see chapter 3.2).
- Condition 2: The University
 - a) implements an evaluation form that collects student feedback about the workload for each course;
 - b) conducts the student surveys anonymously (see chapter 5).

Proof of meeting these conditions is to be submitted by August 25, 2022.

Furthermore, the quality requirement that has not been fulfilled –

- Internationality of the faculty, see chapter 3.4

– is not an asterisk criterion and therefore does not lead to a condition. The measures the HEI takes to solve the identified problem is to be considered during the re-accreditation.

The panel members also identified several areas where the programme could be further developed:

- Adapting the name of the study programme to its objectives and contents (see chapter 1.1),
- Intensify support for students and academic staff members in international mobility (see chapter 1.2),
- Specifying more clearly the unique selling point of the programme with regard to the competitive university market in order to improve the graduates' profile on the job market (see chapter 1.2),
- Communication of reasons for a refusal of an application (see chapter 2.6),
- Pointing out the different strands of elective courses and specialisations within the study programme (see chapter 3.1 and 3.2),
- Consider changing the name of the programme to give students a clearer position within the educational and the job market (see chapter 3.1),
- Include a wider variety of test formats, also increase the number of tests to review the English proficiency of the students more often (see chapter 3.1 and 3.2),

² These aspects are asterisk criteria which means that they are essential for the study programme.

- Consider clustering the courses, especially within the second part of the study programme (see chapter 3.2),
- Implement a wider variety of teaching and learning methods and taking a concept that includes digital methods (see chapter 3.3),
- Updating the literature and revising the reading lists for the courses (see chapter 3.3),
- Work further on the international content to increase the number of graduates working in an international environment (see chapter 3.4),
- Expand the contact with other universities to create exchange programmes (see chapter 3.4 and 4.3),
- Hire international staff in the next years, in particular English native speakers (see chapter 3.4),
- Implement a mandatory internship in the curriculum and offer job shadowing opportunities (see chapter 3.6 and 4.3),
- Qualify the academic staff or supplement with external staff to have more professors who advance the study programme with their academic expertise (see chapter 4.1),
- Test faculty staff regarding their language proficiency on a regular basis (see chapter 4.1),
- Offer more external and international courses to the staff and include a language assessment of the staff (see chapter 4.1),
- Improve access to literature for the students (see chapter 4.4).

The measures that the HEI takes in order to implement the recommendations of the panel members will have to be considered during the re-accreditation.

There are criteria in which the programme exceeds the quality requirements:

- The admission requirements (see chapter 2.1),
- The counselling for prospective students (see chapter 2.2),
- The student support (see chapter 4.1),
- The internal cooperation (see chapter 4.1),
- The programme director (see chapter 4.2),
- The process organisation and administrative support for students and faculty (see chapter 4.2),
- The quantity, quality, media and IT facilities (see chapter 4.4),
- The career counselling and placement service (see chapter 4.5),
- The alumni activities (see chapter 4.5).

For the overall assessment of the programme, please refer to the quality profile at the end of this report.

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Information

Information on the Institution

Gunadarma University is a private university, which is located in Jawa, Indonesia. It developed from the “Computer Science Education Centre (Pusat Pendidikan Ilmu Komputer)” which was established in 1981 and became a university in 1996.

At present, Gunadarma University has nine faculties with a total of 42 study programmes offering six vocational programmes, 21 undergraduate programmes, two professional programmes, ten master degree programmes and three doctoral degree programmes. In sum, the University has 34,865 students and 1,376 academic staff.

The vision of Gunadarma University is to become an internationally recognised private university based on excellence in teaching, research and community service activities that contribute to the country’s competitiveness with continuous improvement. Furthermore, the University aims to get international reputation in higher education.

At the national level, the University has been accredited by the National Accreditation Agency for Higher Education of the Republic of Indonesia with an “A” accreditation for higher education institutions. In the region, there are 309 private higher education institutions and from these, only eight institutions at university level have an “A” accreditation. To enhance the University qualities, Gunadarma University is committed to develop further on the international level.

One of the University prospectus programmes to be developed at the international level is the undergraduate programme in English Literature. This bachelor programme is offered by the Faculty of Letters and Cultures (FLC). The faculty itself, originally Faculty of Letters, was established in 1996 along with the foundation of the University. In 2016, the faculty further developed by adding two other programmes, namely Chinese Literature and Tourism, after which the faculty then transformed into the Faculty of Letters and Cultures in 2016. The bachelor programme English Literature was also established in 1996 and received an “A” accreditation from the National Accreditation Agency for Higher Education in the years 2005, 2010 and 2017. Accreditation for the next period will take place in 2021. With this quality review, Gunadarma University is one of 30 higher education institutions offering an English Literature Programme in Indonesia with an “A” accreditation at both the institutional and programme level³.

With several international partnerships, the University strives to emphasise its international orientation and objective which shall develop further in the next years by international accreditation and certification.

³ see: <https://bit.ly/upel1>

Statistical data

Table 1: Statistical Data

		Year 2015	Year 2016	Year 2017	Year 2018	Year 2019	Year 2020
# Study Places		270	270	270	270	270	270
# Applicants	∑	947	1329	817	1130	1173	1097
	f	632	904	545	722	812	639
	m	315	425	272	408	361	458
Application rate		350,74%	492,22%	302,59%	418,52%	434,44%	406,30%
# First-Year Student	∑	226	276	217	262	263	257
	f	170	191	150	179	182	159
	m	56	85	67	83	81	98
Rate of female students		0,75	0,69	0,69	0,68	0,69	0,62
# Foreign Students	∑	0	0	0	0	0	0
	f	0	0	0	0	0	0
	m	0	0	0	0	0	0
Rate of foreign students		0	0	0	0	0	0
Percentage of occupied study places		83,70%	102,22%	80,37%	97,04%	97,41%	95,19%
# Graduates	∑	172	172	N/A	N/A	N/A	N/A
	f	129	129	N/A	N/A	N/A	N/A
	m	43	43	N/A	N/A	N/A	N/A
Success rate		76,11%	62,32%	N/A	N/A	N/A	N/A
Dropout rate		23,89%	37,68%	N/A	N/A	N/A	N/A
Average duration of study		8,243 Semesters	8,274 Semesters	N/A	N/A	N/A	N/A
Average grade of final degree		3,36	3,41	N/A	N/A	N/A	N/A

Appraisal

The recent six years of programme data show a positive average students' intake. The application rates are far higher than the number of places actually offered, although they are also slightly declining due to the competition in the area. The high application rates guarantee that almost all study places can be occupied every year. This is followed by the success rate of the programme supported by the positive response from the graduates' employer regarding the programme quality.

The average duration of study seems satisfactory, although it is slightly longer than the standard period of study. As this is eight semesters, there is no data available on graduates starting in 2017 at this point. According to Gunadarma University, the success rate will increase and the dropout-rate will decrease, based on the number of students accomplishing their studies in the remaining semesters.

The dropout-rate is evaluated and analysed by the University. According to the University, the reasons for the high rate lie in the tuition fees that have to be charged at private universities and due to which many students transfer to state universities after a few semesters. Thus, these are financial considerations. Moreover, some students change their

study fields within the first year, e.g., to media or computer study programmes as well as business. In addition, but only to a small extent, students drop out of their studies due to family reasons, such as they move to other cities or countries. Regarding the financial reasons, the University has already put a system of instalment basis for paying the fees into place.

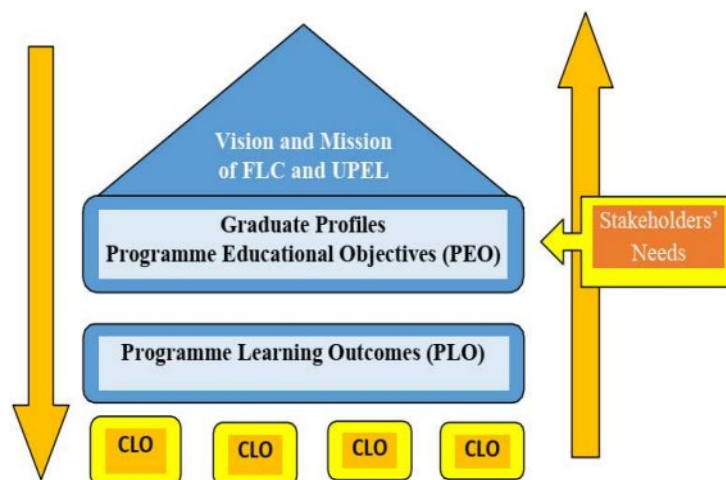
Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (asterisk criterion)

The overall vision of the Faculty of Letters and Culture is to become a higher education institution in the field of literature and culture with international reputation in the next years. The study programme will be based on excellence in holistic and integrative education, as well as research and community service activities in order to increase national competitiveness regarding the academic level in combining language, literature and culture. The missions derived from this are to organise education and training programmes to qualify graduates with high competence and competitiveness in the application of English language and literature study in various fields. Furthermore, a conducive academic atmosphere is provided to support research activities of an international standard which are beneficial to the welfare of society. In this regard, the organisation of community service activities is an expression of the University's social responsibility. On top of that, the organisation and development of cooperation with institutions, both domestic and abroad, is part of the missions in order to increase the capacity of the study programme. These goals are represented in the conception and further development of the curriculum that regularly undergoes a continuous improvement process making use of top-down and bottom-up approaches.

Figure 1: The Schema of the Curriculum Development



This development plan is operationalised in the definition of Programme Educational Objectives (PEO). These are focusing on the graduate's profiles and skills with which graduates should be equipped in order to enable them to work as language assistants, business communicators, public speakers, writers, English teachers, translators and researchers.

The Programme Educational Objectives (PEOs) are stated as follows:

- The graduates acquire knowledge, skills and attitudes related to language skills, linguistics, literature and related disciplines to be implemented in society.
- The graduates are able to develop their public communication skills to interact with others.
- The graduates acquire knowledge on the research methodology, applicable to English language, linguistics, literature, translation and multiple disciplines.

- The graduates are able to develop their entrepreneurial skills related to the language skills they have.
- The graduates are able to pursue a career path in the job market that is related to English.
- The graduates are able to adapt with new shifts at the workplace.

Based on these objectives, as well as on the vision and missions of the HEI, Programme Learning Outcomes (PLO) are defined for the overall course of studies.

The Programme Learning Outcomes (PLOs) are stated as follows:

- Students acquire an English proficiency equivalent to level B1 of CEFR for minimum.
- Students are able to apply basic concepts and theories of English linguistics to answer problems of linguistic phenomena.
- Students are able to apply appropriate theories and rules to translate general and specific texts.
- Students are able to teach English based on appropriate methods and approaches.
- Students are able to communicate using English in a cross-cultural context.
- Students are able to understand and review various forms of literary works including prose, drama and poetry.
- Students are able to work independently by using knowledge and skills in English by making creative works.
- Students are able to provide language services in English for the needs in the job market.
- Students are able to apply cultural concepts and theories to analyse socio-cultural phenomena in English.
- Students are able to work independently using knowledge and skills in English by making a business plan.

Within the study programme, Course Learning Objectives (CLO) are derived for each of the courses. The further development of the outcomes and objectives for the study programme is carried out in accordance with the National Standards of Higher Education in the Indonesian National Qualification Framework (KKNI) level 6 for undergraduate study programmes by the Ministry of Education and Culture of the Republic of Indonesia.

Appraisal:

In the course of the online conference, the panel learned from students and graduates of the bachelor programme English Literature that there are many opportunities on the labour market with this degree. This underlines the orientation of the degree programme towards the requirements of potential employers in Indonesia. The qualification objectives of the programme are explained in relation to the target group, the targeted professional field and the societal context of the discipline. They embrace academic proficiency, comprehensive employability as well as the development of the individual student's personality. The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation. They take into account the requirements of the national qualification framework of Indonesia. This being noted, the panel has the view that the name of the study programme is not suitable and therefore urgently recommends adapting the name in the following years (see chapter 3.1). This may define the graduates' qualifications more clearly and increase the number of potential students.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.1* Objectives of the study programme (Asterisk Criterion)			X		

1.2 International orientation of the study programme design (Asterisk Criterion)

The vision and mission of the bachelor programme English Literature explicitly includes an international orientation with its focus on English language skills. Therefore, the University designed and developed the contents of the programme's curriculum with regard to preparing the students for working worldwide in their professional life. Besides study courses, the programme also equips students with workshops for professional certification, especially regarding their language skills, enabling them to succeed in the international labour market. In order to support this, over 80 % of the courses are taught in English, which provides students with a sufficient proportion of foreign language experience.

Furthermore, the educational background and professional experience of the academic staff are expected to support prospective graduates to gain international insights and perspectives. Some academic staff members have been actively involved in local and international activities, and also participated in seminars or conferences both at national and international levels (see chapter 3.4).

In addition to that, Gundarma University maintains international cooperation with other higher education institutions in Kazakhstan, Uzbekistan, France and Australia. The University aims to intensify international exchange in the coming years.

Appraisal:

The programme design appropriately takes into account international aspects. The English language being the subject of the study programme promotes the graduates' employability in an international context. Building upon this, the panel recommends moving to a more international orientation during the studies, especially when placing the study programme in the centre of the future international development of Gunadarma University. This alignment could be carried out by intensifying support for students and academic staff members in international mobility (see chapter 3.4).

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.2* International orientation of the study programme design (Asterisk Criterion)			X		

1.3 Positioning of the study programme

The study programme English Literature was established in 1996, as one of the first in the region. It is one of 30 undergraduate study programmes in English/English Literature in Indonesia with grade "A" accreditation by the National Accreditation Agency (BAN PT) at programme level (reaccredited in 2017)⁴. As a result of this, Gunadarma University has had high application rates, with over 200 students eventually starting the study programme each year.

⁴ see: <https://bit.ly/upel1>

Table 2: The position of English Literature programme of Gunadarma University among other HEI's regarding accreditation

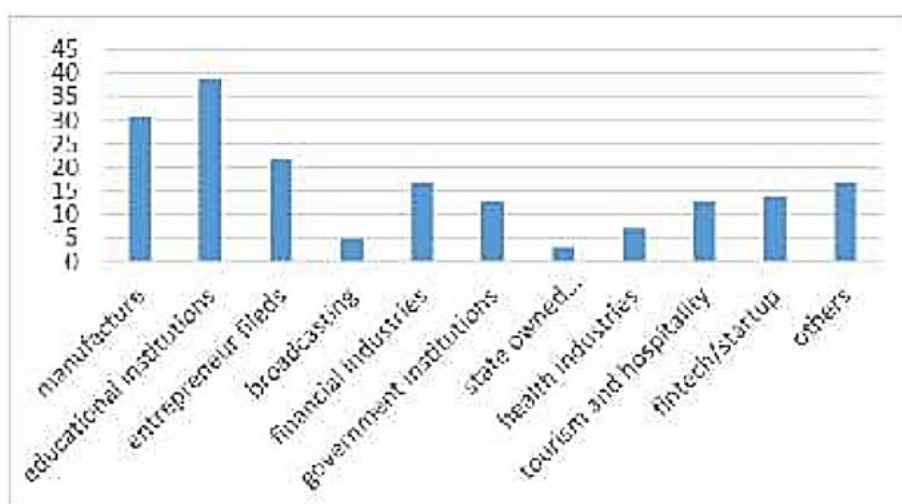
Number of HEIs offering English Study Programme	Programme Accreditation from BAN PT (A, B, C)
159	A = 30 B = 93 C = 36

The programme is prepared in accordance with the National Standards of Higher Education (SN DIKTI)⁵ and the Indonesian National Qualification Framework and it takes into account the needs of the labour market, which is oriented towards literacy, information, technology and human data, as well as development of adaptive programmes to the current situation of industry 4.0. The study programme also provides workshops for professional certification test preparation to increase students' opportunities to obtain professional certification from the Indonesian National Professional Certification Agency (BNSP-RI). With 24 years of experience, the study programme English Literature has educated qualified graduates who hold various positions in different sectors, both in the private and the public sector. Besides, the programme builds a strong network with domestic and overseas HEIs, industries and professional organisations, as well as actively involves in the English Studies Association in Indonesia (ESAI)⁶.

Gunadarma University commits to train graduate profiles with standards of learning achievements and graduates' competencies that are in accordance with SN-DIKTI and in line with the learning achievements of English Studies Association Indonesia (ESAI). Careers for graduates of Bachelor of English Literature include the following work fields: broadcaster, content writer, copywriter, diplomat, editor, education, entrepreneur, educators (lecturers and teachers), interpreter, journalist, language assistant/business communicator, performer, public speaker in English, researcher, tour guide, translator and writer.

The graduates of the Bachelor of English Literature programme have contributed in many sectors of the job market, namely manufacture, educational institutions, entrepreneur fields, broadcasting, financial industries, government institutions, health industries, tourism and hospitality and start-ups (see figure below). The future development plan aims to continuously improve the programme and its graduates' qualities.

Figure 2: The graduates' field of work distribution



⁵ see: [PDDikti - Pangkalan Data Pendidikan Tinggi \(kemdikbud.go.id\)](http://PDDikti - Pangkalan Data Pendidikan Tinggi (kemdikbud.go.id))

⁶ see: www.esai-indonesia.org

In the last five years, graduates of the study programme English Literature at Gunadarma University have landed jobs, e.g., in the Ministry of Foreign Affairs as embassy staff, in the Ministry of Education and Culture as language assistants/communicators, in the Ministry of Law and Human Rights as language assistants/communicators and translators, in the Ministry of Communication and Information as language assistants/communicators respectively translators, as language assistants/communicator or translators, at Bank Institutions as language assistants/communicators and in public relations. Furthermore, graduates have taken jobs in education institutions as teachers, writers, translators and teachers, in TV and media as journalists, announcers and public relations as well as in private sectors as language assistants/communicators, researchers, trainers, teachers, tour guides, content writers, copywriters and editors. Since 2017, the number of graduates getting a job in less than three months after finishing their studies has increased from 40 % to 70 %. The University regularly collects data on the job opportunities and employment of its graduates. Most alumni stay in close contact with the University to support and advise the students currently enrolled in the programme (see chapter 4.5).

The strategic goal of Gunadarma University is to produce quality graduates having international insights, enabling them to have global competitiveness. The undergraduate programme English Literature is especially important in this regard since its curriculum and contents develop to a global orientation so as to adapt to present and future challenges. Graduates are able to produce qualified research in the field of language and literature, which is useful for the development of science, technology, learning, as well as for Indonesian and global society.

Table 3: The goals and strategies of Gunadarma University

GOALS	STRATEGIES	2017	2018	2019	2020	2021
a. To improve academic quality in accordance with national academic quality standards						
Implementation program of Academic quality assurance system	Maintaining "A" accreditation	100%	100%	100%	100%	100%
	On-time graduation rate	78%	81%	81%	83%	85%
Curriculum development program according to market needs	Alumni who work in accordance with the field of their major.	80%	82%	83%	86%	89%
	Graduates who have the waiting time of ≤ 3 months	40%	50%	55%	65%	70%
	Graduates who have an average GPA above 3.00	45%	60%	70%	80%	90%
	Percentage of updated subjects with softskill (%)	25%	35%	40%	45%	50%

Appraisal:

The reasons given for the positioning of this study programme in the educational market are plausible. The panel welcomes the efforts of the University to adapt the study programme to future developments. In its statement on the report, the University once again emphasised the information and communication technology (ICT) focus. However, the panel highly recommends specifying more clearly the unique selling point of the programme with regard to the competitive university market in order to improve the graduates' profile on the job

market. In this context, the panel suggests that the ICT focus in the curriculum could be made compulsory for students.

Since most of the graduates start working after the 4-year undergraduate study programme rather than continue studying within a Master's degree programme, Gunadarma University particularly focuses on the job prospects of its students. The increasing number of graduates finding a job in less than three months (so far 70 % in 2021) underlines this orientation in the overall strategic concept. The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth. Nevertheless, the expert panel remarks that the title of the study programme should reflect the profile and competences of the graduates more clearly and therefore suggests changing the name to further strengthen and improve the graduates' position on the job market (see also chapter 3.1). In its statement on the report, Gunadarma University expressed its intention to discuss a change of name for the study programme with the relevant authorities. The panel very much welcomes this intention of the University.

Moreover, the inclusion of an internship in the curriculum and other possibilities of practice within the study programme may further support the graduates' position.

The study programme is convincingly integrated into the HEI's overall strategic concept to move to an international standard beyond the national framework of Indonesia. The study programme's qualification goals are in line with the HEI's mission and strategic planning.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market			X		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)			X		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			X		

2. Admission

The admission requirements of the English Literature Programme refer to the Indonesian National Standards of Higher Education Institution (SN-DIKTI)⁷. Gunadarma University, as a private university, is not obliged to implement all legal regulations at this point, but can introduce a uniform concept for the University. On this basis, the University published standard procedure guidelines for new student admission established by the Rector Decree number: 048.1/REK/UG/II/2020 on February 6, 2020.⁸ Gunadarma University applies a unified portal mechanism for both international and domestic students and is managed at the university level. A division, the Student Admission Centre, is responsible for managing the domestic students' admission while international students' admission is managed by the international office.

Entrance Test requirements are also part of the admission requirements. Both international and domestic applicants also require passing grades on entrance tests, which are conducted independently by the University. The entrance test is a computer-based test that includes the Test of Academic Potential (TPA) with a minimum score of 450 (on a scale of 200-800) and the English Proficiency Test result (EPT) with a minimum score of 450 (TOEFL paper), 133 (TOEFL computer), 39-40 (TOEFL iBT) or 4.0 (IELTS equivalent). Once a student passes the required grades, he or she is subjected to take a drug test. This test is necessary to ensure a drug-free educational environment for the students. The final decision for the applicants' acceptance to the undergraduate study programme English Literature is under the authority of Gunadarma University by consideration of the study programme management. Domestic students' admission process is managed by the Student Admission Centre. The unit is responsible for informing the admission procedure, organising students' admission offline and online, as well as conducting the admission and selection procedures. A high school education level diploma or equivalent is one basic requirement to apply for the study programme. A health certificate, proving that the applicant is free of narcotics/prohibited drugs and issued by authorised health institutions, is also a requirement. Additional documents are required for submission by the students during admission procedures, such as: formal photo (in colour format); statement letter from the students; health certificate; high school education diploma certificate or equivalent, academic transcript and personal information (e.g.: name, e-mail address, phone number). Domestic students' may apply to Gunadarma University through the online platform⁹ or by filling in the application at the Student Admission Centre.

International students' admission, both coming from individual or university collaborations, are managed by the University's International Office. The International Office of Gunadarma University is the division responsible for managing all international activities carried out by university members. The admission procedure and requirements for international students is based on the domestic students' admission procedure, requiring additional documents in the enrolment process that are necessary for a foreigner residential permit. For undergraduate programmes, a high school education level diploma or 12 years' primary-secondary education level equivalent is the basic admission requirement to apply. Health certificates, proving that one is free from narcotics/prohibited drugs and issued by authorised health institutions, as well as passing grades on entrance tests, which are conducted independently by the University with the involvement of the study programme are also expected. Applicants have to take and pass the entrance test conducted independently by a computer-based test including the Test of Academic Potential (TPA) with a minimum score of 450 (on a scale 200-800) and the English Proficiency Test result (EPT) with a minimum score of 450 (TOEFL paper), 133 (TOEFL computer), 39-40 (TOEFL iBT) or 4.0 (IELTS equivalent). The TPA test includes numerical, verbal and figural aspects, the EPT test includes listening, reading and grammatical skills. The final decision for the applicants' acceptance decision is determined

⁷ see: <https://pddikti.kemdikbud.go.id/regulasi>

⁸ see: <https://fsastra.gunadarma.ac.id/inggris/en/>

⁹ see: <https://pendaftaran.gunadarma.ac.id>

by the study programme management under the authority of the University (Student Admission Centre). Documents that are required to be submitted by the students during the admission process are as follows: formal photo, scan of passport, sponsored letter, statement letter from the students, health certificate, academic transcript and personal information (e.g.: name, email address, phone number). All documents that are submitted have to be in colour format. These documents will be submitted directly to authorise government bodies to issue the required documents (student permit and student visa) for international students. Gunadarma University also provides detailed information of the requirement, which can be accessed by prospective students on the University's website.¹⁰ Prospective students may apply to Gunadarma University by contacting the representatives by mail to fill the application and submit the required document electronically via the website of the International Office.

Interested parties or prospective applicants may also get information concerning the University and study programmes both online and offline by visiting the website and media channels.

Table 4: Gunadarma University websites and media

No	Websites and Media	
1.	https://www.gunadarma.ac.id/	University website
2.	https://fsastra.gunadarma.ac.id/inggris/en/	UPEL website
3.	http://international.gunadarma.ac.id	International office website. Admission center for international students
4.	https://pendaftaran.gunadarma.ac.id	Admission center website for domestic applicants
5.	UGTV	Regional Digital Television channel 32 UHF
6.	https://tv.gunadarma.ac.id/	Live streaming television channel
7.	Megaswara 100.8.FM	Regional Analog Radio
8.	UG News	University Gunadarma magazine/news paper

As for offline options, interested parties/applicants may get information about the University and its programmes from UG news, the University magazine/newspaper, or from promotion products such as brochures and booklets. Prospective applicants may also consult the admission staff in person both offline and online. They may directly consult the admission office or contact the staff through online chat at the admission centre (+6281289203520) during office hours on workdays or via the email englishliterature@gunadarma.ac.id. The Admission Centre informs the applicants whether they meet the requirements. Information regarding the programme is also given during campus fairs and school visits. The study programme English Literature regularly attends the campus fair at the regional level and visits schools to provide information related to study programmes. Before the beginning of the academic year, the programme management also conducts campus orientation and campus visits for potential applicants. These information activities include: the university and English Literature programme, registration for the study programme, entrance test, student activities and academic advising. The programme English Literature, through the University

¹⁰ see: <http://international.gunadarma.ac.id>

Student Admission Centre, also organises a selection of scholarship programmes for potential and outstanding candidates.

Both international and domestic students' enrolment mechanisms involve the programme representatives (Programme Director and Secretary of Programme) for students' acceptance consideration. Some faculty members of the programme also serve as committee members for the entrance test procedure.

Referring to the SN-DIKTI, the number of new students that can be accepted is based on lectures and students ratio, which is 1:31. In case of a high load of interest from the applicants to a study programme, the admission committee will consider the applicants' programme priority selection and the passing grade, the highest score of the entrance test, which is grade AA (above average score 551<), A (average score 501-550), and B (minimum score 450-500).

Beyond that, the study programme offers scholarships to selected students that waive the admission/enrolment fee and entrance test. The acceptance of prospective students is executed by a procedure of registration, selection of administrative completeness, an interview and a medical test (drug test). This selection procedure is dedicated to outstanding students, with consideration of financial background and geographical origin of the prospective students. The study programme and the University are committed to provide access and opportunities for the outstanding student candidates who are socially and economically disadvantaged.

Once the student is accepted to Gunadarma University, the Student Admission Centre will notify the students with the acceptance notification and tuition details. They are informed through the respective website (for domestic or international students) or by e-mail correspondence. Students that are officially registered to the Universitas Gunadarma are those who have completed the initial tuition payment as stated within the acceptance notification. In its statement on the report, the University informed the panel that applicants will be informed in writing in case of rejection. In addition, it is pointed out whether the admission test or the documents did not meet the requirements. These applicants then have the opportunity to submit a request for further information to the Admission Committee.

Appraisal:

The panel formed the view that the admission requirements are defined and are comprehensible. They are presented transparently and are very detailed to potential applicants. The national requirements are presented and taken into account. Additionally, the admission requirements are oriented towards the strategic goals of the study programme.

Applicants can directly turn to the Student Admission Centre or to the international office (in case of international students) for clarification of specific questions, of personal aptitude, of career perspectives or other questions concerning the study programme English Literature and admission requirements. Personal dialogue between applicants and the University is provided by defined office hours, by telephone, via e-mail or the website. The HEI ensures a constant availability for prospective students and reacts quickly to incoming enquiries. The counselling options are based on the needs of potential applicants. The information regarding the study programme is even published by video as well as on their own TV channel UG TV and on their website.

The selection procedure is made transparent to the applicants and ensures that qualified students are admitted. It was developed on the basis of the study programme's objectives.

The admission requirements (required result in the entrance language test) ensure that students are able to successfully start the study programme. As this is an English degree

programme, especially the first two years of study focus on the extension of language proficiency to successfully complete the study programme. As these regulations are based on Government rules, the panel got the impression that the students can cope with these requirements.

The admission procedure is described, documented and made transparent and accessible to interested parties. The admission decision is based on transparent criteria and is communicated to the applicants in writing, although not in detail. Therefore, the panel recommends elaborating more on the reasons for a refusal of an application.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
2.1*	Admission requirements (Asterisk Criterion)		X			
2.2	Counselling for prospective students		X			
2.3*	Selection procedure (if relevant)			X		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		

3. Contents, structure and didactical concept of the programme

3.1 Contents

The undergraduate programme English Literature is a 4-year-degree programme that is designed to encourage the development of knowledge, skills and attitudes in a variety of disciplines related to English, namely English literature, English language teaching, English linguistics and cross cultural understanding. The programme offers basic, intermediate, and advanced courses and comprises 71 courses, including compulsory and elective courses and a final research project. Each course has a set of Course Learning Outcomes (CLOs) describing the students' achievements. These achievements correspond to the Programme Learning Outcomes (see chapter 1.1). Teaching methods and assessments for each intended PLO are also included in the study plan.

In order to achieve higher flexibility and to develop a range of skills, the programme offers elective courses. Students can choose 17 elective courses during their studies. At the end of the study programme, students are required to write a thesis that is designed to meet the PLOs. They are distributed into course categories, namely personality development (character building), science and skill (knowledge and skill acquisition), knowledge and skill application and understanding social values (understanding societal values).

Table 5: Curriculum overview

Course Code	Course Unit	National Credits (sks) per Semester							
		1.	2.	3.	4.	5.	6.	7.	8.
Semester 1		20							
PP016250	Civic Education	2							
PB061201	Indonesian Language 1	2							
IT061236	Vocabulary 1	2							
IT061210	Reading 1	2							
IT061201	Grammar 1	2							
IT061202	Speaking 1	2							
IT061222	Pronunciation	2							
IT061207	Computer Skills 1*	2							
IT061216	Listening 1	2							
IT061213	Writing 1	2							
Semester 2			20						
PP000206	Pancasila (The Five Principles)*		2						
PB061202	Indonesian Language 2		2						
PP00020	Religion		2						
IT061211	Reading 2		2						
IT061217	Listening 2		2						
IT061204	Speaking 2		2						
IT061229	Grammar 2		2						
IT061237	Vocabulary 2		2						

IT061214	Writing 2		2						
IT061208	Computer Skills 2*		2						
Semester 3				20					
AK016251	Basic Acting and Stage Production*		2						
AK061220	Translation 1		2						
AK061203	Public Relation 1		2						
IT016253	Modern Introductory Modern Philosophy		2						
IT061218	Listening 3		2						
IT061212	Reading 3		2						
IT061230	Grammar 3*		2						
IT061205	Speaking 3		2						
IT061223	Literary Appreciation		2						
IT061224	Introductory Linguistics*		2						
Semester 4				20					
M06121 0	Cross-Culture Understanding*		2						
AK061204	Public Relation 2		2						
AK061221	Translation 2		2						
IT016253	Creative Writing		2						
IT061243	Listening 4		2						
IT061203	Speaking 4		2						
AK016257	Reading Images		2						
IT061231	Grammar 4*		2						
IT061206	English Phonology*		2						
IT061238	Vocabulary 3*		2						
Semester 5				20					
IT061235	Literary Theories		2						
AK061228	CALL (computer-assisted language learning)		2						
AK 061223	Teaching Methodology		2						
AK016253	Interpreting English - Indonesian		2						
IT061220	Literary Research Methodology		2						
IT061219	Linguistic Research Methodology		2						
IT061221	English Morphology*		2						
HM061201	Human and Indonesian Culture		2						
IT063001	Basic Chinese		2						
IT061254	Cultural Interaction		2						

Semester 6							18		
AK061227	CAT						2		
AK016256	Audio Visual Translation						2		
IT061228	English Syntax*						2		
AK061207	Journalism 1						2		
IT016252	Language Assessment						2		
IT061233	Prose Analysis*						2		
AK016252	Interpreting Indonesian - English						2		
PB061207	Scientific Research						2		
AK061211	Tourism						2		
Semester 7							16		
HM061209	Human and English Culture*						2		
IT061249	Sociolinguistics						2		
IT061225	Culture Analysis						2		
IT061232	English Drama Analysis*						2		
AK061208	Journalism 2						2		
IT061226	Literature Analysis						2		
IT016254	Semantics and Pragmatics*						2		
IT061234	Semantics and Pragmatics*						2		
Semester 8							10		
AK016255	Drama Performing						2		
PB061408	Thesis						4		
AK061222	Micro Teaching						2		
AK061217	Legal Text Translation						2		
TOTAL		20	20	20	20	20	18	16	10

Gunadarma University provides the study programme English Literature for students to enhance their ability in contemporary disciplines in humanities and social sciences, particularly English literature. The study programme focuses on English language skills, but also on English literature, English culture, teaching and translation. The name of the study programme in Indonesia is regulated by the Ministry of Education, Culture, Research and Technology (Mendikbud-Ristek). The Ministry decided it to be 'Sarjana Sastra Inggris (SS)' with the English translation 'Bachelor of English Literature'.¹¹ The University cannot choose or add to the name of the study programme.

One of the learning outcomes of all courses within the study programme is the ability to apply knowledge gained in class to the job field and social life. Based on the Government regulations, the programme applies 70 % theory and 30 % practice so that students are

¹¹ Decree of Ministry of Research, Technology and Higher Education of the Republic of Indonesia Number 257/M/KPT/2017 – Concerning Name of Study Program at Higher Education Institution, p.4

obligated to practice the theory learned. The study programme ensures students' exposure to a number of practical components. Basic Acting and Stage Production, Drama Staging, Grammar, Speaking, Pronunciation, Vocabulary and Listening are courses in which students not only learn theories in class but also practice in the laboratory based on the specifications. The lecturers possess appropriate qualification and practical experiences, such as in the fields of teaching, translating, interpreting, basic acting and in journalism. These practical skills are transferred to students through practices during courses, either in the classroom or in the laboratory. Lecturers routinely conduct research and service activities which correspond to their field. The results of these activities are used as material in class, e.g. when translating in the fields of economy, health, agriculture, technique and law. The lecturer assigns students to translate texts in various fields as demanded by industries.

The PLOs of the study programme include attitude, knowledge as well as general and specific skills. Multidisciplinary thinking is required to achieve those PLOs, specifically in the field of general knowledge, information and communication technology, public relations, educational science and economics. In order to implement the multidisciplinary thinking, interdisciplinary courses are embedded in the compulsory and elective courses. With seven courses, such as Public Relation 1 and 2, Public Speaking, Journalism 1 and 2 and Creative Writing, most of them are located in the communication science field.¹²

Ethical aspects are contained in the academic programme as they are an integral part of the basic qualifications of the study programme. In some courses, the ethical aspects are the subject of the course content, such as Civic Education, Pancasila, and Religious Education. Issues specifically related to ethical aspects are also embedded into the curriculum through course units, for example, Speaking, Research Methodology, Translation, Interpreting and Methodology in Language Teaching. Students are taught the ethics of becoming professional in those related subjects. In Research Methodology and when writing their theses, students are required to use the knowledge imparted on ethics in citing other scholars' arguments and how to avoid plagiarism. In Translation and Interpreting, the aspect of ethics is integrated with learning ethical principles of being either translators or interpreters, as well as how to translate or interpret faithfully. In the Methodology in Language Teaching course, students learn ethics, which covers respecting students and treating the students equally. It also covers how students should interact with colleagues, administrators and community. Ethics has become the dimension of all academic inquiries. The ethical behavior is clearly stated in the student guidebook. There is no tolerance for plagiarism or students committing any examination offenses. Should students commit plagiarism and offenses, they are presented to the Disciplinary Committee for decisions on relevant penalties.

The study programme trains the students' academic skills within the learning process. Units with practical training, assignments, students' presentations, supplementary readings, team projects, final project and theses are integrated. In particular, students are provided with the necessary knowledge and skills in methodological competence to engage in scientific work through the following courses: Methodology in Language Teaching, Research Methodology in Literature, Research Methodology in Linguistics, Research Methodology in Translation, Audiovisual Translation, Basic Acting and Stage Production, Scientific Research, Thesis, Discourse Analysis (elective) and Film Concept and Analysis. In the learning process, several courses employ various methods to practice the students' practical abilities by academic project work. The programme also includes scientific writing as part of the curriculum to prepare the students to write their theses. Moreover, students are equipped with introductory classes in Writing and Research Methodology before they start conducting their own research. Students in the sixth and the eighth semester have to conduct scientific work as part of their studies with a research project in the Scientific Research course as well as their final thesis. The topics of the research vary in the disciplines of linguistics, literary

¹² cf. self-evaluation report p. 35

and teaching methodology with supervision from a lecturer. In writing the theses, students follow the guidelines provided with the thesis manual by the study programme and prove therewith their abilities to do scientific work. The students are encouraged to publish their thesis in journals.

The regular examinations consist of a combination of mid-term test (UTS) and final-term test (UAS). The mid-term test weighs 70 % including homework, quizzes, papers, video assignments and projects. The final-term test (UAS) weighs 30 %. The distribution of the percentage is based on the frequency of meetings. The total number of meetings before the midterm test is ten weeks, followed by another four meetings. For evaluation, lecture assignments (homework, quizzes, papers, video assignments and projects) are adjusted to the expected learning outcome of each subject. The mid-term test, final-term test and undergraduate thesis examination are held in line with the standard operational procedure established by the University.

At the end of the study period, students are required to conduct scientific research in accordance with their area of interest. Students are supervised by a supervisor who is academically considered independent and has a field of expertise in accordance with the field of study. Students are required to prepare a final project report (thesis) in accordance with established guidelines. The thesis guideline is published on the programme's website and printed in the academic booklet. The forms of the exam are oral, performance and written examination tests. In the oral test, the students answer the instruction verbally, especially relevant in certain courses, such as Speaking, Interpreting, Listening, and Pronunciation. Besides oral exams, a performance exam is also conducted for the Basic Acting course. Meanwhile, in the written test, students complete the test by making final projects and case studies. In the eighth semester, students write their thesis, if they have completed 134 credits. Students are allowed to choose an area of research from a wide variety of disciplines such as Literature, Linguistics, and Language Teaching. After completing the thesis, students take a final oral examination.

Appraisal:

The panel formed the view that the curriculum as described reflects the qualification objectives of the study programme. The contents of the modules are oriented towards the intended learning outcomes. The areas of specialisation (compulsory electives) enable students to acquire additional competences and skills. Despite that, a further enhancement could be made as a revision of the study plan holds great potential. This may include a thorough elaboration of the connections between the different components of the programme, namely linguistics and cultural studies.

On the one hand, the expert panel learnt during the online conference that in particular its graduates showed great satisfaction with their programme. Additionally, the students also convincingly voiced their satisfaction with, and enjoyment of, the study programme. The tracer studies on employability point towards very positive results. On the other hand, the main objectives as well as the "unique selling point" of the current study programme (for example in contrast to other similar study programmes in Indonesia) have not been absolutely clear to the panel.

However, the described programme learning outcomes are clearly achieved. The multidisciplinary of the undergraduate programme English Literature also exists.

But the experts got the impression that a much clearer structure of the programme may better describe the assets of the study programme (e.g. a dynamic spiral curriculum, a progressive curriculum, a clustered curriculum based on modules or larger units). Students first acquire skills and competencies in the fields of English Language proficiency (Listening,

Speaking, Reading, Writing, Vocabulary). Increasingly, other areas are included into the curriculum. Competence development takes place in areas such as general knowledge including soft skills, information and communication technology, communication science, educational science and economics. These need to be more clearly specified and connected in order to make explicit what the study programme offers to its students. The overall aims of the study programme are currently very broad so that it is difficult to grasp them. The panel recommends pointing out the different strands of elective courses and specialisations within the study programme (e.g., interpretation, academic path, tourism) and the various related paths that the students can choose. During the online conference graduates as well as students have expressed their strong commitment to the study programme and appreciate the skills and competences they have achieved during their course of studies. In its statement, the University has pointed out the planned procedure that courses which can be merged will be reviewed to this end. In this context, however, the panel rather recommends clustering the courses into modules, as this would highlight the interconnections of the courses in terms of content. This may bring considerable added value for the students if the connections of the courses (especially the different pathways for specialisations) are clear to the students. The panel is of the opinion that the number of courses is particularly necessary for the formation of the students' English proficiency.

The panel acknowledges the national regulation for the naming of study programmes in Indonesia and the chosen name for the study programme by the Indonesian Ministry of Research, Technology and Higher Education. In the course of the online conference, the panel took note of the national regulations as well as possible formal job requirements, e.g., for graduates aiming for a career in a public authority that, in many cases, expect a degree with the official and known name English Literature and reject applicants who do not meet this criterion.

Following up on this, the panel still strongly recommends thinking about changing the name of the programme to give students a clearer position within the educational and the job market and to further emphasise the advantages and special features of the study programme. For instance, the name English Language & Culture could emphasise the great importance of the English language in this study programme, which means a special proficiency for the students in their professional life. The panel is aware that the name change does not reside with the University, but is nationally mandated by the Ministry of Research, Technology and Higher Education. However, the panel wants to encourage a change in the regulations.

Theoretical questions are, where possible, explained by means of practical examples. Special mention should be made here of the Language Laboratory in which the language proficiency within the four skills reading, writing, listening and speaking is secured.

There is evidence that the programme qualifies for interdisciplinary thinking. The panel has the view that the interdisciplinary aspects could be more explicit. For instance, the panel learned during the online conference that there are contents within some courses offered which relate to information and communication technology and which are not included in the course descriptions. The panel therefore recommends publishing these and stress out further the interconnections of these courses (in English), especially when it comes to the third and fourth year of studies. This recommendation relates to chapter 3.2 where the recommendation to cluster courses together in order to foster interdisciplinary thinking and enable profile sharpening is made.

Ethical implications are appropriately communicated to the students within the study course, either implicitly or explicitly. The panel welcomes the importance of these aspects within the study programme, especially when it comes to intercultural understanding.

Students acquire methodological competences and are enabled to do scientific work on the required level. However, the panel recommends making a connection of quantitative and qualitative studies in linguistics since the approach seems to be more quantitative in nature. During the online conference, the panel got information about the scientific practice within the programme.

All exams, as they are defined for the modules, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. In its statement on the report, the University presented its new regulation that lecturers are welcomed to implement formative, performance-based assessments to monitor students' learning for several courses, e.g., Translation, Interpreting, Speaking, Writing, Language Teaching Methodology, Language Assessment and Basic Acting. The panel welcomes the regulation of Gunadarma University to offer a wider variety of test formats. The implementation of the new test formats should be taken into account during the next re-accreditation. The panel also recommends increasing the number of tests to review the English proficiency of the students more often.

The final thesis is evaluated based on previously published and coherently applied criteria, rules, and procedures. The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1 Contents					
3.1.1* Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2* Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3* Integration of theory and practice (Asterisk Criterion)			X		
3.1.4 Interdisciplinary thinking			X		
3.1.5 Ethical aspects			X		
3.1.6* Methods and scientific practice (Asterisk Criterion)			X		
3.1.7* Examination and final thesis (Asterisk Criterion)			X		

3.2 Structure

Projected study time	4 years, 8 semesters
Number of Credit Points (CP)	206 ECTS credits, 144 sks (national credits)
Workload per CP	1 sks = 39.66 hours 1 ECTS = 28.5 hours
Number of modules	71
Time required for processing the final thesis and awarded CP	1 semester, 4 sks (8.8 ECTS)
Number of contact hours	7060 hours

The study programme is designed for eight semesters, employing the semester credit system for teaching and learning, whereby it is also possible to shorten the study programme. Each subject, generally, weighs at least two credits and a maximum of four

credits for the final project (thesis). This system requires students to attend 80 % of the face-to-face class session of each subject. Each academic year consists of two semesters, one in the first half (ATA) and one in the second half (PTA) of the academic year. Each semester consists of 16 weeks, the mid-term and the final examination take place at two dates within these. The maximum number of credits in one semester is 24 credits. Elective courses are offered from the fifth through the eighth semester. The curriculum has a total weight of 144 credits, which corresponds to 206 ECTS credits. One semester credit unit (sks) in Indonesia covers 170 minutes or 2.83 hours of learning activities per week (50 minutes of face-to-face activity in the classroom, 60 minutes for structures assignment and 60 minutes for self-study per week). Therefore, the total time spent by a student during one semester is 2.83 hours/ week times 14 weeks/ semester. This equals 39.66 hours per semester. Given that one ECTS are 28.5 hours the conversion from sks to ECTS credits is calculated: $39.66/28.5= 1.39$ ECTS.

Table 6: Semester credit distribution

Semester	Courses	Total SKS	ECTS
Semester 1	10	20	28.5
Semester 2	10	20	28.5
Semester 3	10	20	28.5
Semester 4	10	20	28.5
Semester 5	10	20	27.8
Semester 6	9	18	25
Semester 7	8	16	22.2
Semester 8	4 (final thesis)	10	17

For courses with practice in laboratory, one credit equals 1.579 ECTS credits which explains the different number of ECTS credits given for the same number of sks credits.

The same applies to the credit distribution for the final thesis in the eighth semester, since one sks for thesis in Indonesia covers ten hours of face-to-face consultation activity (one hour per week, ten weeks per semester). The number of hours for independent research activity, thesis writing and thesis defence is set to equal to 2.2 ECTS for one sks. Therefore, four sks for thesis writing in semester eight equals 8.8 ECTS.

In accordance with the study and exam regulations implemented by the programme, students are required to attend at least 80 % of the meetings in the 16 weeks. One semester can include 18 to 20 credits, including assignment and mid and final term exams. Students necessarily accomplish the assignments and the exams. The academic calendar for each academic year, which includes exam schedules, is published online at the beginning of each semester. The mid-term exam is held in the eleventh week and the final exam in the 16th week. The exams are conducted following the established standard procedure by the University. During their study, the students are allowed to take an academic leave. The regulations of the academic leave are provided on the programme's website. Lecture guidelines, exam rules and academic calendars can also be accessed there or through the student website access. A test committee is appointed centrally at university level for the implementation and supervision of the exams. The correction and evaluation of exam results is carried out by the lecturers of the subjects. The procedure is described in the Academic Handbook for the students of the study programme.

Some examples of Gunadarma University's examination implementation policies include that students may not have more than two exams on one day or three exams on two consecutive days; that exam supervisors be assigned to supervise no more than 30 students in the examination room; and students are required to bring their student identity card and exam

card. In general, the study and exam regulations in the programme are designed in such a way that students can study within the expected timeframe. The students can also study a period abroad or at another HEI in Indonesia, with approval from the faculty, although the curricula do not foresee mobility windows. In practice, almost no student leaves the University for studying abroad for a period. During the online conference, the University stated that credits awarded abroad will be recognised if the foreign course is equivalent to the course contained in the curriculum following the procedure of study transfer.¹³

The Marking policy follows the table with grades between A and E.

Table 7: Table of grades

Score in Letters	Grade Point
A	8.00
B	6.00
C	4.00
D	2.00
E	0.00

Students are declared to have graduated from the undergraduate programme English Literature through judicial determination (a qualitative statement of a student's learning outcomes at the end of the education level), which is determined based on the Cumulative Achievement Index or Grade Point Average (GPA). The GPA is calculated from the average quality of the course exam results each semester, the final project and academic performance achieved at the end of the study programme exam, divided by the total number of sks (144 credits). In one semester the total number of credits is 18-24 credits. In general, the majority of students can complete their studies in 4.25 years with an average GPA of 3.16 (highest possible would be a GPA of 4). Gunadarma University, under the coordination of the Student and Academic Administration Bureau (BAAK) and the study programme, assigns a lecturer to each class as a study advisor who is responsible for providing guidance to the class on academic matters in order to motivate student creativity and mentality to drive student achievement. He/she is also responsible for improving harmony and discipline in the classroom environment. His/her responsibilities also include monitoring the continuity of teaching and learning activities of a class and the attendance as well as the conditions and performance of students in a class. At the same time he/she is expected to accommodate and resolve problems that arise because of the beforementioned aspects, while trying to get to know each student personally and conducting guidance and consultation to the assigned class, both in academic and other activities.

Gunadarma University does not differentiate students based on gender, ethnicity, marital status, economic class, religion and disability. Discrimination at any basis is not tolerated at the University which is reflected in the guidelines for the rules and codes of ethics of the University. Academic Management Development System (PSMA) offers data about disabled students to teach academic advisors how they can supervise them in their classes. In general, Gunadarma University has been designed in such a way that disabled students are able to carry out their activities. During examination, there are supervisors who support them as appropriate for their disabilities. Universitas Gunadarma also supports students with special life circumstances, for example, by providing left-handed arm chairs and tactile paving for visual impairment.

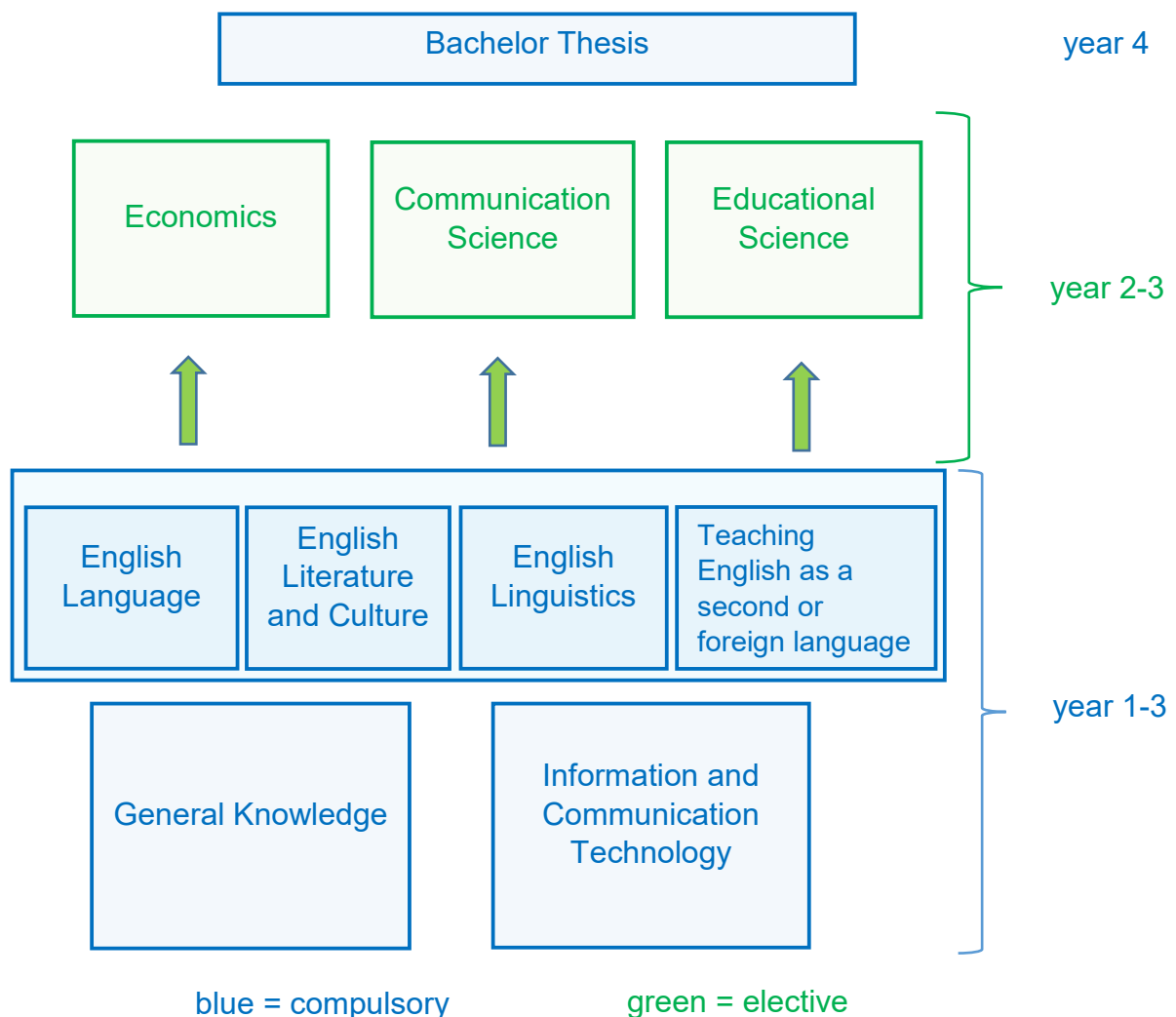
¹³ see Academic Guidelines Chapter IV

Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme assigns 2-4 credits (CP) per course on the basis of the necessary student workload. The course descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide. The panel acknowledges the development made by the study programme English Literature so far and recommends thinking about clustering the courses, especially within the second part of the study programme. This could point out the elective paths within the study programme for the students and reflect the content of the programme transparently. Additional foci could be put on fostering critical thinking skills, interactivity and individuality. This can, for example, also be implemented into the curriculum by allowing different specialisations in a limited number of the multidisciplinary fields (see shadowing, internships, mobility during the study programme and its recognition).

The panel very strongly recommends considering a very thorough redesign of the study programme within the next years. This might include taking into account to cluster similar courses into larger units, thus reducing the number of courses. In a next step, the structure of the undergraduate programme English Literature could be outlined more clearly in such a way that the structure of the study programme can be captured at one glance (e.g., group the individual courses into larger units that reflect the multidisciplinary fields).

An example for a possible graphical representation could be:



Furthermore, the panel recommends considering which multidisciplinary fields are compulsory and which are elective and, by doing so, considering if it is an additional asset for (prospective) students to choose a specific focus or track within the study programme in year 3 and 4. In light of all these recommendations, a serious consideration in how far the current title of the study programme reflects its content is recommended (see chapter 3.1). The panel welcomes the University's intention to review the structure, as expressed in the statement on the report.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account national requirements. The panel recommends revising the regulations on retaking exams so that the number of semesters does not increase. Overall, the study programme is designed in a way that students can, theoretically, study for a certain time at other HEIs or do internships without any extension of their overall study time. The panel recommends seriously considering whether some exams within the study programmes' courses could be merged into one (e.g., Listening Comprehension 2 and Speaking 2 as individual courses could be clustered into one module with only one exam focusing on both courses).

The recognition of degrees and periods of study at other HEIs is regulated in analogy to the Lisbon Recognition Convention; the recognition of periods of practical work is also clearly defined. The University handed in documents which show the national credit system and the conversion to the European ECTS system. However, no Diploma Supplement with a relative grade or an ECTS grading table that is supplied with the final grade has been presented to the panel members.

Therefore, the panel recommends the following condition:

- The University provides a Diploma Supplement to the graduates including a description of the national (higher) education system and an ECTS grading table.

In its statement on the report, Gunadarma University informed the panel that they are providing a Certificate of Indonesian Professional Competence to the graduates. However, there is no Diploma Supplement, which provides a standardised description of the nature, level, context, content and status of the studies completed by its holder, including description of the national (higher) education system and an ECTS grading table¹⁴ (see for example Europass template¹⁵). The panel recommends such a tool as it would promote students' academic mobility and contribute to promoting the transparency and mutual trust in higher education.

The feasibility of the study programme's workload is ensured by a suitable curriculum design, by a plausible calculation of workload and by appropriate support services as well as academic and general student counselling. The number and frequency of examinations could be reduced in the context of recommended restructuring of the study programme (see chapter 3.1).

Furthermore, the panel members urgently recommend regularly reviewing the workload and taking into account evaluation findings, including student feedback and the programme's success rate (see also condition in chapter 5.1).

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http://ehea.info/Upload/document/ministerial_declarations/EHEAParis2018_Communique_AppendixIV_952782.pdf

¹⁵ The Diploma Supplement is part of the Europass framework transparency tools. It is produced by the higher education institutions according to standards agreed by the European Commission, the Council of Europe and UNESCO.

The HEI ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme, examinations and facilities. Students in special circumstances, such as single parents, foreign students, students with a migration background and/or students from so-called non-academic backgrounds, are particularly assisted, e.g., with scholarship opportunities. The panel welcomes the special support that is provided to students with mental health problems as they receive a free counselling in cooperation with the psychological department of Gundarma University.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2	Structure				
3.2.1*	Modular structure of the study programme (Asterisk Criterion)		X		
3.2.2*	Study and exam regulations (Asterisk Criterion)		Condition		
3.2.3*	Feasibility of study workload (Asterisk Criterion)		X		
3.2.4	Equality of opportunity		X		

3.3 Didactical concept

The student-centred learning concept of the study programme allows the implementation of different teaching and learning methods. These are described in the course outline study plan which is distributed to the students during the first lecture and can be accessed online.¹⁶ The methods and materials are a combination of lectures, practical trainings, data samples, power points, case studies, project work, presentations, group performances and group discussions. Of the 14 topics covered in each course (one week per subject), the students can choose on which they want to focus and gain additional competences and knowledge, e.g. by choosing additional reading.

The teaching methods are chosen by the lecturer according to the expected learning outcome; they are applied to facilitate the students' access to the materials in order to be able to increase the learning outcome. The study programme also conducts blended learning and e-learning possibilities; students and lecturers can use virtual classroom facilities. For these v-classes, lecturers are required to upload the course material, assignments and quizzes. Meanwhile, the students are expected to download the course material and prepare accordingly. The v-class website offers a chat and discussion menu to enable lectures and students to communicate effectively. Furthermore, students are equipped with their own digital locker on the online platform for acquiring information and communicating with lecturers. Not only are they able to download course materials and information, but students can also upload academic administrative files. Besides these options, students can access the library or download textbook materials (e-books) compiled and developed by lecturers for free.

The curriculum development phase includes a need analysis regarding the course planning, the development of curriculum arrangements and course mapping, the development of lecture programme units and a study plan as well as the development of teaching materials and teaching methodologies. In the further process, dissemination to lecturers, students and related units in the teaching-learning process and ratification and implementation of the curriculum that has been reviewed in the teaching-learning process is made. The priority of

¹⁶ <https://sap.gunadarma.ac.id/>

curriculum development at Gunadarma University is the development of hard skill capabilities in excellence of scientific competition as well as enhancing soft skill abilities. These soft skills aim to develop and enhance students' competitiveness in the job market, e.g., communication skills, personality, entrepreneurship and other supporting abilities. Lecturers are responsible for preparing their course materials for the courses they teach. Each faculty prepares a study plan that includes the course outline containing the course description, course aims, course objectives, course learning outcomes, teaching strategies and technology application, grading assessment plan, and course rules. The course file is distributed to students during the first week of the semester. The course materials include lecture notes and a sample of assessment methods (i.e. mid-term exam and final exam). The course report contains the instructor's comments and other pertinent information on course delivery, results, resources and facilities, course evaluation and plans for improvement. Course reports include students' achievement shown as the semester results, which confirm how effective the course material and objectives have been.

The study programme English Literature has hosted guest lecturers from various universities and institutes from the public or private sector, to deliver seminars and workshops or join classes to share knowledge and experience with students. Activities like these are carried out throughout the academic year. In addition to several guest lecturers from other Indonesian higher education institutions (e.g., Universitas Sebelas Maret Surakarta and Universitas Indonesia), the study programme English Literature has welcomed guest lecturers from China and Korea (Association internationale des étudiants en sciences économiques et commerciales – AIESEC) or Saudi Arabia (Bisha University) in the last four years. The latest have been seminars on “Strategic Roles of Language and Culture in 4.0 Era” and “Language, Law and Education” in 2020.

Appraisal:

The didactical concept of the study programme is described, plausible and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects. Student-centred learning methods have been included into the study programme since students are encouraged to take an active role in creating the learning process. Following on from this, the panel recommends implementing a wider variety of teaching and learning methods and taking a concept that includes digital methods, such as a flipped classroom, into consideration.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. The use of a learning platform makes sure that the materials are accessible for the students. They are user-friendly and encourage students to engage in further independent studies. The panel welcomes that the students have the opportunity to propose course materials to the lecturers and a revision is undertaken on a regular basis. In this context, the panel recommends updating the literature and revising the reading lists for the courses, especially regarding the literature in English language and the literature on cross-cultural studies since there is more recent research accessible.

Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work, but also, for example, from culture and politics. Nevertheless, the panel encourages the University to increase the number of international guest lecturers which enrich the study programme. Especially digital formats offer new possibilities since they reduce the efforts and expenses needed.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.3	Didactical concept				
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)		X		
3.3.2*	Course materials (Asterisk Criterion)		X		
3.3.3	Guest lecturers		X		
3.3.4	Lecturing tutors				X

3.4 Internationality

In terms of internationality, the curriculum reflects various international and intercultural aspects. This can, for instance, be found in courses like Cross Culture Understanding, Human and British Culture, Cultural Assessment, English Prose Studies, Poetry Studies, Drama Studies, Cultural Interaction and Pop Culture. The study programme regularly holds international conferences and seminars with the intention to expose students to different cultures. From 2016 to 2019, several seminars with focus on the various cultural backgrounds of the students have been organised by members of the organisation International Exchange of Students in Economics and Commerce (AIESEC).

Gunadarma University actively cooperates with other universities around the world. The study programme English Literature, as part of the University, also contributes in expanding the programme, especially with regard to short course student exchanges. For instance, lecturers of the study programme provide English and Indonesian courses for students of non-degree programme from Uzbekistan's universities. The English Literature programme will focus on promoting degree programmes for foreign students when international accreditation has been awarded.

International programmes carried out by the study programme include staff capacity building in the field of education and research, including assigning lecturers to gain and to exchange knowledge with foreign countries. A number of international guest lecturers invited in the last years contribute to the international orientation (see chapter 3.3). In addition to that, some lecturers have vast experiences in education, training, working, seminars and research in an international context, e.g., from the University of New South Wales and Oregon State University. The study programme carries out internationalisation efforts by providing lecturers opportunities to attend international seminars abroad within different research programmes. International activities enable the lecturers to build networks and to carry out benchmarking, e.g., invitations for the lecturers as speakers at seminars in Uzbekistan. These international experiences by the programmes' lecturers bring international dimensions to the content and the delivery of their courses. Students are able to learn through lecturers' real experiences, such as foreign language skills and foreign culture knowledge.

The study programme uses both English and Indonesian for communication, English being mostly used as an instruction language. Indonesian is used in general skill courses studied by students of all programmes. The general skill courses include Civic Education, Indonesian, Religious Education and Introductory to Philosophy and Modern Thoughts. To enhance foreign language skills, the study programme also provides a Mandarin Basics course conducted by the Chinese Literature Department. Other efforts to enhance foreign language skills are by conducting basic, intermediate and advanced language courses in stages, as well as by using English as the main language in teaching materials.

Appraisal:

International contents are an integral part of the curriculum. Students are thus prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment. On this basis, the panel recommends working further on the international content to increase the number of graduates working in an international environment. Providing a Diploma Supplement (with the certificates) can support graduates when it comes to the international job market (see chapter 3.2.2). Moreover, the development of relationships with international universities can promote international orientation of the programme.

The international composition of the student body corresponds to the programme concept. The measures taken to promote internationality are goal-oriented. The panel has the view that further developments depend, to a certain extent, on external factors, but the internationality could be further supported by digital classroom activities and units as well as international exchanges. The panel recommends intensifying the endeavours on that point and expanding the contact with other universities to create exchange programmes.

The faculty composes only of domestic lecturers, some of them with international experiences. When it comes to staff recruitment, the panel recommends hiring international staff in the next years; in particular English native speakers could enrich the programme. In this regard, the panel welcomes the plans of Gunadarma University to invite international faculties in a fellowship programme in short term period (1-2 months) participating in various activities with students as well as lectures, such as workshops, lectures and joint research, as they explained in their statement on the report.

The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programme. The course structure of the programme also supports the students to enhance their language skills since 80 % of the courses are held in English. Other measures taken by the study programme are providing a Language Laboratory and academic advisor for students to help them in their study. The study programme English Literature, through the Literature and Language Development Centre (LEPSAB), also provides English proficiency classes outside the programme course structure to support accelerated students' English proficiency. The academic degree awarded to the graduates corresponds to the learning outcomes of the national qualifications framework. Gunadarma University has set B1, as described in the European Qualifications Framework, as the minimum language level for students at graduation. During the interviews, the students showed B2 and C1 language proficiency respectively, therefore the panel strongly recommends adapting the level accordingly (see chapter 3.1). An assessment of the absolute and relative proportions of language levels of all graduates could support these efforts.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.4 Internationality					
3.4.1* International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2 Internationality of the student body			X		
3.4.3 Internationality of faculty				X	
3.4.4 Foreign language contents			X		

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

The programme's multidisciplinary competences are reflected in four Programme Learning Objectives including attitudes, knowledge, general and specific skills. The specific skills of PLOs requires multidisciplinary thinking in the field of general knowledge, information and communication technology, communication science, educational science and economics. The study programme implements multidisciplinary thinking by providing interdisciplinary courses among both the compulsory and the elective courses. Communication science is one of the interdisciplinary fields with the most number of courses including Public Relation 1, Public Relation 2, Public Speaking, Journalism 1, Journalism 2, Advertising Language Writing, and Creative Writing. In this field, students are trained to master skills in expressing ideas both written and spoken in various interests of public relation, journalism and advertising. To ensure the achievement of this PLO, the study programme applies student-centred learning methods, including problem-based and blended learning. Communication and public speaking skills are applied in all courses during interactive learning. For example, students present their thoughts in class in several courses, such as Business Communication, Speaking, Vocabulary, Pronunciation, Writing, Basic Acting and Stage Production, Creative Writing, Vocabulary, Tourism, Advertising Language Writing, Journalism, Micro Teaching and Drama Staging. In addition, students are provided with opportunities to demonstrate their abilities in communication and public speaking via UG TV and UG Radio. The study programme requires students to prepare and to conduct presentations in class. Moreover, course projects and group work allow students to develop their ability and adaptability in teamwork, cooperation and conflict-handling skills. The study programme also encourages students to join seminars, conferences and student organisations to enrich their knowledge, experiences and skills in cooperation, self-building, leadership and conflict-handling.

Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the module descriptions. Since the study programme focuses on the English language, an appropriate proficiency is ensured (for example with the Language Laboratory, acting and speaking classes and activities outside the courses). In this context, the panel suggests highlighting these competences even more and encourages the University to work further on these skills.

Teaching of these skills is supported by means of suitable didactical and methodological measures. The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		

3.6 Skills for employment / Employability (Asterisk Criterion)

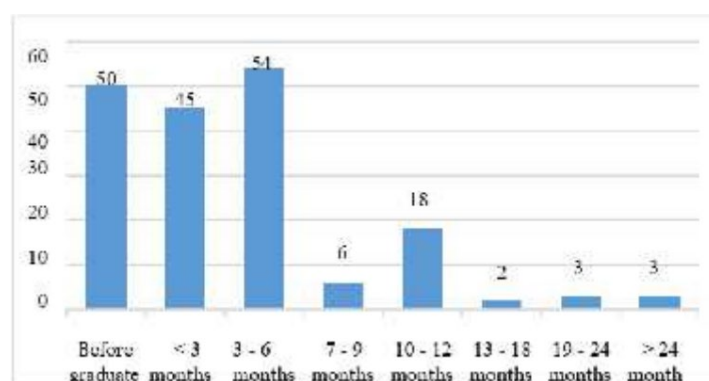
The study programme English Literature fosters employment through individual graduates' skills. It equips graduates with trainings, workshops, and professional certification. The programme encourages students to improve their skills in communication, leadership, public speaking and conflict handling. The study programme also provides graduates with an

introduction to the job market, interview strategies and techniques to write cover letters and curriculum vitae.

In addition to that, the graduates stand out from graduates of other study programmes in particular due to their English language competences. As a proof for their proficiency, a Cambridge Assessment test is to be taken at the end of the programme. The certificate is handed out to the graduates.

Gunadarma University carries out an e-tracer study with data from 2015 to 2019 on samples of respondents (graduates). 30 % got their first job within three to six months after they graduated. Besides that, 27 % had their first job before their graduation and 25 % had their first job in less than three months after they graduated.

Figure 3: Graduates’ job waiting period



Based on the data of the study, most graduates work in educational institutions, manufacturing, entrepreneur fields, financial industries, hospitality industries and government institutions.

Appraisal:

The promotion of employability – for instance through the integration of theory and practice and multidisciplinary competences and skills – runs as a common thread of the study programme through all its modules. To further develop these skills, the panel recommends the implementation of a mandatory internship in the curriculum. The introduction of more practical units in the study programme was also expressed as a wish by the students during the online conference.

Moreover, the skills could be improved within the context to a further international orientation of the study programme and the job opportunities for its graduates. The provision of a Diploma Supplement would improve the comparability on the international job market for the graduates of this study programme (see chapter 3.2).

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.6*	Skills for employment / Employability (Asterisk Criterion)			X		

4. Academic environment and framework conditions

4.1 Faculty

The study programme English Literature has 30 members of academic staff working full-time. They report to their respective Programme Director who reports to the Dean of the Faculty of Letters and Cultures. Their responsibilities include teaching required courses, academic advising, contributing to the operational plan of the department, membership in committees upon nomination by the Programme Director or the Dean, community engagement and service to the college. Every semester, academic staff are required to report their activities in the fields of teaching, research and community service. The performance of the academic staff is the basis for the administration bureau to provide incentives and opportunities for further study and submission of ranks to a higher level. Those who have met the requirements and have a sufficient value for the functional level will be recommended to be professors through the Indonesian Ministry of Education and Culture.

Academic ranks of the undergraduate programme in English Literature at Gunadarma University comprise professor, associate professor, assistant professor and lecturer.

Table 8: Staff of study programme English Literature based on academic rank

Academic Ranks	Number of Staff	Percentage
Professor	4	13,33 %
Associate Professor	1	3,33 %
Assistant Professor	18	60 %
Lecturer	7	23,33 %
Total	30	100 %

The academic staff of the study programme English Literature consists of nine members holding a master degree and 21 holding a doctoral degree from reputable public and private universities in Indonesia and abroad, with educational backgrounds in the research fields of linguistics, literature and cultures as well as translation and several other fields such as information technology, journalism and Entrepreneurship. Gunadarma University supports its academic staff in their further development, e.g., offering funding for completing a PhD-programme. In addition, those who have non-formal education such as courses, seminars and workshops related to their fields, are an added value for prospective academic staff. The Human Resource Management is conducted centrally at the university level through the Administration Bureau (BAU) which cooperates with the study programme. The academic staff's recruitment is based on the programme analysis of what competences and numbers of lectures are needed for the programme courses. Human resource recruitment sources generally consist of two groups, namely internal recruitment and external recruitment. Internal recruitment takes place through students working as assistants, then honorary staff, temporary lecturers and fulltime lecturers. This approach has the advantage that candidates are in general familiar with the conditions and information about Gunadarma University, which already has the complete academic track record of the potential lecturer. In addition, recruitment from within is also associated with giving awards or career potential to high achieving students who have abilities and the willingness to become lecturers. External recruitment is the same as internal recruitment in order to fulfil the needs of professional Human Resource (HR) in accordance with human resource development planning and guidelines determined by the Rector's Decree Number¹⁷ concerning Recruitment Procedures. The selection process, both external and internal recruitments, includes the following stages: administrative selection, including a motivational essay, CV and copies of supporting documents, an academic and English potential test, a psychological and health

¹⁷ Number: 021.1/SK/REK/UG/2004 in 2004

test and an individual interview. Those who meet the requirements and are accepted as academic staff will then be given information about their obligations and rights. Gunadarma University and study programmes provide opportunities for academic staff to develop themselves in the academic and pedagogical fields through seminars, workshops, participation in collaborative researches and community services both with internal and external parties (other universities or other agencies). All track records of academic staff are stored in the staffing system via the website.¹⁸

At Gunadarma University, in order to be employed as a lecture or teaching staff, candidates must demonstrate their teaching ability through proper qualification or suitable teaching experience, which are proven via a teaching certificate and teaching portfolio experience. The recruitment process also includes an interview to ensure the applicant has adequate qualification. The University supports the faculty members to obtain professional lecturer certification from the Indonesian Government. Out of 30 academic staff, 97 % (29 staff) have obtained a professional lecturer certification, while the others are still in the administration process of the Directorate General of Higher Education (DIKTI) to certify their professional skills in lecturing.

Activities to improve the qualifications of the faculty staff are held internally and externally. Some activities which aim to improve the lecturer pedagogical/didactical qualification are held routinely by the study programme.

Table 9: The activity to improve the Lecturers' pedagogical/didactical qualification

No	Activity	Time Schedule
1	Involving academic staff in the arrangement of study plan	End of the academic year (August)
2	Involving academic staff in training of trainer learning materials	End of the academic year (August)
3	Involving academic staff in digital-based teaching workshops	Incidental
4	Involving academic staff in study results assessment workshops	Incidental
5	Involving academic staff in review of curriculum	Every 4 years
6	Involving academic staff in review of manual research report	Every 4 years
7	Involving academic staff in the arrangement of course/practice module	Every 4 years

Some faculty members are also professionals in a related work field, such as a public speaker, an editor, a translator, an international tour guide, an examiner for competency certification and a radio announcer, so they can share their practical experience into classes on the programme and show different career paths. Most of the staff have experiences in the field of linguistics (34 %) or literature and culture (23 %) as well as translation (23 %). Some have experiences in other professional fields such as religion, journalism and communication.

The programme holds a regular meeting for the faculty members at the end of the semester to coordinate their courses and programmes throughout the semester, especially courses that involve interdisciplinary understanding. This meeting is conducted to ensure that there are no overlapping course contents and the expected learning outcomes are comprehensible. In that meeting, a course coordinator is also elected to coordinate parallel courses. In terms of meeting each other, the university provides a meeting room facility,

¹⁸ <http://hris.gunadarma.ac.id/hris/index.aspx>.

where the faculty members can meet on a daily basis, which is normally done at the beginning and at the end of the semester. In addition, discussions between academic staff and work units are also carried out through forums in digital media, such as social media, cloud meeting and e-mail. As for internal cooperation, the faculty members cooperate with each other throughout the year in joint-committee and multi-group coordination for the programme activities. Routinely, faculty members collaborate with other work units, such as the Student and Academic Administration Bureau (BAAK), the Information System Development Centre (BAPSI), the Administration Bureau (BAU), libraries and the Career Centre. Research collaborations and community service are also established with other study programmes. At the university level, the faculty members collaborate in joint work committees for organising seminars, workshops and graduation events.

Student support is conducted both in academic and non-academic aspects. Each academic year, the BAAK provides an academic advisor for students. This person is an appointed lecturer to help in mentoring the students directly. Students can consult their advisor regarding their academic and personal problems. The results of this academic and non-academic guidance and direction in the form of a good relationship between lecturers and students, enhance the running of the course and increase students' academic achievements. This is indicated by the average GPA, good study duration and low drop-out levels. As per workload, faculty members are obligated to allocate two hours of office hours for discussion, consultation and guidance related to the course. Apart from academic guidance, support for students is also provided in the form of supervising the final project by appointing a supervisor and allocating an adequate number of meetings until the final project is completed. The University provides consultation rooms on each campus to be used by the lecturer and students. Consultation can also be conducted by using helpdesk or the online chat on the website of the Academic Administration Bureau. The University also provides an IT system for virtual classes (both a web and a mobile base version) for the students to obtain course material, and online discussion in the virtual classroom. The University IT system also provides a specific website and an e-mail service for students and lecturer so they can communicate online. Communication is also possible via e-mail, social media and text message. Moreover, the programme supports the students in terms of their interest and talents with extracurricular activities, such as choirs, photography courses, sports and English debate under the faculty deanship for student affairs supervision. In case of problems with paying the tuition fees, the faculty offers individual financial counselling and assistance.

Table 10: The goals and strategies of Gunadarma University with regard to student support

GOALS	STRATEGIES	2017	2018	2019	2020	2021
f. To improve the quality of facilities and infrastructures that supports student activities						
Students' scientific activities/Fieldwork practice	Students who carry out scientific activities	100%	100%	100%	100%	100%
Enrichment programs aside from lectures	Seminars/scientific competitions per year	2	2	3	4	4
Empowerment programs for student activity units	Company visits and holding public lectures per year	2	3	4	4	4

Appraisal:

The structure and number of the faculty correspond to the programme requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and part-time lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied. The academic qualification of the faculty corresponds to the requirements and objectives of the study programme. The University verifies the qualifications of the faculty members by means of an established procedure. Specific measures for further qualification of the faculty members are implemented. On this basis, the panel recommends to further qualify the academic staff or supplement it with external staff to have more professors who advance the study programme with their academic expertise. To elaborate further, the panel suggests supporting the academic development towards PhD-level and the qualification as a professor, thereby adding experts with research experience regarding the fields of translation, linguistics or information and communication technology (ICT). Moreover, the recruitment of staff from other universities and with international experience could further develop the study programme in the direction of the objectives. Beyond that, the panel recommends to test the faculty staff regarding their language proficiency on a regular basis to ensure a C1 level of the CEFR. An orientation to the C2 level is highly desirable.

The pedagogical and didactical qualifications of the faculty correspond to the requirements and objectives of the study programme. The University ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for further qualification of the faculty members are implemented. The panel acknowledges the efforts already made by the programme management and recommends offering more external courses to the staff, especially training with an international reference to support the University's efforts to increase internationality (e.g. exchanges with other universities). Furthermore, a language assessment of the staff is recommended to promote their qualification in this regard. The panel has been able to talk to lecturers during the conference who have a high level of language skills, and would like to encourage the University to promote this level for all faculty members.

The practical business experience of the faculty corresponds to the requirement of the programme to integrate theory and practice. Especially, business experience in the field of translation is common among the teaching staff.

The faculty members cooperate with each other for the purpose of tuning the modules towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly to enhance and facilitate the exchange of ideas, teaching materials and teaching methods. In addition, projects and courses are conducted cooperatively. Especially during the online conference, the expert panel got the impression that the staff within the bachelor programme English Literature has a very strong commitment to their University, to the study programme and to their students.

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully. The faculty members are available for the students outside the specified office hours as well. The students are "fully content" with the support they receive. Especially regarding the academic supervision for the students, the panel thinks the offers and structures within the faculty exceed by far the standard student support academic-wise. The special support provided by the lecturers and staff ensures a good supervision of the students during their studies, in particular when

writing the final thesis. Additionally, the Literature and Language Development Centre which helps the students to increase their English language capabilities is welcomed by the panel.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4	Practical business experience of faculty			X		
4.1.5*	Internal cooperation (Asterisk Criterion)		X			
4.1.6*	Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X

4.2 Programme management

The study programme English Literature is led by a programme director who gets assistance by a secretary of the study programme, administrative staff and other supporting academic bureaus. The roles and responsibilities of the programme director essentially relate to planning and controlling functions regarding the organisation of the curriculum and course schedules, as well as the overall planning regarding the development and improvement of academic lecturers and pedagogical capacities and monitoring the courses' learning outcomes and the students' study progress. The programme director reports the work plans and the study programme's evaluation to the Dean and the Rector of Universitas Gunadarma semiannually at the end of the academic semester. The programme director is responsible for administering the programme management and activities, for conducting the improvement on the activities that could be achieved and not be achieved and for planning measures accordingly. Support is provided by the following academic units: the libraries, the Student and Academic Administration Bureau (BAAK), the Academic and Management System Development (PSMA), the Administration Bureau (BAU), the Academic Quality Assurance Unit (UPMA), the Information System Development Centre (BAPSI) for IT system support and the Deanship of the faculty.

The administrative process for students and faculty members is carried out in a systematised procedure. At the beginning of the academic year, the programme director coordinates with BAAK, BAPSI, BAU and PSMA to determine the academic calendar, class schedule, syllabus and exam schedule. The details of the information are provided to the lecturers and students on the University's website. During the lectures, the study programme collaborates with the bureau of lecturers and laboratory assistants in arranging classrooms and laboratories. The study programme also ensures that the facilities and the infrastructures are in good condition and well-functioning. In accordance with the asynchronous class, namely virtual class lectures, the study programme coordinates with the e-learning work unit of BAPSI in preparing v-class. In addition to making available course materials and assignments, the v-class website¹⁹ has a chat and discussion function for lectures and

¹⁹ <https://v-class.gunadarma.ac.id>

students. Students are also equipped with their own digital locker on the online platform²⁰ for acquiring information and communicating with lecturers. The academic staff provides consultation to students related with administrative procedures during office hour. The consultation is also carried out virtually via digital locker or email. At the end of the lecture, the study programme coordinates with BAAK, the examination bureau and PSMA in preparing the mid-term and final term examination as well as in coordinating the process of assessment. The faculty members are able to receive administrative information, download and upload administrative issues on the websites. In conducting the teaching and learning, the academic staff is supported by the technical assistants. Gunadarma University provides students and academic staffs with various websites for supporting the teaching and learning activities and other administrative processes²¹. These sites contain information on the lectures schedule, exam schedules, course syllabus and academic announcements, as well as the students' grades, GPA, credits and course transcripts in their individual accounts which can also be used for consulting the students' advisors. There is also a complementary offer for lecturers, who can use their platform to store teaching materials, research results and coordinate other academic activities.

To enhance the quality of the administrative staff, Gunadarma University regularly conducts training, courses and workshops, related to procedures and IT utilisation in supporting the administrative duties.

Appraisal:

The programme director coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly. The programme director successfully takes initiatives to promote the systematic development of the study programme in a manner which includes all relevant groups. The panel has the view that the programme director supports each group within the study programme and successfully takes every major problem to the programme management level to ensure that the problem can be solved in the best possible way.

Faculty members and students are supported by the administration in the organisation of the study programme by various staff members. Sufficient administrative staff is available. Decision-making processes, authority, and responsibilities are clearly defined within the study programme. Teachers and students are included in the decision-making processes where their areas of work are involved. The opportunities of electronic service-support are used and supplement personal one-to-one counselling. The University offers the administrative staff opportunities for continuous professional development, e.g., in seminars on IT-utilisation or on improving the work processes. The administrative staff acts as a service provider for students and faculty, being available for training, support and problem solving.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)		X			
4.2.2	Process organisation and administrative support for students and faculty		X			

²⁰ <https://studentsite.gunadarma.ac.id>

²¹ <http://baak.gunadarma.ac.id>; <https://akademik.gunadarma.ac.id>; <https://studentsite.gunadarma.ac.id>; <https://v-class.gunadarma.ac.id>; <http://staffsite.gunadarma.ac.id>

4.3 Cooperation and partnerships

Gunadarma University has joined cooperation and partnerships with academic institutions, both at the national and international level. Cooperation agreements are documented with a signed memorandum of understanding from both parties. These include for example the Hasanudin University (Indonesia), the Sebelas Maret University (Indonesia), the Royal Melbourne Institute of Technology (Australia), the Kyrgyz National University (Kyrgyzstan), the Phetchaburi Rajabhat University (Uzbekistan), the State University of World Language (Uzbekistan), the Academy of Economics and Law (Kazakhstan), the Circulo Latino Americano (Latin American cooperation), Public Senior High Schools (in Jakarta, Bogor, Depok, Bekasi areas), the Prometic (iBT Regional Test Centre Indonesia), the Uzbek National University (Uzbekistan), the Samarkhan State Institute of Language (Uzbekistan), the University de Bourgogne (France), Novo Learning (Singapore) and education institutions in Singapore.

The cooperation fosters the exchange of students and lecturers, teaching materials and shared research, holding joined international seminars, as well as language training seminars.

Besides cooperation and partnerships with academic institutions, Gunadarma University has also joined cooperation with national and international business enterprises and other organisations. Agreements for the cooperation are documented in the form of a signed memorandum of understanding from both parties. These include national ministries as well as the English Studies Association in Indonesia (ESAI), software enterprises, insurance companies, city governments and the Bank Indonesia. The cooperation enables language trainings, development of information and communication technology and participation in linguistic congresses and TOEFL certification.

Appraisal:

The scope and nature of cooperation with HEI, other academic institutions and networks relevant for the programme are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students' qualification and skills. Besides, the panel recommends to establish cooperations in a more structured way and also focus on English-speaking countries that can enrich the outcomes of a cooperation for this study programme and its students.

The scope and nature of cooperation with business enterprises and other institutions relevant to the programme are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students' qualification and skills. On this basis, the panel recommends to integrate internship and job shadowing opportunities coming from these collaborations as a mandatory unit into the study programme.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3 Cooperation and partnerships					
4.3.1(*) Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X		
4.3.2(*) Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			X		

4.4 Facilities and equipment

As the assessment could not take place on site due to Covid-19, the university submitted a video with an overview of the facilities. The classroom quantity is proportional to the students' ratio standard. Each classroom and laboratory is equipped with the recent and qualified media technology. The building can also be accessed by disabled persons. The study programme supports a virtual classroom system. The University is equipped with internet network between buildings using optical fiber and between campus locations using Virtual Private Network (VPN). All campus areas are also covered by wireless hotspot internet network which can be accessed free of charge in the campus environment. Information technology support is provided for the programme by Information System Development Centre (BAPSI). In addition, the University also has several auditoriums for seminars, conferences and meetings with various capacities from 100 to 300 persons.

Gunadarma University has libraries in several of their campus locations. The central library building is located on main campus with a total area of 1,800m². Each library is equipped with an online access. The libraries can also be visited digitally via the website.²² The platform provides e-books, scientific writing abstracts, electronic journal links, theses, dissertations and international journals. The library also has collections of books and scientific writings that are regularly updated to support the programme learning process.

Table 11: List of Journals for students of English Literature

Journals for study programme English Literature
1. Learning and Teaching in Higher Education: Gulf Perspectives
2. Asian Association of Open Universities Journal
3. Asian Education and Development Studies
4. Language Learning and Technology
5. Studies in Second Language Learning and Teaching
6. 3L: Language, Linguistics, Literature
7. GEMA Online Journal of Language Studies
8. Translation and Interpreting
9. SKASE Journal of Theoretical Linguistics
10. Journal of Research in Applied Linguistics
11. Language Related Research
12. Journal of Language and Education
13. Research in Language
14. Topics in Linguistics
15. Asian Journal of Applied Linguistics

²² <http://library.gunadarma.ac.id>

- 16. Journal of the Southeast Asian Linguistics Society
- 17. Studies in English Language and Education
- 18. Qualitative Research in Education
- 19. Pertanika Journal of Social Science and Humanities
- 20. Wacana
- 21. Indonesian Journal of Applied Linguistics
- 22. Journal of Social Studies Education Research
- 23. LEKSEMA: Jurnal Bahasa dan Sastra
- 24. International journal of innovation, creativity and change, academic, science, research, teaching, education, art, engineering
- 25. Meta: Journal des traducteurs / Meta: Translators' Journal
- 26. Cross Over: Journal of Adaptation Studies

The libraries provide free membership for students, academic staff, lecturers and support staff of Gunadarma University. Members can read and borrow books, access eBooks and journals. If a certain book or publication is not available, the library can order it within a few weeks and provide it to the student.

The service hours for an on-site visit of the libraries are from 09.00 a.m. to 03.00 p.m. from Monday to Friday and from 09.00 a.m. to 12.00 p.m on Saturday. The library procedures and guidelines are transparently described on the website.

Appraisal:

Due to the Covid-19 pandemic, the panel was not able to visit Gunadarma University on-site. Therefore, the panel was provided with videos showing the facilities as well as interviews with Gunadarma University students. According to the panel, the number and size of teaching rooms and the equipment of all learning facilities shown in the video are in line with the needs described for the programmes. The rooms are equipped for disabled students and give them barrier-free access. According to the provided video, the campus is fully equipped with appropriate technology. Free access to a Wi-Fi network is available for students; for special contents of the curriculum (e.g. language practice), Gunadarma University has appropriate rooms which possess the specific technical components needed. However, during the next re-accreditation process a special focus should be made on the facilities on-site.

The students have access to relevant and advanced literature for their study programme (including books and journals) via the library. In addition, access to the literature and journals as well as to digital media (e.g., electronic media, databases for research) is ensured through the website. Regarding the opening hours of the library, the panel recommends improving the access to literature for the students. Therefore, a survey of the students' needs regarding the opening hours and the number of books they are allowed to borrow could point out necessities for the expansion of the offer.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)		X			
4.4.2*	Access to literature (Asterisk Criterion)			X		

4.5 Additional services

The study programme English Literature includes a variety of activities to introduce the prospective graduates to the job market availing feedback from alumni and other stakeholders. These activities include collecting written information and making these available to prospective graduates. In addition, it also invites the community of graduates and alumni to give direct orientation and counselling to prospective graduates. For graduates who will enter the job market, the study programme is in close coordination with the University's Career Centre to provide services for preparation and search for employment. On the website, feature facilities for Gunadarma University graduates are available where they can fill in their portfolios and competencies. This is also possible in the complementary direction, as employers have the possibility to enter required categories and qualifications for prospective employees in their companies. The system works with a job matching engine bringing these two parties together. In addition to the information on graduates and companies, the system includes an online tracer study which provides information about activities and experiences regarding industry developments shared from alumni.

Moreover, the Career Centre provides guidance in writing letters of application and CV's and offers tips for job seeking and career development.

Besides the job matching offered by the online system, the Career Centre organises a job fair on a regular basis. In this format, employers and graduates are brought together on the campus. Before the meeting, the participants create an account in the UG Career Centre database to foster the on-campus recruitment procedure.

Alumni play an important role in supporting and counselling the students in the programme. The alumni periodically come to campus as speakers at the end of the academic year. Through seminars, they provide insights and motivation to the prospective graduates as preparation when they enter the job market. The alumni are formally incorporated into the alumni organisation English Literature Alumni Association, in the framework of which the annual "Alumni Gathering" event takes place where alumni can give students motivation as future graduates. Moreover, the lecturers bring together students and alumni for individual counselling sessions.

Appraisal:

The panel welcomes the enormous efforts undertaken by the University to support the graduates in finding an appropriate employment, in many cases already before finishing the studies. Career counselling and placement services are offered to the students and graduates on an individual basis to promote their employability. Sufficient resources are therefore provided. In addition to that, the Career Centre of the University offers digital opportunities to get in contact with prospective employers and organises a job fair for recruitment on the campus. Such activities are planned on a long-time basis, performed regularly and are actively marketed. Sufficient staff is available for this purpose. Students have access to the HEI-wide corporate network. The HEI brings its graduates in contact with representatives from business enterprises at regular events. In the course of this existing network, the panel draws attention to the fact that the University could think about using these contacts for incorporating the internship or job shadowing into the curriculum. This may even further improve the graduates' opportunities on the job market.

An alumni organisation has been set up with the aim of developing an alumni network. Alumni activities are planned on a long-term basis, performed regularly and are actively used for assessing and evolving the programme. Sufficient (staff) resources are available for this purpose. On top of that, the alumni are available for counselling for the current students and providing information regarding their experiences in the job market.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5	Additional services				
4.5.1		X			
4.5.2		X			

4.6 Financing of the study programme (Asterisk Criterion)

The study programme has a secured funding. The main contributions are made by student tuition fees, Gunadarma Foundation funds and independent funds obtained through training activities, workshops and courses for students, communities and public institutions. Financial management is at the university and faculty level, however, the study programme can submit activity funding proposals to the upper level for an activity and report the use of funds after the activity is completed. The University ensured the financial sustainability of the programme for the entire accreditation period.

Appraisal:

The study programme is funded for the entire accreditation period so that students will definitely be able to complete their studies.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.6*			X		

5 Quality assurance and documentation

The internal quality assurance system at Gunadarma University is based on the regulation of the Minister of Research and Technology of the Republic of Indonesia no. 44/2015 concerning national higher education standards in teaching, research and community service. In connection to this, a higher education quality assurance system has to be implemented to secure a quality loop of evaluation and improvement.

The quality assurance system is conducted at each level: university, faculty and programme. At the programme level, the Academic Quality Assurance Unit (UPMA) is responsible since it is part of the overall quality assurance body of the University. The members of UPMA will cooperate with the study programme director to ensure the implementation of quality assurance measures. UPMA, in conducting the monitoring and evaluation, also coordinates with related units, namely the Information System Development Centre (BAPSI), the Gunadarma Development Institution and the Gunadarma Professional Certification Institution (UGLSP). The UPMA's objective is to ensure the quality of the programme contents, especially making sure they are delivered to the students effectively to achieve the expected outcome. Internal monitoring and evaluation are carried out periodically (at the end of each semester as well as annually) to ensure that the implementation of the system development programme and of the quality of learning can proceed as planned. To supervise and control the learning process, UPMA uses several measurement parameters and performance indicators. Quality and performance indicators that are set refer to the vision, missions and goals to be achieved. In the quality control activities of the learning process, the lecturer and student representatives coordinate with the study programme to control the quality of the learning process. The instruments used for evaluating the internal quality of the study programme include: curriculum content, learning process, competence of graduates, educators and education personnel, availability of facilities and infrastructure, management of study programmes, financing, assessment of learning outcomes, research and community service. Each standard has its own weight. The overall report is then presented at the annual work meeting to obtain feedback and approval of activities from the heads of institution or university.

Monitoring from external parties includes the Programme Evaluation Self Assessment (EPSBED) and the National Accreditation Agency for Higher Education Institution of The Republic of Indonesia (BAN-PT). Furthermore, UPMA, as well as lecturer and student representatives use questionnaires to gather satisfaction data of the programme content achievement from stakeholders and employers. All internal and external evaluation results are analysed and followed up by the study programme for future improvement. Quality standards, instruments and results of the study programme's internal quality evaluation can be accessed on the website.²³

The process of evaluation also includes the students. At the end of the semester, they are demanded to fill out evaluation forms concerning the content of the course, the learning process and the learning environment during the semester. Evaluation is also carried out on study programme management and other work units. Furthermore, the UPMA periodically conducts surveys to students to evaluate the performance of lecturers in the learning process. Evaluation is intended for each subject taught by lecturers. Aspects that are measured include pedagogic competence, professional competence, personality competence and social competence in the learning process. Surveys on lecturer performance are carried out at the end of each semester and carried out anonymously to maintain objectivity. The students' questionnaire results are analysed by UPMA and documented as report materials for the programme meetings. The results are evaluated by

²³ <https://spma.gunadarma.ac.id>

the programme director and communicated to the students through their student account on the University online platform.

Within the framework of the internal audits, faculty members have the opportunity to directly convey their feedback concerning the study programme and course. In general, feedback from faculty members includes updating the content of teaching materials to keep up with current developments, updating and adding library references, improving laboratories that support the infrastructure so that it follows IT developments and increasing the number of seminars and workshops by bringing in experts and practitioners to add insight.

Another part of the evaluation process concerns the lecturers. A questionnaire for the teaching staff contains questions regarding competency development, career paths, welfare, work at the environmental level, research services and community service. The result of the questionnaire is then analysed by UPMA and documented as report materials for the programme evaluation meetings. Input is analysed and presented to the Programme Director who is expected to be responsible for solving problems or responding to improvement suggestion within the programme. Faculty members are then informed by the Programme Director about the measures to be taken, in most cases, this takes place during the programme meeting at the end of the semester.

The evaluation process from employers and other stakeholders is also carried out on an ongoing basis to evaluate the performance in achieving the vision and missions of the study programme. These efforts are made to support a continuous improvement process. A tracer study is used to measure the stakeholder satisfaction concerning the study programme and show future needs. The Career Centre provides these external evaluation data for UPMA to analyse and report the results to the study programme management. The use of this method allows the study programme to determine the qualifications of expertise needed by the community. It can also be used to get feedback from alumni, employers and other (third) relevant parties. In particular, the alumni play an important role in giving feedback on the programme. Moreover, often on the occasion of seminars or workshops, alumni and graduate users provide input to the study programme. Generally, the input given includes: review of the curriculum according to the needs of industry and the job market, the improvement of the teaching and learning processes as well as the campus infrastructure and the need for strengthening (improving) soft skills for students apart from hard skills. Graduates may also fill in the data online or complete the questionnaire. The contents are related to the integrity of graduates (ethics and morals), professionalism, English proficiency, IT usage skills, communication, cooperation and self-development. The questionnaire is related to feedback concerning the content of the programme regarding the job profile.

All academic information can be viewed by the interested parties on the University website including structure, content, curriculum, course details and learning materials. Students can also access the information via the student online platform or in the academic handbook handed out at the beginning of the studies.

Information media for students is divided into traditional conventional information media and digital information media. The former is used in particular for UG-News, a monthly print publication with information about activities (lecturer, student and campus) during the academic year. The publication is distributed freely on campus and to related parties (stakeholders). In addition, each campus building is also provided with a large information board, whereas for digital information, students can access the online platform using their user ID and password.

Appraisal:

During the online conference, the panel got insights into the quality assurance and development processes for the study programme English Literature. Evaluations of the study courses, the lecturers and the University in general are carried out on a regular basis, which

systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes and outcomes. Responsibilities are clearly defined. Additionally, graduates and representatives from the business world are included in the process since they also give feedback on the study programme. Success rate and graduate employment are taken into account.

However, there is no student survey at the course level, which includes a question regarding the workload. A question whether the actual workload of the whole course corresponds with, is lower or higher than the estimated workload (including teaching time, self-study time and examination) is missing. Furthermore, the student survey is not anonymous. Therefore, the panel recommends the following condition:

- The University
 - a) implements an evaluation form that collects student feedback about the workload for each course;
 - b) conducts the student surveys anonymously.

Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure, the outcomes provide input for the quality development process. The results of the evaluations are communicated to the students. In addition to that, the panel suggests using digital evaluation formats and include open questions into the evaluation forms. To further the continuous improvement of the study programme, the results should also be translated into a list of measures to be taken and published in an appropriate manner. In its statement on the report, the University expressed their ambition to implement the panel's suggestions; the use of digital evaluation formats was already started during the Covid-19 pandemic.

Quality control by the faculty is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

An external evaluation is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process. The panel has the view that the feedback of external stakeholder, especially employers, is of high importance for the study programme.

The documentation provided by Gunadarma University with respect to the study programme meets the quality requirements. The study programme's course descriptions, its curriculum and exam regulations are suitably documented and published.

The HEI regularly publishes current news and information as well as activities conducted by the study programme – both quantitative and qualitative – especially via the website of the study programme: <https://fsastra.gunadarma.ac.id>. Also UGTV, a 24-hour streaming television on (<https://tv.gunadarma.ac.id>), and UG Radio are used to provide information.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)				Condition	
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			X		
5.3.2	Information on activities during the academic year			X		

Quality profile

HEI: Gunadarma University

Bachelor / Master programme: Bachelor of English Literature

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1	Objectives					
1.1*	Objectives of the study programme (Asterisk Criterion)			X		
1.2*	International orientation of the study programme design (Asterisk Criterion)			X		
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market			X		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)			X		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			X		
2	Admission					
2.1*	Admission requirements (Asterisk Criterion)		X			
2.2	Counselling for prospective students		X			
2.3*	Selection procedure (if relevant)			X		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		
3.	Contents, structure and didactical concept					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3*	Integration of theory and practice (Asterisk Criterion)			X		
3.1.4	Interdisciplinary thinking			X		
3.1.5	Ethical aspects			X		
3.1.6*	Methods and scientific practice (Asterisk Criterion)			X		
3.1.7*	Examination and final thesis (Asterisk Criterion)			X		
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			X		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.2*	Study and exam regulations (Asterisk Criterion)				Condition	
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity			X		
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2*	Course materials (Asterisk Criterion)			X		
3.3.3	Guest lecturers			X		
3.3.4	Lecturing tutors					X
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2	Internationality of the student body			X		
3.4.3	Internationality of faculty				X	
3.4.4	Foreign language contents			X		
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		
3.6*	Skills for employment / Employability (Asterisk Criterion)			X		
4.	Academic environment and framework conditions					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4	Practical business experience of faculty			X		
4.1.5*	Internal cooperation (Asterisk Criterion)		X			
4.1.6*	Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)		X			
4.2.2	Process organisation and administrative support for students and faculty		X			
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation)			X		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
	programmes)					
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			X		
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)		X			
4.4.2*	Access to literature (Asterisk Criterion)			X		
4.5	Additional services					
4.5.1	Career counselling and placement service		X			
4.5.2	Alumni Activities		X			
4.6*	Financing of the study programme (Asterisk Criterion)			X		
5	Quality assurance and documentation					
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)				Condition	
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			X		
5.3.2	Information on activities during the academic year			X		