

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 Literature (Bachelor of Arts (English Literature))
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.



Assessment Report

Higher Education Institution (HEI):

Universitas Kristen Indonesia (UKI)

Bachelor programme:

English Literature

Qualification awarded on completion:

Bachelor of Arts (English Literature)

General Information on the Study Programme

Brief description of the study programme:

The Bachelor programme English Literature offers within four years (8 semesters) and with a workload of min. 236 ECTS credits a training for mainly four professional occupations: (1) Creative Industry Workers: writers, bloggers, creative content creators) in the fields of literature, language, and culture, while also upholding Christian and Pancasila¹ values; (2) Language Specialists: Becoming professional editors, translators, or language educators who have multicultural insights, while also upholding Christian and Pancasila values; (3) Social and „Creativepreneurs“: Becoming professional social and “creativepreneurs” in the fields of literature, language, and culture, while also upholding Christian and Pancasila values; (4) Office Administrators: Becoming professional office administrators who are adept in language and multicultural knowledge and who uphold Christian and Pancasila values. Most courses are taught bi-lingually (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:

50

Programme cycle starts in:

Odd semester: September

Even semester: March

Initial start of the programme:

1953

Type of accreditation:

Initial accreditation

¹ 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.

Procedure

A contract for the initial accreditation of the Bachelor programme English Literature (Bachelor of Arts (English Literature)) 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 Regional 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 international professional and other contexts)

Dr. Philipp Stiel

Bavarian State Chancellery 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 Language Education 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 Literature offered by the 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 two 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 workload².

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);

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.

Furthermore, the quality requirements that have not been fulfilled:

- Internationality of the student body (see chapter 3.4.2),
- 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 problem are to be considered during the re-accreditation.

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

- 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);
- Including an English language proficiency test in the admission process for EL. The language proficiency level at graduation should be an equivalent of CEFR B2 (see chapter 2.1);
- Better communicating the MBKM options to students, industry, and other stakeholders (see chapter 3.1);
- Considering finding a name for the study programme that better fits its content (see chapter 3.1);
- Organising the curriculum in modules which can bring courses of coherent context under a common roof (see chapter 3.2);
- Complementing the students' feedback questionnaire by a question on how students cope with their workload (see chapter 3.2);

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

- Offering more opportunities to students for collaborative work; moreover, digital cooperation provided by UKI should be enhanced (see chapter 3.3);
- Including lecturers from abroad as permanent staff which can further promote the acquisition of international competence and skills (see chapter 3.4);
- Increasing the number of courses that are taught in English rather than bi-lingually (see chapter 3.4);
- Intensifying the student exchange with universities abroad (see chapter 3.4);
- Taking into account other varieties of English rather than focusing on British and American English varieties only (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 increasingly 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.

The English Literature programme (EL) started in 1953. 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 EL programme belongs to the Faculty of Letters and Language Education.

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.

Further development of the programme and statistical data,

The EL programme offers 50 study places per year. During the last year, the number of applicants increased. Nevertheless, UKI accepted less first year students than before. Over the years, female students are in the majority. There are no foreign students studying in this programme. The average length of study is more or less concurrent with the regular duration of the study programme. 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 EL students are encouraged to complete their studies in 4 years, some of them need more time. Therefore, looking at the success rates below one must take into account that those students who do not pass the final exam in the fourth year continue their studies in the following year.

		2020/2021	2019/2020	2018/2019	2017/2018
Study Places		50	50	50	50
Applicants	Total	129	55	61	48
	Female	94	-	-	-
	Male	35	-	-	-
Application rate		258 %	110%	122%	96%
First Year Students (regular + transfer)	Total	38	48	50	42
	Female	27	39	34	32
	Male	11	9	16	10
Fixed Students (2 nd year)		32	44	43	28
Rate of Female Students		71%	81.25%	68%	76.2%
# Foreign students	Total	0	0	0	0
Rate of foreign students		0 %	0 %	0 %	0 %
Percentage of occupied study places		76%	96%	100%	84%
Graduates	Total	26	19	24	21
	Female	21	13	18	18
	Male	5	6	6	3
Success Rate (those who graduate in 4 years)		75%	65 %	68%	64.7%
Drop-out Rate					
Average Duration of Study (years)		4	4.3	4.2	3.9
Average grade of final degree	Total	3.40	3.35	3.37	3.34
	Female	3.46	3.34	3.38	3.35
	Male	3.13	3.36	3.33	3.31

In 2020 / 2021 UKI changed the EL curriculum to fulfil the requirements of the new policy of the Ministry of Education and Culture (Mendikbud) and the respective ministerial decrees³. This policy is called "Freedom to learn." For higher education it has been titled "Merdeka

³ Mendikbud Decrees, 2020 No. 3 – 7.

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

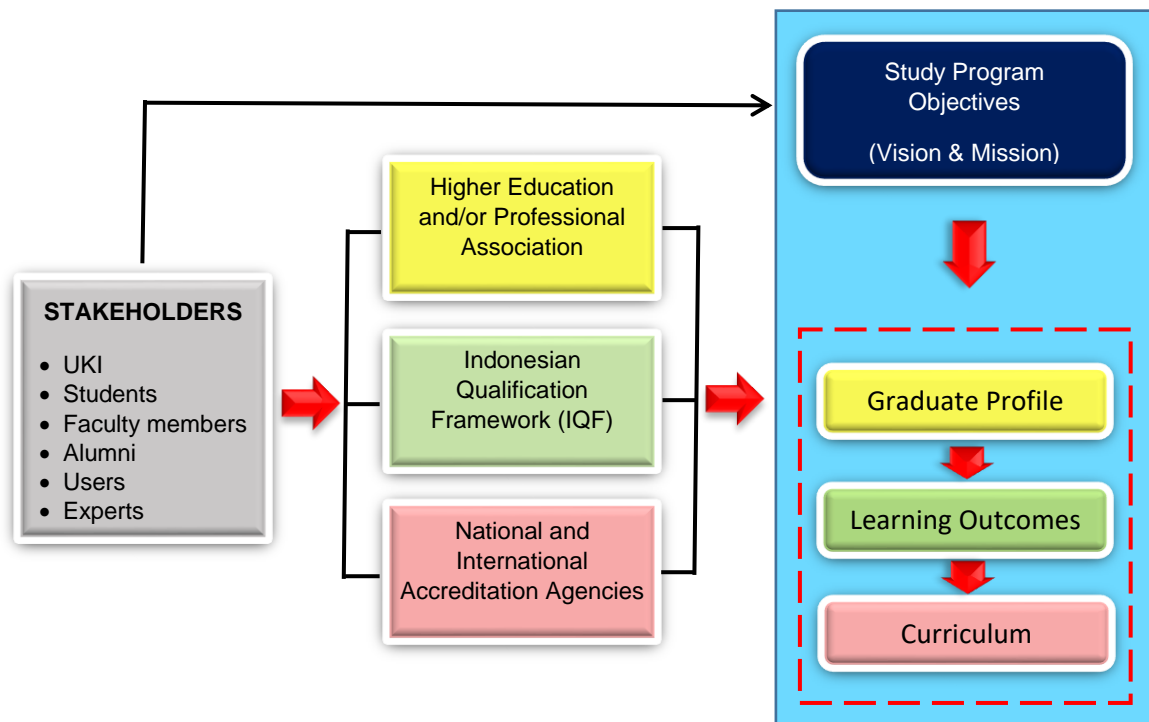
UKI confirmed that the curriculum presented to the panel is the new one from 2020 / 2021 which takes into account the MBKM requirements.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk-Criterion)

According to UKI⁴, the vision of the English Literature programme (EL) is the following: "In 2025, EL becomes a leading and credible study program in the fields of Language, Literature and Cultural Studies of the English-Speaking and ASEAN community". The vision shall be achieved through four missions, namely: 1) Organizing the academic education of English Literature, 2) Undertaking academic and applied studies in the fields of Language, Literature, and Culture as the form of service to the community welfare, 3) Conducting excellence of dedication and service to the community by the results of applied research in Language, Literature, and Culture, 4) Coordinating the English education skills for the community in the welcoming of ASEAN Economic Community.



Design Mechanism Scheme of Programme Learning Outcome in UKI

The objectives of study programmes are designed in compliance with the general procedures illustrated in the graph above: The procedures consider the inputs and needs of the societies and stakeholders and accommodate the guidelines of a standard curriculum designed by the Professional Associations ASII (Asosiasi Studi Inggris di Indonesia), the English Studies Association in Indonesia (ESAI), the Indonesian Qualification Framework (IQF)⁵, National Accreditation Agency for Higher Education (NAAHE) and international accreditation

⁴ See complementary document to Self-evaluation report (SER).

⁵ As of June 4, 2014.

agencies. Additionally, for defining the objectives the EL programme also takes into account the legal determinations⁶.

Based on the vision and missions and objectives, EL formulated its graduate's profile as follows:

No	Profile	Description
1	Creative Industry Workers	Becoming professional writers, bloggers, creative content creators) in the fields of literature, language, and culture, while also upholding Christian and Pancasila ⁷ values.
2	Language Specialist	Becoming a professional editor, translator, or language educator who has multicultural insights, while also upholding Christian and Pancasila values.
3	Social and „Creative-preneur“	Becoming a professional social and “creativepreneur” in the fields of literature, language, and culture, while also upholding Christian and Pancasila values.
4	Office Administrator	Becoming a professional office administrator who is adept in language and multicultural knowledge, who upholds Christian and Pancasila values.

To empower students to competitively pursue one of these graduate profiles EL provides them with learning experiences that develop the necessary competencies. These competencies were formulated in compliance with the level 6 of the IQF referring to the four competencies undergraduate alumni should have. They 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 problem;
- 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, EL formulated 10 programme learning outcomes (PLOs) grouping into the following four domains:

Attitudes/ Values

1. Upholding and respecting humanity, equality, universal ethics, and national

⁶ Indonesian Law No 12/2012 about Higher Education in Indonesia, Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia No 13/2015; Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia No 44/2015; Regulation of the Minister of Education and Culture No. 3/2020 which was adopted in the 2016 UKI Statute, UKI Strategic Plan 2019-2024, and Faculty of Letters and Languages of UKI Strategic Planning 2019-2024.

⁷ See above General Information.

principles, values, as well as norms.

2. Having Christian values in applying the literary and linguistic sciences, which includes humility, sharing and caring, professionalism, responsibility, discipline, and integrity.

Knowledge

1. Achieving a minimum score English proficiency equivalent to level B1 of CEFR.
2. Having the ability to explain and elaborate basic concepts and theories of literature, linguistics, and translation.

Generic Skills:

1. Able to foster the students' reading skills of English literature and literary works in the English language (as translations into English from other languages such as Indonesian, ASEAN, and some other countries in Asia).
2. Able to employ critical, analytical, and creative thinking skills in solving problems in the field of English literature, language and culture, and other related fields.
3. Able to use different media of expressing creativity in the field of literature, language, and culture of English-speaking and ASEAN community using both traditional and digital platforms.

Subject Specific Skills:

1. Able to comprehend and analyze various works of English literature (prose, drama, poetry, film as text) and other translated literary works written in English.
2. Able to reflect, react, and reproduce what students have read in different forms and mediums of expression.
3. Able to produce creative works that promote values of humanity using relevant knowledge and good English language proficiency.
4. Able to present verbally or in writing critical, creative, and multicultural ideas and insights in English in various work situations.
5. Able to plan, execute, and evaluate a creative project applying multidisciplinary sciences.

Appraisal:

The panel notes that the EL programme has a long tradition and has been well established for practitioners in different professions focusing on the English language. Against this background, the panel considers the qualification objectives of the programme to be explained and convincingly presented in relation to the target groups, targeted professional fields 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 in line with subject specific skills 4. and 5.).

In the opinion of the panel the qualification objectives and skills to be acquired correspond with the aspired level at graduation. They take into account the requirements of the Indonesian Qualification Framework (IQF). However, the panel has the view that students need a sufficient proficiency of English already right at the beginning of studying EL (see chapter 2 "Appraisal").

	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)

As an internationally oriented study programme, the course structure of EL is designed to equip students with a multicultural outlook, be able to communicate well in English, be able to think critically and analytically using English through the practices of analyzing various literary works from the English-speaking community and the ASEAN community. In general, the course structure of the EL includes aspects of English skills, linguistics, literature, translation, and multidisciplinary offered through elective courses.

Moreover, all EL courses are conducted bi-lingually in English and Indonesian. Using English as the medium of learning by the time 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, the EL programme offers an elective 4-credit course in Mandarin language⁸.

Appraisal:

All courses are taught bi-lingually in English and Indonesian. Also, 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		

1.3 Positioning of the study programme

The EL programme makes continuous updates in its curriculum. Based on these updates, the EL programme received an accreditation "B" issued by the National Accreditation Board for Higher Education.

⁸ See below chapter 3.1.

In the educational market, the EL programme actually has more applicants⁹ because the profile of the graduates seems more flexible in terms of finding a first job. English language skills and sharp analytical skills can make graduates able to be accepted in various job sectors. However, for UKI it is undeniable that there are still misperceptions in society that students will only learn English in this study programme, a skill that can be obtained from many English language course institutions. This misunderstanding might have led to the discovery of prospective students and stakeholders who do not figure out the importance of this study programme and the importance of having the ability to communicate and analyse as main skills that they can obtain from this study programme. Therefore, the study programme is always challenged to innovate in introducing the profile of the study programme and its graduates to the wider community.

According to UKI¹⁰, EL graduates have been absorbed in various fields of the job market in Indonesia, especially as creative industry workers (writers, columnists, event organizers), language specialists (translators, editors, language tutors), office administrators both in government and private companies. There are some graduates who work in the fields of law and pharmacy, while others have become teachers or HR managers. They can also work in the foreign ministry, become diplomats, or become journalists.

The study programme supports UKI's vision and mission to become a leading university at the national and regional levels by improving the quality and national and international accreditation that is currently being conducted. Increasing faculty and student resources is a major concern, especially in terms of achieving research output, publication, and development of international networks through teaching, international seminars, and international journals.

Appraisal:

The reasons given for the positioning in the relevant educational market are plausible. The statistical data show that the number of applicants is going up. Nevertheless, the panel has the impression that the EL programme faces intense 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 based on 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.

⁹ See above Statistics in chapter Information.

¹⁰ See SER p. 30.

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

2. Admission

University applicants have to undergo an admission process, which is based on the Law on Higher Education¹¹ 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 must deliver to UKI a copy of the Certificate of National Examination Results (Surat Keterangan Hasil Ujian Nasional=SKHUN) and a legalized 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, which 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. 2 and 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 Literature 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.

¹¹ No. 12, 2012, Section 73 f.

To be accepted to the EL programme, all applicants have to prove foreign language proficiency. This is based on Rectors Decrees¹² and done in two phases, the placement test for the first-year students and the post test for the final year students. The minimum TOEIC score requirement implemented in the EL programme as a graduation requirement is 550 (CEFR B1): Students have to demonstrate the ability to listen, speak, read and write in English with advanced accuracy and fluency for a variety of purposes.

In order to improve the students' English language proficiency the curriculum includes courses covering English grammar, listening, speaking, reading, and writing skills. Besides, students are encouraged to actively participate in English development skills offered by the UKI Language Service Center, such as Native Speaker Day, Group Discussion on Literature and Film, English Skill Workshops. The EL programme also provides Mandarin as an elective course.

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 directly 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 dialogue between applicants and the 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.

The panel notes that students have to take language courses during their studies. Before finishing their final studies, students are required to pass a language proficiency test equivalent to the level of TOEIC 550 / CEFR B1. However, the panel has the view that students need a sufficient proficiency of English already right at the beginning of studying EL. Therefore, they recommend UKI including an English language proficiency test in the admission process for EL. The language proficiency level at graduation should be an equivalent of CEFR B2.

¹² Rector's Decree No. 45/UKI.R/SK/OTL.4.3/2019 concerning Determination of International Standard English Language Ability UKI and Decree No. 240/UKI.R/SK/PP/2019 regarding the TOEIC Certification Program at UKI

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

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

3.1 Contents

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 EL programme has an obligatory workload of 144 /146 sks credits¹³ and is divided into eight semesters (a four-year programme). It includes 70 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 EL curriculum was developed based on the provisions of the Ministry of Education and Culture (Kemendikbud) and the National Accreditation Board for Higher Education on the Indonesian Qualifications Framework (IQF)¹⁴. Also, it was reviewed in the light of English Literature scientific developments from the English Studies Association in Indonesia (ESAI), as well as of an analysis of labour market needs and inputs from stakeholders of the EL (lecturers, students, alumni, experts, practitioners, and graduate users).

Curriculum of English Literature Study Programme¹⁵

NO.		Course	SKS	T	P	L
1st SEMESTER						
1	MKWN	Pancasila/ State Ideology	2	2	-	-
2	MKWN	Bahasa Indonesia/ Indonesian Language	2	2	-	-
3	MKWU	Christian Ethics	2	1	1	-
4	MKPS	Learning Strategies in Higher Education	2	2	-	-
5	MKPS	English I	6	3	3	
6	MKPS	Fundamentals in Grammar	2	2	-	-

¹³ See explanation below in this chapter.

¹⁴ As stipulated in Law No. 12/2012; Presidential Decree No. 8/2012; Permenristekdikti No. 44/2015; Permendikbud No 03/2020; and Permendikbud No 7/2020.

¹⁵ Notes: T : theory, P : practice, L : field practice; MKWN = National Mandatory Courses; MKWU = University Compulsory Courses; MKWF = Faculty Compulsory Courses; MKPS = Study Program Compulsory Courses; MKPM : Specialization Courses; MKPL : Electives Courses.

7	MKPS	History of English Literature and Culture	2	2	-	-
8	MKPS	ASEAN Studies	2	1	1	-
TOTAL CREDITS IN 1ST SEMESTER			20	15	5	-
2nd SEMESTER			SKS	T	P	L
1	MKWN	Christian Education	2	2	-	-
2	MKWU	Pengantar Teknologi Informasi/ Introduction to Information Technology	2	1	1	-
3	MKWF	Bahasa Indonesia Akademik/ Indonesian for Academic Purposes	2	1	1	-
4	MKPS	Intermediate Grammar	2	4	-	-
5	MKPS	English II	6	3	3	-
6	MKPS	Essay Writing	2	1	1	-
7	MKPS	Introduction to Literature	2	2	-	-
8	MKPS	Introduction to General Linguistics	2	2	-	-
TOTAL CREDITS IN 2nd SEMESTER			20	14	6	-
3rd SEMESTER			SKS	T	P	L
1	MKWF	Creative and Web Design	2	1	1	-
2	MKPS	Post-Intermediate Grammar	2	4	-	-
3	MKPS	English III	6	3	3	-
4	MKPS	Academic Writing	2	1	1	-
5	MKPS	English Phonology	2	2	-	-
6	MKPS	English Morphology	2	2	-	-
7	MKPS	Translation Theory	2	2	-	-
8	MKPS	English Prose	2	2	-	-
9	MKPS	English Drama	2	2	-	-
TOTAL CREDITS IN 3rd SEMESTER			22	17	5	-
4th SEMESTER			SKS	T	P	L
1	MKWN	Civics	2	2	-	-
2	MKWF	The Study of Indonesian Culture	2	2	-	-
3	MKPS	English IV	6	3	3	-

4	MKPS	English Syntax	2	2	-	-
5	MKPS	English Semantics	2	2	-	-
6	MKPS	English Pragmatics	2	2	-	-
7	MKPS	English Poetry	2	2	-	-
8	MKPS	Play Performance	4	-	4	-
TOTAL CREDITS IN 4th SEMESTER			22	15	7	-
5th SEMESTER			SKS	T	P	L
	MKWU	Kewirausahaan/ Introduction to Entrepreneurship	2	2	-	-
2	MKWF	History of Modern Thoughts	2	2	-	-
3	MKPS	ASEAN Literature	2	2	-	-
4	MKPS	Indonesian Literature in English	2	2	-	-
5	MKPS	Workshop on Creative Writing I	2	1	1	-
6	MKPS	English-Indonesian Translation	2	1	1	-
7	MKPS	Indonesian-English Translation	2	1	1	-
8	MKPS	Effective Communication	4	2	-	2
COMPULSORY CREDITS			18	13	3	2
9	LITERATURE CONCENTRATION (A)					
1	MKPM	Special Topics in Literature	2	1	1	-
9	TRANSLATION CONCENTRATION (B)					
1	MKPM	Literary Translation	2	1	1	-
SPECIALIZATION CREDITS			2	1	1	-
TOTAL CREDITS IN 5th SEMESTER			20	14	4	2
6th SEMESTER			SKS	T	P	L
1	MKWF	Research Methods	2	2	-	-
2	MKWF	Philosophy of Science	2	2	-	-
3	MKPS	Cross Cultural Understanding	2	2	-	-
4	MKPS	Workshop on Creative Writing II	2	-	2	-
5	MKPS	Editing	2	1	1	-
6	MKPS	TOEIC Preparation	2	1	1	-

		COMPULSORY CREDITS	12	8	4	
7		LITERATURE CONCENTRATION (A)				
1	MKPM	Literary Criticism	2	1	1	-
2	MKPM	Film as Literature	2	1	1	-
7		TRANSLATION CONCENTRATION (B)				
1	MKPM	Subtitling	2	1	1	-
2	MKPM	Interpreting	2	1	1	-
		SPECIALISATION CREDITS	4	2	2	-
		TOTAL CREDITS IN 6th SEMESTER	16	10	6	-
		7th SEMESTER	SKS	T	P	L
1	MKPS	Internship	6	-	-	6
2	MKPS	Seminar Proposal	2	1	1	-
		TOTAL CREDITS IN 7th SEMESTER	8	1	1	6
		8th SEMESTER	SKS	T	P	L
		LITERATURE CONCENTRATION (A)				
1						
1	MKPM	Thesis (Literature)	6	-	6	-
2	MKPM	Project Paper (Literature) *	4	-	4	-
3	MKPM	Creative Project (Literature) *	4	-	4	-
1		TRANSLATION CONCENTRATION (B)				
1	MKPM	Thesis (Translation) /	6	-	6	-
2	MKPM	Project Paper (Translation) *	4	-	4	-
3	MKPM	Creative Project (Translation) *	4	-	4	-
		TOTAL CREDITS IN 8th SEMESTER	6		6	

The EL curriculum is entitled by the Ministry as “Independent Campus: Free to Learn (MBKM)” since it promotes student mobility and off-campus learning¹⁶. It is categorised into national compulsory courses (stipulated by Indonesian government regulations), University compulsory courses, and EL compulsory courses (EL core courses), as well as elective and specialising courses. As shown above, the workload mounts up to 134 sks credits with a thesis as the final project. In addition to this every student has to choose elective courses with a minimum workload of 10 sks credits. If the final project is not a thesis but a translation (project paper or creative project) the student must pass another elective course of 2 sks credits (in total 12 sks). Thus, the curriculum minimum workload comprises 144 / 146 sks credits.

No.	Elective Courses per semester	sks	Theory	Practi ce	Field	1.	2.	3.	4.	5.	6.	7.	8.
1	Business English	2	2	-	-			X					
2	Business Correspondence	2	2	-	-				X				
3	English Language Teaching	4	2	-	2						X		
4	Indonesian Language for Foreign Speaker	2	2	-	-							X	
5	Stylistics	2	2	-	-							X	
6	Discourse Analysis	2	2	-	-								X
7	World Literature	2	2	-	-							X	
8	Tourism	4	3	1	-						X		
9	Entrepreneurship in Practice	2	-	2	-					X			
10	Mandarin	4	4	-	-						X		
11	Introduction to Journalism	3	3	-	-				X				
12	Introduction to Public Relations	3	3	-	-				X				
13	Introduction to Broadcasting	3	2	1	-					X			
14	Digital Cinematography	3	1	1	1							X	

Based on the MBKM concept in 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 and can be taken in the 7th semester.

¹⁶ See above chapter “Information”.

The name of a study programme in Indonesia is under the regulation of the Minister of Education, Culture, Research and Technology (Mendikbud-Ristek)¹⁷. This includes the English Literature study programme as well as the Bachelor degree (Bachelor of Arts in English Literature).

The naming of English Literature has also been in accordance with the provisions of the English Studies Association in Indonesia (ESAI), stating the minimum learning outcomes of Bachelor of English Literature graduates (<https://www.esai-indonesia.org/capaian-pembelajaran-esai/>).

The curriculum of EL was also prepared with special attention to integration of theory and practice to fulfill the competence of graduates who are needed in the business world and the industry.

Integration of Theory and Practice

Skills	Practical Objectives	Sample of courses
1. English Language Skills	Capable of showing proficiency in English language which is marked by achieving a minimum score equivalent to CEFR level B1.	English I, II, III, IV, TOEIC Preparation
2. Ability to analyze a work of literature	Capable of comprehending and reviewing various works of literature which, at least, must cover prose, drama, and poetry.	English Prose, English Drama, English Poetry, Literary, Criticism, Film as Literature
3. Ability to write a creative work	Capable of producing a creative work using relevant knowledge and proficiency in the English language.	Workshop on Creative Writing I, Workshop on Creative Writing II, Play Performance
4. Ability to translate text	Capable of applying the appropriate theory and principle to translate general texts.	Translation Theory, English-Indonesian Translation, Indonesian-English Translation, Literary Translation, Subtitling, Interpreting
5. Ability to present critical ideas	Capable of verbally, or in writing, presenting critical, creative, and multicultural ideas and insights in English in various work situations.	Essay Writing, Academic Writing, Thesis, Project Paper, Effective Communication, English Prose, English Poetry, English Drama

¹⁷ (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 Programs 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 Program Names in Higher Education.

6. Ability to complete assignments while making use of IPTEKS.	Capable of doing the duties which are related to linguistics and literature by making effective use of various sources, IPTEKS and potential of surrounding environment.	Introduction to Information Technology, Internship, Editing, Creative Web Design, Business English, Business Correspondence, Introduction to Public Relations, Introduction to Journalism
7. Ability to produce a creative project	Capable of planning, executing and evaluating a creative project which is an application of multidisciplinary sciences.	ASEAN Studies, Effective Communication, Play Performance, English Language Teaching, Introduction to Entrepreneurship, Entrepreneurship in Practice, Creative Project

One of the specialized skills that becomes a learning outcome of the study programme is: graduates shall be able to plan, implement, and evaluate a creative project. This is seen as a training for interdisciplinary thinking, which is also possible with courses of other study programmes within the university, and other partners of the study programme outside the university. Students have to choose a minimum of 10 credits elective courses that are considered to support their respective specialisations. Several options are offered to equip students in office administration, language teaching, public relations, journalism, broadcasting, digital cinematography, tourism, entrepreneurial practice, and other foreign languages (except English). These courses can support the interdisciplinary thinking.

Besides knowledge and skills, ethical aspects are a required part of the learning outcomes for graduates. Ethical aspects in the study programme's curriculum cover a standard of attitude and values which is set by the government, whereas Christian values which are set by the university. There is a course on Christian ethics that deals with humility, sharing, and caring, professionalism, responsibility, discipline, and integrity.

Scientific methods and practice are introduced and implemented especially in the experience of writing the final thesis. Students are trained to write scientific description of his/her research through different assignments, including the internship report. In the process of writing the final project (thesis or translation), scientific methods and practice are also introduced and implemented through some courses, such as: Research Methods and Seminar Proposals.

The percentage of the scoring components for the courses are also adjusted to the learning outcomes scoring planning as written in the Semester Learning Planning (RPS). The evaluations consist of at least mid-term evaluation, end-semester evaluation, and evaluation of the assignment compilations in each semester. Exams can take various forms depending on the respective lecturers: (i) performance, (ii) written tests (essay or case study), (iii) oral tests (individual or group presentation), (iv) project, and (v) design work.

The scoring for the final thesis or translation is done through a final test by the board of examiners consisting of three lecturers and the thesis supervisor. Oral examinations are conducted by assessing the student's thesis through presentations with four assessment components, namely (i) structure of the thesis and the logic in writing (ii) the grasp of material and the ability to form argumentation (iii) originality and relevance of the text, and (iv) the

appearance of the thesis (format, language and typing of the text). A student can be declared graduated after collecting a credit score of 144 credits and meeting the graduation requirements, namely having a cumulative index (GPA) ≥ 2.00 , having completed the thesis and declared successful (at least with a C grade).

Final Value Scale and Value Conversion

Final Grade (NA)	Letter Grades (NH)	Quality Value (NM)
80.0-100.0	A	4.0
75.0-79.9	A-	3,7
70.0-74.9	B +	3,3
65.0-69.9	B	3.0
60.0-64.9	B-	2.7
55.0-59.9	C +	2,3
50.0-54.9	C	2.0
45.0-49.9	D	1.0
<44.9	E	0

Appraisal:

The panel welcomes that the EL curriculum adequately reflects the qualification 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 considering better communicating the MBKM options to students, industry, and other stakeholders.

The panel is aware of the legal situation in Indonesia that the degree and programme name are stipulated by government regulations. However, it has the view that aspects are lacking in the curriculum which are required in a programme on “(English) literature,” such as courses on drama and narrative fiction from a wide array of periods of English literature and culture. Consequently, the name English Literature seems not to be in full accordance with the current content and the courses offered so far. Therefore, the panel recommends UKI considering finding a name for the study programme that better fits its content.

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.

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. 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 Credit Points (CP)	144/146 sks credits=230/233 ECTS credits
Workload per CP	1 sks = 39,7 h ; 1 ECTS credit= 25 h
Number of modules /courses	70
Time required for processing the final thesis and awarded CP	6 months (1 semester)
Number of contact hours	1,679 /1,699 h

The EL programme comprises four study years with eight semesters. Students must take a minimum of 144 / 146 sks credits¹⁸ to be able to graduate from EL and can enrol for more courses up to a maximum of 160 sks credits. 144 / 146 sks credits correspond to about 230 / 233 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 include 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).

¹⁸ See above chapter 3.1.

SKS credits minimum to graduate from EL	ECTS credits conversion	workload
144 / 146	230 / 233	144 X 39.7 = 5,716 hours of study activities

The courses in EL are – as already mentioned - classified into three parts, namely National Compulsory Courses (stipulated by Indonesian government regulations), University Compulsory Courses, and EL's Compulsory Courses (EL core courses). The EL compulsory courses amount to 50 and the elective courses to 14 courses. Fieldwork practices, KKN (Community Service), research proposal seminars, and thesis belong to the compulsory part.

Students choose as many elective courses as they need for the minimum of 144 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 EL programme offers to students two types of internships :

(1) The regular internship which has been included in the curriculum as a compulsory element and can be taken in the 7th semester; Students will get internship experience in national and multinational institutions for a minimum of 2 months (July - August) such as in the Ministry of Foreign Affairs, in private banks or insurance companies.

(2) The MBKM (Freedom to learn Curriculum) internship that has been implemented in 2021 based on a Rector's Regulation¹⁹ which stipulates the procedures and implementation of an MBKM internship. The MBKM internship takes up to three semesters with a workload of up to 20 sks credits / 32 ECTS credits per semester. Instead of an internship students can opt for studying abroad or other MBKM alternatives²⁰. The MBKM internship and alternatives have not been mentioned and taken into account in the curriculum. But according to the SER²¹, the EL programme fully supports the students to get their rights (freedom to learn) without burdening them with additional study periods. Converting workloads from other institutions into credits of the study programme is possible under the supervision of the head of the programme.

During the online conference UKI also 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.

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 equivalence²². Converting workloads from other institutions into credits of the study programme is possible under the supervision of the head of the study programme.

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 /

¹⁹ Regulation number 3 as of August 10, 2021.

²⁰ See above chapter Information / Further development.

²¹ See p. 55.

²² Indonesian Law No. 12 on Higher Education, Section 40.

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

The Marking policy follows the table with grades between A and E²³.

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 EL refers to the Academic Guidelines, published every academic year. The EL's curriculum design ensures students can graduate in the four- to- seven-year study period, 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.

The curriculum is structured systematically to make it easier for students to complete their studies optimally. Some of the strategies implemented include:

1. The study programme provides 20 sks credits in 1st and 2nd semesters for all entry-level students without exception.
2. The programme opens the possibility of accelerated studies for those students who are able to finish their exam in only 7 semesters. Several prerequisite courses for final project preparation are opened each semester, including Research Methods, Proposal Seminar and Thesis. The Thesis Examination can be scheduled every semester.

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.

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.

EL 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

²³ See above chapter 3.1.

same campus space and facilities. Students come from schools from various Indonesian regions with various economic situations and religions. These differences cause various levels of ability, understanding, and character, especially compared to schools in cities in Java. Therefore, students receive special attention from the EL and the Academic Advisors. Exceptional guidance is carried out on a case-by-case basis. In writing a thesis, guidance with special attention is conducted 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 reach the defined learning outcomes. The programme consists of courses and assigns credits per course on the basis of the necessary student workload. The syllabi provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide. However, as the EL programme has been structured in courses rather than in modules the panel recommends UKI organising the curriculum in modules which can bring courses of coherent context under a common roof²⁴. This can intensify the collaboration of faculty and make studying easier for students.

The panel notes that regular internships (with a workload of three months) are designed and integrated in such a way that credit points can be acquired. However, the panel has the view that by now the MBKM activities, in particular the long internship or respective other MBKM activities such as student exchange with up to 20 credits per semester have not been integrated into the curriculum in a convincing way. Open questions are: 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**:

- 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.

²⁴ See chapter 3.4 in ECTS User's Guide 2015

When reviewing the workload, UKI takes into account evaluation findings 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 a question 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, are particularly assisted.

	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 EL programme applies the concept of education in accordance with the curriculum referring to the Indonesian Qualifications Framework (IQF). Learning instruments and methods are planned and implemented to support the achievement of learning outcomes that are arranged in the Semester Learning Plan for each course. The instrument used is a combination of classroom (face-to-face) learning or practice, structured assignments and independent assignments with a learning orientation that refers to Student Centered Learning (e.g., group discussions, presentations by students, problem-based learning, project-based learning, academic writing and report, and internship). 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.

The study programme's curriculum requires the use of learning materials through compulsory reading and supporting reading which can be accessed online through the University network and the program web. In teaching practice, each lecturer will use a variety of relevant interactive materials, including textbooks, book chapters, scientific journals, online learning materials and supporting materials that can be accessed in the library or trusted websites. Learning materials are open to be updated every semester.

The involvement of guest lecturers to support the learning process in the EL programme is conducted regularly, whether integrated with certain courses, or invited as resource persons in several public lectures or knowledge sharing held by study programmes, faculties and universities.

Several courses that regularly present guest lecturers from academia and practitioners include the ASEAN Studies course in the ASEAN Week activities, the Workshop on Creative Writing I and II courses, Film as Literature, and the Effective Communication course. In ASEAN Week activities, the EL programme can present 8-10 guest lecturers or resource persons who will discuss various social and cultural issues in ASEAN member countries according to the annual topics raised. In the Workshop on Creative Writing, I and II, the study programme facilitates the presence of 2-3 creative writing practitioners.

Guest lecturers are invited as speakers in public lectures or knowledge sharing activities which are scheduled for at least two times in one semester. These public lectures will generally discuss the development of literature, language, culture and their implementation in life, and career opportunities for graduates of study programmes in the world of work.

Lecturing tutors are installed in collaboration with members of the Student Senate for Reasoning. This body has the duty to provide learning assistance for English Skills courses (especially for Grammar and Writing courses). Students who feel they need additional assistance for Grammar and Writing courses can register through the Management of the Student Senate for Reasoning.

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. Also, 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.

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

Lecturing tutors support students in the learning process of specific courses and help them develop competences and skills.

		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

International contents and intercultural aspects in the EL programme can be found at:

- The curriculum which includes English skills, English literature, intercultural studies in the ASEAN community and the English-speaking community, as well as humanitarian issues which are the center of attention of the EL core courses (cultural identity, gender equality, multiculturalism, anti-racism).
- Organizing annual events at the national level with the language of instruction in English and inviting speakers from local, national, and international levels. Two annual activities that have been regularly held are Yes to ASEAN and ASEAN Week. In these two events, students were trained to organize all events from preparation, implementation, to reporting.
- Exchange programme through the ASEAN Student's Volunteer Mission to Sarawak, Malaysia (2018) and the SEA Teacher Project to Bangkok, Thailand (2019). This exchange programme is scheduled every year to ensure that there are opportunities to improve language skills and international insight. Selected students are required to share their experiences in knowledge sharing sessions with other fellow students.
- The regular Internship programme is a compulsory part. Students will get internship experience in national and multinational institutions for a minimum of two months (July - August). Internship students will gain experience implementing the knowledge learned in the study programme and intercultural aspects through interaction with colleagues, leaders or clients who have diverse cultural backgrounds from the interns.

Lecturers of the EL programme are also active at the international level. Some of the study programme lecturers have both Master and doctoral educational backgrounds from overseas universities, such as: University of Wales, UK, De La Salle University, The Philippines, Ateneo de Manila University, The Philippines, University of Kassel, Germany.

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

Lecturers are formed and trained through the active involvement in international conferences as invited speakers, keynote speakers, or panelist speakers, both held in Indonesia and abroad. In addition, several lecturers have been actively involved in international joint-research involving partner countries. One of them is 2020 multidisciplinary research entitled ALIGN: ASEAN Interdisciplinary Research on Access of Disabled People to Higher

Education, collaborative research of Coventry UK, PNU Philippine, UKI Indonesia, HUE Vietnam, and UPSI Malaysia.

As a programme focusing on English, teaching the language and literature is predominant. More than 75 % of the core courses refer to aspects of English language and literature. Nevertheless, the courses are taught bi-lingually English Indonesian, not in English. In addition, the study programme also offers Mandarin (4 credits) as another foreign language option for students²⁵. The recommended readings and references used come from international English literature. As a graduation condition, students must obtain a TOEIC 550 (CEFR B1) certificate²⁶.

Appraisal:

The EL programme is per se strongly connected with English contents (language and literature) which are an essential part of the curriculum. For all professional objectives students are also prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment.

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

Faculty does not have an international composition (teachers from different countries), but some faculty members have 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 competences and skills.

The proportion of foreign language courses and required foreign language materials correspond with the qualification objectives of the study programme. However, the panel recommends increasing the number of courses that are taught in English rather than bi-lingually. In this context the panel also recommends taking into account other varieties of English rather than focusing on British and American English varieties only. This means also to include other English-speaking countries and their language culture into the curriculum rather than to focus on UK and North-America.

		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		

²⁵ See above chapter 3.1.

²⁶ Based on the Rector's Decree No.45.R / SK / PP / 2019.

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

EL courses aim at training conveying students are communication skills, teamwork, critical and creative thinking, problem solving, leadership, digital literacy, entrepreneurship, journalism, and office administration. These afore-mentioned competences and skills are gained through learning in and out of class. Examples are Internship, Introduction to Information Technology, Creative and Web Design, Introduction to Entrepreneurship, Entrepreneurship in Practice, Journalism, Business English, and Business Correspondence. In the non-academic field, students gain multidisciplinary competences and skills through organisational practice and experience as part of a committee organising various events in the fields of intellectual, interest and talent, as well as community service.

Appraisal:

The students acquire different skills above the programme level such as communication skills as well as team-work and entrepreneurial skills in accordance with the course 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)

The English Literature study programme periodically updates its curriculum to ensure each graduate to have a decent level of employability in order to help graduates to quickly find their first job and able to survive in the work industry and job market.

By applying a curriculum which refers to outcome-based training, integration of theory, practice and multidisciplinary competences and skills become an important focus of the study programme. The structure of curriculum which is arranged by dividing the course credits into three parts; seminar/tutorial, practice and field duty are important to ensure employability well formed in every graduate. For example, students who choose the profile of becoming a creative content worker will be given more theoretical and practical provision through classes in the area of English Skills, Literature, and Creative Industry. They could take advantages of the appropriate Elective Courses and choose to do their internship in various media companies (newspaper, magazine, TV, website) and publishers.

Appraisal:

The promotion of employability – for instance through the integration of theory and practice and through the promotion of multidisciplinary competences and skills – runs as a common thread of the study programme through all its courses.

		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

EL courses are given by 13 full time faculty members and 10 honorary (part-time) faculty members as the following table shows:

EL Study Programme Faculty Members

Title	Number of Faculty Members
Professor	-
Associate Professor	3
Assistant Professor	10
Lecturer	10
Sub-total	23

According to UKI²⁷, members of academic staff must fulfil the following requirements:

- Professor²⁸

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 or 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

- Teaching Assistant

A Teaching Assistant 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 EL fulfil the respective legal requirements. They are appointed by the Government or the UKI management. The selection process at the university level includes administrative selection, an academic potential test, a psychological test, and a language proficiency test. At study programme level the selection process is continued with a pedagogical ability test which is conducted through a lecturer apprenticeship programme for 2 (two) semesters. This apprenticeship programme is also

²⁷ See SER p. 42.; The Higher Education Law of Indonesia stipulates in Section 72 paragraph 2: "The academic positions of non-permanent lecturers shall be regulated and established by the tertiary education institution management."

²⁸ 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.

conducted to see opportunities for lecturer development and its contribution to the development of the study programme.

All permanent lecturers in the EL have received professional certifications as educators. 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 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 conduct 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 conduct certain management functions.

A list of faculty members teaching EL shows that all courses of the EL 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 business experience, several faculty members of EL are often invited to become speakers in conferences or seminars which offers them the opportunity to contact business representatives and to learn more about their problems and thinking.

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

Students receive support from faculty in different ways: In groups they are supervised by an academic advisor who is responsible for academic development conducted 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 assignments in other study programmes are taken into account, the structure and number of the faculty correspond to the programme requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and part-time (visiting) lecturers,

guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

The academic qualification of the faculty corresponds to the requirements and objectives of the study programme. 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. 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 increasingly important in the future apart from the Covid-19 pandemic.

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 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 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. Also, 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 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 conducted 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, implementing higher education development according to his competence, monitoring and coordinating Tri Dharma (Three Pillars of Higher Education) activities, and responsible for cooperation and fostering academicians. The Vice Dean carries out general administration activities at the Faculty which cover the fields of administration, academics, student affairs, finance, staffing, and equipment.

Administratively, the EL programme is supported by staff members at programme level and four non-academic staff members at faculty level conducting data processing, administration, and finance as well as infrastructure. The EL programme also supports all lecturers and non-academic staff members 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 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 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 the 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

To accelerate the internationalisation of its study programmes, UKI has established International partnerships with various 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, Beijing Language and Culture University, Myongji University in 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.

At study programme level, during the last three years EL had cooperations with more than 20 local and international HEIs and other academic institutions or networks, such as Ateneo de Manila University, University of Santo Tomas, The University of Philippines, Konkuk University, the Southeast Asian Ministry of Education Organization (SEAMEO), DAAD: German Academic Exchange Service (DAAD), HUE Vietnam, Coventry UK, Philippine Normal University, UPSI Malaysia, Universitas Sanata Dharma, Universitas Kristen Maranatha, Universitas Indonesia, Universitas Gadjah Mada, and International Test Center (ITC).

These co-operations are conducted in two ways:

1. Lecturers, other staff members, and students of the study programme are sent to join a training and other capacity building programme and conduct joint research.
2. The study programme invites lecturers, other staff members, and students of HEIs and other academic institutions or networks to participate in academic and non-academic programmes (for teaching, collaborating and/or supervising).

During the past three years the EL programme built up co-operations with about 25 local and international business enterprises and organisations. The study programme collaborates with these enterprises and organisations in providing guest or part-time lecturers to teach courses, give talks, or supervise projects related to their professional or practical skills and experiences, conducting internships at their offices, funding academic activities, and presenting scholarships. This also includes conducting community services, social works, and human rights activities.

Appraisal:

The scope and nature of cooperation with other universities and institutions, networks, and churches as well as with public organisations and private business enterprises 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 the 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		

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 facilities and equipment that owned by the University can be accessed and used by the Faculty of Letters and Language Education include especially the following:

- Adequate lecture space with AC, computers for the lectures, LAN internet, blackboard, and LCD.
- Mini library for the study programme, lecturers' waiting room, leadership room (Dean, Vice Dean, Head of Study Program), lecturers' meeting room, court room, thesis/final project room, data processing room, Self-Access (SA) room,

Culture Corner (CC)), multipurpose room, language laboratory room, video conference room, wet and dry kitchen, also a warehouse.

- 12 computers complete with a scan copy printer (for leadership and faculty.
- Audio / video devices.

In addition, there are facilities and equipment special for the Language Laboratory, Basic Computer Laboratory and Application Computer Laboratory as can be seen in the table below:

Facilities and Equipment of Laboratories

No.	Laboratory Name	Kinds of Equipment	Number of units
(1)	(2)	(3)	(4)
1	Language Laboratory for FSB	Teacher Consoles Speakers LCD + screen Computer + headsets Booth + folding chairs ACs Software labs multimedia	1 2 1 25 45 2 26
2	Basic Computer Laboratory	Computers Chairs Tables AC LCD + screen	41 55 46 6 1
3	Application Computer Laboratory	Computers Chairs Tables AC LCD + screens	42 46 45 6 2

Students can use those facilities and equipment freely during the agreed working hours/ special time. Computer facilities are equipped with adequate Wi-Fi / hotspot networks throughout the FSB environment. Students are also equipped with internet networks (hotspots) inside and outside the classroom to obtain information and broaden their knowledge of issues and scientific developments.

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).

Regarding the collection of literature, the UKI library has more than 625 titles and more than 1,000 copies of books related to the study programme. It also subscribes several journals and magazines such as the journal of Humanities, Paradigma, Celt: A journal of Culture, English Language Teaching and Literature, TEFLIN, International Journal of Language and Culture, and Horison Magazine.

Besides, it actively subscribes to online journals such as Springer, JSTOR, Gale OneFile, National Library E-Source, Communication Studies, International Journal of Banking, Accounting and Finance, Journal of Architecture and Urbanism, Journal of Obstetrics and Gynecology. All these online journals can be accessed through the website: <https://perpustakaan.uki.ac.id>.

The management of information technology networks and the development of information system management at the Faculty of Letters are coordinated with the Academic Administration Bureau (BAA) and the Information System Management Unit (UPSI) UKI. Since 2015, BTI UKI has increased bandwidth from 30 Mbps to 320 Mbps and now 750 Mbps. In addition, UPSI also added network servers, hotspots, connections to the network for teleconferencing and increased fiber optic networks for internet connections. The improvement in this facility has had a significant impact as faculty management and learning activities have become easier and faster. Information dissemination has been conducted through websites and e-mails that utilize the intranet network (UKI outlook). Lecturers and students can also use the internet to find references for lectures and research. Several courses have also implemented e-learning programmes with those network facilities.

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 soon. 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 the UKI's buildings. Instead, UKI provided photos and descriptions of its premises and facilities. Based on the materials provided, the panel formed the view that a smooth running of programmes is ensured regarding the 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, established 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 and job search. Information on job vacancies and internship is provided weekly and monthly through offline and online media. Other regular services are offered as part of the job training of graduates such as seminars and workshops in collaboration with companies (PT Astra International, PT Indomaret and others).

The UKI Alumni Association and the UKI Faculty of Letters Alumni Association (IKAFASAS) are faculty/study programme partners. IKAFASAS as an organisation has a chairperson, secretary, treasurer, and members who maintain the alumni database and supporting the faculty from various aspects. Support for study programmes provided by IKAFASAS includes scholarships, developing networks, donating facilities, input for curriculum updates, and training related to job preparation, job prospects, and soft skills. Training and motivation are provided in the annual routine activities of the Faculty of Letters such as the New Student Development Programme (PPMB) and Literary Gathering.

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.

EL 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 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 conducted 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).

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, 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 EL 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 EL 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. The students' questionnaires do not include questions on course workloads²⁹.

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.

Students also have the possibility to comment on programme and teaching in discussions, e.g. Focus Group Discussion, and EL 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.

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

²⁹ See above chapter 3.2-

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 essential information in self-evaluation activities that lead to increasing the relevance of graduate competencies.

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 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 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 EL 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 an elevated 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 EL 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.

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 uses a virtual learning mode, the majority of platforms used are Microsoft Teams, Zoom, and Edmodo, which provides the lecturers a digital platform to share information 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 either in the cloud or the computer system.

Regarding the activities or programmes conducted 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.

Finally, in relation to detailed information about the activities, achievements, publications, research, and community services done by the study programmes, the summaries have been reported by the head of the study programme by the end of every academic year in the form of Annual Performance Report to be reported and published in the Annual Work Meeting at both the faculty level and the university level.

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: Universitas Kristen Indonesia

Bachelor programme: Bachelor of English Literature

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

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

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