Decision of the FIBAA Accreditation and Certification Committee

17th Meeting on March 12, 2025

PROGRAMME ACCREDITATION

Project Number:	22/148 Cluster 3
Higher Education Institution:	UIN Maulana Malik Ibrahim Malang
Location:	Malang, Indonesia
Study programme:	1. Bachelor of English Literature (S.S.)
	2. Bachelor of Arabic Language and Literature (S.Hum)
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 programmes are accredited with four conditions.

Conditions:

Condition 1: The University implements a wider variety of test formats, including oral exams (to test language proficiency), and clearly describes them in the course descriptions.

Condition 2: The University reviews and updates all course descriptions to provide clear information on the courses and makes sure the literature is up-to-date and relevant to the field.

Condition 3: The University:
>   a) defines the format of examinations (definition and duration, exam retake) in an official framework document;
>   b) defines the recognition of credit points earned elsewhere; and
>   c) provide ECTS grading table for each study programme.

Proof of meeting these conditions is to be supplied by December 11, 2025.

Period of Accreditation: March 12, 2025 until March 11, 2030.

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution:
UIN Maulana Malik Ibrahim Malang, Indonesia

Bachelor programme:
1. Bachelor of English Literature
2. Bachelor of Arabic Language and Literature

Qualification awarded on completion:
1. Sarjana Sastra (S.S.)
2. Sarjana Humaniora (S.Hum.)

General information on the study programme

Brief description of the study programme:

Bachelor of English Literature (BEL) (S.S.)

The programme aims to achieve national and international recognition in language, literature, and culture of English-speaking communities, integrating science and Islam. The curriculum offers majors in Linguistics and Literature, developing expertise in teaching, translation, tourism, journalism, filmmaking, and foreign diplomacy.

Bachelor of Arabic Language and Literature (BALL) (S.Hum.)

The programme provides education in Arabic linguistics and literature in eight semesters. It offers six professional pathways: teaching, translation, tourism, journalism, film, and foreign diplomacy.

Type of study programme:

Bachelor programmes

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

4 years (8 semesters), 150 SKS credits[1], 216 ECTS credits

Mode of study:

full-time

Didactic approach:

study programmes with obligatory class attendance

Double/Joint Degree programme:

no

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

BEL: 5 classes with enrollment capacity 40-50 students
BALL: 4 classes with enrollment capacity 40-50 students

Programme cycle starts in:

Summer semester

Initial start of the programme:

BEL: 2003
BALL: 1998

Type of accreditation:

initial accreditation

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[1] SKS: Satuan Kredit Semester (semester credit unit).

Procedure

A contract for the initial accreditation of the Bachelor of English Literature (*S.S.*) and Bachelor of Arabic Language and Literature (*S.Hum.*) was concluded between FIBAA and UIN Maulana Malik Ibrahim Malang on December 09, 2022. On December 18, 2023, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel[2]. The HEI has agreed with the chosen experts. The panel consisted of:

Prof. Diah Ariani Arimbi
Universitas Airlangga, Indonesia
Head of Language and Multicultural Center (Cultural Studies, Women's and Gender Studies, English Studies (Language, Literature and Cultural Studies))

Prof. Dr. Andrea Dlaska
Middlesex University London
Professor em. of Language Studies (Language Teaching and Languages for Specific Purposes, Language Assessment, Courses with English as the language of instruction, Internationalisation, Intercultural Communication)

Susanne Hoffmann
Cooperative Comprehensive School Alexander v. Humboldt
Acting Head of English Department (English Lessons, Didactics/Methodology, internal differentiation; Language Acquisition, Literature lessons)

Elisa Knief
University of Bremen
Student of Speaking Cultures & Hispanic Studies (B.A.)

Prof. Dr. Sebastian Maisel
University of Leipzig, Germany
Professor of Arabic Linguistics and Translation Studies (Arabic Language, Translatology, Didactics of the Arabic language, Kurdish Language and Culture, Yazidis, minorities in the Middle East)

FIBAA project manager:
Maya Köhler

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference. The online conference took place on September 03 to 05, 2024, via the video conferencing tool *Zoom*. At the end of the online conference, the panel has given short feedback on its first impressions to representatives of the HEI.
The assessment report based on this was delivered to the HEI for comment on February 14, 2025. The statement on the report was given up on February 20, 2025. It has been taken into account in the report at hand.

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[2] The panel is presented in alphabetical order.

Summary

The Bachelor of English Literature (S.S.) and Bachelor of Arabic Language and Literature (S.Hum) offered by UIN Maulana Malik Ibrahim Malang 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 12, 2025 and finishing on March 11, 2030, under conditions. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects[3]: 3.1.7 Examination and final thesis; 3.2.1 Modular structure of the study programme; 3.2.2 Study and exam regulations. They recommend the accreditation on condition of meeting the following requirements for **both programmes**:

- **Condition 1** (see chapter 3.1): The University implements a wider variety of test formats, including oral exams (to test language proficiency), while taking the student workload into account when adding assessments, and clearly describes the test formats in the course descriptions.
- **Condition 2** (see chapter 3.2): The University reviews and updates all course descriptions to provide clear information on the courses and makes sure the literature is up-to-date and relevant to the field.
- **Condition 3** (see chapter 3.2): The University:
  a) defines the format of examinations (definition and duration, exam retake) in an official framework document;
  b) defines the recognition of credit points earned elsewhere; and
  c) provide ECTS grading table for each study programme.

Proof of meeting these conditions is to be submitted by December 11, 2025.

Furthermore, the quality requirement that has not been fulfilled – Internationality of the student body (chapter 4.3) – is not an asterisk criterion and therefore does not lead to a condition. The measures the HEI takes to solve the identified problem is to be considered during the re-accreditation.

The panel also identified several areas where **both programmes** could be further developed and **recommends**:

- developing a protocol for handling (mental) illnesses and disabilities to ensure consistent and effective assistance for lecturers and students (see chapter 3.2).

Furthermore, for **BEL** the panel recommends:

- establishes additional links with international universities in English-speaking countries (see chapter 4.3).

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

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[3] These aspects are asterisk criteria which means that they are essential for the study programmes.

There are criteria in which **both programmes** exceed the quality requirements:

- Integration of theory and practice (see chapter 3.1).
- Internal cooperation (see chapter 4.1).
- Student support by the faculty (see chapter 4.1).

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

List of Tables

Information

Information on the Institution

Maulana Malik Ibrahim Malang State Islamic University (**UIN Malang**) was established on 21 June 2004 by Presidential Decree No. 50. It evolved from the State Islamic Institute (IAIN) branches in Surabaya and Malang, founded in 1961. In 1997, the Faculty of Tarbiyah Malang became the autonomous State Islamic College (STAIN) Malang. The University was officially inaugurated on 8 October 2004 and focuses on integrating Islamic studies with general sciences. The University was previously known as Universitas Islam Indonesia-Sudan (UIIS) to honour a collaboration between Indonesia and Sudan, recognised by former Vice President of Indonesia.

UIN Malang integrates scientific methods with the Qur'an and Hadith, emphasising Islamic studies. The University has eight faculties: Tarbiyah and Teacher Training, Sharia, Economics, Humanities, Psychology, Science and Technology, and Medicine and Health Sciences, offering 44 programmes (27 Bachelor's, twelve Master's, and five Doctoral). BEL and BALL are part of Humanities.

UIN Malang has received national recognition, including an 'A' grade from BAN-PT in 2019 and the highest number of foreign students among State Islamic Religious Colleges (PTKIN) in 2021. It was named the Best Institution by PRISMA in 2021.

The University's faculty and students have also received accolades, such as the best librarian in human resources in 2021 and the highest student Qur'an reading ability index. Internationally, UIN Malang has been recognised as the best PTKIN, ranked in UniRank 2021, and received the AUN-QA certificate and ISO 9001:2015 International Certification. It is among the top ten PTKIN in 2021, according to webometric rankings.

Bachelor of English Literature (BEL)
BEL was established on 13 May 1998. Initially named Bahasa dan Sastra Inggris, it was renamed to English Literature in 2017. The programme focuses on Linguistics and Literary Studies and is accredited "B" by the National Accreditation Board for Higher Education. BEL students have achieved notable successes, such as winning gold at the National Applied Science Project Olympiad and excelling in national and international competitions.

Bachelor of Arabic Language and Literature (BALL)
Established on 13 May 1998 by the Director General of Islamic Education's decree, BALL is part of the Faculty of Humanities. The programme earned "A" accreditation from the National Accreditation Board for Higher Education (BAN-PT) in 2007, 2013, 2018, and 2023. Internationally, BALL received the ASEAN Network Quality Assurance (AUN-QA) certification in 2020 and ISO 9001:2008 and ISO 9001:2015 certifications, highlighting its commitment to quality and continuous improvement. The programme's participation in the UI Green Metric World University Rankings underscores its dedication to environmental sustainability.

Statistical data

Table 1 Statistical Data for BEL

		2020	2021	2022
# Study Places		240	200	202
# Applicants	Σ	1391	987	870
	f	840	601	505
	m	531	386	365
Application rate		17.25%	20.26%	23.21%
# First-Year Student	Σ	223	191	201
	f	112	109	107
	m	111	82	94
Rate of female students		50.22%	57.06%	53.23%
	Σ	2	0	0
	f	0	0	0
	m	2	0	0
Rate of foreign students		0	0	0
Percentage of occupied study places		92.91%	95.5%	99.50%
# Graduates	Σ	166	105	139
	f	85	79	89
	m	81	26	50
Success rate		74.43.08%	54.97%	69,15%
Dropout rate		0%	0.12%	0.25%
Average duration of study		4 tahun 4 bulan	4 tahun 4 bulan	4 tahun 4 bulan
Average grade of final degree		3.60	3.55	3.60

Table 2 Statistical Data for BALL

		2020	2021	2022
# Study Places		260	220	214
# Applicants	Σ	970	1072	884
	f	585	631	521
	m	385	441	363
Application rate		26.80%	20.52%	24.20%
# First-Year Student	Σ	247	213	212
	f	152	143	131
	m	95	70	81
Rate of female students		62%	67%	62%
	Σ	0	0	0
	f	0	0	0
	m	0	0	0
Rate of foreign students		0	0	0
Percentage of occupied study places		95%	97%	99%
# Graduates	Σ	172	179	158
	f	117	124	99
	m	55	55	59
Success rate		69.63%	84.03%	74.52%
Dropout rate		1,7%	1,1%	0,2%
Average duration of study		4 Tahun 5 bulan	4 Tahun 6 bulan	4 Tahun 5 bulan
Average grade of final degree		3.46	3.46	3.44

Appraisal:

Over the past few years, the number of available study places has slightly increased for both programmes. Simultaneously, the overall trend of the applicants is decreasing. The rate of female students is between 50% and 67% throughout the programmes, with a higher rate of female students in the Bachelor of Arabic Language and Literature. There are no foreign full-time students in the programmes. The average study time is 4,5 years.

Programme Description and Appraisal in Detail

1.   Objectives

1.1   Objectives of the study programme (Asterisk Criterion)

All study programmes
Upon completing their studies, graduates of all programmes at UIN Malang are expected to meet specific standards and acquire a mix of academic and personal skills.

Each programme's curriculum aligns with the Indonesian National Qualifications Framework (KKNI), which organises and measures educational qualifications in Indonesia. Graduates will possess the qualifications specified by the KKNI, preparing them for various career opportunities within the national educational framework.

Bachelor of English Literature (BEL)
The objectives and qualifications for its graduates align with the Outcomes-Based Education (OBE) curriculum design. Graduate profiles include:

Communicators	Demonstrating intercultural competence and creativity in English communication.
Analysts	Investigating linguistic, literary, and cultural phenomena with critical acumen.
Innovators	Conceiving and executing novel ideas to address linguistic, literary, and cultural challenges.
Practitioners	Applying knowledge and skills in professional domains such as teaching, translation, tourism, journalism, film, and diplomacy.

They have a deep understanding of the subject, enabling them to communicate, analyse, innovate, and apply their knowledge effectively. The aim is to produce well-rounded graduates who excel in academic and professional settings.

The curriculum equips students with practical skills for various professional areas, preparing them for careers in teaching, translation, tour guiding, journalism, film, and diplomacy. Graduates acquire strong academic skills, including the ability to analyse linguistic, literary, and cultural phenomena using relevant concepts and theories. They can conduct research or develop creative works using language, literature, and cultural concepts. Additionally, they have proficient English language skills, equivalent to CEFR Level B2, and can produce academic reports.

Graduates gain soft skills via self-assessing and supervising their own work or group projects, exhibit accountability, and think logically, critically, methodically, and creatively. They internalise societal norms, values, and ethics when applying their knowledge and skills in various contexts.

The Indonesian National Qualifications Framework (KKNI) is crucial for ensuring educational programmes meet national standards. The programme's learning outcomes, referred to as 'Competency Standards' (CP), encompass attitudes and values, work skills, knowledge, and the balance of responsibilities and rights. These elements ensure graduates embody

Indonesian attitudes and values, possess relevant work skills, and apply responsibility before asserting their rights.

The learning outcomes are based on the National Qualifications Framework outlined by the Ministry of Education and Culture, positioned at level 6, focusing on applying knowledge in one's field of expertise.

Bachelor of Arabic Language and Literature (BALL)
Graduate profiles include:

Communicator	Multicultural and creative communication skills.
Analyst	Critical analysis of linguistic, literary, and cultural phenomena.
Innovator	Developing and implementing new ideas and solutions.
Practitioner	Professionalism and expertise in Arabic language and literature.

They have various career options, including teaching Arabic in secondary schools, working in journalism, tourism, hospitality, translation, and interpretation in government agencies, private enterprises, media outlets, or international organisations. They can also pursue careers in culture, arts, advertising, and language consultancy.

Academically, graduates excel in Arabic communication, writing, and comprehension, and have a deep understanding of Arabic culture and Islamic studies. They also acquire soft skills, such as logical, critical, systematic, and innovative thinking, and the ability to produce academic reports in line with ethical and writing standards, conduct self-evaluation, supervise workgroups, and solve problems effectively. Graduates internalise societal norms, values, and ethics when applying their knowledge and are responsible in using their expertise to benefit the nation and compete globally.

BALL aligns with the KKNI, ensuring that graduates meet national standards. The curriculum includes general and specific subject areas, such as Pancasila, Indonesian Citizenship, and the Indonesian language, to install fundamental values, foster leadership, promote tolerance, and enhance social harmony.

Appraisal:

The qualification objectives of the programmes are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality.

The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation. Both programmes take the requirements of the national qualification framework KKNI into account.

	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)

All study programmes

Graduates are expected to be capable of working abroad, reflecting the programme's international focus. They are equipped with the skills and knowledge needed for careers and opportunities in international contexts.

The content and courses offer a global perspective, providing insights into international issues. Lecturers bring their international experiences and expertise, enriching the learning environment. Exchange opportunities and international exposure further enhance the programmes' global orientation. Additionally, the curricula include foreign languages, such as English, allowing students to develop proficiency in languages relevant to international contexts.

Bachelor of English Literature (BEL)

BEL is dedicated to providing students with a comprehensive international orientation, equipping them with the skills and knowledge needed to excel in a globalised world. The programme's objectives include ensuring graduates are proficient in English and have a deep understanding of the international dimensions of language, literature, and culture.

English is the primary medium of instruction, ensuring students are comfortable using it for communication in international contexts. The programme benefits from faculty with international experience, enriching the learning environment.

The programme promotes internationalisation through student exchange programmes with universities like the National University of Singapore. These exchanges allow students to immerse themselves in foreign academic environments and develop a global perspective.

Bachelor of Arabic Language and Literature (BALL)

The programme incorporates international dimensions through courses of global interest, such as Islam and Culture, and benefits from faculty with international experience. It offers opportunities for international exchange programmes, allowing students to immerse themselves in diverse cultural contexts and broaden their global outlook. Students can participate in both outbound and inbound student exchange programmes with partner universities worldwide. Outbound exchanges to universities in Singapore, Qatar, Turkey, India, and other countries provide students with the opportunity to immerse themselves in diverse cultural contexts and broaden their global perspectives. Similarly, inbound exchanges bring students from various countries to the programme, fostering cross-cultural interactions and enhancing intercultural communication skills.

While Arabic is the primary language of instruction, the programme also includes English language courses to enhance students' proficiency in English and expose them to global perspectives.

Graduates are expected to be fluent in Arabic language and literature, capable of effective communication, analysis, innovation, and practical application of their knowledge. This

proficiency extends to both written and spoken Arabic, enabling them to engage in scholarly discussions, literary analysis, and practical language use.

Students possess deep cultural awareness of the Arab world and comprehensive knowledge of Islamic studies, empowering them to pursue careers in education, journalism, translation, cultural studies, academic research, and cross-cultural communication.

Appraisal:

The programme design of both study programmes appropriately takes into account the required international aspects, with respect, too, to its graduates' employability. Students have international exchange opportunities, take courses with international and intercultural contents and benefit from lecturers with international experiences.

	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

<u>On the educational market</u>
Bachelor of English Literature (BEL)
According to the University, the main reason students choose the BEL programme is its comprehensive range of professional courses in English literature, which cater to various career paths and ensure a well-rounded education. BEL also employs an integrated learning strategy that combines traditional education with spiritual and moral growth through *pesantren[4]*. This holistic approach sets the curriculum apart from others by encouraging not just academic success but also character development.

The programme has a solid reputation for high-quality education, evidenced by successful graduates who excel in diverse careers.[5] Graduates enjoy a wide range of career options, making it an appealing choice for prospective students looking for a solid foundation for their professional journey. Surveys and tracer studies show graduates pursuing careers in education, public services, IT, translation, logistics, fashion, publishing, trade, health, construction, and agriculture, highlighting the programme's versatility.

BEL enhances the student experience with a variety of extracurricular activities, such as literary organisations, theatrical groups, creative writing clubs, and cultural events.

Several initiatives are taken to ensure that the program matches the demands of the employment market. Continuous job vacancy analysis, active networking and industry relations, partnership with Business and Industry (DUDI), an active alumni network,

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[4] Pesantren is a traditional Islamic boarding school in Indonesia.
[5] See self-evaluation report p. 19.

participation in job fairs, and participation with professional associations are among these tactics.

Ongoing monitoring with partner organisations confirms the demand for BEL graduates in teaching, translation, tourism, journalism, diplomacy, and cinematography. BEL's competitive advantages include diverse course offerings, an integrated learning approach, a strong reputation, and enriching extracurricular opportunities, ensuring students are well-prepared for a wide range of career opportunities.

Bachelor of Arabic Language and Literature (BALL)
Students choose the BALL programme over other universities for several reasons:
1. BALL has earned an A accreditation from the National Accreditation Board (BAN-PT) and certification from the international body AUN-QA, highlighting its commitment to high academic standards and global education excellence.
2. A standout feature is its outcome-based education (OBE) approach, ensuring students gain both theoretical knowledge and practical skills for their future careers.
3. Strong industry partnerships in sectors such as translation, journalism, tourism, diplomacy, teaching, and cinematography provide valuable internships, practical training, and networking opportunities, enhancing career prospects.
4. BALL offers a range of scholarships, making quality education accessible to deserving students.
5. The programme's reputation is further bolstered by students' national and international recognition in various competitions, demonstrating its commitment to talent development.
6. Prospective students are drawn to BALL for its focus on Arabic language and literature, and its six distinct professional pathways, including teaching, tourism, cinematography, diplomacy, translation, and journalism. This diversity allows students to tailor their education to their career goals, providing an advantage over programmes with limited options.
7. Located in Malang, East Java, BALL benefits from a vibrant academic community and access to various educational resources.
8. The programme regularly conducts job vacancy analyses and collaborates with businesses through networking and partnerships, ensuring graduates are well-prepared for the workforce.
9. BALL actively collaborates with businesses through networking and partnerships, known as Kerjasama Dunia Usaha dan Dunia Industri (DUDI), to stay current with industry trends and requirements.
10. Participation in job fairs and professional associations further enhance the programme's competitiveness.
11. Tracer studies show BALL graduates pursuing careers in teaching, administration, translation, journalism, customer service, and more, highlighting the programme's adaptability and relevance in meeting job market demands.

On the job market for graduates
All study programmes
The decision to offer these study programmes was driven by the HEI's commitment to providing relevant and responsive education that meets the evolving demands of the job market and aligns with its mission.

Regular tracer studies are a key method for aligning these programmes with the HEI's profile. Conducted annually, these studies assess the programme's relevance to the job market. Alumni and employers participate in surveys, ensuring comprehensive data collection. Tracer studies use a well-structured exit cohort approach, targeting graduates from the previous year and two years prior. The collected data is analysed and presented in tables and spreadsheets, categorised by various assessment aspects for detailed insights.

Bachelor of English Literature (BEL)

The decision to offer the study programme was based on survey results and analyses. From 2020 to 2022, about 40% of graduates found jobs in education annually. Additionally, 4% to 31% entered the service and trade sectors, 9% to 14% pursued public service careers, and 8% to 10% worked in translation and IT, showing diverse career paths.

The programme supports students' varied career goals while providing a strong academic foundation and practical skills. The curriculum, including content creation, entrepreneurship, and digital marketing, meets future workforce needs and enhances UIN Malang's reputation for forward-looking education.

Bachelor of Arabic Language and Literature (BALL)

The decision to offer the study programme was based on a comprehensive analysis of the job market and industry needs. Surveys from 2020 to 2022 show that

- 40% to 80% of graduates find employment in education each year.
- 6% to 14% secure jobs in public service.
- 4% to 10% enter the IT industry.
- 1% to 8% pursue careers in translation.

Graduates also find employment in logistics, journalism, banking, publishing, writing, real estate, trade, services, and tourism.

Tracer studies indicate high demand for graduates in education, public service, IT, and translation. Essential skills identified include digital marketing, community development, content writing, copywriting, supervision, design and layout, photography, front-office management, and creative teamwork. By addressing these needs, BALL prepares graduates for the evolving job market.

Participation in job fairs connects students with potential employers, facilitating smoother career transitions. Involvement in professional associations keeps BALL up-to-date with industry developments, enhancing its competitiveness.

<u>Within the HEI's overall strategic concept</u>
All study programmes
The decision to offer these programmes aligns with the University's vision of integrative higher education, combining science and Islam to build an international reputation.

These programmes are crucial to the University's goal of producing well-rounded graduates who enhance its international acclaim. They support the University's strategic concept by participating in the Independent Learning-Campus Independence (MBKM) programme, enabling faculty to serve as experts globally, and encouraging student excellence. This strategic positioning ensures the programmes are integral to the University's mission of providing holistic, globally competitive education.

The programmes positioning within the faculty and University reflect their role in achieving UIN Malang's mission. The curricula are designed to align with the institution's commitment to producing job-ready graduates, embodying UIN Malang's dedication to providing education that imparts knowledge and equips students with practical skills demanded by the job market.

Bachelor of English Literature (BEL)

The study programme aims to explore contemporary linguistic and literary issues, aligning with the University's commitment to intellectual growth. English, as a global communication tool, is essential for students to engage internationally. BEL also aims to produce graduates with an international perspective and global network, integral to the University's vision.

Strategically positioned within the faculty and University, BEL facilitates collaboration with foreign institutions and English-speaking countries, promoting academic cooperation on an international scale. The programme supports the University's vision through activities like international scholar engagement, journal writing, and initiatives such as IYES (International Youth Exchange for Students) and visiting lecturer programmes. BEL's third-highest score in the 2022 ESPMI rankings highlights its contribution to the University's mission.

BEL nurtures students' spiritual and character development in their initial semesters, introducing them to academic culture, fostering achievement motivation, imparting professional ethics, and preparing them for careers and further studies. These activities align with the University's goal of holistic student development.

Additionally, BEL promotes the University's Institutional Quality Objectives (IKU) by encouraging scholarly research in English literature, collaborating with literary institutions, and offering exchange programmes. It organises training and workshops on academic writing, translation, and literary analysis, enhancing academic quality, research output, collaboration, and student skills, thus advancing the University's IKU.

Bachelor of Arabic Language and Literature (BALL)

Starting the study programmes aimed to facilitate cooperation with the Middle East, responding to the region's growing importance. There was also significant community interest in learning Arabic, particularly as a religious language. The programme provides a platform for in-depth study of Islam through the Quran and Hadith.

BALL has achieved "A" accreditation, demonstrating academic excellence. The programme engages in activities like "Energize Your Academic Writing," "International Scholar Engagement," webinars, and International Arabic Language Day. It also offers initiatives like IYES, the Merdeka Learning Program (MBKM), student exchanges, and international conferences, enhancing students' academic experiences and supporting internationalisation.

The BALL programme contributes to the University's mission by organising events such as "I'tiraf At Muhadir Jami'iy," lecture mobility, academic expos, and workshops for faculty development. It has received accolades like the highest ESPMI score in 2021 and 2022 and AUN-QA certification, highlighting its commitment to quality education.

The programme prepares graduates for further study through activities like the Academic Expo and guidance on obtaining LPDP scholarships. Through the MBKM programme, it emphasises

developing students' employability skills, aligning with the University's goal of graduate employability and success.

Appraisal:

The reasons given for the positioning in the educational market of the study programmes are plausible. According to the University, students choose **BEL** because of its comprehensive range of professional courses in English literature, which cater to various career paths and ensure a well-rounded education. A standout feature of **BALL** is its outcome-based education (OBE) approach, ensuring students gain both theoretical knowledge and practical skills for their future careers.

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. Tracer studies indicate high demand for graduates of both programmes. The future fields of employment for graduates are plausibly set forth.

The study programmes are convincingly integrated into the HEI's overall strategic concept. The study programme qualification goals are in line with the HEI's mission and strategic planning. Both programmes align with the University's vision of integrative higher education, combining science and Islam to build an international reputation. **BEL** aims to produce graduates with an international perspective and global network, integral to the University's vision. **BALL** contributes to the University's mission with events like "I'tiraf At Muhadir Jami'iy," lecture mobility, academic expos, and workshops for faculty development.

		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

<u>Admission requirements</u>
All study programmes
The University's admission criteria for Indonesian students (WNI) are regulated in the rector decree number 417 of 2020 about guidelines of admission.

1. Candidates must be in their final year of high school or equivalent (SMA/SMK/MA/MAK/Pesantren Mu'adalah).
2. Possess a National Student Identification Number (NISN).
3. Obtain a recommendation from their headmaster or madrasah principal.
4. Be in good health to ensure studies are not disrupted.

The enrolment process involves:
- Document verification and submission, including proof of payment, two copies of the legalised high school diploma or Certificate of Graduation signed by the headmaster, three recent 3x4 cm colour photos with a red background, Certificate of Good Conduct from the school, and Certificate of Health from a government doctor.
- Students must bring their Examination Participant Card, proof of identity (ID card/driver's licence/student ID), stationery, and pay the health assessment fee. Failure to participate or pass the health assessment results in disqualification.

Indonesian students can apply through various pathways, such as SPANPTKIN, UMPTKIN, or the Independent Selection Path:
1. **National Selection for State University Entrance (SNMPTN)**: An achievement path in the selection of national new student admissions for undergraduate programmes organised by the Ministry of Education and Culture.
2. **National Academic Achievement Selection College Religious High Islam Nasional (SPANPTKIN)**: A performance-based selection path for new student admissions to bachelor's programmes, held by the Government Department of Religion.
3. **Selection with Masuk State Universities (SBMPTN)**: A written examination track, both paper-based and computer-based, for the admission of new national undergraduate students organised by the Ministry of Education and Culture.
4. **The National Islamic Higher Education Entrance Examination (UMPTKIN)**: A written examination track, both paper-based and computer-based, for national new student admissions to undergraduate programmes held by the Ministry of Religion.
5. **Mandiri Tulis**: A written examination track, both paper-based and computer-based, for the assessment of new undergraduate and postgraduate students held independently by Universitas Islam Negeri Maulana Malik Ibrahim Malang.
6. **Prestasi Mandiri**: An achievement path in the selection of new student admissions for the undergraduate programme, held independently by Universitas Islam Negeri Maulana Malik Ibrahim Malang.
7. **Mandiri Overseas**: A written examination track, both paper-based and computer-based, for the admission of new students from abroad, held independently by Universitas Islam Negeri Maulana Malik Ibrahim Malang.
8. **National Selection of Scholarships and/or Postgraduate**: Organised by institutions granting scholarships.

9. **All student admission paths**: Determined by the decision of the rector at the discretion of the senate.

For international students (WNA), requirements include:
- Completing the application form, providing a valid passport/ID, last diploma and transcript, recent photo (4x6 cm), CV, motivation letter, reference letter from the Indonesian Embassy or Consulate, and a certificate of clearance from their home country.
- Language proficiency certificates in Arabic/English and optionally Indonesian, translated into English or Indonesian.
- Age restrictions: under 23 for Bachelor programmes.

The Rector makes University decisions under government regulations, ensuring fair and equitable admission procedures. This approach promotes quality education and inclusivity.

Counselling for prospective students
All study programmes
Interested individuals can access information about UIN Malang's programmes through various channels. The institution uses a multichannel approach to reach both Indonesian and international prospective students.

Information is available via:
- The official website.
- Social media platforms (Instagram, YouTube, Facebook).
- Physical resources (expos, video trons, flyers, banners, brochures).

The Admissions Office provides assistance via phone, WhatsApp and email. The office is located at Jl. Gajayana 50, Malang 65114, where prospective students can visit for personalised guidance.

Selection procedure
All study programmes
The selection procedures for admitting students to are detailed and vary depending on the applicant's status as an Indonesian applicant (WNI), an international applicant (WNA), or an individual seeking to transfer or change majors (Alih jenjang/pindahan).

For Indonesian applicants (WNI), the University follows the guidelines and procedures stipulated in the SPAN-PTKIN/UM-PTKIN/MANDIRI regulations. These guidelines provide a structured framework for the admission process. Applicants can refer to the following websites for more information:
- SPAN-PTKIN
- UM-PTKIN

The admission process typically involves fulfilling academic requirements, registering for the entrance exam, and submitting the required documentation.

For international applicants (WNA), the HEI follows the requirements outlined in the Decision of the Rector of UIN Malang Number 417 of 2020, particularly Article 12, which refers to Mandiri Asing (foreign self-funded students). The stages for WNA applicants include registration,

payment of registration fees, data entry, finalisation of personal details, and printing of examination cards. The Mandiri Asing admission process features online written examinations for all selected programmes. Admission decisions are based on the results of these online exams, ensuring a fair and standardised evaluation process for international applicants.

In cases where there are an overwhelming number of applicants for study places, the procedures or criteria employed are not explicitly defined in the material provided. Candidates are advised to examine UIN Malang's official guidelines and regulations or contact the Admissions Office for comprehensive details on how the institution handles situations where the number of applications exceeds the available study places. This information would provide insights into any additional tests, interviews, or selection criteria that may be used to determine admission in such circumstances.

The decision-making authority for the allocation of study places typically resides within the relevant departments or committees of the University, according to their official norms and procedures. Information regarding the decision-making process can be found in the official documentation and communication channels of the University.

Professional experience
All study programmes
Prospective students are not obligated to possess prior work experience before commencing their studies in the programmes.

Ensuring foreign language proficiency
All study programmes
Language proficiency is essential for admission to the programme for both Indonesian applicants (WNI) and international applicants (WNA).

WNI applicants must pass an English proficiency test with a minimum score of 70 out of 100 for English and 60 out of 100 for Arabic. WNA applicants must score at least 75 out of 100 in English. The programme also values Arabic language skills.

To help students meet these requirements, the programmes offer a one-year intensive English course and a one-year intensive Arabic course. These courses aim to enhance students' language skills, ensuring they meet the necessary standards for enrolment.

Transparency and documentation of admission procedure and decision
All study programmes
The admission standards are regulated by documents issued by the University's leadership, such as "Keputusan Rektor" (Rector's Decrees). These documents outline the requirements for various admission pathways, including the Independent Selection Path, UM-PTKIN (Joint Entrance Selection), and SNMPTN (National Selection for State Universities).

The University provides information about these standards and procedures through multiple channels. The official PMB (New Student Admissions) website offers details on admission requirements. Additionally, the PMB team uses social media, like Instagram[6], to share updates and information about the admission process.

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[6] @pmb_uinmaliki.

The University's official website is the primary source for announcing acceptance or rejection. Applicants can track their progress at each stage of the selection process on this site. Final selection results are also posted here. The University's social media accounts serve as secondary channels for important updates and results related to admissions.

Appraisal:

The admission requirements are defined and comprehensible in the rector decree number 417 of 2020. The national requirements are presented and taken into account.

Applicants can directly turn to the Admissions Office for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and the Admission Office is provided in person, by telephone and via e-mail.

The selection procedure is transparent and ensures that qualified students are admitted.

The national admission requirements (required language proficiency level or required result in a concrete language test) and the preparatory language course in the first study year ensure that students are able to successfully complete the study programme (courses, additional literature, utilisation of counselling services and extracurricular activities).

The admission procedure is described, documented, and accessible for interested parties. Students can follow their application status online. The admission decision is based on transparent criteria and is communicated in writing.

	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

<u>Logic and conceptual coherence</u>
All study programmes
Each programme's curriculum aligns with the Indonesian National Qualifications Framework (KKNI), which organises and measures educational qualifications in Indonesia. This ensures the curriculum aims to achieve learning outcomes that match KKNI standards.
The curriculum's alignment with the KKNI includes:
- Focusing on learning outcomes that match KKNI qualifications.
- Reflecting the qualifications specified by the KKNI.
- Using appropriate assessment methods to measure students' progress.
- Ensuring curriculum developers are knowledgeable about the KKNI.
- Undergoing regular evaluations for continued relevance.

Bachelor of English Literature (BEL)
BEL offers a "comprehensive educational journey" in English language, literature, culture, and related fields.[7] This curriculum is designed to provide students with a profound understanding of their discipline.

Core courses include:
- Pancasila and Kewarganegaraan (Civics), which establish ethical principles, foster civic responsibilities, and cultivate social consciousness.

Language competency courses in Indonesian, Arabic, and English, such as:
- Arabic I-IV
- English I-II

These courses enhance both oral and written communication abilities, preparing students for intercultural communication in today's globalised world.

The programme's flexibility allows students to tailor their education to their interests and career aspirations. Elective courses include:
- Literary Theory and Criticism
- Advanced Analysis of English Literature
- Folklore Studies
- Phonology
- Semantics and Pragmatics
- Sociolinguistics

Learning outcomes are matched with course material and objectives contributing to students' academic and professional growth. Language proficiency courses develop communication skills, while literature courses enhance analytical and critical thinking abilities.

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[7] See self-evaluation report p. 30.

This integrated approach aims to ensure that students' knowledge and skills are interconnected and applicable in various contexts. The programme's structured framework, elective options, alignment of learning outcomes, and diverse assessment methods aim to prepare students for a wide range of careers and meaningful contributions to society.

Bachelor of Arabic Language and Literature (BALL)
The curriculum provides a thorough understanding of Arabic language and literature. The curriculum includes mandatory courses such as
- Pancasila
- Civics
- Bahasa Indonesia

fostering citizenship identity, leadership skills, and social harmony. It also integrates courses in Arabic language and literature, covering linguistic, literary, and cultural topics, and aligning with the KKNI's emphasis on holistic education and societal engagement.

Students start Arabic language studies with:
- Arabic Language I: Basics of Arabic writing and pronunciation.
- Arabic Language II: Syntax and sentence structure.

These are complemented by practical activities and assignments.

Advanced courses include:
- Arabic Language III and IV: Advanced grammar, syntax, and Arabic literature

Interdisciplinary courses cover:
- Philosophy: Introduction to philosophical concepts.
- History of Islamic Civilisation: Contributions of Islamic scholars and the cultural context of Arabic literature.
- Theosophy: Integration of religious and philosophical ideas.

Elective courses offer flexibility, allowing students to tailor their education to their interests and career goals. Options include (i) Tourism, (ii) Journalism or (iii) Diplomacy.

Rationale for degree and programme name
All study programmes
The programme names are influenced by Regulation No. 59 of 2018 from the Ministry of Research, Technology, and Higher Education. This regulation sets principles and criteria for academic degrees and certificates in higher education institutions. Consequently, the University chose the programme's name to comply with this regulation and ensure consistency with national standards.

Bachelor of English Literature (BEL)
The programme name "Bachelor of English Literature"/"Program Sarjana Sastra Inggris" is directly linked to the degree "Sarjana Sastra (S.S.)". This naming follows Indonesian educational standards and legislation, where academic programmes and degrees are often labelled in Bahasa Indonesia.

The degree "Sarjana Sastra (S.S.)" is suitable for the programme as it reflects academic achievement and specialisation in English literature. In Indonesia, "Sarjana Sastra" is commonly used for graduates in humanities and social sciences, including literature. This

degree signifies the successful completion of the programme's requirements and meets national academic standards.

Bachelor of Arabic Language and Literature (BALL)
The programme name "Bachelor of Arabic Language and Literature Programme" is directly linked to the degree "S.Hum." This naming follows Indonesian educational standards and regulations, where academic programmes and degrees are often labelled in Bahasa Indonesia.

The degree "S.Hum" reflects academic performance and specialisation in Arabic language and literature. In Indonesia, "Sarjana Humaniora" (Bachelor of Humanities) with the abbreviation "S.Hum" is commonly used for graduates in humanities and social sciences, including literature.

<u>Integration of theory and practice</u>
Bachelor of English Literature (BEL)
The programme includes theoretical and practical elements by offering a balanced combination of theory-based and practical courses. The curriculum is intended to offer students an in-depth comprehension of English literature, encompassing theoretical foundations as well as practical applications. Professors with practical experience enrich the curriculum by sharing real-world insights.

BEL links theoretical content with practical examples, incorporating case studies in various courses. These courses use practical examples or case studies to enhance understanding:
*   Folklore Studies
*   Literary Studies
*   Critical Reading
*   Semantics and Pragmatics
*   Psycholinguistics
*   Sociolinguistics
*   Material and Media Development in ELT
*   Islamic Tourism

The programme's Intended Learning Outcomes (ILOs) emphasise knowledge acquisition, critical thinking, and practical application. The ILOs emphasize not only the acquisition of knowledge but also the development of critical thinking skills, practical proficiency, and the ability to apply theoretical concepts in practical contexts.

The Competency Profile of Learning (CPL) demonstrates the interrelationship between theoretical and practical components. The CPL is divided into four parts: knowledge, attitude, general skills, and specific skills. Knowledge reflects theoretical knowledge depth, whereas the Attitude, General Skills, and Specific Skills represent practical application.

Bachelor of Arabic Language and Literature (BALL)
BALL integrates theoretical and practical elements. It includes a balance of core theoretical courses, such as linguistics, literary theory, and Arabic grammar, alongside practical courses in translation, creative writing, and language teaching methods. The course "Arabic Dialectology" engages students in practical exercises to analyse and distinguish between

dialects. "Creative Writing" combines theoretical understanding of literary techniques with practical writing assignments, allowing students to apply their knowledge in a creative context.

Lecturers with practical expertise, such as professional translators and skilled calligraphers, enrich the curriculum with real-world insights. This practical experience is shared in courses like "Arabic Calligraphy" and those related to Arabic literature and poetry.

The programme's ILOs emphasise the integration of academic and practical knowledge. Graduates are expected to master Arabic language and literature concepts and apply practical skills in translation, language teaching, and creative writing. The Competency Profile of Learning (CPL) reflects this integration, covering linguistic analysis, translation proficiency, language teaching abilities, and literary creativity, ensuring a comprehensive skill set.

Interdisciplinary thinking
Bachelor of English Literature (BEL)
BEL adopts the MBKM curriculum, enabling students to explore interdisciplinary subjects. Students can choose elective courses to develop expertise in areas like contemporary English literature, translation, or literary theory.

The programme includes general knowledge courses in philosophy, sociology, and culture, such as "Pancasila," "Philosophy of Science," and "Islam and Culture." These courses broaden students' perspectives beyond core English literary disciplines, contributing to a well-rounded education and fostering interdisciplinary thinking.

BEL encourages students to pursue their academic interests and provides support for alumni aiming to advance their careers in literature, translation, education, or related fields. The MBKM implementation aims to offer holistic learning experience, enhance education quality, and prepare students for the dynamic job market.

Bachelor of Arabic Language and Literature (BALL)
BALL adopts the MBKM curriculum, encouraging interdisciplinary thinking. This curriculum allows students to explore diverse subjects beyond their primary field of study.

Students have the flexibility to choose courses that match their interests and career goals. The MBKM curriculum promotes engagement in independent projects and research related to Arabic language and literature. It also encourages participation in extracurricular activities like seminars, workshops, and skill development training, fostering an interdisciplinary approach to education.

BALL includes broad knowledge courses in philosophy, sociology, and culture. Courses such as
- Pancasila,
- Philosophy of Science,
- Islam and Culture,
- Past History of Arabic Literature,
- Philology,
- Sociology of Arabic Literature,
- International Politics, and

- International Communication

expand students' horizons beyond core Arabic language and literature subjects.

<u>Ethical aspects</u>

Bachelor of English Literature (BEL)

Ethical themes are integrated into the fabric of the curriculum through a selection of courses that span the academic calendar. These courses have been crafted to provide a deep grasp of a range of ethical topics, including professional ethics, societal ethics, and research ethics.

The dimension of professional ethics is explored through courses such as:
- Tourism Ethics
- Foundations of Education
- News Writing
- Diplomatic Negotiation

These modules, which students typically engage with in their fifth and seventh semesters, are integral to the development of a moral compass relevant to professional settings and carry a value of two SKS credits each.

Delving into the ethical considerations that permeate social and community life, the programme includes courses like:
- Pancasila: examines the foundational philosophical tenets of Indonesian society, stressing the importance of pluralism, nationalism, and a harmonious religious life
- Citizenship: fosters an understanding of civic engagement and responsibility
- Theosophy: explores mystical and philosophical studies aiming at understanding the mysteries of the universe and human life
- Fiqh Studies: investigates Islamic jurisprudence

These modules are strategically placed in the first and fourth semesters and are also assigned two SKS credits each.

The curriculum's approach to research ethics presents students with a suite of courses that include:
- Methodology of Social Research in Humanities
- Advanced Analysis of English Literature
- Current Issues in Linguistics and Literature
- Thesis Proposal Seminar
- Research on Linguistics
- Thesis project

Supplementary to these are courses like:
- Basic Analysis of English Poetry
- Basic Analysis of English Prose
- Basic Analysis of English Drama

These provide foundational skills for ethically engaging with literary works. Furthermore, the following courses emphasise research ethics:
- Essay Writing
- Academic Writing
- Cultural Studies
- Methodology of English Language Education

From the third to the eighth semesters, these courses are strategically interspersed and carry credit units ranging from two for individual courses to six for the comprehensive thesis.

Bachelor of Arabic Language and Literature (BALL)
Ethical aspects are integrated through various courses across the curriculum, emphasising the programme's commitment to embedding ethical considerations within different academic domains.

For professional ethics, courses include:
- Tourism Ethics: covers ethical theories and case studies in the tourism sector
- Basic Principles of Journalism: addresses ethical dimensions in journalism
- Diplomatic Negotiation: exploring ethics, language, and protocols of diplomacy

In societal ethics, the programme offers:
- Pancasila: focuses on the philosophical foundation of the Indonesian state
- Islam and Culture: examines ethical dimensions of cultural practices within Islam
- Sociolinguistics and Psycholinguistics: explores ethical considerations at the intersection of language, society, and psychology

For research ethics, courses include:
- Research Methodology in Humanities
- Arabic Literary Criticism
- Arabic Linguistic and Literature Research Methodology

Methods and scientific practice
Bachelor of English Literature (BEL)
Students enhance their academic skills through courses focused on research techniques and writing. These classes aim to improve their ability to write scholarly works and conduct scientific research.

Key courses include:
- Social Humanities Research Methodology: equips students with the skills needed to conduct research in the social sciences within the humanities
- Academic Writing: equips students with advanced writing skills required for scholarly publications, are two specific courses aimed at developing methodological competencies.

Other courses provide a comprehensive understanding of English literature, critical thinking, and evaluation methods:
- Basic Analysis of English Poetry
- Literary Theory and Criticism
- English Language Learning Assessment

The curriculum incorporates academic project work through courses like:
- Interculturality in Language Studies
- Cultural Studies
- The capstone Thesis project

These courses include project-based learning, which requires students to apply their academic abilities in real research projects, fostering a deeper understanding of the subject matter and research procedures.

Thesis preparation is supported by courses such as the Thesis Proposal Seminar, which guides students in composing research proposals. This structured approach ensures students are well-prepared for writing their scholarly thesis.

The programme includes research methodology and skills. The faculty supports the writing process. Seminars and workshops on scientific research further broaden students' knowledge and experience. Emphasis is placed on research ethics, academic integrity, and proper citation practices.

Completion of the Thesis Proposal Writing course is a prerequisite for the thesis. The thesis, based on student-conducted research under lecturer supervision, is the final assignment for the Bachelor's degree. Topics must relate to scientific issues within the programme's field of study.

Bachelor of Arabic Language and Literature (BALL)
Students enhance their academic skills through a curriculum designed to foster abilities in producing scholarly and research work.

Key courses that provide a solid basis for conducting research and assessing literature include:
- Research Methodology of Humanity Science
- Arabic Literary Criticism

Language-specific courses deepen the understanding of linguistic aspects:
- Rules of Arabic Writing
- Arabic Translation Theories

Methodological skills are developed through:
- Research Methodology of Humanity Science: aims to provide students with the tools and methodologies they require to perform research in the humanities.

Academic project work is incorporated through courses like:
- Lisaniyat Al-Haditsah (Modern Linguistics)
- Ilmu al-Dalalah (Semantics)
- Ilmu al-Maajik (Lexicography)
- Al-Kitabah al-Ubudiyyah (Devotional Writing)

These courses encourage students to apply their research skills by producing publishable works like books, journals, or conference proceedings, and compiling an Arabic-Indonesian dictionary.

The eighth-semester Skripsi course prepares students to write a thesis, synthesising their knowledge into a final scholarly work.

The programme aims to achieve a high level of scientific work through:
- Solid understanding of research methods in Arabic Language and Literature
- Participation in research seminars

- Access to resources (libraries, databases, electronic resources)
- Regular monitoring and constructive feedback

Examination and final thesis

All study programmes

The examination methods in all study programmes are designed to ensure students can produce scholarly work through thorough and tested research. These exams are phased, assessing students at various stages of their learning to provide a comprehensive evaluation of their understanding and mastery of the subject.

The thesis or final project's objective is for students to produce academic output from extensive research, capable of withstanding scrutiny through phased examinations. This highlights the thesis or final project as a culmination of the student's academic achievements, demonstrating their ability to contribute to academic knowledge through rigorous research.

The University has a detailed final grading procedure for issuing final grades, ensuring accurate evaluation of student performance and programme completion criteria.

The grading system uses numerical scores (0-100), converted into letter grades and a Grade Point Average (GPA):
- 85-100: A (Outstanding, GPA 4)
- 75-84: B+ (Very Good, GPA 3.5)
- 65-74: B (Good)
- 55-64: C+ (Satisfactory)
- 50-54: C (Sufficient)
- 40-49: D (Unsatisfactory)
- Below 50: E (Fail, GPA 0)

The Cumulative Achievement Index (Indeks Prestasi Kumulatif, IPK) evaluates overall academic performance. To graduate, students must complete all courses and achieve a minimum IPK of 2.00:
- 2.00-2.75: Adequate
- 2.76-3.00: Satisfactory
- 3.01-3.50: Very Satisfactory
- Above 3.50: Cum Laude

Graduating students receive a diploma certificate, academic title, and any supplementary documents as authorised by the University.

Bachelor of English Literature (BEL) (S.S.)

The evaluation methods are based on the educational objectives and unique learning processes of each course. Language and literature studies involve cognitive and practical skills, from critical thinking to creative expression.

Assessment methods include:
- Portfolio creation
- Written reports
- Practical assignments
- Standard tests

For courses like Pancasila and Civics, observational assessment is useful, focusing on how students integrate civic principles into their actions. Community Service and Fieldwork Practice/Internship require evaluation methods that capture students' ability to apply theoretical knowledge in real-world situations.

Performance-based exams suit courses where tangible skills are essential, such as (i) Microteaching and (ii) English for Tourism.

Written tests assess both retention and application of knowledge in theory-heavy courses like:
- Philosophy of Science
- History of Islamic Civilizations
- Literary Theory and Criticism

They are also crucial for language and composition courses:
- Academic Writing
- Advanced English Grammar

Oral tests are used in language acquisition courses to reflect verbal communication skills:
- Speaking for Daily Conversation
- Public Speaking

BEL provides comprehensive documentation for the thesis process, including the Academic Guidebook, Thesis Compilation Book, and Dean's Regulation No. B-281/FHm/KP.01.4/01/2022. These documents ensure students understand the requirements and standards for their thesis.

The thesis represents the culmination of a student's learning journey, synthesising knowledge and research methodologies to contribute original insights to English literature. Approval by an examination board and programme leadership underscores its significance as a scholarly work.

Bachelor of Arabic Language and Literature (BALL)
BALL uses carefully selected examination forms to assess student learning outcomes, reflecting the nature of the subject and desired skills.

Written reports are a primary assessment method across subjects like Indonesian Language and Arabic Linguistic and Literature Research. These reports test students' ability to synthesise content, engage in critical thinking, and present structured arguments, aligning with real-world academic standards.

Written assessments are supplemented by portfolios containing written tests and presentations on topics from Pancasila (the Five Principles of Indonesia) to Theories of Arabic Literature. This combination balances individual work and collaborative skills, enhancing public speaking, technology use, and teamwork.

BALL has a regulatory framework for the thesis or final project, governed by the Rector and Dean's policies. The thesis process involves examination, revision, approval, and repository upload, ensuring quality and scholarly value.

Prerequisites for the thesis include passing all other courses, a comprehensive examination, and meeting minimum TOEFL score requirements. Revisions to the thesis manuscript must be completed within two months following the examination.

The thesis, as the final project, demonstrates students' understanding, analytical skills, inquiry methods, and original thought. It contributes to the understanding and application of the Arabic language, literature, or cultural contexts, embodying the programme's learning outcomes and preparing students for further study or professional engagement.

To graduate, students must:
- Write a thesis proposal outlining their research design;
- Complete a thesis based on their research under professor supervision; and
- Ensure topics align with linguistic, literary, cultural, or thought areas within Arabic studies.

Appraisal:

The curriculum adequately reflects the qualification objectives of each study programme. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation (compulsory electives) enable students to acquire additional competences and skills.

Regulation No. 59 of 2018 from the Ministry of Research, Technology, and Higher Education regulates principles and criteria for academic degrees and certificates in higher education institutions. The University chose the programme names to comply with this regulation and ensure consistency with national standards. The degree and programme names correspond to the contents of the curriculum and the programme objectives.

Theory and practice are systematically interrelated throughout the curriculum. Both programmes offer a balanced combination of theory-based and practical courses. Theoretical discourse and practical application complement each other in developing the students' qualification profile. **BEL** links theoretical content with practical examples, incorporating case studies in various courses. **BALL** balances core theoretical courses, such as linguistics, literary theory, and Arabic grammar, with practical courses in translation, creative writing, and language teaching methods. This structure ensures students gain both theoretical knowledge and practical skills.

There is evidence that the programmes qualify for interdisciplinary thinking. In the context of MBKM students can choose subjects beyond their primary field of study. Furthermore, both programmes include courses that foster interdisciplinary thinking (e.g. **BEL**: Philosophy of Science, **BALL**: Sociology of Arabic Literature).

Ethical implications are appropriately communicated in several courses in both programmes. This includes professional, societal and research ethics.

Students of both programmes acquire methodological competences and are enabled to do scientific work on the required level through several courses in each curriculum, including research methodology and related skills.

All exams, as they are defined for the modules/courses, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. However, the panel's assessment revealed that exams at the University are not characterised by a wide variety of test formats. Since the online assessments, the University has initiated several improvements. While many steps have been taken in the right direction, the overall outcome remains mixed. There are commendable examples where assessments reflect the content and learning outcomes effectively. However, the predominant formats continue to be essays, presentations, participation, and final projects. In instances where new formats have been added to the standard ones, this has led to over-assessment without clear explanations of their impact on students' workload. In several module descriptions, the assessment methods are not well articulated. It is evident that some lecturers have begun to engage in productive ways to make assessments more meaningful and varied, but further efforts are necessary to fully meet this condition. Therefore, the panel recommends the following **condition**:

- The University implements a wider variety of test formats, including oral exams (to test language proficiency), while taking the student workload into account when adding assessments, and clearly describes the test formats in the course descriptions.

The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures.

The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives.

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

3.2   Structure

Projected study time	Both programmes: 8 semesters (4 years)
Number of credits (national credits and ECTS credits)	Both programmes: 150 SKS credits (216 ECTS credits)
Workload per credit	- 1 SKS credit = 170 minutes/week/semester = 39.7 hours

	· 1 ECTS credit = 25 hours
	· 1 SKS credit = 1,44 ECTS credits
Number of modules/courses	**BEL**:
	56 mandatory courses (130 SKS credits),
	8 professional courses (16 SKS credits),
	3 elective courses (6 SKS credits)
	BALL:
	62 mandatory courses (134 SKS credits),
	6-8 elective courses[8] (16 SKS credits)
Time required for processing the final thesis/project and awarded credits	Both programmes: 6 months, 6 SKS credits

Study and exam regulations
All study programmes

The programme structure allows academic mobility, enabling students to participate in study abroad options. The institution supports the *Merdeka Belajar - Kampus Merdeka* (MBKM) initiative, which encourages credit recognition for learning experiences and achievements achieved through overseas study programmes. Regulations concerning the transfer or recognition of credits for students who participate in study abroad programmes are outlined in the MBKM Programme Guidebook, signifying the institution's provision for acknowledging academic work completed at overseas universities. The recognition of study time abroad follows the premise that similar study time or qualifications gained abroad are acknowledged in the home institution's academic structure. The procedure of converting grades for credits acquired abroad under the MBKM programme illustrates that the University recognises students' academic achievements while studying abroad, if they comply with regulations and substantive requirements. The institution has mechanisms in place for examining and recognising international academic work.

Bachelor of English Literature (BEL)

The conditions of the study program for the BEL are officially regulated by the Dean's Decree from the Faculty of Humanities at UIN Page 49 of 100 Malang, which can be referenced in the specific decree numbered 1157/FHm/PP.01.2/09/2017. This decree presumably outlines the framework and rules governing the educational approach and the requisites students must fulfill to complete the program successfully.

Bachelor of Arabic Language and Literature (BALL)

The BALL at UIN Malang meticulously delineates the conditions of its study programme through a structured and detailed framework established by the Rector's Decree (SK Rektor Nomor 799) concerning the Educational Guidelines for the year 2023. This foundational document, in conjunction with the comprehensive Educational Guidebook of 2023, specifically outlines the timeframe required for the completion of academic programs at various levels – from undergraduate to doctoral – stipulating the standard duration in semesters for each.

Feasibility of study workload
All study programmes

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[8] BALL offers a diverse range of elective modules encapsulated within six professional options, whereby students choose one option. From the total of 45 elective courses, students take six to eight courses.

The study programmes have a structured study plan to ensure students complete their courses within the prescribed period. It regularly assesses and tracks academic progress, enforcing time restrictions for course completion. Students must proactively follow guidance, use available resources, and take responsibility for their study planning. Academic faculty provide structured guidance throughout their academic journey.

The curricula are regularly revised to reflect the latest developments set by educational authorities and accreditation agencies. They are updated to reflect the latest advances in knowledge and learning methodologies. This revision involves internal and external reviews by accrediting bodies and is conducted by a curriculum team, including faculty members and an academic coordinator. They analyse evaluations, student feedback, statistical data, and other factors to implement necessary changes. This ongoing process ensures the curriculum continuously improves, supporting students' academic success.

<u>Equality of opportunity</u>
All study programmes
Rector's Decree number 417 of 2020 outlines new student admission rules, emphasising the institution's commitment to nondiscrimination and equal opportunity. This decree serves as a foundational framework for all University operations, ensuring equality across all processes, including admissions. To ensure that this policy is followed, the University has set up a complaints resolution system to assist members of the academic community who experience prejudice. The institution is committed to creating an inclusive campus environment that respects diversity and prevents discrimination. All members of the academic community are expected to actively participate in promoting a culture of tolerance, respect, and justice within the campus environment.

The University ensures no discrimination based on religion, race, ethnicity, gender, or other criteria. This is also achieved by providing adequate student facilities and empowering organisations like the Student Executive Board and the Study Programme Student Association. Advisors in the Ma'had offer guidance to maintain an inclusive environment.

The University ensures barrier-free accessibility for students with disabilities. Additionally, it offers an online financial administration tool to assist students facing financial difficulties, helping them manage issues that may impede their education. Furthermore, it offers various scholarships, including those for academic achievement, Quran memorisation, the Bidikmisi scholarship for students in need, the PIP scholarship, and scholarships funded by Bank Indonesia and Cahaya Pintar PLN. These scholarships aim to provide financial assistance to students facing economic hardships or special circumstances.

Appraisal:

The programmes' structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programmes consist of modules/courses and assigns credits per module/course on the basis of the necessary student workload. Practical components are designed and integrated in such a way that credits can be acquired. However, the module/course descriptions do not provide detailed descriptions of intended learning outcomes, and the information defined in the ECTS Users' Guide.

Since the online assessment, the University has initiated several improvements. The panel's finding of the University's updated course materials and descriptions presents a mixed picture. While some reading lists were updated with recent and relevant texts, others do not show meaningful changes, often featuring long lists that do not clarify which texts are required reading. Some courses still rely on outdated materials and minimal sources that do not adequately reflect the necessary knowledge students need to acquire. For instance, the Introduction to Linguistics course uses very minimal sources. There is also a lack of clarity on required readings and overlap in materials between courses, for example grammar courses.

To address these issues, lecturers should ensure new texts are relevant and useful and provide clear course descriptions that meet the requirements. This should be a collaborative effort to avoid duplication of literature and to benefit from shared experiences. Although progress has been made, further efforts are necessary to provide clear and comprehensive course descriptions that align with the requirements. Therefore, the panel recommends the following **condition** for **both study programmes**:

- The University reviews and updates all course descriptions to provide clear information on the courses and makes sure the literature is up-to-date and relevant to the field.

There are legally binding study and exam regulations. However, the panel was not able to find defined examples for formats for mid-term and end-term examination (list of possible formats) which teaching staff can choose in the academic guidelines.

The study programmes are designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. Although the panel could not find regulations on the recognition of credit points earned elsewhere, except those earned in the MBKM programme. Therefore, the panel recommends the following **conditions** for **both study programmes**:

- The University
  a) defines the format of examinations (definition and duration, exam retake) in an official framework document;
  b) defines the recognition of credit points earned elsewhere; and
  c) provide ECTS grading table for each study programme.

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

When reviewing the workload, the University also takes into account evaluation findings, including student feedback and the programme's success rate.

The University ensures gender equality and non-discrimination through a Rector's degree, a complaints resolution system, adequate student facilities and empowering organisations like the Student Executive Board and the Study Programme Student Association. Advisors offer guidance to maintain an inclusive environment.

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.

During the interview with the lecturers, it became evident that lecturers support students individually. Following the online assessment, the University provided several documents, such as the Handbook of Inclusive Education, Rector's Regulation for the Protection of Whistle-blowers Against Discriminatory Acts and Harmful Conduct and Rector's Regulation for the Prevention and Handling of Sexual Violence. The panel acknowledges that the documents cover a range of areas but do not form an overarching policy. The guidelines for inclusive education are not truly guidelines. The regulations for the prevention and handling of sexual violence are concerning in some of the terminology used and do not offer sufficient information on reporting, process and appeals. To further enhance their support, the University could provide lecturers with a clear protocol for handling (mental) illnesses and disabilities. The University should produce more user-friendly documents if it wishes to enhance this area beyond national requirements. The panel **recommends** developing such a protocol to ensure consistent and effective assistance for lecturers and students, fostering an even more inclusive and supportive environment.

		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)			Condition		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity			X		

3.3 Didactical concept

Logic und plausibility of the didactical concept
Bachelor of English Literature (BEL)
BEL employs a variety of teaching methods, including discussions, simulations, role plays, projects, tutorials, presentations, and traditional lectures. These methods aim to provide a comprehensive educational experience by integrating active participation, practical application, and direct instruction.

Discussions foster student engagement and critical thinking. Simulations and role playing mimic real-world scenarios, enhancing understanding and application of concepts. Projects promote hands-on learning and real-world understanding. Tutorials offer personalised guidance, while presentations develop communication skills. Lectures remain essential for delivering course content.

These strategies ensure students gain the necessary knowledge and skills in English literature, making them active participants in their education. Post-pandemic, the programme has returned to traditional, in-person learning, moving away from blended and online methods.

Bachelor of Arabic Language and Literature (BALL)
BALL focuses on developing critical thinking, motivation, collaboration, and empathy. It uses diverse teaching methods to meet various subject requirements.

For practical subjects, tutorials and simulations are used. Tutorials provide detailed guidance on skills like Arabic typing on computers, calligraphy rules and styles, and video editing with software. Simulations offer hands-on experience in public speaking, acting as master of ceremonies, debating, teaching, and other language, literature, and professional skills.

Project-Based Learning (PBL) is recommended for product-based fields. Individual students or groups work on semester-long projects, producing outputs like edited books, journal articles, novels, or poetry, enhancing their understanding of linguistic and literary studies.

Theoretical subjects use discussions, lectures, and student presentations. This approach suits courses on theoretical themes like Islam and Culture, Citizenship, and Theosophy. In lectures, course content is shared through presentations, followed by active participation of students through discussions and written summaries of the deliberations.

Post-pandemic, the programme has returned to traditional, face-to-face teaching, moving away from blended and distance learning models.

<u>Course materials</u>
All study programmes
Lecturers across all study programmes provide students with various materials, including textbooks and other printed references. They ensure every student has access to these materials by printing them through publishers, offering alternative references, and preparing soft copies.

Materials are available through a Learning Management System (LMS), such as Moodle. Lecturers use this platform to distribute lecture materials, assignments, and readings. The University has an LMS for distance learning[9] and the learning platform SIAKAD for recording all academic activities, including lecture journals, attendance, assessments, and thesis supervision.

Through this platform, students can interact with their lecturers and peers, exchange information, and discuss the teaching materials.

Both programmes offer online access to electronic journals, databases, eBooks, and other digital resources through their respective library websites (see chapter 4.4).

<u>Guest lecturers</u>
All study programmes
The integration of guest speakers into the programmes is governed by regulations formalised through decrees issued by the Dean of the Faculty of Humanities. Decrees B-1629/FHm/PP.01.2/09/2021, B-053/FHm/PP.01.2/01/2022, and B-050/FHm/PP.01.2/01/2023 outline the guest lecture plans for 2021, 2022, and 2023.

The strategy differentiates between international and local/national experts. International guest lectures are allocated four events per year, funded by the University's primary budget (DIPA). Local or national speakers have six events per year, funded independently.

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[9] elearning.uin-malang.ac.id (last access on 16.12.2024).

Bachelor of English Literature (BEL) (S.S.)

BEL invites academic and practitioner guest speakers from various fields to expose students to real-world perspectives and contemporary discourse.

The programme has a history of inviting academics from other universities to deliver lectures on diverse topics, for example:

- "Islam and Culture" from Australian National University (Australia);
- "Rethinking Humanities and Social Science in the Global Era" from the National University of Singapore (Singapore);
- "Humanities across histories and trajectories in the global contexts" from Deakin University (Australia);
- "Literature in Language Teaching: "Tale of Two Countries" from Naresuan University (Thailand);
- "Ecological Perspectives on Linguistics and Literatures" from The University of Sydney (Australia);
- "The Imaginative Power of Book Covers: Translation, Gender, and Postcolonial Gaze" from K.U. Leuven (Belgium);
- "Language, Literature, and Media" from The University of New Mexico (USA);
- "Language, Literature, and Media" from the University of Nottingham (Malaysia).

Practitioners from companies and other institutions from Indonesia contribute by conducting workshops and talks on various professional skills:

- "Workshop on Merdeka Curriculum in High School" from SMAN 1 Lawang Malang;
- "Tour Guide Techniques and Tourism" from Ikatan Pemandu Museum Indonesia;
- "Navigating a Career for Generation Z" from We Are Solstice;
- "Boosting Your Career Through Public Speaking Skills" from Telkomsel (led by Indrajit Alamsyah and Teuku Daffa).

Additionally, the programme involves international seminars and conferences, featuring speakers from global and local institutions. These events cover a wide range of topics relevant to English literature. For example, the third and fourth Annual International Conference on Language Literature and Media featured a distinguished panel of speakers from various global and local institutions discussing a wide array of topics relevant to the field.

Bachelor of Arabic Language and Literature (BALL)

BALL invites academics from other universities to deliver lectures on diverse topics, for example:

- "Arabic linguistics and literature" from UIN Sultan Aji Muhammad Idris (Indonesia);
- "Arabic linguistics and literature" from Universitas Ma Chung (Indonesia);
- "Ecological concerns with humanities and literature" from the National University of Singapore (Singapore);
- "Ecological concerns with humanities and literature" from The University of Sydney (Australia).

The programme was also engaged in international seminars featuring scholars who discussed:

- "Rethinking humanities and social sciences in a global context" from the National University of Singapore (Singapore);
- "Cultural practices in Java" from Australian National University (Australia).

<u>Lecturing tutors</u>
Bachelor of English Literature (BEL)
BEL has incorporated a peer tutoring system for first-year students, particularly in English I and English II courses offered in the first semester. To support students struggling with English language skills, the programme recruits peer tutors to assist first-semester students whose midterm scores fall below 60. This initiative, known as English Buddy (E-Buddy), provides additional academic support, enhances language proficiency, and strengthens student engagement. Through E-Buddy, senior students offer mentorship, guided practice, and academic reinforcement in a collaborative environment, ensuring first-year students develop stronger English skills. BEL plans to expand the peer tutoring system to other courses requiring skill development and additional academic support.

Bachelor of Arabic Language and Literature (BALL)
Senior students, who must have a GPA of at least 3.5, relevant course experience, training, teamwork skills, and proficiency in Arabic, serve as tutors for junior students.

Courses tutored include
- Adab Ijtimai, Lisaniyat Haditsah,
- 'Ilmu Tadawuli,
- Ilmu al-Dalalah, and
- Kitabah Ibdaiyyah.

Each tutor provides three hours of tutoring per week, totalling 48 hours per semester. This system highlights the programme's commitment to peer-led academic support.

Appraisal:

The didactical concept of the study programmes is described, plausible, and oriented towards the programme objectives. It allows for the application of different teaching and learning methods. Both programmes include a variety of teaching methods. For example, **BEL** uses discussions, simulations, role plays, projects, tutorials, presentations, and traditional lectures. For practical subjects, **BALL** uses tutorials and simulations. Students are encouraged to take an active role in creating the learning process through discussions in the lectures.

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 though the LMS. They are user-friendly and encourage students to engage in further independent studies. Students can use the platform furthermore to contact lecturers and peers. However, the University has to make sure the literature is up-to-date in the course descriptions (see chapter 3.2).

National and international guest lecturers are invited in both programmes and contribute to the students' qualification process with their special experience, from professional practice and scientific work.

Lecturing tutors (senior students) support the junior students in their learning process 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 International outlook

International contents and intercultural aspects
Bachelor of English Literature (BEL)
The curriculum includes a variety of international topics through courses and activities. Notable examples are the International Youth Enhancing Study (IYES), a language and cultural exchange event focused on Indonesian language and culture, and the Student Exchange Programme, which provides academic experience abroad.

Language courses, such as 'Arabic Language I-IV' and 'English Language I' through 'English Language for Journalism', along with grammar courses like 'Basic English Grammar', 'Intermediate English Grammar', and 'Advanced English Grammar', build a strong foundation in Arabic and English. Specialised literature courses like 'Basic English Poetry Analysis', 'Basic English Prose Analysis', and 'Basic English Drama Analysis' foster a global literary perspective.

Intercultural understanding is enhanced through courses on cross-cultural themes providing a broad survey of Islamic cultural heritage and its global impact, including
- History of Islamic Civilization,
- Quranic and Hadith Studies,
- Interculturality in Language Studies,
- Cultural Studies, and
- Literature and Islam.

Other courses like
- Microteaching,
- Ethics in Tourism,
- English Language for Tourism,
- International Politics, and
- Contemporary World Geopolitical Issues

are designed to cultivate a nuanced understanding of various cultures, ethical considerations in tourism, and current international political dynamics.

Courses like 'Cultural Studies', 'Interculturality in Language Studies', and 'Sociolinguistics' explore globalisation, linguistic diversity, and intercultural communication, helping students navigate cultural differences effectively.

The programme also includes practical courses like 'Introduction to International Relations' and 'International Development' for the practical application of international content. It encourages the use of international journals and e-learning platforms and collaborates with international universities for student exchanges.

Bachelor of Arabic Language and Literature (BALL)
BALL provides a diverse range of courses with global content, ranging from four levels of Arabic language study to a study of Islamic civilization's history. These courses aim to provide students with a comprehensive understanding of Arabic as a foreign language and its significance in numerous global settings. These courses cover language proficiency, historical and cultural perspectives, communication skills, and practical applications in varied cultural settings:

Table 3 International Courses and Their Objectives

Course	Objectives
• Arabic Language I-IV	Intensive language instruction.
• History of Islamic Civilization • Islam and Culture	Delve into the global impact of Islamic history and cultural practices, offering perspectives that transcend national boundaries.
• Rules of Arabic Writing • Arabic Syntax • Public Speaking • Academic Writing	Foster key communication skills necessary for engaging with diverse audiences and international stakeholders.
• Past History of Arabic Literature • Arabic Rhetorical Figures	Provide historical and literary contexts that are crucial for a deep understanding of the global evolution of Arabic literature.
• Arabic Dialectology • Arabic Literary Criticism • Art of Arabic Drama	Encourage practical application of language skills in varied cultural settings.
• Pancasila • Citizenship • Internship in Profession	Reflect commitment to teaching foundational principles of Indonesian culture and civic responsibility while offering practical workplace experience.
• Translation between Indonesian and Arabic • Translation of Official Documents	Equipping students with essential skills for the global job market.

The programme also includes student exchanges with international institutions, providing immersive academic and cultural experiences.
Extracurricular activities like seminars and workshops further develop skills aligned with international professional standards, enhancing students' competencies in diplomacy, economics, and politics.

The IYES held in 2022 and 2023, is a week-long programme promoting global-minded education through inclusive and diverse learning experiences. It is organised by the Faculty of Humanities and designed to equip students with the knowledge, skills, and attitudes necessary to thrive in a global context.

Internationality of the student body
All study programmes
There are no international full-time students enrolled in the programmes.

Bachelor of English Literature (BEL) (S.S.)

To attract and support international students, the programme has established exchange partnerships with universities abroad, enriching cultural diversity and facilitating academic exchange.

The faculty includes professors and staff with international experience to help international students adapt. The programme also offers dedicated academic support and counselling services.

The COVID-19 pandemic impacted international student mobility, contributing to the current shortage. Additionally, The University reflects that insufficient promotion may have affected the programmes visibility.[10] The University states improving promotional efforts could enhance its appeal to international students.

Bachelor of Arabic Language and Literature (BALL) (S.Hum.)

The programme has enrolled international students from various countries over the years. In 2017, there were students from Ivory Coast (1), Liberia (1), and China (3). By 2020, these numbers had declined, with no students from Ivory Coast or Liberia. In 2021, there was one student each from Ivory Coast and Liberia, but none in 2022.

This fluctuation may be due to factors such as the COVID-19 pandemic, which affected international mobility. The decline in Chinese students might indicate pandemic-related challenges. Current enrollment figures show that there may be other barriers to maintaining or increasing international student presence, which the University says could include but are not limited to, promotion, recruitment strategies, or global events impacting international travel and education.[11]

<u>Internationality of faculty</u>
Bachelor of English Literature (BEL)

Lecturers have pursued higher education in Australia, Japan, Malaysia, New Zealand, the Netherlands, and Serbia.

Students benefit from these lecturers' global experiences through enriched course materials and cultural insights. Practical examples from their time abroad offer a well-rounded understanding of subjects, preparing students to think critically and operate in a multicultural context.

Bachelor of Arabic Language and Literature (BALL)

The lecturers have gathered international experience in various countries. They have studied and worked in Sudan, Libya, Saudi Arabia, Turkey, Brunei Darussalam, Egypt, and Iraq.

These experiences include research, study, and professional activities, which enhance the depth and breadth of the courses they teach. Students benefit from the cultural insights and practical examples that the lecturers bring from their international experiences.

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[10] See self-evaluation report p. 62.
[11] See self-evaluation report p. 63.

The faculty also includes lecturers from Sudan and Libya. These lecturers bring their cultural and cerebral views, offering required practical courses that enrich the learning experience with authentic insights from their native Arabic-speaking nations.

Foreign language contents

Bachelor of English Literature (BEL)

BEL uses both Arabic and English for instruction, establishing a bilingual foundation. The curriculum includes 'Arabic Language I-IV', taught in Arabic during the first two semesters, each worth two SKS credits. English courses range from 'English Language I-II' to advanced subjects like 'Introduction to Linguistics', 'Critical Listening', and 'The Psychology of Language', integrated from the first to sixth semesters.

Additionally, the programme offers courses to improve foreign language skills, such as 'Speaking for Daily Conversation' and 'Translation from Indonesian to English', each worth two SKS credits.

The use of foreign language materials and diverse learning resources, including e-books and audio files, supports language proficiency. Courses like 'Literal Listening', 'Inferential Listening', 'Academic Writing', 'History of American Literature', and 'Literary Theory and Criticism' rely heavily on these materials. These materials are not just supplementary but are central to the learning experience.

Bachelor of Arabic Language and Literature (BALL)

The BALL programme primarily uses Arabic and, to a lesser extent, English for instruction. Courses such as 'Arabic Language I-IV', 'History of Arabic Literature', 'Arabic Syntax', and 'Introduction to Arabic Linguistics' are taught in Arabic, covering eight SKS credits in the first and second semesters, and continuing into advanced courses from the third to seventh semesters.

Courses like 'Translation Technology', 'Hotel and Hospitality Management', 'Media Technology', and 'Geopolitical Issues in the Contemporary World' are taught in English, reflecting the programme's commitment to a diverse linguistic education from the third to seventh semesters. Other courses, including 'Arabic Calligraphy' and 'Arabic Prosody', are also taught in Arabic or English.

The programme includes specific language courses to enhance foreign language skills, such as 'Bahasa Inggris I' and 'Bahasa Inggris II' (equivalent to 'English Language I' and 'English Language II'), offered in the third and fourth semesters, each worth three SKS credits.

Lecturers use course materials in both Arabic and English, presented in various formats like printed texts and electronic media. This includes materials for 'Arabic Phonology', 'Arabic Semantics', 'Arabic Dialectology', and 'Design of Arabic Language Teaching' in Arabic, and 'Translation Technology' and 'Media Technology' in English.

Appraisal:

International contents are an integral part of the curriculum of both study programmes. Intercultural understanding is enhanced through several courses on cross-cultural topics and

global contents. Students are thus prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment.

Currently, there are no foreign full-time students enrolled in the study programmes. The panel **recommends** implementing further concepts to increase the number of international students.

The international composition of the faculty promotes the acquisition of international competences and skills. Teachers have worked and studied in countries like Australia, Netherlands, Saudi Arabia and Turkey. The measures taken are goal-oriented.

BEL uses English and Arabic, **BALL** Arabic and to a smaller extent English as language of instruction. The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of each study programme. This approach enhances understanding of language and literature through a variety of courses beyond language acquisition.

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

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

Bachelor of English Literature (BEL)
BEL aims to develop a broad range of skills in students through diverse teaching methods and personal development activities.

- **Self-evaluation** is emphasised in courses like 'Arabic Language II', 'Study of the Quran and Hadith', and 'Interculturality in Language Studies'. For example, 'Arabic Language II' uses lectures, discussions, quizzes, and presentations for self-assessment.
- **Cooperation skills** are central to 'Public Speaking' and 'Instructional Design in ELT', involving presentations, collaborative projects, peer reviews, and practical exercises. This approach is also used in 'Microteaching' and 'Editing and Correction'.
- **Leadership skills** are developed in 'Tour Guiding' and 'Ethics in Tourism' through project-based learning and presentations. 'Media Management' and 'Film Directing' offer opportunities to lead debates and campaigns.
- **Critical and creative thinking** is fostered in 'Film Production' and 'Global Political Economy' through projects, case studies, and presentations.
- **Personal development** is integrated into courses like 'Arabic Language I-IV', focusing on language skills and cultural appreciation.

- The programme includes a **Community Service Project** where students address community challenges, and Field Work Practice/Internship for applying skills in professional settings.
- **Research skills** are enhanced in 'Social Humaniora Research Methodology'.
- **Entrepreneurship** is encouraged through a dedicated course on business planning and execution.

Bachelor of Arabic Language and Literature (BALL)
BALL develops a range of generic skills through the curriculum:

- **Logical Thinking**: Developed through courses like 'Philosophy of Science' and 'Study of Islamic Jurisprudence' using lectures, discussions, and case studies.
- **IT Proficiency**: Enhanced in 'ICT in Arabic Teaching Learning' and 'Translation Technology' through projects, practical exercises, and simulations.
- **Creative Writing**: Cultivated in 'Scenario Writing' and 'Arabic Calligraphy' with projects and practice.
- **Self-Evaluation**: Fostered in 'Sociolinguistics and Psycholinguistics' and 'Arabic Literary Criticism' through lectures, discussions, and case studies.
- **Personal Development**: Supported by workshops on learning strategies and career development, as well as Achievement Motivation Training (AMT) and Emotional Spiritual Quotient (ESQ) programs.
- **Social Commitment**: Encouraged through 'Tourism Planning and Development', 'Tour Guiding', and 'Community Service Projects' (KKM) with practical fieldwork.
- **Problem-Solving**: Developed through internships and competitive student research programmes.
- **Public Speaking**: Enhanced by participation in conferences and seminars.
- **Cross-Cultural Studies**: Broadened through international programmes like Humaniora I-Yes.

Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the course descriptions. This is supported by means of suitable didactical and methodological measures like role plays, presentations and projects. The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured.

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

3.6 Skills for employment / Employability (Asterisk Criterion)

Bachelor of English Literature (BEL)
BEL is designed to boost graduates' employability by developing key skills such as communication, research, teamwork, teaching, translation, and tourism & media management.

The curriculum uses various teaching methods, including discussions, projects, case studies, presentations, role plays, and experiential learning.

Table 4 Skills and Corresponding Courses BEL

Skills	Courses
Communication skills	• Speaking for Daily Conversation • Speaking for Academic and Professional Communication • Public Speaking • English for Tourism
Research skills	• Contemporary Geopolitical Issues • Corpus Linguistics • projects and case studies
Teamwork	• Community service programmes (KKN) • internships • entrepreneurship courses
Teaching skills	• Material and Media Development in ELT • Fundamentals of Education • through discussions and role plays
Translation skills	• Editing and Proofreading • Legal Translation' courses
Tourism skills	• Islamic Tourism • Introduction to Tourism • practical projects and tours
Media skills	• Media Management • Social Media and Creative Industries • media-related projects and presentations

The programme conducts alumni tracking studies to ensure skills align with market needs. It maintains an alumni database and collaborates with companies to gather information on required skills. Networking with alumni provides insights into job market demands, helping to improve the curriculum and develop relevant skill enhancement programmes.

Bachelor of Arabic Language and Literature (BALL)
BALL enhances graduates' employability by embedding crucial skills within its curriculum. Here is a summary of the skills and the courses where they are developed:

Table 5 Skills and Corresponding Courses BALL

Skills	Courses
Arabic Language Proficiency	• Arabic Language I-IV • Rules of Arabic Writing • Arabic Calligraphy • Arabic Morphology
Research Skills	• Introduction to Arabic Linguistic • History of Arabic Literature
Research Skills	• Introduction to Arabic Linguistic • History of Arabic Literature
Teaching Abilities	• Arabic Modern Linguistics • Basic Principles of Education
Diplomacy Skills	• Introduction to International Relation • International Development

Communication Skills	• Bahasa Indonesia • English Language I-II • Community Service Projects (KKM) • Public Speaking

The programme uses various teaching methods such as communicative methods, project-based learning, multimedia resources, lectures, case studies, simulations, role-playing, and technology integration to ensure students acquire these skills. Alumni studies track the effectiveness of these skills in enhancing employability, ensuring the curriculum remains relevant to market needs.

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 programmes through all courses using various teaching methods.

	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

Structure and quantity of faculty in relation to curricular requirements

Table 6 Structure and quantity of faculty

Teaching staff	BEL	BALL
Full-time	38	41
Part-time incl. visiting/adjunct lecturers	6	7
Total number	**44**	**48**
Among them:		
Professional experience	27	34
International experience	22	19
Lecturers, according to their highest degree/position:		
Number of professors	3	3
Number of associate professors	9	9
Number of assistant professors	14	11
Number of senior lecturers	12	25
Number of lecturers	44	48
PhD holders	23	19
Master degree holders	21	29
Guest lecturers	18	22

Academic qualification of faculty
All study programmes
The academic criteria for becoming a full-time lecturer are outlined in Law No. 5 of 2014. Candidates must register on the SSCASN portal, complete their biodata, select the "lecturer of the intended study programme" formation, and upload the required documents. The selection process includes administrative selection, Basic Competence Selection (SKD), and Field Competence Selection (SKB). Candidates must have at least an undergraduate degree (S1), a master's degree (S2), or a doctoral degree (S3) in a relevant field. They should engage in quality research, publish scholarly work, demonstrate effective communication skills, manage classrooms well, and create a conducive learning environment. A strong commitment to teaching and high ethical standards are also required.

The institution also recruits non-Civil Servant lecturers independently. Applicants must submit a cover letter, CV, and supporting documents such as diplomas, transcripts, photos, identification cards, job experience certificates, and academic work. They must pass a competency examination, including psychological tests, pedagogical tests, and interviews.

To become a part-time lecturer, candidates should have a bachelor's degree (S1) in a relevant field and, preferably, a master's degree (S2). Part-time lecturers should have a comprehensive understanding of their field and be involved in research activities. Flexibility and commitment to teaching responsibilities are essential.

Becoming a professor, or 'Guru Besar', requires following the Credit Number Guidelines, obtaining a doctoral degree (S3), and publishing scholarly work in renowned international journals. Candidates must register for the Credit Number Assessment Proposal (PAK), with approval managed by the personnel section of public universities. Applicants complete a form and upload the necessary documents. The University conducts the first level of verification and validation, followed by a second level. After these verifications, the Ministry of Education and Culture (Kemendikbud) issues the Credit Number Package (PAK).

The University encourages active engagement in research and community service to enhance teaching quality and relevance. Faculty development is prioritised through professional development programmes, ensuring faculty members stay updated with the latest knowledge and teaching methods.

The University supports lecturers' professional development through training, workshops, leadership development, promotion guidance, research funding, and participation in national and international seminars and conferences. It also offers benchmarking activities and remuneration for scientific works.

Pedagogical / didactical qualification of faculty
All study programmes
The criteria for full-time lecturers include completing pedagogic training, such as 'Prajab' (pre-job training), and creating a Course Unit Plan (RPS) according to Outcome-Based Education (OBE) standards. They must also implement OBE-aligned teaching methods and develop relevant materials.

Part-time instructors must use teaching approaches suitable for the OBE curriculum. This ensures all lecturers, whether full-time or part-time, have the skills to effectively deliver the curriculum and support student learning outcomes.

The University is committed to its faculty's continuous professional development. The University provides training to improve lecturers' teaching abilities, including sessions like Improving Basic Skills of Instructional Techniques and Pedagogic Competency Training for lecturers. These sessions equip lecturers with new didactical techniques and update them on contemporary pedagogical strategies. Additionally, the University enhances its faculty's didactical capabilities through various training opportunities, including pedagogical training in collaboration with Quality Assurance Agencies. This training helps lecturers develop skills in designing learning strategies, using teaching technologies, and creating suitable learning programmes. All lecturers are required to participate in this training.

Bachelor of Arabic Language and Literature (BALL)
BALL offers training on assessment and evaluation, including task-based assessments, exams, and grading rubrics, to ensure fair and effective student learning outcomes. Regular workshops improve writing and research quality, preparing lecturers to guide students in producing high-quality project-based work for conferences and seminars.

To support personal development, the programme periodically sends lecturers to other campuses for visiting lectureships, providing opportunities to share knowledge and gain new experiences.

The programme conducts regular evaluations of the teaching process each semester, involving both lecturers and students to discuss learning experiences, provide feedback, and formulate follow-up actions. These measures ensure lecturers are well-qualified in their academic fields and skilled in modern teaching methodologies and continuous professional development.

Practical business experience of faculty
Bachelor of English Literature (BEL)
BEL benefits from lecturers with extensive practical and business experience. One part-time lecturer is a translator and runs a translation service business, while another has experience as a journalist and is involved in the journalism sector. These professional experiences enrich the programme by providing students with real-world insights and practical knowledge that complement the academic curriculum.

Bachelor of Arabic Language and Literature (BALL)
Outside their academic duties, lecturers in the BALL programme possess practical and business expertise. One full-time lecturer works in the food industry and is an Amway Business Owner (ABO), while another owns a restaurant. This practical business experience allows lecturers to provide students with valuable insights into applying academic concepts in real-world scenarios, bridging the gap between theoretical knowledge and practical application.

Internal cooperation
All study programmes
Lecturers within the study programmes regularly interact to maintain curriculum quality and coherence. Frequent faculty meetings allow lecturers to discuss and synchronise educational material, preventing overlaps within or between courses. Furthermore, lecturers teach classes together in team teaching.

A consortium of lecturers ensures the distinctiveness of course content by generating, evaluating, and developing Course Unit Plans (RPS MK). They collaborate to synchronise teaching materials and methods, providing students with comprehensive and non-redundant learning experience.

Regular evaluations monitor and assess the effectiveness of courses and curriculum integration. This systematic approach ensures all lecturers are aligned in their educational objectives, delivering a cohesive and well-structured body of knowledge to students.

Bachelor of English Literature (BEL)
BEL organises lecturers into teams based on subject clusters. For example, the Linguistics cluster covers courses like Sociolinguistics, Discourse Analysis, Psycholinguistics, and Introduction to Linguistics.

The Language Skills cluster includes English Language, Listening, English Grammar, and Writing. The Language Teaching cluster covers foundational education, English Language

Learning Assessment, English Language Teaching Methodology, and ICT in English Language Teaching. The Literature cluster includes Literary Text Translation, Literature Psychology, Semiotics, and Literature Studies.

Bachelor of Arabic Language and Literature (BALL)
In BALL, lecturers form teaching teams for the same or related subjects. For example, the skills and language components cluster cover a range of courses from Al-Qira'ah al-Mukatsafah to Ilmu al-Nahwu Lil Mubtadi'.

These teams meet monthly and every semester to discuss various programme-related topics, such as the Humaniora IYes initiative and methods to enhance scientific publications and citations.

Student support by the faculty
All study programmes
Academic Supervisors (DPA) ensure students complete their courses within the specified period. Their responsibilities include understanding the educational programme and its organisational complexities, assisting students in devising learning strategies, and planning semester study programmes. They are accountable for their performance as academic advisors.

The University offers various counselling services to support students throughout their academic journey. Academic Services help with course selection, understanding academic requirements, and general guidance. Writing Services support the development of academic writing skills and provide resources for research and thesis work. Assistance is also available for Final Assignments, including capstone projects or theses.

Student support by lecturers is systematically organised and is offered by full-time and part-time instructors. Lecturers arrange specialized consultation periods with students. These can take place via an array of channels, including WhatsApp and in-person meetings.

To improve the learning environment, students submit learning experience evaluations each semester. This feedback helps to assess and enhance the effectiveness of academic support services.

Appraisal:

The structure and number of the faculty correspond to the respective programme requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and part-time as well as 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 programmes. The University verifies the qualifications of the faculty members by means of an established procedure outlined in Law No. 5 of 2014. Specific measures for the further qualification of the faculty members are implemented, for example through trainings, workshops, leadership development and promotion guidance.

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programmes. The University verifies the qualifications of the faculty members by means of an established procedure. The University ensures that lecturers 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, including pedagogical training in collaboration with Quality Assurance Agencies.

The practical business experience of the faculty corresponds to the requirement of the programme to integrate theory and practice.

The faculty members cooperate with each other for the purpose of tuning the courses towards the overall qualification objectives. Frequent faculty meetings allow lecturers to discuss and synchronise educational material, preventing overlaps within or between courses. Furthermore, a consortium of lecturers ensures the distinctiveness of course content by generating, evaluating, and developing Course Unit Plans (RPS MK). In addition, courses are conducted cooperatively by the lecturers.

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully. The faculty members are available for the students outside the specified office hours as well (for example via WhatsApp groups). The students are "fully content" with the support they receive.

		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

Programme Director
All study programmes
The study programmes are managed by a Programme Director and a Programme Secretary, who oversee both academic and administrative aspects.
- The Programme Director plans academic services, delegates tasks, provides guidance, supervises implementation, and ensures compliance with regulations. They

also evaluate academic activities, prepare reports, and perform other duties as instructed by leadership.

- The Programme Secretary's duties are similar but focus on the Arabic Language and Literature study programme, including planning, task delegation, guidance, inspection, implementation, evaluation, and reporting.

Effective coordination within programme management involves regular planning, monitoring, and reporting, aligned with programme objectives and regulations. This is supported by various units including the learning resources and infrastructure management, data and learning systems management, academic material and teaching management, academic services management, library management, laboratory management, student and alumni affairs management, academic, student, and alumni administration.

Indicators of a well-run programme include effective academic service delivery, adherence to targets and regulations, positive evaluations, and comprehensive, timely reporting. These are achieved through the collective efforts of the Programme Director, Programme Secretary, and the Universities general services.

<u>Process organisation and administrative support for students and faculty</u>
All study programmes
For students, the Head of the Academic, Student Affairs, and Alumni Subsection oversees the planning and execution of academic, student, and alumni activities to ensure effective operations. This includes delegating tasks, evaluating performance, coordinating with related institutions, and attending or representing in meetings. The Academic Administration Staff handle a wide range of student-related tasks, including managing study leave, student transfers, academic activity registration, document archiving, administrative letter processing, new student data management, temporary transcript checklists, distribution of Student Academic Records (KHS), consultation of the Study Plan Card (KRS) with academic advisors, lending and returning academic monitoring books, duplicating administrative files, providing alumni forms, collecting alumni data, labelling books and reports, and organising registration for exams like proposal seminars, thesis exams, and comprehensive exams.

For lecturers, the Academic Staff's duties include marketing, entering data into the Academic Information System (SIAKAD), creating and inputting schedules, course programming services, checking academic advising data in SIAKAD, printing attendance, compiling lecture files, distributing initial lecture documents, formatting midterm and final exam questions, assisting in exams, submitting thesis titles, preparing lecture materials, drafting semester lecture schedules, and organising examination schedules.

The Academic Department or the Programme Administration Department manages classroom scheduling and utilisation, ensuring effective management for student learning activities. The Infrastructure and Household Affairs Staff handle media and technical equipment, including inventorying and inspecting damage reports, preparing rooms for activities, lending equipment like LCDs, keys, cameras, and cables, legalising diplomas and other faculty documents, distributing consumable goods, and reporting and inspecting repairs.

Student well-being is addressed through services focused on mental health counselling, stress management, and maintaining a healthy balance between academic responsibilities and personal well-being. Financial counselling is available for Single Tuition Fee (UKT) services.

The University supports administrative staff through training and development programmes to enhance their competencies. This includes seminars, scientific conferences, and support for research and development activities.

Appraisal:

The Programme Director and Programme Secretary coordinate the activities of everyone involved in the programme and ensure that the programmes run smoothly.

Faculty members and students are supported by the administration in the organisation of the study programmes. Sufficient administrative 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 University offers the administrative staff opportunities for continuous professional development, including trainings and workshops.

	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

Cooperation with HEIs and other academic institutions or networks
All study programmes
Key regulatory documents include the Rector's Decision Number 867 of 2022, which provides guidelines for cooperation. This is complemented by SOPs for domestic (SOP 02/KERSA/AAKK-UIN MALIKI) and international partnerships (SOP 03/KERJA/AAK-UIN MALIKI), as well as SOPs for signing Memorandums of Understanding (MoU) and specific agreements for student development and resource sharing.

Documentary evidence, such as MoUs and MoAs, outlines the terms and expectations of these collaborations.

Bachelor of English Literature (BEL)
BEL collaborates with various national and international universities. The Rector issues regulations for these partnerships, supported by a dedicated unit that manages them. Practical guides provide clear procedures for faculties and staff.

These collaborations ensure clear procedures, defined objectives, and mutual benefits, maintaining quality and integrity. BEL partners with universities like
- Deakin University (Australia),

- Guilan University (Iran),
- Erican College (Malaysia),
- Universitas Islam Sultan Sharif Ali (Brunei Darussalam),
- National University of Singapore (Singapore), and
- Universiti Putra Malaysia (Malaysia),

focusing on language learning, research, faculty exchange, and student mobility.

Students benefit from international educational experiences, cross-cultural understanding, joint research projects, and academic networking. These partnerships enhance the BEL programme's reputation and provide students with international career opportunities.

Bachelor of Arabic Language and Literature (BALL)
BALL has a robust framework for cooperation with various universities, both domestic and international. This cooperation is governed by regulations and standard operating procedures (SOPs), ensuring structured and effective collaboration.

BALL's collaborations span prestigious universities like the
- National University of Singapore (Singapore),
- Deakin University (Australia),
- Monash University (Australia), and
- University of Sydney (Australia),

as well as Indonesian universities such as
- Universitas Udayana and
- Universitas Gadjah Mada.

These partnerships focus on collaborative research, cultural and language exchange programmes, webinars, seminars, and joint scholarly engagements.

These agreements aim to improve the quality of human resources and graduates, broaden educational fields, research, and community service, and boost language and literature competencies. They benefit both parties by improving academic quality and global exposure for BALL students and educators. Such partnerships foster a vibrant academic environment, encourage cross-cultural exchanges, and expand the scope of research and education at UIN Malang.

Cooperation with business enterprises and other organisations
All study programmes
Both study programmes established structured and effective partnerships with various business enterprises, organisations, and professional fields, guided by regulatory documents.

Key documents include the Rector's Decision Number 867 of 2022, which provides guidelines for cooperation with external entities. Additionally, there are SOPs for both internal and external partnerships (SOP 02/KERSA/AAK-UIN MALIKI and SOP 03/KERSA/AAK-UIN MALIKI), SOPs for signing MoUs, and agreements focusing on student development and human resource advancement.

Bachelor of English Literature (BEL)

BEL's collaborations span different sectors and offer direct benefits to students. These include partnerships with schools and educational institutions in Indonesia like

- PP AL Amanah Junwangi Sidoarjo,
- Madrasah Darul Hikmah Sidoarjo,
- MA Ma'arif NU Nurul Ulum Blitar, and
- SMAI Mambaus Sholihin Blitar.

These collaborations focus on professional teaching development.

Partnerships with Indonesian organisations like

- Lingkar Media Yogyakarta,
- Literasi Nusantara Malang, and
- Agung Wisata Malang

offer practical experience in translation, tourism, and media. These often involve practical training (PKL) and aim to develop competencies in fields such as translation, tourism, journalism, and cinema.

The collaboration extends to public speaking workshops with TELKOMSEL (Indonesia), teaching method development with MGMP Bahasa Inggris SMP Kab. Probolinggo (Indonesia), and language support with Balai Bahasa Jawa Timur (Indonesia). These partnerships enhance applied linguistic skills, provide practical journalism knowledge, and strengthen diplomacy skills and international mobility.

These partnerships provide students with practical experience, developing professional abilities and preparing them for future job opportunities. Students gain hands-on experience, develop practical skills, and expand their professional networks through internships, workshops, and collaborative endeavours, contributing to their overall academic and professional achievement.

Bachelor of Arabic Language and Literature (BALL)
BALL's partnerships span educational institutions, translation services, tourism agencies, media outlets, and governmental departments. These collaborations provide direct benefits to students, such as practical training (PKL), internships, and professional development in fields like teaching, translation, tourism, journalism, cinema, and linguistics.

Examples include partnerships in Indonesia with

- PP AL Amanah Junwangi Sidoarjo,
- Yayasan Madrasah Darul Hikmah Sidoarjo,
- and various Madrasahs

for teaching development.

Collaborations with

- Lingkar Media Yogyakarta (Indonesia),
- Literasi Nusantara Malang (Indonesia), and
- Agung Wisata Malang (Indonesia)

offer experience in translation, tourism, and media.

The programme also includes workshops and training sessions with TELKOMSEL (Indonesia) and educational forums like Asosiasi Dosen Ilmu-ilmu Adab (ADIA) (Indonesia), focusing on public speaking, teaching methods, and academic enhancement.

These partnerships provide students with practical experience, professional skills, and networking opportunities, preparing them for future careers. Internships, workshops, and collaborative projects enhance their academic and professional achievements.

Appraisal:

The scope and nature of cooperation with HEI, other academic institutions and networks relevant for the programmes are plausibly presented. The agreements forming the basis of the cooperation are documented by MoUs.

Cooperation is actively pursued and has a clear impact on the conception and implementation of the study programmes. All such activities contribute to the development of the students' qualification and skills, for example, international educational experiences, cross-cultural understanding, joint research projects, and academic networking. The efforts being made are fruitful and could be enhanced. Therefore, the panel **recommends** for the **BEL** programme establishing additional links with international universities in English-speaking countries. This would facilitate study abroad opportunities and attract more international students.

The scope and nature of cooperation with business enterprises and other institutions relevant to the programmes 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 programmes. All such activities contribute to the development of the students' qualification and skills, including public speaking, teaching methods, and academic enhancement.

In case that other (academic) institutions or organisations conduct parts of the study programme, the University ensures that the quality standards are met.

	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

Quantity, quality, media and IT equipment of teaching and group rooms

All study programmes

The facilities of the programmes include:

Administrative Areas	Instructional Areas
• Dean's Room: Equipped with a printer, laptop, and office essentials. • Vice Dean's Room: With a filing cabinet, computer, and meeting chairs. • Programme Coordinator's Room: With storage cabinets and a computer.	• Language Laboratories 1 and 2: With computers, language software, and projectors. • Faculty Library and Auditorium: Both with modern educational tools. • Art and Culture Laboratory • Home Theater Room
Faculty Rooms	**IT Infrastructure:**
• Ruang Dosen 1, 2, and 3: Equipped with whiteboards, projectors, and furniture. • Administration Room: With PCs, printers, scanners, and office supplies.	• Multiple computers, printers, scanners, LCD projectors, and whiteboards. • Students have 24/7 access to campus-wide Wi-Fi using their SIAKAD accounts.

The programmes collaborate with the finance department to manage the maintenance budget and with the human resource development unit to provide specialised training for the facilities team.

Access to literature

All study programmes

Here is a combined list of access points and examples of databases for both study programmes:

- **Library Access:** The University and Faculty Library provides a wide range of books, journals, articles, and electronic databases. Opening hours: 7:30 – 21:00 (Monday – Friday) and 7:30 – 12:00 (Saturday).
- **Digital Services:** Both programmes offer online access to electronic journals, databases, eBooks, and other digital resources through their respective library websites.
- **Training and Supervision:** BALL provides training for students and educators to effectively use available literature and online resources.
- **Collaborations:** BALL established partnerships with various institutions to share resources and expertise.
- **Databases:**
  - **Springer:** Provides access to a vast collection of scientific publications across multiple disciplines.
  - **Cambridge Core:** Offers access to scientific journals, books, and reference materials from Cambridge University Press.
  - **Emerald Insight:** Provides a range of scientific articles and business information.
  - **IFLA Journal:** Focuses on international library and information services, offering insights into social, political, and economic issues impacting information access.

The programmes collaborate with the University Library to purchase new books and subscribe to journals. They identify gaps and acquire new resources to keep the collection comprehensive.

Appraisal:

The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programmes, 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 (see chapter 3.2). Access to the internet via wireless LAN is provided free of charge through SIAKAD.

The opening hours of the libraries take students' needs sufficiently into account. It is positive that the libraries open until 21:00 during the week. Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured through the digital databases. The literature expressly required for the study programme is available in the library and also kept up to date.

	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

Career counselling and placement service
All study programmes
Both study programmes both offer career services through the Career Development Centre (CDC). This centre, supported by experts and academics, provides a range of services to students and alumni, including

- online and offline career information,
- career training,
- workshops, and
- counselling.

They also assist with job searches through online applications and organise recruitment events and career expos.

Additionally, the CDC maintains comprehensive alumni databases for networking and career support, conduct tracer studies to track alumni career paths, and organise job fairs to connect graduates with potential employers.

Alumni Activities
All study programmes
Both programmes have an established alumni organisation known as Ikatan Alumni Fakultas Humaniora (IKAFAHUMA). This organisation plays a crucial role in maintaining connections

between the University and its graduates, fostering a sense of community and ongoing engagement.

IKAFAHUMA organises various activities, including alumni meet-ups during the Faculty of Humanities' Dies Natalis celebration and gala dinners, to keep the alumni network vibrant. They also utilise digital media, such as a special alumni portal and social media, to keep alumni informed and connected.

Alumni contribute to both academic and non-academic fields through donations, infrastructure support, and networking. The 'Alumni Sharing' programme, where graduates share their professional experiences, is a key event that provides valuable insights to current students. Additionally, alumni offer feedback on curriculum and extracurricular activities, provide scholarship information, and share job vacancies.

IKAFAHUMA engages in social activities aimed at giving back to the community, such as charitable work and community service. The alumni network is a valuable resource for job opportunities and collaborations, helping graduates with career development and professional growth.

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability by the Career Development Centre (CDC). The HEI provides sufficient resources and offers workshops, counselling and career information.

An alumni organisation Ikatan Alumni Fakultas Humaniora (IKAFAHUMA) has been set up with the aim of developing an alumni network. Alumni contribute to both academic and non-academic fields through the 'Alumni Sharing' programme, donations and sharing of job vacancies.

		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)

All study programmes
The financing of study programmes involves both government and non-government sources. The primary funding comes from the State Budget (APBN) allocated by the Ministry of Religious Affairs (Kemenag RI). Additional funds (PNBP) are generated through service fees, BLU grants[12], and other sources such as land and building rentals, equipment leasing, and returns from goods expenditure. The Saudi Fund for Development (SFD) also contributes.

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[12] BLU grants refer to funds generated by Public Service Agencies (Badan Layanan Umum or BLU) in Indonesia. These funds come from various sources, including service fees, grants, and other revenues.

To ensure current students can complete their education if the programme is phased out, steps include clear communication, academic planning, regular monitoring, facilitating transfers, emergency planning, exploring partnerships, providing psychological support, advocating for the programme's continuation, and involving industry partners and alumni.

The break-even point is based on revenue from 572 students, totalling IDR 2,602,657,200, with operational costs per student of IDR 6,487,000 and a subsidy of IDR 3,075,240. Currently, tuition fees cover about 60.6% of operational costs, with the remaining 39.4% covered by external sources, including government funds, professional activities, and the Saudi Fund.

Appraisal:

The income related to the programmes ensures that each cohort of students starting within the accreditation period can complete the study programme.

	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

Quality assurance and quality development with respect to contents, processes and outcomes
All study programmes
Quality assurance and development are implemented through a comprehensive approach to enhance education quality continuously. The University follows a structured accreditation process by the BAN-PT to ensure academic and administrative standards are met.

The process of quality assurance and development is multifaceted, encompassing various activities and procedures intended to maintain and improve the standards of education.

UIN Malang encourages active engagement in research and community service to enhance teaching quality and relevance. Faculty development is prioritised through professional development programmes, ensuring faculty members stay updated with the latest knowledge and teaching methods.

The Unit Pengelola Program Studi (UPPS) manages academic and non-academic quality assurance, maintaining records, implementing quality cycles, and conducting audits and evaluations. Stakeholder involvement, including students, faculty, alumni, and employers, is crucial for aligning programmes with external expectations and industry standards.

Comprehensive evaluations focus on education, research, community service, vision and mission alignment, collaborations, and student affairs. Data-driven decision-making is integral, with annual performance reports guiding strategic planning.

Each study programme has a Quality Assurance Coordinator responsible for overseeing quality processes and ensuring continuous improvement. These efforts ensure the programmes meet the required standards and evolve to meet educational, societal, and global job market demands, providing an enriching educational experience.

Evaluation by students
All study programmes
Student evaluations of courses are crucial for enhancing learning and teaching quality. Each semester, students provide feedback on their learning experiences, teaching methods, and course content. This feedback is essential as it offers insights into the students' perspectives on their learning experience, including the effectiveness of teaching methods and course content. It also helps assess faculty performance and improve teaching strategies.

The programme conducts academic evaluations and student satisfaction surveys, compiled into semester reports to identify areas for improvement. Evaluating course workload and SKS) credits involves analysing programme needs, objectives, and required competencies. The curriculum development, carried out with faculty and curriculum development teams, ensures that each course supports the achievement of desired competencies.

The number of credit points for each course is determined based on its complexity and the level of work required. Faculty workload, including teaching, guidance, research, and community service, is also evaluated to ensure manageability. Regular course monitoring and

student feedback on workload and teaching effectiveness are conducted, with comparative studies of similar study programmes providing additional insights.

Programme leadership, including the Dean, Vice Deans, Programme Coordinator, Deputy Programme Coordinator, and the Quality Assurance Unit (UPM), review assessment data and establish follow-up plans. Analysis outcomes and plans are shared with students to ensure transparency and continuous engagement in quality enhancement.

<u>Evaluation by faculty</u>
All study programmes
The process of lecturer feedback on the study program and its courses is integrated into various aspects of the academic structure. Lecturers play a key role in curriculum development by providing insights and suggestions on course structure and content during curriculum activities and faculty discussions.

Evaluations of lectures cover multiple dimensions, including their:
- capability to deliver services (reliability),
- willingness to assist and provide prompt services (responsiveness),
- competence in ensuring that the services meet established standards (assurance),
- care and attention to students' needs (empathy), and
- the adequacy and quality of facilities and infrastructure (tangibles).

Programme coordinators and faculty leadership analyse this feedback, determine necessary actions, and communicate the results and action plans back to the lecturers.

<u>External evaluation by alumni, employers and third parties</u>
All study programmes
External parties such as alumni, companies, and industry professionals play a crucial role in evaluating study programmes. Faculty and programme coordinators regularly invite these stakeholders to participate in curriculum development activities, ensuring the curriculum remains relevant and meets industry needs.

External evaluations cover various aspects, including
- curriculum relevance to industry needs,
- incorporation of technology and digital platforms in learning,
- journalism creativity,
- research skills and data verification,
- understanding market and reader dynamics,
- communication skills with diverse audiences,
- creative educational material development,
- foreign language proficiency,
- intercultural communication,
- event management,
- digital design and content creation,
- foreign policy analysis, and
- project and team management.

Programme coordinators assess the feedback from these stakeholders and collaborate with educational leadership to determine necessary actions. The programme then shares the findings and action plans with the external parties.

<u>Programme description</u>
Both study programmes
After the online assessment, the University has updated their website, expanded language options, making key information accessible in English, Arabic, and Mandarin to cater to a diverse audience, including international students and academic partners.

Information on curriculum structures, study programme guidelines, and academic regulations is available on the official websites of each study programme in both English and Bahasa Indonesia. Ongoing website improvements aim to streamline the admission process, increase transparency, and strengthen international collaborations.

The University continues to refine its digital presence by regularly updating website content, improving user experience, and expanding language accessibility. The new multilingual version of the University website, based on ethnographic research, will be launched in May 2025 to further enhance accessibility and provide a more user-friendly interface for both local and international audiences.

Bachelor of English Literature (BEL)
The official website offers information about the profile of the programme, including its curriculum[13], research activities, community service initiatives, and student and alumni information.

Students can find information about programme requirements, structure, and examination regulations in the Academic Guidebook. The University's official site also provides an academic calendar with important dates, deadlines, and schedules to help students manage their academic commitments effectively.

The programme is also active on social media: Instagram, Facebook, Twitter and YouTube. These channels provide updates on research grants, student achievements, internships, and webinars.

Bachelor of Arabic Language and Literature (BALL)
The study programmes website provides information, including the programme profile, academic competencies, curriculum, facilities, registration links, and announcements.

The curriculum is accessible through the ESPMI account, and a hard copy of the curriculum is available at the programme office.

The Academic Guidebook, available on the Faculty of Humanities' website, provides detailed information on the programme's structure, requirements, and assessments. It is an essential resource for students, outlining the academic pathways and evaluation specifics.

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[13] [Kurikulum – Program Studi Sastra Inggris](#) (last access on 12.12.2024).

The programme is active on social media: Instagram[14], Facebook[15], Twitter[16], and YouTube[17]. These platforms offer updates on lecturer coordination, student achievements, programme activities, and meetings.

<u>Information on activities during the academic year</u>
All study programmes
For information about UIN Malanag and its study programmes, interested parties can visit the official website[18]. It offers an insight into the University, descriptions of various activities, important announcements, and links to different faculties and student registration. The social media platforms provide regular updates on University activities.

The University publishes annual reports. It is accessible online, and a hard copy is available at the Programme Office. These reports offer a comprehensive overview of the University's activities, achievements, and developments over the academic year.

Appraisal:

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programmes with respect to contents, processes, and outcomes, has been set up. It takes into account the evaluation results and the analysis on student workload, success rate, and graduate employment as well as the profile of the student population. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined.

Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure. Analysis outcomes and plans are shared with students to ensure transparency and continuous engagement in quality enhancement.

Quality control by the faculty is carried out on a regular basis and in accordance with a prescribed procedure. Programme coordinators and faculty leadership analyse this feedback, determine necessary actions, and communicate the results and action plans back to the lecturers.

An external evaluation is carried out on a regular basis and in accordance with a prescribed procedure. External parties include alumni, companies, and industry professionals. Programme coordinators assess the feedback from these stakeholders and collaborate with educational leadership to determine necessary actions. The programmes then share the findings and action plans with the external parties.

The University has updated its website and credibly assures that further improvements will take place, which will be published in May 2025 with the launch of the new multilingual version

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[14] @bsauinmalang.
[15] 'BSA UIN Malang'.
[16] @UinBsa.
[17] 'Humaniora UIN Malang Official'.
[18] Universitas Islam Negeri Maulana Malik Ibrahim Malang (last access on 12.12.2024).

of the University website. The study programmes content, curriculum and examination scheme have been suitably documented and published (e.g. course plan and exam regulations).

The University regularly publishes current news and information – both quantitative and qualitative – about the study programmes on their website and social media.

		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)			X		
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: UIN Maulana Malik Ibrahim Malang

Bachelor programme: Bachelor of English Literature (BEL) (S.S.)
Bachelor of Arabic Language and Literature (BALL) (S.Hum.)

		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)			**Condition**		
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			**Condition**		
3.2.2*	Study and exam regulations (Asterisk Criterion)			**Condition**		

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

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			X		
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2*	Access to literature (Asterisk Criterion)			X		
4.5	Additional services					
4.5.1	Career counselling and placement service			X		
4.5.2	Alumni Activities			X		
4.6*	Financing of the study programme (Asterisk Criterion)			X		
5	**Quality assurance and documentation**					
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			X		
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		