Decision of the FIBAA Accreditation and Certification Committee

5th Meeting on March 23, 2022

PROGRAMME ACCREDITATION

Project Number:	20/148
Higher Education Institution:	Universitas Kristen Indonesia
Location	Jakarta
Study Programme:	English Language Education (Bachelor of Arts)
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 January 1, 2021, the study programme is accredited under conditions.

Period of Accreditation: March 23, 2022, to March 22, 2027

Condition 1: The University
a) integrates the MBKM internship and respective MBKM activities into the curriculum;
b) sets out a module handbook where the learning outcomes of the MBKM activities are clearly labelled and defined (see chapter 3.2).

The FIBAA Accreditation and Certification Committee has specified in the panel's recommended condition 1b) (see Summary and chapter 3.2) that it refers to the learning outcomes of the MBKM activities.

Condition 2: The University implements in its evaluation form questions that collect student feedback on the workload for each course (see chapter 5.1).

Proof of meeting these conditions is to be supplied by December 22, 2022.

The conditions are fulfilled.

FIBAA Accreditation and Certification Committee on March 22, 2023.

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 Kristen Indonesia (UKI)

Bachelor study programme:
English Language Education

Qualification awarded on completion:
Bachelor of Arts

General Information on the study programme

Brief description of the study programme:

The Bachelor programme English Language Education offers within four years (8 semesters) and with a workload of min. 236 ECTS credits a training for mainly four professional occupations: (1) Teaching English; (2) Researching: for assistants who plan, design and conduct innovative quantitative and qualitative research; (3) Creative writing: graduates who develop new and interesting ideas and convey them in several formats and media options; (4) Editors with the ability to plan, revise and coordinate material for publication in printing and digital media. Most courses are in English or bi-lingual (English and Indonesian). The knowledge of English is required. Graduates reach the degree "Bachelor of Arts".

Type of study programme:
Bachelor programme

Projected study time and number of credits assigned to the study programme:
Four years, 148 sks credits / 236 ECTS 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:
30

Programme cycle starts in:
September

Initial start of the programme:
1985

Type of accreditation:
Initial accreditation

Procedure

A contract for the initial accreditation of the Bachelor programme English Language Education (Bachelor of Arts) was made between FIBAA and Universitas Kristen Indonesia on February 22, 2020. On July 15, 2021, 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 were met.

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

Prof. Dr. Margit Bussmann
University of Greifswald, Germany
Professor of International Politics and Reginal Studies

Prof. Dr. Vera de Hesselle
Hochschule Bremen, City University of Applied Sciences, Bremen, Germany
Professor of Business Law and Tax Law

Prof. Dr. Ilka Mindt
University of Paderborn, Germany
Professor of English Linguistics

Prof. Dr. Irwan Trinugroho
Universitas Sebelas Maret, Indonesia
Associate Professor of Finance and Banking

Dr. Rudolf Camerer
Director of elc – European Language Competence
Frankfurt a.M., Germany
(Foreign language requirements in intenational professional and other contexts)

Dr. Philipp Stiel
Bavarian State Chancelllery Munich, Germany
Head of Budget and Internal Services Department
(Organisation, Public Management)

FIBAA project manager:
Dr. Birger Hendriks

The assessment is based on the self-evaluation report, amended by further documents, requested by the panel, and an online conference (because of the Covid-19 pandemic). The online conference took place on December 7, 8, and 9, 2021 with UKI representatives. The same cluster included an appraisal of the Bachelor programme Law (Bachelor of Law), the International Relations programme (Bachelor of Social Science (Int. Relations)) and the English Literature programme (Bachelor of Arts). At the end of the online conference the panel gave brief feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on February 16, 2022. The statement on the report was received on February 25, 2022; it has been taken into account in the report at hand.

Summary

The Bachelor programme English Language Education offered by Universitas Kristen Indonesia 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 March 23, 2022, and finishing on March 22, 2027, 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 at the time of opening of the procedure, and with the Bologna declaration.

The panel members identified need for improvement regarding the integration of the MBKM activities and the analysis on student workload[1].

They recommend the accreditation on condition of meeting the following requirements:

Condition 1: The University

a) integrates the MBKM internship and respective MBKM activities into the curriculum; b) sets out a module handbook where the learning outcomes are clearly labelled and defined (see chapter 3.2);

Condition2 : The University implements in its evaluation form questions that collect student feedback on the workload for each course (see chapter 5.1).

Proof of meeting these conditions is to be supplied by December 22, 2022

Furthermore, the quality requirements that have not been fulfilled:

- Internationality of the student body (see chapter 3.4.2),
- Internationality of faculty (see chapter 3.4.3),
- Practical business experience of faculty (see chapter 4.1.4),

are not asterisk criteria and therefore do not lead to conditions. The measures the HEI takes to solve the identified problems are to be considered during the re-accreditation.

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

- Observing the employability of graduates and in case of continuously reduced figures of applicants further shifting the curriculum into attractive directions (see chapter 1.3);
- Better communicating the MBKM options to students, industry, and other stakeholders (see chapter 3.1);
- Considering including an oral examination as an additional format of the assessments (see chapter 3.1);
- Organising the curriculum in modules which can bring courses of coherent context under a common roof (see chapter 3.2);
- Offering more opportunities to students for collaborative work; moreover, digital cooperation provided by UKI should be enhanced (see chapter 3.3);
- Including more international variety of contents (see chapter 3.4);
- Intensifying student exchange programmes with universities abroad (see chapter 3.4);

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[1] These aspects are "asterisk criteria" which means that they are essential for the study programme.

- Taking into account other varieties of English rather than focusing on British and American English varieties only. This also means to include other English-speaking countries and their language culture into the curriculum rather that to focus on UK and North-American varieties only (see chapter 3.4);
- Care should be taken to teach most courses only in English (see chapter 3.4);
- Including more practitioners who can augment practical experience in order to better connect theory and practice (see chapter 4.1);
- Offering courses to faculty members on digital skills and pedagogical teaching techniques in HEI which will be more and more important in the future apart from the Covid-19 pandemic (see chapter 4.1);
- Installing the planned learning management system for teaching English soon. Additionally, library services should go ahead as planned so that students and staff get full access to several electronic library platforms such as the European Digital Library (see chapter 4.4).

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

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

Information

Information on the Institution

Universitas Kristen Indonesia (UKI) is a private University in Indonesia and was founded in 1953 by Indonesian Christian prominent figures. Up to now, UKI has produced more than 70,000 graduates who work in various sectors throughout Indonesia and abroad as well. Currently, UKI has about 6,000 students who come from various regions of Indonesia. The number of foreign students is rather low. At present less than 10 foreign students are joining UKI each year.

Up to now, UKI has developed eight faculties and a school of postgraduate. The eight faculties include (1) Faculty of Teacher Training and Education, (2) Faculty of Letters and Languages, (3) Faculty of Economics and Business, (4) Faculty of Law, (5) Faculty of Medicine, (6) Faculty of Engineering, (7) Faculty of Social Sciences and Political Science, and (8) Faculty of Vocational Studies and a School of Postgraduate Training. Currently, it offers 24 undergraduate and eight postgraduate programmes (six Master and two Doctoral programmes). The 32 study programmes are supported by services for students, faculty, and staff. These include (1) Teaching Hospital, (2) Libraries (the main library is accredited with "A" rating by the National Library of Indonesia), (3) Laboratories, (4) Spiritual Services and Counselling Centre, (5) Sport and Health Centre, (6) Entrepreneurship Development Centre, (7) Language Service Centre, (8) Student Dormitory, and (9) Students and Alumni Centre. The ELE programme belongs to the Faculty of Letters and Language Education. The English Language Education programme (ELE) started in 1985 and has graduated more than 1,300 alumni.[2]

Head of the University management is the Rector who is accompanied by four Vice-Rectors: (1) Vice-Rector Academic Affairs, (2) Vice-Rector Finance, Marketing, and General Administration, (3) Vice-Rector Student Affairs, Alumni, and Law, and (4) Vice-Rector Human Resources and Cooperation.

The support department, bureaus, and offices include: (1) Quality Assurance Body, (2) Institute for Research and Community Service, (3) Academic Administration Bureau, (4) Academic Development and Evaluation Bureau, (5) Learning Technology Development Bureau, (6) Bureau of Finance and Accounting, (7) Marketing Bureau, (8) Cooperation Bureau, and (9) International Affairs Office.

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[2] In this report the expression "alumni" also includes (female) alumnae.

Further development of the programme and statistical data

The statistics of the ELE study programme show that during the last four years the rate of applicants was more or less on a level with the number of study places with no foreign students and with a majority of female students. The drop-out rate has become low whereas the average training period was stable. The Regulation of Indonesian Minister of Education and Culture No. 49/2014 stipulates that every undergraduate student in higher education in Indonesia should complete his study in 4-5 years (8-10 semesters). Thus, although ELE students are encoraged to complete their programme in 4 years, some of them need more time. As presented in the table below, only 29 (93.5%) of the 31 students of cohort 2015 completed the programme in eight semesters (in 2019). The other 6.5% did it in nine semesters so that they were included in the 2020 graduates. The whole 26 students of cohort 2016 completed the programme in eight semesters (in 2020). Because 2 students of cohort 2015 also finished their study in this year, the number of 2020 graduates is 28.

Based on the data below, the success rate of ELE students cohort 2015 is 93.5%, but the other 6.5% completed their study in the following semester. This caused the success rate of cohort 2016 (or 2020 graduates) is 106.5%.

		2020/21	2019/20	2018/19	2017/18
Study Places		30	30	30	30
Applicants	Total	**26**	**34**	**30**	**30**
	Female	16	21	19	20
	Male	9	13	11	10
Application rate		86,7%	113,3%	100%	100%
First Year Students (regular + transfer)	Total	**23**	**30**	**21**	**22**
	Female	15	19	15	16
	Male	8	11	6	6
Rate of Female Students		65,2%	63,3%	71,4%	72,7%
Foreign students	Total	-	-	-	-
Percentage of occupied study places		76,7%	100%	70%	73,3%
Graduates	Total	**28**	**29**	**21**	**30**
Graduates Success Rate Drop out Rate		106.5 %	93.5 %	136,6%	119,2%
Average Duration of Study (years)			4,3	4,2	4,2
Average grade of final degree			3.54	3.51	3,46

In 2020 / 2021 UKI changed the ELE curriculum to fulfil the requirements of the new policy of the Ministry of Education and Culture (Mendikbud) and the respective ministerial decrees[3]. This policy is called "Freedom to learn". For higher education it has been titled "Merdeka Belajar – Kampus Merdeka" (MBKM). This policy aims to give students the right to learn outside the home university and the study programme up to three semesters (with 20 sks credits per semester) with the following core elements: (1) Internship in industry, (2) Project in a village, (3) Student exchange, (4) Research, (5) Entrepreneurial activities, (6) Independent study or project, (7) Humanitarian project, (8) Teaching in school. The list of activities can be taken from programmes determined by the government and/or from

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[3] Mendikbud Decrees, 2020 No. 3 – 7.

programmes that are approved by the Rector. Every selected activity must be guided by a University lecturer.

UKI confirmed that the curriculum presented to the panel is the new one from 2020 / 2021 which takes into account the MBKM requirements.

Programme Description and Appraisal in Detail

1   Objectives

1.1   Objectives of the study programme (Asterisk-Criterion)

According to UKI[4], ELE has the vision "to be a leading Study Programme in Southeast Asia in preparing educators in English, who are competent, devoted, independent, and knowledgeable of information and communication technology in 2032." The vision is aimed to be achieved through four missions, namely: (1) conducting a qualified learning process to produce English language educators who are competent, professional, independent, and knowledgeable of information and communication technology; (2) conducting an innovative national and international educational research that can be applied in improving English language teaching; (3) providing services and dedication to the community and graduate users in the development and utilisation of science and technology related to English language teaching; and (4) establishing wider cooperation with relevant organisations both in-country and overseas.
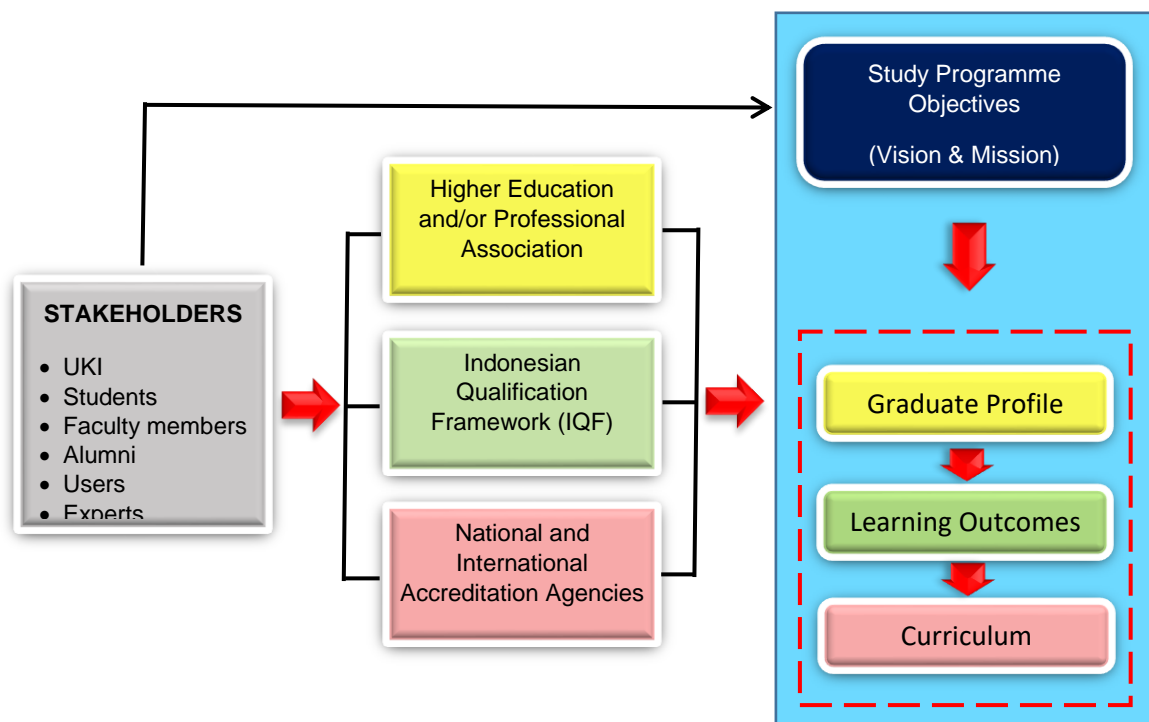
Design Mechanism Scheme of Programme Learning Outcome in UKI

Based on these missions ELE wants to achieve the following **objectives**:

-    to produce English Education graduates with good pedagogy, professionalism, personality, social competencies, and good knowledge of information and communication technology;
-    to produce Bachelors of English Education who can conduct research in this field;

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[4] See Self Evaluation Report (SER), p. 11 f.

- to produce graduates of English Education who can produce creative writing works and can work as editors or can educate English;
- to increase research and publication that contribute to English language teaching;
- to increase the quantity and quality of synergistic, functional, and humanistic cooperation and networking in the field of English Language Education at local, national, and international levels.

Against this background, ELE aims to educate and train qualified professionals with strong fundamental competencies to practice in English language-based professions, including English educators, research assistants, creative writers; and editors. In line with this, ELE formulated its graduate's profile as follows:
- English educators: The graduates shall have strong fundamental knowledge of English as well as the ability and pedagogy to teach;
- Research assistants: The graduates shall have the ability to plan, design, and conduct quantitative, qualitative, and mixed-methods research in the educational field by paying attention to scientific ethics;
- Creative writers: The graduates shall have the ability to develop new and interesting ideas and convey them in several formats and media options to various audiences in an engaging way;
- Editors: The graduates shall have the ability to plan, revise, and coordinate material for publication in newspapers, magazines, books, or websites. They can determine what material is most likely to please readers and offer suggestions to improve the product and suggest headlines and titles.

To empower students to competitively pursue one of these graduate profiles ELE provides them with learning experiences that develop the necessary competencies. These competencies were formulated in compliance with the level 6 of the Indonesian Qualification Framework IQF[5] referring to the four competencies an undergraduate alumnus should have. Undergraduate alumni/ae should be

(1) able to apply their fields of expertise and use science, technology, and art to solve problems, and adapt in the situation encountered;

(2) able to master the theoretical concepts of a particular field of knowledge in general, and the theoretical concepts of a special section of that field of knowledge deeply, and formulate solutions to procedural problems;

3) able to make right decisions based on the information and data analysis as well as to provide guidance in selecting various alternative solution both individually and in groups;

4) responsible for their work and can be given the responsibility to achieve their organization's goals. In the IQF-based curriculum, these competencies are grouped into three domains or aspects: knowledge, skills, and attitude.

Based on the IQF's level 6 qualification above, ELE formulated twelve Programme Learning Outcomes (PLOs) grouping into the following four domains:

A. Knowledge

LO1. Having the ability to listen, speak, read, and write in English with advanced accuracy and fluency for a variety of purposes with TOEFL's score of 550 and/or TOEIC score of 785.

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[5] As of June 4, 2014.

LO2. Acquiring the skills to use English in non-English teaching situations, such as in translation and interpretation, public relations, and English for specific purposes.

LO3. Having the ability to use Mandarin for daily communication.

B. *Subject Specific Skills*

LO4. Able to analyse English linguistic and cultural features for English as a foreign language (EFL) in a wide range of contexts.

LO5. Able to apply the most suitable teaching strategies, methods, and techniques, learning material, and assessments in Teaching EFL considering the developmental characteristics and individual differences of the students.

LO6. Able to write, edit, and publish texts of different genres.

LO7. Able to conduct quantitative, qualitative, and mixed methods research in English language education.

LO8. Able to produce creative writings of different genres.

C. *Generic/Transferable Skills*

LO9. Able to use information technology appropriately when presenting work and teaching.

LO10. Able to demonstrate interpersonal and collaborative skills whilst working with others in the investigation of problems, and the presentation of arguments and evidence.

LO11. Able to employ critical, analytical, and creative thinking skills in solving problems in language teaching and other related fields.

D. *Attitudes*

LO12. Upholding and respecting humanity, equality, universal ethics, and national principles, values, and norms.

Up to 2016, tracer studies conducted every two years revealed that the majority (92 %) of alumni worked as educators. The study conducted in 2018, however, showed 85.5 % of the alumni work in the field of education, the other 15.5 % work as government employers, editors in mass media, flight attendance, research assistance in various organizations, employees in the banking sector, or self-employed as creative writers or entrepreneur. A similar study conducted in 2020 showed that the number of alumni working in the field of education decreased to 81.5 % and those working in non-educational sectors increased. Thus, there is a trend that more and more alumni work in the non-educational sector.

According to UKI[6], these tracer studies also showed that the number of alumni working in international environments keeps on increasing. More and more alumni are working in international organisations located in Indonesia or abroad.

Appraisal:

The panel notes that the ELE programme has a long tradition and successfully established itself especially for training teachers of English, but also for other professional activities. Against this background, the panel considers the qualification objectives of the programme to

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[6] See SER p 16 f.

be explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. The objectives embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality (in particular with the LO 10 to LO 12).

In the opinion of the panel 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 IQF.

	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 majority (85 %) of ELE's courses are conducted in English. The only courses conducted in Indonesian are the state compulsory courses (Pancasila[7], Civic Education, and Bahasa Indonesia) and the compulsory courses from UKI (Christian Education, Ethics, Entrepreneurship, and Philosophy of Christian Education)[8]. Using English as the medium of learning empowers students to master an international language as a means of communication and thinking. Additionally, several of the core courses (e.g. Cross-Cultural Understanding, Asian Culture, and Literature) directly and indirectly encourage intercultural understanding, an essential factor of international orientation. Also, ELE offers two courses of Mandarin language.

Appraisal:

About 85 % of all courses are taught in English. Several courses train students in intercultural and international content and communication. Thus, the programme design appropriately takes into account the required international aspects, with respect, too, to its graduates' employability.

	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		

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[7] Pancasila is the official, foundational philosophical theory of Indonesia. It is composed of five principles and contends that they are inseparable and interrelated: Belief in God, Humanity, Unity of Indonesia, Democracy and Social Justice.
[8] See curriculum in chapter 3.1 below.

1.3　Positioning of the study programme

ELE was established in 1985 and is one of the oldest private English Education Study Programmes in Indonesia. ELE was initially established to provide Indonesian state and private schools with competent English educators. The above-mentioned tracer studies revealed that alumni of ELE have been pursuing careers more and more in the non-educational sector. The 2016 tracer study showed that 92 % of alumni work as educators, while the 2018 study showed 85.5 % of the alumni work in the field of education, and the 2020 study showed only 81.5 % work as English educators, and the rests pursuing careers in non-educational sectors, such as editors in mass media, research assistance in various organizations, employees in the banking sector, flight attendance, or self-employed as creative writers or entrepreneur.

With these developments ELE was encouraged to widen its objectives. It now aims not only to produce English educators but also assistant researchers, editors, and creative writers, not only at the national level but also internationally.

In Indonesia,134 English Education study programmes are being offered, 54 of them located in Java, 31 in Sumatera, ten in Kalimantan, three in Bali, eight in Sulawesi, and the rest in East Indonesia. Most of them are still nationally, even locally, oriented. However, the majority of them still focus on preparing English educators for the primary and secondary schools around them. Thus, organising an English education study programme that produces graduates who are competent to pursue a career as an English educator, research assistant, editor, or creative writer at both national and international levels can improve the competitiveness of the ELE programme.

Since its establishment, the students of ELE did not come only from Java, not to mention Jakarta. Many of them were from Sumatra, Kalimantan, Bali, and East Indonesia (Sulawesi, Nusa Tenggara Timur, Ambon, Flores, and Papua).

The education market in Indonesia is still broad. Every year, around 3.2 million Indonesian youths graduate from secondary schools. However, only around 60 % of them could continue their study due to the limited capacity of higher education. This means that in Indonesia the demand for studying at higher education is much higher than the higher education capacity. In line with this, the status of English as the first international language which opens a wide range to pursue various prospective careers in both national and international levels, English Education Study Programme has an potential for attracting many applicants.

Even when ELE just focused its objective to educate and train students to be English educators, some of its graduates had managed to undertake non-English teaching jobs. Therefore, by enriching its curriculum with the competencies that empower students to pursue those non-educational careers, ELE can increase its alumni's employability.

ELE has been integrated into UKI's overall strategic concept, including innovation in teaching/learning activities, better facilities, and resource provision, supports to produce better research and publication, and encouragement to establish international networks.

Appraisal:

The ELE programme has a tradition of 36 years and has proven to be successful. Therefore, the reasons given for the positioning in the relevant educational market are plausible.

However, the statistical data show that over the last years the number of applicants is going down[9]. The panel has the impression that the ELE programme faces a strong competition in the educational market. In this situation it is apparently not easy to win applicants. Therefore, it seems to be plausible to widen the professional orientation. The panel recommends UKI observing the employability of graduates and in case of continuously reduced figures of applicants further shifting the curriculum into attractive directions. Apart from this, the arguments in support of graduates' employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth.

The study programme is convincingly integrated into the HEI's overall strategic concept. 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		

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[9] See statistical data p. 8.

2. Admission

University applicants have to undergo an admission process, which is based on the Law on Higher Education[10] regulated by Rector's Decree number 80/SK.REK/10/2017 about New Students Admission Guidelines of Universitas Kristen Indonesia. The applicants are required to fulfil the prerequisites of admission: the registration and a test process that can be done online through the UKI website https://pmb.uki.ac.id/home or by offline application forms and test. This website is also used to track the updates of the admission announcements.

As part of the registration applicants have to deliver to UKI a copy of the Certificate of National Examination Results (Surat Keterangan Hasil Ujian Nasional=SKHUN) and a legalised high school/vocational diploma. Moreover, they must submit recent photographs and copies of their identity card, their birth certificate, and their family card. Then, for entering the University the prospective students will have to take an online test by passing the standard test score. This is an Academic Potential Test, that includes tests of verbal ability, analogy, numeric mathematic ability, and basic mathematics. The Faculty Leaders (Dean/Vice Dean/Head of Study Programme) determine who will be accepted according to the passing grade in each faculty/study programme.

There are three kinds of admission processes held by the Students Admission Centre, which can be followed by the student candidates:

1. The general admission process applies to all applicants except no. 3. It can be done by online registration through the link https://pmb.uki.ac.id/home .

2. The special admission process, which is the track for student candidates with scholarships (https://pmb.uki.ac.id). This includes Sibling Scholarships in the form of a discount for sons/daughters (biological) of active employees or UKI alumni as well as siblings of active UKI students.

3. Transfer programme admission, which allows the student candidates to be accepted by having transfer credits from an 'A' accredited English Language Education Study Programme of another university.

Through the website https://www.uki.ac.id/halaman/index/20171013-mahasiswa-jalur-umum applicants can access all information related to registration procedures, online test schedule, test results and other announcements. The prospective students may also contact the admission team through WhatsApp or send an e-mail to pmb@uki.ac.id or may come to UKI main campus and ask direct questions to the admission teams in Rectorate Building, Cawang Campus.

The final decision on the admission process will also be sent to the applicants' registered e-mail addresses as well as WhatsApp and messages. Moreover, UKI Admission Office will announce all information related to the admission process and updates in UKI social media, such as websites, Instagram, Twitter, Facebook. In this admission procedure, all personal data of prospective new students are guaranteed to be protected in privacy. After the decision, the prospective students can also give any suggestions, comments, and questions related to the admission process by contacting the student admissions committee via WhatsApp, telephone, and e-mail which will be responded. When the students are accepted, they need to make payments for the study, do the registration and receive a student ID Card.

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[10] No. 12, 2012, Section 73 f.

To be accepted to the ELE programme, all applicants have to prove as foreign language proficiency a TOEFL score of 550 or a respective TOEIC Test level. After the students enter the University, most courses of the ELE programme are taught in English as a medium of instruction in the whole classes. During their studies the students will gradually improve their foreign language competency as they are offered many international courses and some courses for developing language competences. Moreover, several options are offered by the UKI Language Center, such as native speaker days, English proficiency courses and workshops. To improve and motivate the use of English for students, UKI International through International Office also holds some programmes for students, such as students exchange programmes, trainings, internships, and some international webinars in English to motivate students use English as a foreign language. Some of the additional offers that have been followed by students of ELE are Sea-Teachers Project, international webinars, internships, and international competitions. Besides English, the students of ELE also learn another foreign languages, such as Chinese Language.

Appraisal:

The panel notes that the admission requirements are regulated and defined through a Rector's decree in a comprehensible way. The national requirements are presented and taken into account.

Applicants can turn to the UKI Admission Office for getting information and counselling, directly and / or online, for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal communication between applicants and UKI is provided by telephone, via e-mail or social media. An individual test of the applicants ensures that qualified students are admitted. The selection procedure is transparent.

UKI has described and documented the admission procedure that is also accessible for interested parties. The admission decision is based on transparent criteria and is communicated via email in writing.

To be accepted to the ELE programme, the applicants have to prove as foreign language proficiency in English a TOEFL score of 550 or a respective TOEIC Test level[11]. The panel welcomes that the students also have the possibility to improve their English proficiency during their studies.

		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		

[11] Corresponding to level B2 of CEFRL.

3. Contents, structure, and didactical concept of the programme

3.1 Contents

All HEIs in Indonesia implement outcome-based education as regulated under the legal requirements of the Ministry of Education, Culture, Research and Technology (Mendikbud-Ristek). Outcome-based education is developed with four core aspects (attitudes, knowledge, general skills, and specialised skills). Attitude aspects have been set by the National Qualification Framework (KKNI), while general skills have been formulated by the Ministry Mendikbud-Ristek. Knowledge and specialised skills are determined by the University / study programme.

The ELE programme has an obligatory workload of 148 sks credits and is divided into eight semesters (a four-year programme). It includes 68 courses as standardised at the higher education curriculum by the Ministry and the National Accreditation Board for Higher Education. The lecturers entirely describe content and course learning outcomes (CLOs) of each course in the syllabi. The CLOs express what students should demonstrate at the end of the course. It is also linked to the programme learning outcomes (PLOs).

The ELE curriculum is entitled by the Ministry as "Independent Campus: Free to Learn (MBKM)" since it promotes higher student mobility and off-campus learning[12]. It is categorised into national compulsory courses (stipulated by Indonesian government regulations), University compulsory courses, and ELE's compulsory courses as well as specialisation courses. The curriculum structure has been applied at the beginning of the odd semester of the 2020/2021 Academic Year i(August 2020 - January 2021) and reflects the learning achievements of the ELE in the realm of attitudes/values, mastery of knowledge, special skills and general skills.[13]

The ELE courses reflect the strategic orientation of the study programme, namely supporting the competence of ELE graduates not only in English education in general, but also Creative Writers, Research Assistants, and Editors.

The ELE curriculum is designed by covering the (1) graduate profile; (2) intended learning outcomes; (3) learning study materials; and (4) subjects. The graduate profiles are determined based on the results of students' need analysis, the graduate tracing, and the results of job market studies needed by the government and non-government, and the business world and industry. Based on the formulated graduate profile and intended learning outcomes, the ELE course is compiled every semester as follows:

ELE courses per semester

Semester I						
Nu	Code	Course Name	Sks Credits	Theory	Practical orientation	Field
1	999011002	State Ideology	2	2	-	-
2	999011004	Indonesian	2	1	1	-
3	999011007	Christian Ethics	2	1	1	-

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[12] See above chapter "Information".
[13] Following the Ministerial Regulation No. 3 of 2020.

4	121141010	Philosophy of Christian Education	2	2	-	-
5	999011009	Introduction to Information Technology	2	1	1	-

6	121141053	Linguistics -I	2	1	1	-
7	121141034	Integrated Skills - I	6	3	3	-
8	121141060	Literature – I	2	1	1	-
Total Credits			20	12	8	-

Semester II

Nu	Code	Course Name	Sks Credits	Theory	Practical orientation	Field
1	999011001	Christian Education	2	1	1	-
2	999011003	Civic Education	2	1	1	
3	121241012	Educational Psychology	2	1	1	-
4	121241013	Education Management	2	1	1	-
5	121241030	Language Learning and Teaching Technology	3	1	2	-
6	121241035	Integrated Skills-II	6	3	3	-
7	121241014	English Learning and Teaching	2	1	1	-
8	121241054	Linguistics - II	2	1	1	-
Total Credits			21	10	11	-

Semester III

Nu	Code	Course Name	Sks Credits	Theory	Practical orientation	Field
1	121141011	Educational Profession	2	1	1	-
2	999011005	Entrepreneurship	2	1	1	-
3	121141028	Cross-Cultural Understanding	3	1	2	-
4	121141036	Advanced Listening & Speaking	3	1	2	-
5	121241034	Advanced Reading & Writing	3	1	2	-
6	121141055	Linguistics -III	2	1	1	-
7	121141061	Literature - II	2	1	1	-
8	121141059	English Error Analysis	3	1	2	-
9	121141026	Basic Mandarin	2	1	1	-
Total Credits			22	9	13	-

Semester IV

Nu	Code	Course Name	Sks Credits	Theory	Practical orientation	Field
1	121241018	Teaching English as a Foreign Language	4	2	2	-
2	121241016	Language Assessment	3	1	2	-
3	121241015	Curriculum and Material Development	3	1	2	-
4	121241027	Pre-Intermediate Mandarin	2	1	1	-
5	121241038	Extensive Reading	2	1	1	-
6	121241040	Essay Writing - I	2	1	1	-

7	121241029	Asian Culture	2	1	1	
8	121241058	Translation	3	1	2	
Total Credits			21	9	12	-

Semester V

Nu	Code	Course Name	Sks Credits	Theory	Practical orientation	Field
1	121141017	English for Specific Purposes	3	1	2	-
2	121141050	Public Speaking – I	2	1	1	-
3	121141020	Micro-Teaching	2	-	2	-
4	121141063	Research Methodology	3	1	2	-
5	121141064	Data Collecting, Organizing & Analysis	2	1	1	
6	121141056	Sociolinguistics	2	1	1	-
7	121141042	Academic writing	3	1	2	-
8	121141019	Teaching English to Young Learners	3	1	2	-
Total Credits			20	7	13	

Semester VI

Nu	Code	Course Name	Sks Credits	Theory	Practical orientation	Field
1	121241031	Blended Learning	3	1	2	
2	121241057	Psycholinguistics	2	1	1	-
3	121241043	Creative Writing	3	1	1	-
4	121241062	Literature - III	2	1	1	-
5	121241065	Seminar on English Language Teaching	3	1	2	-
6	121241021	Teaching Practice – I	3	-	1	2
7	121241052	Language Proficiency Test Preparation	2	1	1	-
8	121241039	Critical Reading	2	1	1	-
Total Credits			20	7	10	2

Semester VII (Student who are not choosing *Merdeka Belajar-Kampus Merdeka (MBKM)*

Nu	Code	Course Name	Sks Credits	Theory	Practical orientation	Field
1	121151051	Public Speaking – II	3	1	2	-
2	121151023	Current Trends in EFL	2	1	1	-
3	121151066	Educational Action Research	3	1	2	-
4	121151032	E-Learning-Based English	3	1	2	-
5	121151024	Educational Administration	3	1	2	-
6	121151022	Teaching Practice - II	4	-	-	4
Total Credits			18	5	9	4

Semester VII (Creative Writer _ *MBKM*)

Nu	Code	Course Name	Sks credits	Theory	Practical orientation	Field
1	121151051	Public Speaking – II	3	1	2	-
2	121151041	Essay Writing – II	2	1	1	-
3	121151044	Short Story Writing	3	1	2	-

4	121151045	Script Writing	3	1	2	
5	121151033	Cyberspace Publication	3	1	2	
6	121151025	Internship	4	-	-	4
Total Credits			18	5	9	4

Semester VII (Research Assistant _ *MBKM*)

Nu	Code	Course Name	Sks credits	Theory	Practical orientation	Field
1	121151051	Public Speaking – II	3	1	2	-
2	121151046	Scientific English	3	1	2	-
3	121151066	Educational Action Research	3	1	1	1
4	121151067	Quantitative Research in Education	3	1	2	
5	121151068	Qualitative Research in Education	3	1	2	
6	121151069	Mixed-Methods Research in Education	3	1	2	
Total Credits			18	6	11	1

Semester VII (Editor _ *MBKM*)

Nu	Code	Course Name	Sks credits	Theory	Practical orientation	Field
1	121151051	Public Speaking – II	3	1	2	-
2	121151047	Academic Text Editing	2	1	1	-
3	121151048	News Writing and Editing	4	2	2	-
4	121151033	Cyberspace Publication	3	1	2	
5	121151049	Practical Journalism	2	1	1	
6	121151025	Internship	4	-	-	4
Total Credits			18	6	8	4

Semester VIII

Nu	Code	Course Name	Sks credits	Theory	Practical orientation	Field
1	121041070	Undergraduate Thesis	6	-	-	6
Total Credits			6	-	-	6
Total			**148**			

Specialising courses in the seventh semester are categorised under the alternative basic (especially teacher), creative writer, research assistant or editor.

Based on the "Independent Campus: Free to Learn" (MBKM) in the UKI students can alternatively opt for studying abroad or inter alia for an internship with a workload up to 20 sks / 32 ECTS credits with a duration up to six months in partner organisations or in the industry. The MBKM internship is based on MoUs and collaboration between faculties and government institutions or the private sector. Therefore, MBKM Internships are usually more selective than regular ones because faculties and organizations actively select their own interns, such as through interviews. The regular internship which has been included in the curriculum as a compulsory element can be taken in the 6th and 7th semester (Teaching Practice I and II).

The name of a study programme in Indonesia is under the regulation of the Minister of Education, Culture, Research and Technology (Mendikbud-Ristek)[14]. The name English Language Education has been used for a long time. UKI and the Faculty have no possibility to choose the name of the study programme on their own. Apart from that the programme name follows its objectives.

Students must acquire competency skills. They also must learn theory and produce written publications (journal articles) in addition to thesis writing. Therefore, the "freedom to study – freedom campus" curriculum facilitates and seeks to balance the integration of theory and practice. This is visible in the distribution of courses each semester, where the credits of each course are divided into credits for theory, practice, and field[15], where the learning system is implemented by providing learning theory at the beginning of lectures and then continuing with the practice.

In terms of interdisciplinary thinking, ELE offers courses such as Philosophy of Christian Education, Entrepreneurship, and Cross-Cultural Understanding. Also, up to a certain extent the specialising courses in the seventh semester have an interdisciplinary component.

Based on the Rector's Decree on Study and Examination Regulations ethical aspects form the basis of all courses in the ELE as contained in the course description that each lecturer has compiled. The introduction into ethical aspects starts in the first semester, especially in general subjects such as Christian Ethics, Christianity, Citizenship and Anti-Corruption education as well as practical courses such as Writing, and Presentations. The course Scientific Publications specifically deals with plagiarism and Thesis.

In terms of method and scientific practice, ELE students are provided with knowledge and skills to engage in scientific work through the following courses:
- Research Methodology
- Data Collecting, Organizing & Analysis
- Seminar on English Language Teaching
- Teaching Practice – I
- Educational Action Research
- Teaching Practice - II
- Internship
- Educational Action Research
- Quantitative Research in Education
- Qualitative Research in Education
- Mixed-Methods Research in Education

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[14] (1) Law NO. 12 OF 2012 Concerning Higher Education; (2) Permenristekdikti NO. 44 of 2015 SN Dikti; (3) Permenristekdikti No. 15 OF 2017 Concerning Naming of Study Programs; (4) Kepmenristekdikti No. 257 of 2017 Concerning Names of Study Programmes in Education Education; and (5) Decree of the Director-General of Learning and Student Affairs Number 46/B/HK/2019 dated February 22, 2019, concerning the List of Study Programme Names in Higher Education.

[15] See the curriculum above.

In implementing the curriculum in teaching, lecturers at ELE apply the student-centred learning strategy with the learning model of small group discussion, simulation, discovery learning, self-directed learning, cooperative learning, collaborative learning, contextual instruction, project-based learning, learning / inquiry-based troubles, and role-playing.

The examinations consist of a combination of mid-term exam, final-term exam, assignments, practice (labs work), and quizzes. Working reports that must be submitted after conducting a series of activities or practical works and other formats are deemed suitable to measure the four aspects of learning outcomes (attitudes, knowledge, general skills, and specialised skills). They are characterised by a wide variety of test formats (observation, projects, written exam).

The dissemination of thesis guidance begins when students submit a produced thesis proposal and present it in a seminar on Research on English Language Teaching (ELT) to the Head of ELE. Furthermore, the Head of ELE socialises the guidance procedure, distributes thesis-writing guidebooks, and asks students to fill out a form for selecting supervisors with expertise following their research topic. After obtaining approval from the selected academic supervisor, the thesis guidance process begins. Regarding the writing of thesis proposals and reporting, students must refer to the Guidelines for English Education Thesis Writing (https://eeduki.com/research-centre/).

In addition to the above provisions, students who will write a thesis must have passed the courses Research Methodology, and Research.

Appraisal:

The panel welcomes that the ELE curriculum adequately reflects the qualification programme objectives. The contents of the courses are well-balanced, logically connected, and oriented towards the intended learning outcomes. The areas of specialisation enable students to acquire additional competences and skills. The panel also notes that the students can use the new MBKM options such as studying abroad or an internship without losing study time. However, during the online conference the panel gained the impression that the students have not become fully aware of the MBKM options. Therefore, it recommends UKI better communicating the MBKM options to students, industry, and other stakeholders[16].

The degree and programme name correspond to the contents of the curriculum and the programme objectives.

Theoretical questions are, where possible, explained by means of practical examples. The panel welcomes that UKI organises the possibility for students to gather teaching practice in schools.

There is evidence that the programme qualifies for interdisciplinary thinking. Ethical implications are appropriately communicated.

Students acquire methodological competences and are enabled to do scientific work on the required level. They prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives.

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[16] See also Appraisal of the following chapter 3.2.

All exams, as they are defined for the courses, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats. However, the panel recommends UKI considering including an oral examination as an additional format of assessment. The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures.

		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	8 semesters / 4 years
Number of credits	148 sks credits / 236 ECTS credits (min.) 160 sks = 256 ECTS credits (max.)
Workload per credit	1 sks = 39,7 h ; 1 ECTS credit= 25 h
Number of courses	68
Time required for processing the final thesis and awarded credits	6 months (6 sks credits / 10 ECTS credits)
Number of contact hours	1,726 h

The ELE programme comprises four study years with eight semesters. Students must take a minimum of 148 sks credits and can enrol for more courses up to a maximum of 160 credits to be able to graduate from ELE. 148 sks credits correspond to about 236 ECTS credits.

Sks is the Indonesian credit points system that could be converted into the European Credit Transfer System (ECTS). Sks are defined as "hours of activity" which includes activities such as classroom learning, internship, student-exchange, research, independent study, and village projects. According to UKI, one sks credit consists of 50 minutes of direct face-to-face lectures, 60 minutes of structured academic activities and 60 minutes of independent studies, with a total of 170 minutes per week (one semester has about 14 weeks). Whereas ECTS credits refer to the whole semester, sks are counted per week. Therefore: 1 sks credit = 170 mins X 14 weeks = 2380 minutes (39.7 hours per semester).

SKS credits minimum to graduate ELE	ECTS credits conversion	workload
148	236	148 X 39.7 = 5,876 hours of study activities

The compulsory courses in ELE are – as already mentioned – classified into three parts: national courses (stipulated by Indonesian government regulations), University courses, and ELE's courses which altogether mount up to 50. In addition, there are 18 elective competence/concentration courses that students can choose. Fieldwork practices, KKN (Community Service), research proposal seminars, and thesis belong to the compulsory part.

Total Courses	68
State Compulsory Courses	3
University Compulsory Courses	5
ELE Compulsory Courses	42
Choices of Specialization Courses	18

In semester 1 and 2, students take the course National Compulsory Court and University; In semesters 3, 4, and 5, they complete the Compulsory study programme; In semester 6 and 7 there are more courses that convey skills, soft skills and practical work. In semester eight students focus on completing the final project (thesis). They choose as many elective courses as they need for the minimum of 148 sks credits (236 ECTS) up to the maximum of 160 sks credits (256 ECTS). Thus, there is room for some elective courses that students can choose in addition to the minimum.

The ELE programme offers to students two types of internships :
(1) The regular internship which has been included in the curriculum as a compulsory element can be taken in the 6th and 7th semester (Teaching Practice I and II).
(2) The MBKM (Freedom to learn Curriculum) internship which has been implemented in 2021 based on a Rector's Regulation[17] which stipulates the procedures and implementation of an MBKM internship. Students can start it in the 7th semester. The MBKM internship takes up to six months with a workload of up to 20 sks credits / 32 ECTS credits per semester.

In the seventh semester the ELE curriculum provides four different lists of courses depending on the track that a student has chosen: for non-MBKM, for Creative Writer, Research Assistant or Editor. The programme does not make clear how the learning outcomes of MBKM activities and substituted courses can be balanced.

During the online conference UKI explained that by now the number of students opting for an MBKM external activity (such as an MBKM internship) is low. Therefore, the programme departments are trying to find an individual solution for each student for balancing the substituted learning outcomes.

The courses are explained in descriptions in terms of syllabi. These descriptions provide detailed information and contain elements, such as course content, name of the lecturer(s), teaching and learning methods, expected learning outcomes, mode of teaching, workload / the number of credits (in sks and ECTS), and a list of obligatory and additional literature in terms of recommended reading. Moreover, the language of instruction (English or bi-lingual

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[17] Regulation number 3 as of August 10, 2021.

Indonesian-English) is mentioned. In addition, the Academic Guidelines contain short content descriptions of each course at a generic level.

Students are accepted by having transfer credits from an 'A' accredited corresponding study programme of another Indonesian university. Graduates from foreign tertiary education institutions may attend higher education in Indonesia based on equivalence[18]. Converting workloads from other institutions into credits of the study programme is possible under the supervision of the head of the study programme.

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

Score in Number	Score in Letters	Grade Point
≥80 - 100	A	4.00
≥76 - < 80	A-	3.75
≥72 - < 76	B+	3.50
≥68 - < 72	B	3.00
≥64 - < 68	B-	2.75
≥58 - < 64	C+	2.50
≥56 - < 58	C	2.00
≥46 - < 56	D+	1.50
≥42 - < 46	D	1.00
0.0 - <42	E	0.00

During the time of study, students will be evaluated several times. They pass a course if they get a minimum grade of C. In case of D+, D and E they must repeat the courses and exams in the following semester.

The above-mentioned study and exams regulations are legally binding and contain all necessary rules and procedures and take into account, where applicable, national requirements. In particular, the implementation of studies and examinations in the ELE refers to the Academic Guidelines, published every academic year. The ELE's curriculum design ensures students can graduate in the 4 to 7 year study period[19], including a regular internship programme. The study period includes a two-semester leave period that students can use. The respective period of academic leave does not count as a period of study.

The number of credits and the course load is determined by students' Grade Point Average (GPA). The minimum number of credits per semester that a student may register in is nine unless it is the student's final semester. A student may be permitted to register for more than 18 credits in a regular semester if her / his CGPA reaches at least 3.00.

During the online conference students and alumni made clear that UKI faculty take care not to overburden the students and to ensure that suitable support and counselling services are at students' disposition. The University also takes into account the drop-out rates and students' feedback. However, the students' questionnaires do not include questions on course workload.

Gender equality is embedded in UKI's institutional culture and principles, and at present, more than two thirds of students are female. Also, about 50 % of the lecturers are female.

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[18] Indonesian Law No. 12 on Higher Education, Section 40.
[19] By law, students are allowed to extend their studies up seven years.

Disabled students are given access with special pathways in the buildings as well as provided with different forms of affirmative action, for example, in the examination process and standards of markings and evaluation. UKI has guaranteed that its entrance test is non-discriminatory. It also provides scholarships for disadvantaged students.

ELE applies gender equality and non-discriminatory principles based on gender, marital status, economic class, religious affiliations, or disability. There are no different treatments between men and women both academically and non-academically, and they study in the same campus space and facilities. Students come from schools from various Indonesian regions with various economic situations and religions. These differences cause different levels of ability, understanding, and character, especially compared to schools in cities in Java. Therefore, students receive special attention from the ELE and the Academic Advisors. Exceptional guidance is carried out on a case-by-case basis. In writing a thesis, guidance with special attention is carried out by a team of thesis supervisors. The result is that students with a strong desire to learn can be supported to complete their final assignments and return to work in their hometowns.

Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to achieve the defined learning outcomes. The programme consists of courses and assigns credits per course on the basis of the calculated student workload. The syllabi provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide. However, as the ELE programme has not been structured in modules but in courses the panel recommends UKI organising the curriculum in modules[20] which can bring courses of coherent content under a common roof. This can intensify the collaboration of faculty and make studying easier for students: Modules aim at grouping related content into bigger units, allowing for a reduction of exams. Additionally, modules may help to point out more clearly how knowledge, skills and attitudes are organized and focused on in the respective study programme.

The panel notes that regular internships (with a workload of three months) are designed and integrated in such a way that credits can be acquired. However, the panel has the view that by now the MBKM activities, in particular the long internship or respective other activities such as student exchange with up to 20 credits per semester have not been integrated into the curriculum in a convincing way. The panel has taken into account the modified ELE curriculum for the seventh semester which opens different tracks to students depending on their specialisation when opting for an MBKM activity. Although the panel appreciates this programme management's initiative it still sees several aspects that are not sufficiently clarified such as: Which are the courses that a student can attend when taking the (long) internship /activity? Who will decide upon the selection of courses that appropriately could be omitted? How does UKI install the MBKM requirements if the numbers of students opting for this alternative increase? Those questions must be clarified by UKI and integrated into a clarified curriculum. UKI is asked to clearly define the learning outcomes for the internship or the activities that might be taken instead of an internship in such a way that they match for the intended programme learning outcomes. Therefore, the panel recommends the following **condition:**

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[20] See chapter 3.4 in ECTS User's Guide 2015

- The University a) integrates the MBKM internship and respective MBKM activities into the curriculum; b) sets out a module handbook where the learning outcomes are clearly labelled and defined.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national legal requirements. The recognition of degrees and periods of study at other national or foreign HEIs is regulated by law in a way that can be seen as analogous to the European Recognition Convention. The final grade is supplied with a grading table.

The feasibility of the study programme's workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling.

When reviewing the workload, UKI takes into account findings of evaluations and the programme's success rate, but not the students' feedback. Therefore, the panel takes the view that the students' feedback questionnaire should be complemented by (open) questions on how students cope with their workload (see condition in chapter 5).

UKI ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. Students in special circumstances, such as single parents, foreign students, students with a migration background and/or from so-called non-academic backgrounds, can find assistance/support.

	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)			Condition		
3.2.2* Study and exam regulations (Asterisk Criterion)			X		
3.2.3* Feasibility of study workload (Asterisk Criterion)			X		
3.2.4 Equality of opportunity			X		

3.3 Didactical concept

The ELE programme focuses on student centred learning (SCL)[21] with various teaching methods, such as case-studies and task-based learning. According to UKI[22] learning can be defined as programmed activities in the FEE design (facilitating, empowering, enabling) to make students learn actively, emphasising learning resources. Other learning methods such as discussion, simulation, role playing, teamwork and group presentation are also used. Problem-based learning and project-based learning are part of student-centred and interactive learning. Also, ELE promotes active involvement of its students in society through

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[21] See SER p. 27 f.
[22] See SER ibidem.

various off-campus activities such as internship, teaching assistance, research, humanitarian projects, entrepreneurial activities, independent project, and community service programmes.

In response to the Covid-19 pandemic, UKI has also installed a distance learning platform. The teaching-learning activities are done based on the academic calendar. Before the Covid-19 pandemic, all courses were mostly offered in face-to-face mode, and some courses have implemented blended learning by utilizing Edmodo, Microsoft Teams, Google Classroom platforms, and other tools or software. However, since March 2020, the study programme utilises a virtual learning mode, the majority of platforms used are Microsoft Teams, Zoom, and Edmodo, which provides lecturers with a digital platform to share information[23] and teaching material, at the same time to communicate with students as required by the courses and to do the assessments. The information is recorded and documented in the cloud.

Also, courses use quizzes, individual presentations, case studies and projects that students must elaborate. The programme includes phonology training for students, especially those taking English Phonology class.

Course materials in the ELE programme can be in the form of conventional text-books and monographs, power points presentations, e-book, scientific journals, tutorial videos, audio recordings, video recordings, etc. All materials are oriented towards the achievements and completion of programme learning outcomes. The syllabi are accessible already before the beginning of every class. Generally, lecturers provide a set of compulsory and recommended readings in the syllabus.

The ELE programme strives to invite external guest lecturers and also native speakers of English because of their particular background of expertise needed to increase theoretical and practical knowledge from academics from other universities. The guest lecturers provide practical experience for students. During the last years the invited lecturers or native speakers came from Woman Tokyo University and from the broadcaster Voice of America, as well as from other institutions both domestic and abroad.

Appraisal:

The panel welcomes that 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. Students are encouraged to take an active role in creating the learning process. However, the panel recommends offering more opportunities to students for collaborative work. Additionally, digital cooperation among them provided by UKI should be enhanced. The panel welcomes the use of a distance learning platform. It encourages UKI to use a professional learning management system.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date and digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies.

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[23] Only applicable to a certain extent to Teams and hardly to Zoom.

Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or as native speakers.

		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

Basically, in terms of course contents, some courses (e.g. Cross-Cultural Understanding, Asian Culture, and Literature) directly or indirectly encourage intercultural understanding, an essential factor of international orientation. ELE also offers two courses of Mandarin Language that will enable students to communicate with Chinese people. Furthermore, the majority (85 %) of ELE's courses are conducted in English. Using English as the medium of learning empowers students not only to master that first international language as a means of communication but also as a means of thinking.

According to UKI activities conducted to develop internationalisation and intercultural aspects include:

- Student exchange[24],
- International seminars[25],
- Public lectures by inviting international speakers and English Native Speakers,
- Increase the quantity and quality of research in the field of English education published at the national and international levels,
- Organising scientific activities in English Language Education at national and international level,
- Cooperation with national and international institutions in the field of
- *Tridharma Perguruan Tinggi* (Higher Education Three Pillars)[26].

Also, the Community Service course (KKN) is part of a compulsory course where students are expected to work in remote villages for two weeks to a month. This experience can enhance students' skills to deal with diversity of culture outside the campus.

During the last years, ELE had no students from abroad. Students came and still come from various regions in Indonesia. After having successfully received international accreditations, UKI expects international students to study at ELE.

The composition of the faculty lecturers consists of graduates from various universities and

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[24] Cooperation and partnerships are described below chapter 4.3.
[25] Ibid.
[26] Which means the three main responsibilities of the University: education, research, and community service.

academic backgrounds, mostly national. One lecturer is a graduate from England, the other 13 faculty lecturers graduated from universities in Indonesia. UKI underlines[27] that lecturers attend international seminars, either organised by the Faculty or organised by foreign institutions. The Faculty of Letters and Language Education, especially ELE, has carried out international activities and international cooperation such as with the University of Santo Tomas, Philippines; The Government of West Sepik Province of the Independent State of Papua New Guinea; Universiti Teknologi MARA (Malaysia); Cambodian University for Specialities (Cambodia); Konkuk University, Seoul, Republic of Korea.

For students who want to become teachers UKI offers additional language courses such as English Learning and Teaching, Advanced Listening and Speaking, Teaching English as a Foreign Language and Basic Mandarin and Pre-Intermediate Mandarin.

The recommended readings and references used generally come from international English literature. As a graduation condition, students must also obtain a TOEIC (Test of English for International Communication) certificate[28].

Appraisal:

The ELE programme is per se strongly connected with English contents which are an integral part of the curriculum. For all professional objectives (teaching, editorial functions, creative writing, research) students are also prepared for the challenges in an international working environment. Although the panel notes that the programme includes some courses with international orientation it recommends taking into account other varieties of English rather than focusing on British and American English varieties only. This also means to include other English-speaking countries and their language culture into the curriculum rather that to focus on UK and North-American varieties only. By studying Englishes world-wide, students are enabled to act in an intercultural environment.

As the composition of the student body is not international, and also the number of outgoing students is very low the panel recommends intensifying student exchange programmes with universities abroad.

The staff at the faculty has no international composition (teachers from different countries, teachers with international academic and professional experience). Although the University tries to intensify the internationalisation the panel recommends including lecturers from abroad as permanent staff which can further promote the acquisition of international competence and skills.

The proportion of foreign language courses and required foreign language materials correspond with the qualification objectives of the study programme. However, it is strongly recommended that care be taken to teach most courses only in English.

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[27] See SER p. 40.
[28] Based on the Rector's Decree No.45.R / SK / PP / 2019.

	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)

ELE students are trained in public speaking as well as in creative writing concepts and practices, including writing ideas, designing, and developing written drafts, authoring fiction and non-fiction texts, designing characters and settings, designing plot and conflict, writing children's stories, and publishing these writings. In addition, ELE students are also trained in doing and publishing research or conceptual scientific articles in digital publications and the ability to utilise information and communication technology in processing, analysing, documenting, securing data and study results in the field of English language learning.

Moreover, students learn to teach English in professional fields such as business, journalism, and tourism. Subjects containing these competencies are English for Basic Mathematics, English for Basic Science, and Teaching English for Young Students, English for Special Purposes, English for Business, English for Journalism, English for Tourism, and Languages English for Secretary. These courses are elective.

Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and skills in accordance with the module descriptions. This is supported by means of suitable didactical and methodological measures.
The acquisition of further multidisciplinary competences, such as 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)

As part of the courses students have to conduct case studies and complete project assignments. Moreover, to continuously improve the students' capacities for the job market, ELE keeps contact with alumni.

As mentioned above, the regular internship practice requires that every student takes a compulsory curricular internship. It is carried out within three months. Also, in terms of

increasing the students' employability, they can opt for a longer internship (MBKM). The internships help students improve their communication, teamwork, problem-solving, and self-management skills. Some students' reports about their internship were presented to the panel.

Appraisal:

The promotion of employability runs as a common thread of the study programme through all its modules.

	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

ELE courses are given by 14 full time faculty members as the following table shows:

ELE Study Programme Faculty Members

Title	Number of Faculty Member	Percentage
Professor	1	7.1%
Associate Professors	2	14.3%
Assistant Professors	10	71.5%
Lecturer	1	7.1%
Total	**14**	**100%**

According to UKI[29], members of academic staff must meet the following requirements:

- Professor[30]
  A Professor has earned a Master and Ph.D. degree from an accredited and recognized university. He/she shall have worked for not less than ten years in a Higher Education Institution as a lecturer and have published a valuable scientific achievement on a Scopus indexed journal.

- Associate Professor and Assistant Professor
  An associate professor and an assistant professor have a Master or Ph.D. degree from an accredited and recognized university. He/she shall have worked for not less than two years in a Higher Education Institution as a lecturer and have published a valuable scientific achievement on a Scopus indexed journal.

- Lecturer
  A lecturer has earned a Master or Ph.D. degree from an accredited and recognized university. He/she shall have worked for not less than two years in a Higher Education Institution

All faculty members working for ELE fulfill the respective legal requirements. They are appointed by the Government or the UKI management. They have the status of permanent lecturers or honorary lecturers. All permanent lecturers in the ELE have received professional certifications as educators. Almost all lecturers have an English language education background. They continue to improve their teaching skills by participating in PEKERTI activities (Indonesian handicraft) and Applied Approach and certification training such as Certified International Qualitative Researcher (CIQaR) and Certified International Quantitative Researcher (CIQnR).

The lecturers' duties are stipulated by law. Their basic duties comprise teaching, research, and involvement in community actions. Teaching is the main task, which is compulsory for

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[29] See SER p. 42.
[30] The Higher Education Law only for professors requires (in Section 72 paragraph 3: "Lecturers who have 10 (ten) years of experience as permanent lecturers and have scientific publications and doctoral education or equivalent and meet qualifications may be recommended to the academic position of professor." This means that UKI can define the requirements for other positions and occupations by itself.

every lecturer registered. They are requested to participate in teaching activities for minimum in two subjects per semester (equivalent to 12-16 ECTS credits per semester). Besides conducting lectures, they must plan the learning process, to carry out assessments of learning outcomes, report on activities of students in higher education at the end of each semester, develop and evaluate test materials in accordance with the objectives of the learning achievements, and to carry out certain management functions.

A list of faculty members teaching ELE shows that all courses of the ELE curriculum are covered.

At the end of the semester the lecturers will be evaluated by the Head of study programme. Related to didactical abilities, there are several instruments used for assessment and learning methods. Also, they are evaluated by students which is conducted online. The questionnaires are available in the Academic Information System.

Most lecturers do not have practical experience in business or institutions. To accommodate the faculty practical with business experience, a number of the faculty members of ELE are often invited to become speakers in conferences or seminars which offers them the opportunity to get in touch with business representatives and to learn more about their problems and thinking.

The ELE programme also invites other practitioners as speakers at the ELE programme. The experts or practitioners share their ideas in the forum based on the needs of graduates' learning outcomes.

The study programme holds bi-monthly an English Language Education Collegiate Forum (ELE CF). In this forum, not only lecturers but also students can designate scientific works of research or conceptual results. This activity aims to provide opportunities not only for lecturers but also for students to generate interest in researching and writing as well as creating an academic atmosphere at programme level. ELE CF research articles are published by Universitas Kristen Indonesia Press.

Students receive support from faculty in different ways: In groups they are supervised by an academic advisor who is responsible for academic development carried out regularly (minimum of four times per semester) through monitoring and consultation in the academic field of students. Whenever students need more consultation, academic advisors will also consult students outside of the specified hours. Students' language proficiency is promoted by a Native Speaker Day which is offered not only to English students but also to all the students in Universitas Kristen Indonesia.

Appraisal:

The panel is convinced that even when their teaching load in other study programmes is taken into account, the structure and number of staff correspond to the programme requirements and ensure that the students achieve the intended qualification objectives. The faculty's composition, consisting of full-time and part-time (visiting) lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

As far as practical experience of faculty is concerned permanent lecturers gain practical experiences as speakers in conferences and seminars of the business world and institutions only. However, practical business experience of the permanent faculty members could still

be improved, in addition to the experience of part-time lecturers. Therefore, the panel recommends including more practitioners who can augment practical experience in order to better connect theory and practice.

The academic qualification of staff corresponds to the requirements and objectives of the study programme. UKI verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented.

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programme. UKI verifies the qualifications of the faculty members by means of an established procedure. The HEI ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field though this could be enhanced in a systematic way by the University. Specific measures for the further qualification of the faculty members are implemented. However, the panel recommends UKI offering courses to faculty members on digital skills and pedagogical teaching techniques in HEI which will be more and more important in the future apart from the Covid-19 pandemic.

The faculty members cooperate with each other for the purpose of tuning the courses towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly.

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 panel welcomes in particular that by law every student has an academic supervisor whom she / he can ask for advice and who will help her / him in case of difficulties. It became clear during the online conference that faculty members are available for the students outside the specified office hours as well.

	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 programme is managed and organised by the programme director, who is supported by the academic staff and reports to the Dean. The programme director's functions and tasks are stipulated in the regulations and statutes of the UKI: "Being the leader in organizing educational and teaching activities, research, and community service as well as fostering educators, education staff, and students in the study programme according to the objectives of UKI as well as the provisions of the applicable laws and regulations."

The management of study programmes in the Faculty of Letters and Language is carried out in an integrated manner under the coordination of the Dean who is assisted by the Vice Dean. The Dean reports to the Chancellor with the main tasks including the preparation and implementation of the Faculty's strategic and operational plans, compiling, and implementing faculty work programmes. This also includes implementing higher education development and coordinating Tri Dharma (Three Pillars of Higher Education) activities. The Dean is responsible for cooperation and fostering the academic staff. The Vice Dean carries out general administration activities at the Faculty which cover the fields of administration, academic staff, student affairs, finance, staffing, and equipment.

Administratively the ELE programme is supported by an academic staff member at the study programme and four non-academic staff members at Faculty level conducting data processing, administration and finance as well as infrastructure. ELE study programme also supports all members of academic and non-academic staff to develop their competencies specifically in professionalism such as continuing studying for a doctoral degree or participating in an academic professional training that are included in Manpower Planning (MPP) and Operational Plan or Activity Management of the study programme. Additionally, compulsory and periodical evaluations are also conducted in every new semester to support the working performances and services.

Appraisal:

The programme director coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly.

Administratively, faculty members and students are supported by non-academic staff members for organising the study programme. Sufficient staff is available. Decision-making processes, authority, and responsibilities are clearly defined. 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 HEI offers its administrative staff opportunities for continuous professional development.

	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		

4.3 Cooperation and partnerships

UKI has established international cooperation and partnerships with foreign universities and related organisations, including Southeast Asia Minister of Education Organisation (SEAMEO), University of Wollongong (Australia), University of the Philippines Baguio, Kansai University of International Studies (Japan), Beijing Language and Culture University (Republic of China), Myongji University (South Korea), Auburn University in Alabama (USA), and the University of Santo Tomas in Manila (Philippines). The partnerships are implemented in various programmes, including joint research, double-degree, international classes, student exchanges, and lecturer exchanges. To manage internationalisation programmes more effectively, a special unit called International Affairs Office has been established in UKI.

Moreover, at the level of the study programme ELE has created and implemented various academic exchange activities for English education[31] to support the existing MoUs, particularly on exchange of students, academic and administrative staff and cooperation in research and organising events. This also includes multilateral agreements with foreign universities. The agreements and MoUs are documented. Also, UKI collaborates with private companies for enabling students to take internships and to find jobs in the private sector of business and industry.

Appraisal

The scope and nature of cooperation with other universities and institutions, networks, and churches as well as with public organisations 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. Moreover, the panel welcomes that UKI collaborates with private companies to help students find internships and jobs after graduating from University.

		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		

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[31] See annex "INTERNATIONAL COOPERATION OF ENGLISH EDUCATION STUDY PROGRAMME"

4.4 Facilities and equipment

As the on-site visit had to be replaced by an online conference because of the Covid-19 pandemic UKI made available to the panel numerous photos of its building, rooms, and the library as well as descriptions in the self-evaluation report thereof.

The Information Technology (IT) and the development of information system management are centralised in Information System Management Unit (UPSI) and coordinated with the Academic Administration Bureau (BAA); these include:

Computer Labs	There are two computer laboratories in academic areas. The UPSI provides the technical support
Academic Information	The academic information system can be accessed by all
System (AIS)	The students with their own personal username and passwords. The AIS provides information such as the schedules and the result of students' transcript.
E-fast (e-budgeting)	E-fast is managed by Finance Bureau
Simpelabmas	This system is used to upload research proposals and research budgets and to manage community service.
Unit Pelayanan Teknis (UPT) Perpustkaan	It is managed by UPT library including UKI repository which contains publications from lecturers and students
Language Lab	This lab is used to practice students' language skills specifically listening and speaking
Unit Pelayanan Teknis (UPT) Pusat Pelayanan Bahasa (PPB)	UPT PPB is a unit engaged in the development and use of foreign languages, especially English. It also provides foreign language translation services to facilitate various academic and non-academic activities such as translation and editing of official documents, essays, and various other types of writing.
Micro-Teaching Lab	The Microteaching Laboratory is a technical implementation unit in the field of education that functions to organize, coordinate and develop the implementation of teaching and educational practice programmes.

Each classroom is equipped with LCD projectors and display screens. All students and lecturers have free access to internet/hotspots via UKI.

UKI library area has a dimension of 3,233 square meters. Based on the records of the UKI library in 2019, it has served 6,142 individuals consisting of 5,581 students, 357 academic staff members and 204 non-academic staff members. UKI Library has a library head who is assisted by experienced librarians who are ready to assist the students' needs of borrowing or reading books who visit the library. The opening hour of the library starts from Monday to Friday at 08.00 am. to 06.00 pm. and on Saturdays at 08.00 am. to 02.00 pm. In addition, UKI library has received "A" accreditation status for two consecutive periods by the National Library. The UKI Library has a comfortable reading room, group workspace, a multimedia room, and an online book search room. At present, the collection of books owned by UKI Library comprises 26,368 titles, and 2,031 e-book-titles. There are 118 printed journals available. UKI Digilib actively subscribes from online journals such as Springer, JSTOR, Gale OneFile, National Library E-source, and other journals (www.perpustakaan.uki.ac.id).

Currently, there are five academic information systems that are integrated and utilise communication information technology, namely AIS (Academic Information System managed

by BAA and UPSI, e-budgeting managed by the Finance Bureau, for submitting proposals and research budgets and to manage PKM by the UKI Research and PKM Institute (LPPM), and Digilib (Digital Library) managed by the UKI Library including the UKI Repository which contains publications from lecturers and students, and the UKI Career Center website which is managed by the UKI Alumni Bureau. Currently the UKI Learning Management System (LMS) is in the process of being developed and refined to be used as a management system that is integrated with all the academic needs of the study programme in the near future. In addition, UPSI UKI will continue to develop an integrated information system in the areas of HR, Quality Assurance, Classroom Management, Asset Data Collection, and Student Affairs.

Appraisal:

Since the online conference was conducted replacing an on-site visit, the panel did not have the opportunity to visit UKI's buildings. Instead, UKI provided several photos and descriptions of its premises and facilities. Based on the materials provided, the panel got the impression that the study programme has existing capacities for teaching, research, studies, and administration.

The quantity, quality, media, and IT facilities of the teaching rooms meet the standards required for the programme, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms is available.

The opening hours of the library take students' needs sufficiently into account. The panel is convinced that access to literature and journals as well as to digital media (e.g. electronic media, databases) is ensured. The literature expressly required for the study programme is available in the library and also kept up-to-date. The panel recommends UKI installing the planned learning management system for teaching English soon. Additionally, library services should go ahead as planned so that students and staff get full access to several electronic library platforms such as the European Digital Library.

	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

UKI has a Career Centre under the Vice Rector for Student, Alumni and Law Affairs. This career centre was established with the aim to assist graduates or final year students in finding jobs as well as promoting UKI graduates. Career Centre services include collaboration with companies in terms of employee recruitment or job search. Information on job vacancies and internship is provided by the Career Centre weekly and monthly through

offline and online media. Other regular programmes are also offered as part of the preparation of graduates in facing the world of work for example seminars and workshops in collaboration with companies such as PT Astra International, PT Indomaret and others.

ELE study programme has an alumni association namely ALUMNI OF ELE UKI. A number of activities are carried out in collaboration with the alumni association including Focus Group Discussion (FGD), Research, Community Service and Grants in the form of facilities. Some of the alumni are usually invited to deliver their ideas or knowledge sharing in an FGD.

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. The HEI provides sufficient resources.
An alumni organisation has been set up with an alumni network.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
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)

UKI is mainly financed by student tuition fees. Other revenues come from grants as well as from sources financing research projects such as institutions and other organisations.

ELE programme activities are funded based on a statutory regulation and university statutes. UKI develops an annual UKI budget including an expenditure plan (RAPB), which contain the annual budget requirements of study programmes and faculties. The budget is prepared during the annual work meeting based on and all events that will be carried out throughout the academic year.

Appraisal:

The panel is convinced that 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* Financing of the study programme (Asterisk Criterion)			X		

5   Quality assurance and documentation

As mandated in Article 53 of the "Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education", the Higher Education Quality Assurance System (SPM Dikti) consists of the Internal Quality Assurance System (SPMI), developed by the University and the External Quality Assurance System (SPME) conducted through accreditation. To make this a reality UKI has adopted "Regulations of Quality Management" that are the basis for the University's internal quality assurance system. By doing this UKI wants to improve the quality of its higher education in a planned and sustainable manner.

Quality assurance at UKI is centrally coordinated and monitored by the Quality Assurance Board (LPM) at the University level. Besides, Faculty Quality Assurance Group (GPMF) and Study Programme Quality Assurance Group implement the quality assurance at the level of faculty and study programme, respectively.

For the study programme the implementation of internal quality assurance is conducted based on SPMI standards stipulated by Rector Decrees[32] in a cycle: stipulation, implementation, evaluation, control, and improvement of standards.

1.   Standard Stipulation
The internal quality assurance standards were developed and implemented based on a SWOT analysis toward internal and external parties including staff, students, alumni, and the professional field. Afterwards, it was submitted to the faculty senate for approval. When the approval was obtained, the quality standards for study programmes were stipulated by UKI Foundation Decree No. 12/YUKI/A.402/02.21.

2.   Standard Implementation
The implementation of the standards of the Internal Quality Assurance System at programme level was carried out by the head of study programme and the Study Programme Quality Assurance Team (TPMPS) and documented. Educational standards regulate the graduation competence, content, process, assessment, facility and infrastructure, financing, and human resources. Through the implementation of the quality assurance system, both in UKI and in the study programme, feedback from faculty, students and graduates is obtained on how to improve the quality of the learning process.

3.   Standard Evaluation
The Dean at faculty level as the management unit and the head study programme are responsible for monitoring and evaluating the implementation of internal quality assurance standards. Monthly reviews are conducted at University level. Quarterly reviews based on Problem Identification and Corrective Action (PICA) format are conducted by Rectorate and related units, i.e. Academic Administration Bureau, Finance and Accounting Bureau, Quality Assurance Bureau, Institute of Research and Community Services.

4.   Standard Control
The implementation of internal quality assurance standards in the study programme is controlled through an Internal Quality Audit (AMI) periodically. This is conducted by internal auditors and assessors. The AMI is followed by Corrective Action Review (PTK).

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[32] No UN/40a/SK-REK/08.2015; No. 369/UKI.R/SK/SDM.8/2018

5.   Standard Improvement

The standard improvement is done to achieve the vision, mission, and goals of the study programme. The standards are upgraded regularly and adjusted to the latest regulations every five years but opened to revisions when needed.

Audit reports, monitoring and evaluation reports, and regular review reports on study programme, faculty/units, and university are documented.

UKI provides sharing folders to facilitate all units and study programmes the availability of recordings and documents regarding to internal quality assurance, including the results of internal quality audit and the corrective action review. According to UKI[33], the information of the quality documents can be accessed under http://eed.uki.ac.id/ including the satisfaction evaluations and feedbacks from stakeholders.

Due to the cyclic process of internal Quality Assurance System supported by all parties, including Rectorate, Quality Assurance Board, all units, faculty members, students, graduates (alumni), and graduate users, the ELE programme has been accredited by the Indonesian Accreditation Institution BAN-PT on August 25, 2020, with Accreditation 'A' and afterwards adjusted to conversion ranking of accreditation. The result was 'Unggul' [Excellent] for the period of five years until August 2025.

The students' evaluation with regard to the internal quality assurance of ELE are conducted once in the end of every semester. Since 2019, the questionnaire (ILQI) has to be filled in by the students in Academic Information System (AIS) to access the Student Achievement Index.
However – as already mentioned above[34], the students' questionnaires do not include questions on course workloads.

Each faculty member receives his/her individual reports or evaluation results for each of his/her course. Meanwhile, the head of the study programme and the Dean of the Faculty are provided with comprehensive summaries. The faculties' performances, which do not meet the required target are discussed by the head of the study programme with the individual faculty for improvement. The performances of all faculty members are monitored by the head of the study programme through the AIS, which covers students' presence, minutes of teaching, and the assessment for every course. The teaching-learning activities are done based on the academic calendar.

Students also have the possibility to comment on programme and teaching in discussions, e.g. Focus Group Discussion, and ELE gathering with faculty members, students, and/or alumni as participants. Moreover, the students' evaluation in the form of input, suggestions, and/or criticism are also accommodated through English Language Education Student Association which can report to the supervisor to be discussed with the head of the study programme. Additionally, the students' complaints, criticism, or evaluation regarding the study programme both academic and non-academic can be done during the academic mentoring by the supervisors.

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[33] See SER p. 54.
[34] See chapter 3.2.

The faculty members' evaluation of the study programme is done directly and indirectly. The direct ways are in the form of routine meetings, focus group discussions as well as direct communication with the head of the study programme. The indirect evaluation is done through programme evaluation report, letter/email, or text messages. The results of the meetings are documented and become the materials used while considering programmes or the improvement action plans of the study programme, developing the quality assurance standards, and making decisions.

External evaluation by alumni, employers, and third parties including the feedback are collected through survey. The collected data are tabulated and analysed. The results, including the feedback and comments formed the basis for improving the programme.

The evaluation by alumni was also gathered from the result of tracing studies. To obtain and review information about the situation of alumni, especially in terms of job search, work situations, and the use of competencies obtained during college to develop themselves, tracer studies have been set as one of the permanent agendas in the study programmes. The implementation of this study is expected to provide important information in self-evaluation activities that lead to increasing the relevance of graduate competencies.

In accordance with the decision of the study programme meeting, the last tracer study, which was held from July to December 2018, targeted graduates of the last six years (who graduated in 2013-2018) with a total of 79 respondents out of around 170 graduates who graduated in the six-year period.

Unlike the previous tracer study, which had been carried out manually, this 2018 study was conducted online. This is the first tracer study done by the study programme that succeeded in capturing the necessary information using information and communication technology.

Regarding the evaluation from the employers (graduate users) and third parties, surveys were administered too, as the same as alumni' evaluation. The evaluation done by the employers [graduate users] provides an overview and input specifically toward the curriculum development tailored to the competencies or quality of graduates required by the graduate users. The evaluation also provides information about their satisfaction with the performances of the graduates. The results of the survey portray the quality and competitiveness of graduates, graduate profiles, and the relevance of the existing curriculum to the needs in society or the work fields based on the input from stakeholders as the employers [graduate users].

The results of the evaluation are used as the input and consideration for improving the quality of the study programme, e.g. developing, and revising the curriculum, teaching, and learning processes, upgrading the quality assurance standards, planning activities, etc.

The documents of the ELE programme are available both in printed and digital form such as the website Prodi Bahasa Inggris - Universitas Kristen Indonesia (www.uki.ac.id), and cloud sharing folder. The documents are open to revision if it is needed as an adjustment process to the latest regulations and to improve the programme's quality. The students can access all information regarding their study on the study programme website, the UKI website (www.uki.ac.id), and/or Akademik - UKI for the academic information.

The study programme website provides all relevant information about curriculum, course plans, exam regulations, guidelines, agendas, surveys, quality assurance documents in order to promote a high level of transparency. The documents are reviewed every academic year, whether it remains applicable or should be updated/revised for the next academic year.

Every academic year, the information about the ELE programme is updated. This includes especially the curriculum and the academic calendar. Also, the semester course plans are updated and uploaded onto the website ahead of time. All students have access to Academic Information System (AIS). This system provides the students with information about their academic requirements, passed and failed courses, credit hour, attendance statistics, and complete academic plans, achievements, grades, and cumulative GPA. It also enables students to add or drop courses, to have academic counselling, and online communication between the students and their academic supervisor.

Regarding the activities or programmes carried out by the study programme for example community services at schools, competitions, events held or arranged by the students association, the study programme in collaboration with the Public Relation and Marketing Bureau publishes the news to the mass media or makes it live in the study programme official YouTube Channel.

The documents on the Internal Quality Assurance System of the study programme including the result of the Internal Quality Audit and the Corrective Action Review, are shared in the LPM Sharing folder for the digital version and assessable for all faculty/units and study programmes. The documents are updated every academic year.

Appraisal:

The panel welcomes that UKI, based on the binding legal provisions, has set up a quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes. It takes into account the evaluation results and the analysis of success rate, graduate employment as well as the profile of the student population. The panel notes that students have the possibility in each semester to comment on the quality of teaching, the quality of teaching materials, delivery methods and others to be critically evaluated so that changes may take effect in the following semester. However, when reviewing the workload, UKI does not take into account students' feedback. Questions – additionally some allowing for text comments – 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) should be added. Therefore, the panel recommends the following **condition**:

- The University implements in its evaluation form questions that collect student feedback on the workload for each course.

Quality control by students, by faculty as well as external evaluations by alumni and third parties – in particular tracer studies – are carried out on a regular basis and in accordance with a documented procedure; the outcomes are communicated and provide input for the quality development process.

The study programme's content, curriculum and examination scheme are suitably documented and published (including exams regulations). UKI regularly publishes current news and information – both quantitative and qualitative – about the study programme.

		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: Universita Kristen Indonesia (UKI)

Bachelor programme: Bachelor of English Language Education

		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					

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.1* Modular structure of the study programme (Asterisk Criterion)			Condition		
3.2.2* Study and exam regulations (Asterisk Criterion)			X		
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		

		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)			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		

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