

# Decision of the FIBAA Accreditation and Certification Committee



6<sup>th</sup> Meeting on June 29, 2022

## PROGRAMME ACCREDITATION

<b>Project Number:</b>	21/068 cluster 2
<b>Higher Education Institution:</b>	Universitas Andalas
<b>Location:</b>	Indonesia
<b>Study Programme:</b>	Indonesian Literature (Sastra Indonesia) (Bachelor Degree in Humanities (Sarjana Humaniora (S.Hum)) Japanese Literature (Sastra Jepang) Bachelor Degree in Humanities (Sarjana Humaniora (S.Hum))
<b>Type of Accreditation:</b>	initial accreditation

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

According to § 7 (6) in conjunction with § 9 (1) in conjunction with § 10 (2) 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 under conditions.

Period of Accreditation: June 29, 2022 until June 28, 2027.

Conditions:

### Indonesian Literature (S. Hum)

The University implements a student workload evaluation system for each course which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures (see chapter 5).

### Japanese Literature (S. Hum)

Condition 1: The University aligns the content and the name of the programme (see chapter 3.1).

Condition 2: The University implements a student workload evaluation system for each course which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures (see chapter 5).

Proof of meeting these conditions is to be supplied by March 28, 2023.

The FIBAA Quality Seal is awarded.



## Assessment Report

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**Higher Education Institution:**

Universitas Andalas, Indonesia

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**Bachelor programme:**

Indonesian Literature (Sastra Indonesia)

Japanese Literature (Sastra Jepang)

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**Qualification awarded on completion:**

Bachelor Degree in Humanities

(Sarjana Humaniora (S.Hum))

# General information on the study programmes

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## **Brief description of the study programmes:**

### **Indonesian Literature Study Programme (ILSP)**

The ILSP, which involves the study of Indonesian language, literature and culture in a more general context, aims to equip students with the ability to understand, analyse and master all aspects of the Indonesian language. The programme of study provides students with an understanding of Indonesian language, linguistics, art, literature and culture.

### **Japanese Literature Study Programme (JLSP)**

JLSP aims to develop graduates' skills to strengthen their knowledge of Japanese language and literature. The programme is taught in Indonesian and Japanese and offers two specialisations: Linguistics and Literature.

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## **Type of study programme:**

Both programmes: Bachelor programme

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

ILSP: 4 years, 146 sks<sup>1</sup> credits (220 ECTS credits)

JLSP: 4 years, 144 sks credits (217 ECTS credits)

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## **Mode of study:**

Both programmes: full-time

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## **Didactic approach:**

Both programmes: study programme with obligatory class attendance

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## **Double/Joint Degree programme:**

Both programmes: no

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

ILSP: 120 students / 2 classes

JLSP: 80 students / 2 classes

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## **Programme cycle starts in:**

Both programmes: fall semester

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## **Initial start of the programme:**

ILSP: 1982

JLSP: 2004

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<sup>1</sup> *Satuan Kredit Semester* (Semester Credit Unit (SKS))

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**Type of accreditation:**

Both programmes: initial accreditation

# Procedure

A contract for the accreditation of the Indonesian Literature Study Programme (Bachelor Degree in Humanities) and Japanese Literature Study Programme (Bachelor Degree in Humanities) was made between FIBAA and Universitas Andalas on May 12, 2021. On October 18, 2021, the HEI submitted a self-evaluation report, which included a detailed description of the programmes and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel<sup>2</sup>. 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

**Dr. Friederike Bosse**

Formerly Japanese-German Center Berlin, Germany  
Former General Secretary, Consultant for systemic organisational consulting

**Prof. Dr. Tim Goydke**

Hochschule Bremen, University of Applied Sciences, Germany  
Professor of Economics and Society of Japan, Academic Director "Applied Business Languages and International Business Management" (BA) and "European / Asian Management" (MBA)

**Leander Gussmann**

Academy of Fine Arts, Vienna, Austria  
PhD. Cultural Studies

**Dr. Benjamin Murtagh**

SOAS University of London, United Kingdom  
School of Languages, Cultures and Linguistics  
Reader in Indonesian and Malay

FIBAA project manager:

Adriane Janosch

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference (because of the Covid-19 pandemic). The online conference took place on February 22-24, 2022 via the video conferencing tool *Zoom*. At the end of the online conference, the panel has given a short feedback on its first impressions to representatives of the HEI.

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<sup>2</sup> The panel is presented in alphabetical order.

The assessment report based on this was delivered to the HEI for comment on June 9, 2022. The statement on the report was given up on June 14, 2022. It has been taken into account in the report at hand.

## Summary

The **Indonesian Literature Study Programme** offered by Universitas Andalas 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 June 29, 2022 and finishing on June 28, 2027 under one condition. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects<sup>3</sup>: *Quality assurance and quality development* (concerning the lack of workload survey). They recommend the accreditation on condition of meeting the following requirements:

- **Condition** (see chapter 5):  
The University implements a student workload evaluation system for each course which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures.

Proof of meeting this condition is to be submitted by March 28, 2023.

Furthermore, the quality requirements that have not been fulfilled – *Positioning of the study programme in the educational market* (chapter 1.3), *Interdisciplinary thinking* (chapter 3.1), *Guest lecturers* (chapter 3.3) and *Internationality of faculty* (chapter 3.4) – are not asterisk criteria and therefore do not lead to a condition. The measures the HEI takes to solve the identified problems are to be considered during the re-accreditation.

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

- The panel strongly recommends that the qualification objectives of graduates be specified according to the contents and curriculum of the degree programme (see chapter 1.1).
- The panel recommends that the objectives for the ILSP be reformulated so that it is clear which learning outcomes are acquired in the area of linguistics and which learning outcomes are acquired in the area of literature (see chapter 1.1).
- The panel recommends establishing more structured types of cooperation to encourage students to go abroad and to attract international exchange students (see chapter 1.2).
- The panel recommends that the study programme be positioned more clearly and transparently on the education market (see chapter 1.3).
- The panel recommends that the job profiles be clearly specified (see chapter 1.3).
- The panel strongly recommends that the qualification objectives be formulated more specifically in order to reflect the content focus of the study programme more adequately (see chapter 3.1).

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<sup>3</sup> These aspects are asterisk criteria which means that they are essential for the study programme.

- The panel recommends developing more opportunities to interlink the courses and different subjects within the study programme (see chapter 3.1).
- The panel recommends that research ethics be anchored as a topic in the curriculum in view of the special features of interviewing (see chapter 3.1).
- The panel recommends entering into cooperation with international HEIs to send the lecturers of the programme abroad systematically and using international teachers more systematically to raise the profile of the study programme in a more international direction (see chapter 3.4).
- The panel recommends that the programme uses more English as mainly Indonesian-language literature is used (see chapter 3.4).
- The panel recommends looking for possibilities to integrate an internship into the curriculum (see chapter 3.6).
- The panel recommends implementing a systematic procedure to send teachers abroad (see chapter 4.1).
- The panel recommends introducing a placement service on the programme specific level for the students in the sixth or seventh semester (see chapter 4.4).
- The panel strongly recommends that the contents of the study programme be made transparent to third parties and differentiated according to the exact learning outcomes (see chapter 5).

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

There is one area in which the programme exceeds the quality requirements:

- 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.

The **Japanese Literature Study Programme** offered by Universitas Andalas 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 June 29, 2022 and finishing on June 28, 2027 under two conditions. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid 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:<sup>4</sup> *Rationale for degree and programme name* (concerning the lack of literature content in the curriculum) and *Quality assurance and quality development* (concerning the lack of workload survey). They recommend the accreditation on condition of meeting the following requirements:

- **Condition 1** (see chapter 3.1):  
The University aligns the content and the name of the programme.
- **Condition 2** (see chapter 5):  
The University implements a student workload evaluation system for each course which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures.

Proof of meeting this condition is to be submitted by March 28, 2023.

Furthermore, the quality requirements that have not been fulfilled – *Positioning of the study programme in the educational market* (chapter 1.3), *Interdisciplinary thinking* (chapter 3.1), *Guest lecturers* (chapter 3.3), *Internationality of the student body* (chapter 3.4) *Internationality of faculty* (chapter 3.4) and *Cooperation with HEIs and other academic institutions or networks* (chapter 4.3) – are not asterisk criteria and therefore do not lead to a condition. The measures the HEI takes to solve the identified problems are to be considered during the re-accreditation.

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

- The panel strongly recommends that the qualification objectives of graduates be specified according to the contents and curriculum of the degree programme (see chapter 1.1).
- The panel recommends that the study programme be positioned more clearly and transparently on the education market (see chapter 1.3).
- The panel recommends that the job profiles be clearly specified (see chapter 1.3).
- The panel strongly recommends that the qualification objectives be formulated more specifically in order to reflect the content focus of the study programme more adequately (see chapter 3.1).
- The panel recommends developing more opportunities to interlink the courses and different subjects within the study programme (see chapter 3.1).
- The panel recommends that research ethics be anchored as a topic in the curriculum in view of the special features of interviewing (see chapter 3.1).

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<sup>4</sup> These aspects are asterisk criteria which means that they are essential for the study programme.

- The panel recommends entering into more cooperation with various international HEIs to enable student exchanges and to promote enrolment of full-time international students to Universitas Andalas (see chapter 3.4).
- The panel recommends entering into cooperation with international HEIs to send the lecturers of the programme abroad systematically and using international teachers more systematically to raise the profile of the study programme in a more international direction (see chapter 3.4).
- The panel recommends that both programmes use more English as mainly Indonesian-language literature is used (see chapter 3.4).
- The panel recommends looking for possibilities to integrate an internship into the curriculum (see chapter 3.6).
- The panel recommends implementing a systematic procedure to send teachers abroad (see chapter 4.1).
- The expert panel recommends working more systematically with various international as well as Japanese universities in order to exploit possible synergies (see chapter 4.3).
- The panel recommends introducing a placement service on the programme specific level for the students in the sixth or seventh semester (see chapter 4.4).
- The panel recommends, if possible, allocating more funds for international mobility in order to strengthen the international orientation of the study programme and especially of the teaching staff (see chapter 4.6).
- The panel strongly recommends that the contents of the study programme be made transparent to third parties and differentiated according to the exact learning outcomes (see chapter 5).

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

There are two areas in which the programme exceeds the quality requirements:

- Lecturing tutors (see chapter 3.3)
- 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.

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# Information

## Information on the Institution

Universitas Andalas (hereafter UNAND) was commenced by the first Vice President of Indonesia, Muhammad Hatta, in 1956. Universitas Andalas is the oldest University outside Java Island in Indonesia. It has been ranked as “A” rating by BAN-PT (Indonesia National Accreditation Board for Higher Education), which is the highest rating and awarded as top 13 public (state-owned) universities in Indonesia by the Ministry of Research, Technology, and Higher Education. With its motto “Untuk Kedjajaan Bangsa” (for the glory of the nation), Universitas Andalas is currently educating more than 30,000 diploma, undergraduate, and postgraduate students. It has secured a position as a leading research institution since the University has been granted as Mandiri (autonomous) research cluster – the higher research institutions rating by the Ministry of Research, Technology, and Higher Education of the Republic of Indonesia.

The main campus locates in the high land named Limau Manih, approximately 12 km from Padang City, the capital of West Sumatra Province. UNAND has now 15 faculties<sup>5</sup> and serves four diploma programmes, 45 bachelor programmes, 41 master programmes, ten doctoral programmes, and five professional programmes. UNAND has envisioned to “be a leading and respected university in 2028”. The word “leading” means to have a worldwide reputation in the quality of graduates and research. The word “respected” to manifest in good characters of students, staffs, and alumni. To achieve its vision, UNAND declares Andalasian Characters as its core value and educational philosophy. According to UNAND, Andalasian Character will shape the students' attitude, ways of thinking, and actions in education, research, and community services.

The proposed study programmes to be accredited are Indonesian Literature and Japanese Literature. Both programmes are under the Faculty of Humanities. The Faculty of Humanities was established in 1982. The faculty has five undergraduate study programmes (Indonesian literature, Japanese Literature, History, Minangkabau literature, and English) and four Master programmes (Linguistics, History, Literature, and Cultural Studies). Faculty of Humanities has 110 faculty members, 31 administrative staff, and supporting facilities provided by Andalas University.

Indonesian Literature Study Programme began its operation in 1982. It currently has 25 faculty members and 410 students. Japanese Literature Study Programme of Universitas Andalas was established in 2004 with the permission of the Rector with the Decree Number 885/XII/UNAND-2004.

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<sup>5</sup> Namely: Faculty of Economics, Faculty of Laws, Faculty of Medicine, Faculty of Dentistry, Faculty of Public Health, Faculty of Nurse, Faculty of Engineering, Faculty of Science, Faculty of Humanities, Faculty of Social and Politics, Faculty of Animal Husbandry, Faculty of Agriculture, Faculty of Agricultural Technology, Faculty of Pharmacy, and Faculty of Information Technology.

## Statistical data

Table 1: Statistical Data: Indonesian Literature

		1. Cohort (2015)	2. Cohort (2016)	3. Cohort (2017)	4. Cohort (2018)	5. Cohort (2019)	6. Cohort (2020)
# Study Places		80	80	80	80	90	108
# Applicants	∑	2040	1675	1338	1343	679	555
	f						
	m						
Application rate		2550,00%	2093,75%	1672,50%	1678,75%	754,44%	513,89%
# First-Year Student	∑	80	80	80	80	90	108
	f	58	62	45	61	76	92
	m	22	18	35	19	14	16
Rate of female students		0,725	0,775	0,5625	0,7625	0,8444444444	0,851851852
# Foreign Students	∑	18	12	11	32	30	19
	f						
	m						
Rate of foreign students		0,225	0,15	0,1375	0,4	0,3333333333	0,175925926
Percentage of occupied study		100,00%	100,00%	100,00%	100,00%	100,00%	100,00%
# Graduates	∑	72	47	37	6	0	0
	f	54	39	30	4	0	0
	m	18	8	7	2	0	0
Success rate		90,00%	58,75%	46,25%	7,50%	0,00%	0,00%
Average duration of study		4 years 4 months	4 years 2 months	4 years 6 months	3 years 9 months	0	0
Average grade of final degree		3,31	3,58	3,70	3,75	0	0

Table 2: Statistical Data: Japanese Literature

		1. Cohort (2015)	2. Cohort (2016)	3. Cohort (2017)	4. Cohort (2018)	5. Cohort (2019)	6. Cohort (2020)
# Study Places		80	80	80	80	80	90
# Applicants	Σ	955	752	802	884	546	454
	f						
	m						
Application rate		1193,75%	940,00%	1002,50%	1105,00%	682,50%	504,44%
# First-Year Student	Σ	57	66	51	65	79	87
	f	34	43	38	39	50	53
	m	23	23	13	26	29	34
Rate of female students		0,596491228	0,651515152	0,745098039	0,6	0,632911392	0,609195402
# Foreign Students	Σ	0	0	0	0	0	0
	f	0	0	0	0	0	0
	m	0	0	0	0	0	0
Rate of foreign students		0	0	0	0	0	0
Percentage of occupied study		71,25%	82,50%	63,75%	81,25%	98,75%	96,67%
# Graduates	Σ	44	51	24	3	0	0
	f	29	38	22	2	0	0
	m	15	13	2	1	0	0
Success rate		77,19%	77,27%	47,06%	4,62%	0,00%	0,00%
Average duration of study		4 years 5 months	4 years 6 months	4 years 1 month	3 years 10 month	0	0
Average grade of final degree		3,35	3,36	3,51	3,7	0	0

# Programme Description and Appraisal in Detail

## 1. Objectives

### 1.1 Objectives of the study programme (Asterisk Criterion)

#### **Indonesian Literature Study Programme (ILSP)**

The Indonesian literature study programme prepares professional and skilful educated graduates in the Indonesian language and literature through a structured teaching and learning process. The objective can be proven from graduates' ability to analyse and solve Indonesian literature and language issues. The study objectives of the Indonesian Literature Study Programme are to prepare graduates who can:

1. EO-1: play a role in the preservation, promotion, and appreciation of Indonesian language and literature in all fields, significantly strengthening the national character.
2. EO-2: use, promote, and contribute to increasing excellent and correct Indonesian language within society.
3. EO-3: attain professionalism and leadership roles within Indonesian language and literature organizations by implementing the arts and cultural foundations.

The intended learning outcomes of the undergraduate programme are as follows:

1. Students can identify, formulate, and solve problems related to language and literature in the local, national, and regional contexts.
2. Students can analyse formal and informal written and spoken Indonesian and analyse the published Indonesian literary works.
3. Students can compare languages and literary works and analyse the studied languages and literature development.
4. Students can identify, classify, transliterate, criticize, and digitise old Malay/Minangkabau manuscripts.
5. Students can understand and apply the theories to answer language, literature, and culture problems.
6. Students can produce scientific papers and compose creative works in the Indonesian language and literature.
7. Students are able and responsible for solving problems related to the Indonesian language and literature.

According to the national qualification framework, the objective of the study programme, in bachelor's degree, is that graduates can be mastering the theoretical concepts of a specific field of study, particularly the Indonesian language and literature. The national qualification framework is positioned as the guidance for preparing and implementing the objective of the study programme (see self-evaluation report p. 9).

At the study programme level, the evaluation and revision are regularly updated, usually every four years. In doing so, the evaluation of its study objectives involves students, alumni, lecturers, and stakeholders in the forms of focus group discussion, survey, workshop, and tracing study. The history of the updating curriculum is recorded in the documents.

The study objectives are designed to give a solid and basic understanding of the Indonesian language, literature, and culture at theoretical and practical levels. It is conceptualized based on the targeted fields in which graduates are expected to work after their graduation. Based on the tracing of Indonesian language and literature study programme's graduates, the users, comprising governmental and non-governmental institutions and companies, have accepted the alumni (for more information on the targeted professional field see chapter 1.3).

### **Japanese Literature Study Programme (JLSP)**

The Japanese Literature Study Programme (JLSP) objectives are following the general procedures at the University and Faculty of Humanities level. All procedures have accommodated the standard curriculum design guidelines by the Indonesian Qualifications Framework (IQF), the National Accreditation Board, and the Indonesian Japanese Study Programme Consortium (see self-evaluation report p. 10).

Then JLSP designs the objectives and Intended Learning Outcomes based on the needs of stakeholders, alumni, lecturers, and students. The objectives are:

1. To act as literacy mediators in the world of work between Indonesia and Japan.
2. To promote the Japanese language and culture in Indonesia.
3. To analyse theoretical concepts and apply study results responsibly.
4. To attain professionalism and leadership roles in the world of work.

Furthermore the programme aims to produce graduates who have competencies including communicators, community leaders, researchers, creators, and innovators who can compete internationally, which can describe as follows Intended Learning outcomes (ILO):

1. ILO-1: Students can communicate in Japanese both orally and in writing.
2. ILO-2: Students can introduce the Japanese language and culture.
3. ILO-3: Students can implement research methods, theories, and concepts in Japanese studies.
4. ILO-5: Students can interpret the implications of science and the development or application of science and technology by applying human values according to their expertise based on scientific principles, procedures, and ethics.

Graduates of this programme shall be prepared to work in various professional fields as mediators, translators, Japanese language instructors, and self-employed regionally, nationally and internationally (for more information on the targeted professional field see chapter 1.3).

## Appraisal:

The qualification of the programmes is adequately explained. They take into account the requirements of the national qualifications framework of Indonesia and embrace the academic proficiency at bachelor level. However, the panel finds that the named objectives of the study programmes are very general and broadly formulated. In order to make the qualification objectives more adequate and clearly understandable, the panel **strongly recommends** that the qualification objectives of graduates be specified according to the contents and curricula of the degree programmes.

### Indonesian Literature Study Programme (ILSP)

The panel noted that the study programme as a so-called literature programme has implemented a lot of linguistics components (see chapter 3.1 and its appraisal). However, the balance of linguistics and literature is not clearly stated in the objectives for ILSP. Linguistics and literature are combined in the learning outcomes, so that it is not clear which skills the students should have acquired in both areas by the end of the programme. In the opinion of the expert panel, it should be made more transparent which skills are acquired in the respective areas. Therefore, the panel **recommends** that the objectives for the ILSP be reformulated so that it is clear which learning outcomes are acquired in the area of linguistics and which learning outcomes are acquired in the area of literature.

### Japanese Literature Study Programme (JLSP)

In addition, the learning outcomes in the JLSP could be more clearly adapted to the specific fields on future employment. In the discussions with the programme management, it was mentioned that many of the students often find employment in the field of tourism as tourism entrepreneurs or in travel companies and that this is also another important job profile of the graduates of the study programme. The curriculum (see curriculum in chapter 3.1) also includes tourism content, but this is not clear from the objectives, so they should be more specialised in regard to the specific content of the JSLP programme (see recommendation above).

	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)

### Indonesian Literature Study Programme (ILSP)

ILSP is designed to implement the international standards on its study objectives. The international orientation is reflected, for example, in the educational background of the lecturers, some of whom graduated from foreign universities, for example in Malaysia and the Netherlands. Their educational backgrounds have been an essential part of the teaching processes, giving

additional perspectives on the national and international orientation. The faculty members regularly participate in international seminars, particularly in the regional context, to update and share their knowledge.

Additionally, the faculty members regularly take short term sabbatical leave to teach Bahasa Indonesia in foreign countries. Their research and publications in national and international journals reflect their international orientation in their fields. Students can also participate in international programmes by taking credit-earning, short courses and student mobility to overseas universities in Europe and Asian countries.

Students participate in activities with international students who study Indonesian literature (e.g. BIPA). BIPA (Bahasa Indonesia for Foreign Speakers) is a unit within the study programme that focuses on providing Indonesian language courses for international students. In its course, the international students are provided with the opportunity to interact with the Indonesian literature students to practice their language and learn local arts and culture. Additionally, students understand the overseas culture through courses related to other countries (English, Dutch, Japanese, and Arabic). These foreign languages courses also provide the cluster on Bahasa Indonesia for foreigners (BIPA), focusing on teaching Bahasa Indonesia for non-Indonesians.

### **Japanese Literature Study Programme (JLSP)**

The programme offered by JLSP to students refers to international education standards for learning the Japanese language and literature. Therefore, the learning process is adjusted to the global framework while considering the study programme's expected learning outcomes.

JLSP encourages its lecturers to continue their education and training in Japan to improve education quality and expand the network of lecturers globally. Students are introduced to new cultures through student mobility activities to integrate into a multicultural environment through abroad sessions. Furthermore, several advanced courses are taught in Japanese, and students are also required to take the Japanese Language Proficiency Test, for which the certificate is internationally recognized.

### **Appraisal:**

#### **Indonesian Literature Study Programme (ILSP)**

From the panel's point of view, it is clear that there is an effort to ensure an international orientation and to become attractive for students from outside (e.g. through BIPA courses for non-Indonesian speakers). Although there are some agreements with other HEIs (see chapter 4.3), it is primarily the high motivation and initiative of the students that leads to their exposure to an international environment. The University should support students even more in carrying out an international exchange. The panel **recommends** establishing more structured types of cooperation to encourage students to go abroad and to attract international exchange students. For example, from the panel's point of view, it would make sense to focus on the Southeast Asian context.

### Japanese Literature Study Programme (JLSP)

In the view of the panel, the JLSP takes an international perspective through its intercultural content orientation in itself and takes into account the required international aspects.

	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

#### Indonesian Literature Study Programme (ILSP)

The ILSP, which encompasses the study of Indonesian language, literature and culture in a more general context, provides students with training to understand, analyse and master all aspects of the Indonesian language. The programme of study provides students with an understanding of Indonesian language, linguistics, art, literature and culture. This skill is necessary to fulfil the educational market for those who wish to deepen their knowledge in the mentioned fields.

The study programme's educational objectives and intended learning outcomes are relevant to the potential market within the academic fields at regional, national, and international levels. According to the University, the richness of Minangkabau's language and literature has been acknowledged widely in the local and regional areas (see self-evaluation report p. 12). Minangkabau language as part of the Malayic is the origin and essential source for the Indonesian language in terms of its diction, grammar, metaphorical expressions, oral literature, and other related aspects. It also correlates with the oral and written literature, where its authors, editors, and intellectuals have influenced Indonesian literature and culture since the colonial period.

Nationally, the programme has proved competitive for the study of Indonesian language and literature for a similar reason, attracting potential students who wish to become experts in Indonesian language and literature. This situation can be seen from the active involvement of faculty members in academic activities, academicians from other universities' participation in the study programme, and students' enthusiasm from other provinces to study. The publication of scientific works by the faculty members has promoted these positive responses.

Internationally, most universities and secondary schools teach the Indonesian language and literature for business, political, and cultural purposes. Some universities overseas offer this subject, mainly under the name of the Southeast Asian studies department. Based on the reasons given by foreign university students who choose to study Indonesian language and culture, it is argued that the Indonesian language and literature offered in the Indonesian literature study programme at Andalas University, located in West Sumatra, is more authentic than at universities in Jakarta or Java (see self-evaluation report p. 12).

### Positioning in the job market

Most of the alumni now work as researchers in the language office, editors in leading publishing houses and newspapers, teachers in secondary and higher schools, independent and freelance editors, and writers. During its establishment, the study programme has incorporated the potential subjects needed by the users in its curriculum. It includes theoretical, methodological, and practical competencies in the Indonesian language and literature.

Regularly, the study programme holds an evaluation with the stakeholders, users, and alumni to trace the need of markets of its graduates. Based on the evaluation, the improvement is taken into account to develop and revise the curriculum and other activities in the Indonesian Literature Study Programme. One example is developing cluster subjects (creative writing, Bahasa Indonesia for Foreigners, and editing). These clustered subjects are designed to meet job or employability needs related to the study programme.

### Positioning within the HEI's overall strategic concept

ILSP is a humanities and social sciences field that supports the overall HEI's goals as a higher educational institution with three core activities: teaching, research, and community service. It offers the study of Indonesian literature and language, with additional subjects and studies on Indonesian cultural studies.

The Indonesian literature study programme integrates its position into Andalas University's overall strategy. It has a significant position in fulfilling the teaching, research, and community service related to the humanities and cultural studies. It supports Andalas University's contribution to the nation's character building, promoting the local and traditional wisdom and traditional system, especially on the matrilineal system, intellectual history, and intangible heritage.

**Table 3: ILSP: Positioning within UNAND's Mission**

Andalas University Mission	ILSP Objectives		
	EO-1	EO-2	EO-3
1. Organizing quality, character and competitive academic and professional education;	V	V	V
2. Organizing innovative basic and applied research to support the development and development of science and technology as well as increasing scientific publications and intellectual property rights;	V	V	V
3. Devoting the controlled science and technology to the community;	V	V	V
4. Establish a productive and sustainable network of cooperation with educational institutions, government and the business world at the regional, national and international levels;			V
5. Developing organizations in improving the quality of good university governance so that they are able to adapt to changes in the strategic environment;	V	V	
6. Develop businesses, both in the fields of education, research and community service as well as other businesses related to Universitas Andalas core business that can increase income.	V	V	V

## **Japanese Literature Study Programme (JLSP)**

According to the information in the self-evaluation report, there are currently only seven universities on the island of Sumatra that have a Japanese Language Programme and it is the first study programme to get the best accreditation from the National Accreditation Board among these universities (see self-evaluation report p. 14). According to UNAND at the national level, the JLSP is considered one of the best study programmes in Indonesia, having achieved the highest level of accreditation from the National Accreditation Board compared to other 58 universities with similar programmes (see self-evaluation report p. 14).

Students of JLSP come from other islands in the Indonesian region, such as Java and Kalimantan Island. Internationally, the expected student market is the Southeast Asian region because of the similarity of language and culture families. In addition, the tuition fees are cheaper, but the quality can keep up with other universities. In addition, the Asian region is currently developing the tourism and industrial sectors. JLSP is expected to contribute as a professional worker and as a mediator to promote Indonesian culture.

The University explains that the existence of the tourism cluster courses distinguishes the JLSP from other Japanese literature study programmes in Indonesia. JLSP students are interested in this course because it opens up great opportunities for graduates to work in the tourism sector. According to the University, especially at this time, tourism in West Sumatra has started to be known in the international world.

### **Positioning in the job market**

The educational objective relates to market demand in order to maximise the number of graduates in the labour market. Graduates of this programme are prepared to work in various professional fields as mediators, translators, Japanese language instructors, and self-employed regionally, nationally and internationally. The regionally conducted tracer study shows that most Japanese teachers in employment agencies in Japan are graduates of this programme. In addition, alumni also ventured to other universities to become lecturers.

At the national level, graduates can work in the private sector, such as Japanese companies, banks. Graduates of this programme also occupy strategic positions in their departments. Some graduates continue their studies in Japan and even do doctorates at the international level. In addition, some alumni work in Japanese companies to network Japanese-Indonesian businesses or develop their talents as entrepreneurs.

### **Positioning within the HEI's overall strategic concept**

The position of JLSP in the Higher Education Institution in Indonesia is to produce graduates through the academic pathway. The qualifications support all activities related to teaching, research, and community service. It can be done by setting objectives and intended learning outcomes for the study programme by supporting its vision and mission. The vision of JLSP is "to become a leading, dignified and professional study programme in the fields of the Japanese language, literature, and culture by 2028". The following is a table of the relationship between JLSP's objectives and the mission of Andalas University.

**Table 4: JLSP: Positioning within UNAND's Mission**

Andalus University Mission	JLSP Objectives			
	EO-1	EO-2	EO-3	EO-4
1. Organizing quality, character and competitive academic and professional education;	✓	✓	✓	✓
2. Organizing innovative basic and applied research to support the development and development of science and technology as well as increasing scientific publications and intellectual property rights;	✓	✓	✓	✓
3. Devoting the controlled science and technology to the community;	✓		✓	✓
4. Establish a productive and sustainable network of cooperation with educational institutions, government, and the business world at the regional, national and international levels;	✓	✓	✓	✓
5. Developing organizations in improving the quality of good university governance so that they are able to adapt to changes in the strategic environment;	✓	✓	✓	✓
6. Develop businesses, both in the fields of education, research, and community service, as well as other businesses related to Universitas Andalus core business that can increase income.	✓	✓	✓	✓

## Appraisal:

With regard to the positioning in the educational market, it is clear that there is a demand for both study programmes. However, too little attention is paid to the specifics of the individual programmes and no special consideration is given to what distinguishes the UNAND programmes, for example, from programmes of the same name at other universities. Therefore, the panel considers a clear and concrete positioning of the respective study programmes in the education market advisable for the future, where it is clearly pointed out who the main competitors of the HEIs are, if necessary the market size of the education market is examined and it is explicitly shown what the advantages of the respective study programmes are in contrast to study programmes of the same name at other HEIs. The panel therefore **recommends** that the two study programmes be positioned more clearly and transparently on the education market. The panel appreciates that the University's statement on the report provided information that the JLSP is different from other Japanese studies programmes due to the presence of the tourism cluster course. This should also emerge from the programme's objectives (see appraisal in chapter 1.1) and could be then used to analyse the educational market (not only the job market) and for a concrete positioning there.

As far as the positioning of the programme in the job market is concerned, the arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. For example, Universitas Andalus makes use of tracer studies and during

the interviews with students and alumni it became apparent to the panel that the students have good job opportunities. However, the University only specifies the jobs that students end up in at the end of their studies and not so much which job profiles are targeted on the basis of the learning outcomes. Therefore the panel **recommends** that the job profiles be clearly specified. From the panel's point of view, this should serve to clearly and transparently show where exactly students are expected to end up and to be able to adapt the learning objectives to the specific fields on future employment (see appraisal in chapter 1.1).

The study programmes are integrated into the HEI's overall strategic concept and their qualification goals are in line with the HEI's mission and strategic planning. However, the panel suggests that this could be more clearly elaborated as to how exactly the study programmes contribute to the fulfilment of the University's goals. In addition, the positioning within the faculty could be more clearly elaborated and presented (how are the study programmes positioned within the Faculty of Humanities?).

		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

Admission of prospective students is carried out through three methods, namely SNMPTN (State University Entrance Test), SBMPTN (Joint State University Entrance Test), and Independent Entrance Selection for State Universities. SNMPTN and SBMPTN are organized by LTMPT (Independent Institution under the Ministry of Education and Culture of the Republic of Indonesia), while the independent track is organised by Universitas Andalas.

Prospective students' admissions are carried out in three ways:

### 1. State University Entrance Test hereinafter referred to as SNMPTN

Admission of prospective students through the SNMPTN pathway is carried out before the implementation of the final school exam or national exam for upper secondary education and/or equivalent. Selection of prospective students based on the academic achievements as well as non-academic achievements records. The non-academic achievements are proven by the students' championship/competitions certificates. The quota for this pathway is at least 30 % of the capacity of the study programme.

### 2. Joint State University Entrance Test hereinafter referred to as SBMPTN

Admission of prospective students through the SBMPTN pathway is carried out after the implementation of the final school exam or national exam for upper secondary education and/or equivalent. The selection of prospective students' admissions is based on the results of the Competency-Based Writing Examination (UTBK). The quota for this pathway is at least 40 % of the study programme quota.

### 3. Independent Entrance Selection for State Universities by Universitas Andalas.

The admission of prospective students through the Independent Selection is carried out after the announcement of the results of the SBMPTN. The quota for this pathway is at least 30 % of the capacity of the study programme.

Independent Selection consists of:

a. Academic-Based Independent Test (SMBKA) is a selection of prospective participants who have good academic abilities. Selection is based on UTBK scores.

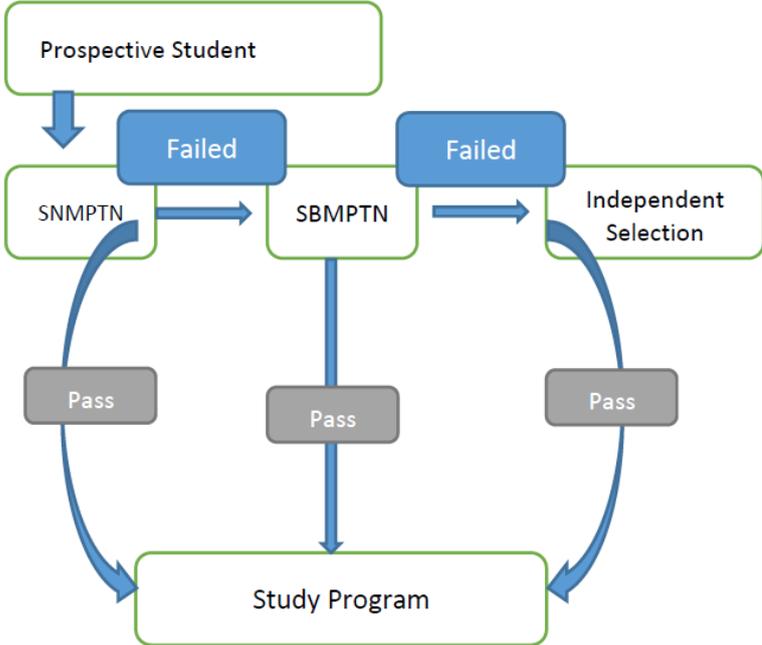
b. Achievement-Based Independent Test (SMBPU) is a selection of prospective students who have non-academic achievements (for example, in arts and sports) at least as third winner yet still consider academic performance to undergo education in related study programmes.

c. Partnership-Based Independent Test (SMBK) is a selection of prospective students who have high academic abilities with low economic backgrounds or come from the frontier, outermost, and underdeveloped regions (3T regions) whose financing is sponsored by the district/city government or non-government agencies.

d. Disability-Based Independent Test (SMPD) is a network of prospective students who have physical limitations, abnormalities, damage to movement functions caused by accidents or congenital with academic abilities that are in accordance with the study programme.

e. International Student Independent Test (SMMI) is a selection of prospective participants who are citizens other than Indonesian citizens through cooperation with embassies of foreign countries or register independently. For prospective students who have good academic performance but have economic difficulties and/or are from the frontier, outermost, and underdeveloped regions (3T regions), Universitas Andalas provides Bidik Misi scholarships funded by a collaboration between the Ministry of Education and Culture and local government.

**Table 5: Admission Procedure (undergraduate)**



Prospective students who wish to register for the State University Entrance Test (SNMPTN) must submit academic achievements records each semester in the Ministry of Education and Culture's student's online database. Universities select prospective students based on the academic achievements record provided in the online database. The results of the selection are notified directly to each student online with the password they already have. Those who do not pass can register on the SBMPTN pathway by following the Competency-Based Writing Examination (UTBK).

Those who do not pass can register on the Academic-Based Independent Test (SMBKA) variant using the UTBK results or register for other variants, namely: Achievement-Based Independent Test (SMBPU), Partnership- Based Independent Test (SMBK), and Disability-Based Independent Test (SMPD).

Foreign students can register for the International Student Independent Test (SMMI) variant whose selection is done in collaboration with the embassy or can directly register independently.

In the selection stage, monitoring and evaluation are carried out by a team managed by LP3M (Institute of Educational Development and Quality Assurance) to ensure that implementation is in accordance with the Standard Operational Procedure (SOP) that has been set. Evaluation of prospective students' admissions is carried out by the Higher Education Entrance Test Institute (LTMPT) for the SNMPTN and SBMPTN pathways and by field I (academic) Universitas Andalas for the independent pathway. Evaluation is carried out after the completion of prospective students admission and is used for continuous improvement.

#### Counselling of prospective students

Prospective new students can come directly to campus to obtain information on the registration procedure through the secretariat of the Vice-Chancellor I (including the UPT (Integrated Unit Service) for disabilities, the International Affairs, or the faculty secretariat. In addition, prospective students can inquire via telephone/WA/Instagram/Facebook/email provided on the registration website [www.pmb.unand.ac.id](http://www.pmb.unand.ac.id) or [www.ltmpt.ac.id](http://www.ltmpt.ac.id) or mass media. Prospective students can also consult directly about graduate competence, career prospects, reputation, and excellence of the study programme by visiting the study programme and or contacting via email, phone, WhatsApp, Instagram. They can also consult their respective study programme websites, and get information from YouTube about the profile of the study programme.

Both Indonesian Literature Study Programme and the Japanese Literature Study Programme promote the study programmes by visiting high schools in the West Sumatra province. Students are introduced to the subjects, campus life, and future plan related to the field. Regularly, the study programme runs a programme called Community Service mainly to improve reading and writing skills for the teachers and students as well as enhance the appreciation activities related to literature. Through these activities, prospective students will be familiar with the study programme. Another activity to attract more students is holding competitions on language, literature, and culture such as poetry reading and writing competitions, Bunkasai (for Japanese students), storytelling contests, workshops, and seminars. Universitas Andalas has a unit on counselling services for prospective students who need necessary information. Additionally, a unit for career advice called Entrepreneurship Unit provides regular workshops and training for students in final grades to introduce industry and post-study activities.

#### Language proficiency

Selected students are required to have a TOEFL test held by the Language Centre of Universitas Andalas. The TOEFL score standard is determined by the study programme. For both study programmes a score of 400 is required.

#### Transparency and documentation of the admission procedure

The assessment mechanism which is part of the New Student Admission Implementation Guidelines can be accessed on the website<sup>6</sup>. The results of the assessment are discussed in a leadership meeting consisting of the chancellor and postgraduate deans/directors before being determined by the Chancellor's Decree and published through the website. The results of the selection can be accessed through the website by selecting the menu according to the selection path followed (SNMPTN, SMBPTN, and the independent path).

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<sup>6</sup> See <http://www.pmb.unand.ac.id>; accessed on May 27, 2022.

Specifically for the SMBPTN pathway, detailed participant scores (each subject) can be accessed by participants after the announcement of graduation results is published through the website. The selection results are documented in Academic Affairs Division and can be used for internal and external purposes. For SNMPTN and SBMPTN pathways, the implementation report is submitted in writing to the Ministry of Education and Culture as accountability for the implementation of prospective student admissions.

## Appraisal:

The admission procedure is regulated and conducted in compliance with the requirements of the Indonesian Higher Education Law. The national requirements are presented and taken into account.

Universitas Andalas has regulated the admission requirements for all programmes. There are also a lot of possibilities to be admitted to the study programmes. In terms of the selection procedure, two pathways (SNMPTN and SBMPTN) are a nationally centralised process, so there is clear transparency. The responsibilities for the independent pathway, which is carried out by the University itself, is also clearly defined.

Applicants can directly turn to a student counselling service for clarification of specific questions, of personal aptitude and/or career perspectives. The counselling service can be contacted via Social Media, e-Mail or telephone.

In the admission of this programme Universitas Andalas defines a required language proficiency level to ensure that students are able to successfully complete the study programme.

Applicants receive the results on the application website. For the national regulated pathways the government commits to communicating the response and is thus based on transparent criteria and 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**

##### **Indonesian Literature Study Programme (ILSP)**

The Indonesian literature study programme is a member of The Forum of Sastra Indonesia Study Programme (FORPROSI), an inter-university association of Sastra Indonesia study programmes in Indonesia. The association designs and revises the standard curriculum to be implemented in all its members. It has a regular meeting to evaluate and revise the curriculum and other related teaching supports where necessary.

Overall, the curriculum reflected in the courses' contents is directed to provide students the capability to understand, analyse, and solve the problems related to the fields of study. The curriculum was designed base on the rector's regulation No 14 Year 2020. The overall credits are 144 sks credits, comprising of twelve sks credits for university subjects, 16 sks credits for faculty subjects, 103 sks credits for linguistics and literary subjects, nine sks credits for elective subjects, and six sks credits for cluster subjects. The curriculum is divided based on the levels, semesters, fields of study, and conditional subjects.

In order to achieve the study programme's objectives, the curriculum is designed to be structurally taught and learned by lecturers and students. In the first year, students are provided the basic knowledge consisting of the elementary and basic subjects, as well as the general knowledge of the study programme. The subjects are designed and offered by the University, with a national standard curriculum; religious education, civic, basic natural science, and Pancasila Education. In the second year, the subjects are basic literary and linguistics studies. In the third year, the subjects are designed to specifically focus on the students' concentration, whether on literary or linguistics studies.

**Table 6: ILSP Curriculum**

**1<sup>st</sup> Semester**

Code	Course Name	Credit	ECTS*	Workload**	
				Hours in class	Hours Self-Study
HKU 141-5	Religious Education	3	4.53	40	96
HKU 101	Civic	3	4.53	40	96
HKU 102	Basic Natural Science	3	4.53	40	96
FIB 109	Indonesian Language	3	4.53	40	96
FIB 108	Indonesian Cultural History	2	3.02	26.67	64
INA 112	Introduction to General Linguistics	3	4.53	40	96
INA 129	Introduction to Literature Studies	3	4.53	40	96
INA 149	English	3	4.53	40	96
Sub-Total		23	34.73	306,67	736

**2<sup>nd</sup> Semester**

Code	Course Name	Credit	ECTS*	Workload**	
				Hours in class	Hours Self-Study
HKU 103	Pancasila Education	3	4.53	40	96
FIB 209	Basics of Cultural Studies	3	4.53	40	96
FIB 210	Ethnography of Minangkabau	3	4.53	40	96
INA 213	Phonology	3	4.53	40	96
INA 233	Literary Theory	3	4.53	40	96
INA 234	Oral Literature	2	3.02	26.67	64
INA 351	Arabic	3	4.53	40	96
INA 453	Dutch	3	4.53	40	96
Sub-Total		23	34.73	306,67	736

**3<sup>rd</sup> Semester**

Code	Course Name	Credit	ECTS*	Workload**	
				Hours in class	Hours Self-Study
FIB 311	Audio Visual	3	4.53	40	96
FIB 211	Introduction to Journalism	2	3.02	26.67	64
INA 314	Morphology	3	4.53	40	96
INA 330	Poetry	3	4.53	40	96
INA 331	Prose	3	4.53	40	96
INA 335	History of Indonesian Literature	3	4.53	40	96
INA 344	Introduction to Philology	2	3.02	26.67	64
INA 557	Rhetoric	2	3.02	26.67	64
INA 739	Folklore	2	3.02	26.67	64
Sub-Total		23	34.73	306.68	736

**4<sup>th</sup> Semester**

Code	Course Name	Credit	ECTS*	Workload**	
				Hours in class	Hours Self-Study
INA 415	Syntax	3	4.53	40	96
INA 432	Drama	3	4.53	40	96
INA 619	Stylistics	2	3.02	26.67	64
INA 437	Aesthetics	2	3.02	26.67	64
INA 445	Manuscript Analysis	2	3.02	26.67	64
INA 256	Arts Management	2	3.02	26.67	64
INA 617	Pragmatics	3	4.53	40	96
INA 448	Composition	3	4.53	40	96
INA 418	School of Linguistics	2	3.02	26.67	64
Sub-Total		22	33.22	293.35	704

### 5<sup>th</sup> Semester

Code	Course Name	Credit	ECTS*	Workload**	
				Hours in class	Hours Self-Study
INA 516	Semantics	3	4.53	40	96
INA 521	Dialectology	2	3.02	26.67	64
INA 536	Literary Criticism	2	3.02	26.67	64
INA 546	Text Criticism	2	3.02	26.67	64
INA 720	Discourse	3	4.53	40	96
	Semiotics	2	3.02	26.67	64
Sub-Total		14	21.14	186.68	448
<b>Elective Course</b>					
<b>Linguistic Options</b>					
INA 526	Sociolinguistics	2	3.02	26.67	64
INA 527	Psycho-Neurolinguistics	2	3.02	26.67	64
INA 628	Anthropolinguistics	2	3.02	26.67	64
Sub-Total		6	9.06	80.01	192
Total Required course + Linguistic options		20	30.2	266.69	640
<b>Literature Options</b>					
INA 541	Sociology of literature	2	3.02	26.67	64
INA 543	Psychology of literature	2	3.02	26.67	64
INA 642	Comparative literature	2	3.02	26.67	64
Sub-Total		6	9.06	80.01	192
Total Required Course + Literature Options		20	30.2	266.69	640

### 6<sup>th</sup> Semester

Code	Course Name	Credit	ECTS*	Workload**	
				Hours in class	Hours Self-Study
INA 622	Lexicology	2	3.02	26.67	64
INA 623	Comparative Historical Linguistics	2	3.02	26.67	64
INA 624	Linguistic Research Methods	3	4.53	40	96
INA 638	Literary Research Methods	3	4.53	40	96
	Entrepreneurship	2	3.02	26.67	64
Sub-Total		12	21.14	160.01	384
<b>Language Proficiency Options</b>					
	Malay Language	3	4.53	40	96
	Korean Language	3	4.53	40	96
	Japanese Language	3	4.53	40	96
Sub-Total		3	4.53	40	96

### 7<sup>th</sup> Semester

Code	Course Name	Credit	ECTS*	Workload**	
				Hours in class	Hours Self-Study
AND 401	Community Service Program	4	6.04	106.67	74.67
INA725	Seminar in Linguistics	2	3.02	26.67	64
INA 740	Seminar in Literature	2	3.02	26.67	64
Sub-Total		8	12.08	160,1	202,67
<b>Cluster Courses (Elective Course)</b>					
<b>Cluster A Indonesian for Foreigner</b>					
INA 668	BIPA Teaching Methods	3	4.53	40	96
	Preparation of Indonesian for Foreigner Teaching Language	3	4.53	40	96
<b>Cluster B Editing</b>					
	Editing of Popular Works	3	4.53	40	96
	Editing of Scientific Papers	3	4.53	40	96
<b>Cluster C Creative Writing</b>					
INA 669	Prose and Poetry Writing	3	4.53	40	96
	Drama Scriptwriting and Film Screenplay	3	4.53	40	96
Sub-Total for each Cluster		6	9.06	80	192
Total Required Course + Each Cluster		14	21.14	240.1	394.67

**8<sup>th</sup> Semester**

Code	Course Name	Credit	ECTS*	Workload**	
				Hours in class	Hours Self-Study
INA 870	Thesis	6	9	160	112
Sub-Total		6	9	160	112

**Total : 146 SKS = 220.6 ECTS**

The curriculum's contents are divided into three major fields, namely Indonesian language, Indonesian literature, and Indonesian culture. The objects of the study are Indonesian language and literature. For the language study, it focuses on the Indonesian language (such as grammar, phonology, morphology, syntax, semantic, etc.). Meanwhile, the literary study focuses on the history of Indonesian literature, literary theories, prose, and poetry. The graduates are given a degree of Sarjana Humaniora (S.Hum) or Bachelor Degree in Humanities

### Integration of theory and practice

The curriculum offered by the Indonesian language and literature comprises of theoretical and practical contents. The theoretical subjects are offered to provide understandings on the linguistic and literature by introducing major and grand theories in the mentioned fields. The practical subjects are commonly offered as the further implementation of the theoretical subjects, cluster courses (journalistic, Indonesian Languages for Foreigners, and Composition of Creative Writing), and entrepreneurship .The following table shows the distribution of the curriculum based on their theoretical and practical characteristics.

**Table 7: ILSP: Theoretical and Practical Subjects**

<b>Theoretical subjects</b>	<b>Practical subjects</b>
Phonology	Oral literature
Literary theories	Audio visual
Morphology	Rhetoric
Poetry	Folklore
Prose	Drama
History of Indonesian literature	Arts management
Philology	Composition
Syntax	Dialectology
Pragmatics	Text criticism
Schools of linguistics	Literary criticism
Semantic	Sociolinguistic
Discourse	Sociology of literature
Comparative literature	Anthropolinguistic
Psycholinguistic	Linguistics research method
Comparative historical linguistics	Literary research method
	Entrepreneurship
	Community service program
	Seminar on linguistics
	Seminar on Indonesian literature
	Bahasa Indonesia for Foreigners
	Editing
	Creative writing

### Interdisciplinary thinking

Interdisciplinary thinking is a prominent characteristic in the study of language, literature, and culture. These fields of study are approached from complex and multidiscipline perspectives. The theories, methodologies, objects of the study, and case studies offer open approaches and multi-perspective interpretations. Literature requires multi-interpretations as it is composed with various supporting sources of writing. This characteristic of interdisciplinary thinking is incorporated in linguistic and cultural fields offered by the study programme. As a result, students are asked to think interdisciplinary, combining other studies, as well as knowledge as wide as possible. In the classes, students are required to study in groups, such as in Drama, Folklore or Oral Literature. In terms of field studies, the students are asked to write the paper based on their findings and analyses. In these groups, students learn and train to open their minds and receive different perspectives from others.

### Ethical aspects

Universitas Andalas has a specific concept called Karakter Andalasian (Andalasian Characteristics) for students and other academic staff. The concept includes four elements, namely spiritual, knowledge, duty, and social. These four elements are directed to develop students' behaviours in thinking and behave when pursuing their studies.

For students, the ethical aspects are communicated during the early days (the first two weeks of their study), especially in the welcoming days. During these welcoming days, students are introduced to the ethical aspects. In this event, the Andalasian Characters are explained to the students in the form of a workshop.

In more specific fields, students are provided with knowledge on the ethical aspects of professional grounds such as journalism, editorial, popular and, academic writings, research, and communication. The ethical aspects include intercultural communication, data collection, data fabrication, and plagiarism.

### Methods and scientific practice

The study programme ensures that all students have methodological and practical competencies through provided courses like Literature Research Methods and Linguistic Research Methods. These methodological and practical competencies enable students to write scientific papers as required by the study objectives. The methods and scientific practice are also implemented in the courses structurally. The first year is designed to give basic and fundamental knowledge. The second year is planned to offer an introduction and elementary knowledge of Indonesian literature and language. The third-year provides methodological, theoretical, and scientific understanding and practice on the Indonesian literature and language. The fourth year is designed to provide competency on the analysis and practical experience in the study of Indonesian literature and language.

### Japanese Literature Study Programme

The JLSP developed the curriculum in a series of workshops to which stakeholders (lecturers, experts, alumni and users) were invited. The current curriculum has been implemented as the

result of Rector Decree No. 3594/XIV/R/KPT/2019. The JLSP's curriculum has been designed to the minimum 144 sks credits over four years of study. To support the objective of the programme, there are two areas offered for the students: linguistic and literature. Each area has its specific competencies.

The contents of the curriculum accommodate the compulsory subjects from University, Faculty, and Department as well as elective courses. After completing their education in JLSP, students can apply their skills in the workplace, both in terms of hard skills and soft skills. The JLSP balances the curriculum offered with students' interest to major in linguistics or literature.

**Table 8: JLSP Curriculum**

1<sup>st</sup> Semester

Code	Course Name	Credit	ECTS*	Workload		Compulsory / Elective	Univ. / Fac. / Dep.	Ling. / Lit.
				Hours in class	Hours Self-Study			
HKU 101	Civic Education	3	4.527	40	96	C	Univ	Ling, Lit
HKU 141	Islamic Education	3	4.527	40	96	C	Univ	Ling, Lit
HKU 151	Basic Sate Pancasila Education	3	4.527	40	96	C	Univ	Ling, Lit
FIB 109	Indonesian Language	3	4.527	40	96	C	Fac	Ling, Lit
JPG 101	Beginner of Japanese Compositon	2	3.018	26.66	64	C	Dep	Ling, Lit
JPG 106	Beginner of Japanese Grammar	4	6.036	53.33	128	C	Dep	Ling, Lit
JPG 111	Beginner of Japanese Conversation	2	3.018	26.66	64	C	Dep	Ling, Lit
JPG 117	Beginner of Japanese Listening	2	3.018	26.66	64	C	Dep	Ling, Lit
JPG 127	Introduction to General Linguistic	2	3.018	26.66	64	C	Dep	Ling.
<b>Sub-Total</b>		<b>24</b>	<b>36.216</b>	<b>319.97</b>	<b>768</b>			

2<sup>nd</sup> Semester

Code	Course Name	Credit	ECTS*	Workload		Compulsory / Elective	Univ. / Fac. / Dep.	Ling. / Lit.
				Hours in class	Hours Self-Study			
HKU1 02	Basic Natural Science	3	4.527	40	96	C	Univ	Ling, Lit
FIB 209	Basic's Cultural Science	3	4.527	40	96	C	Fac	Ling, Lit

FIB 210	Minangkabau Ethnography	3	4.527	40	96	C	Fac	Ling, Lit
JPG 202	Elementary Japanese Compositition	2	3.018	26.66	64	C	Dep	Ling, Lit
JPG 207	Elementary Japanese Grammar	4	6.036	53.33	128	C	Dep	Ling, Lit
JPG 212	Elementary Japanese Conversation	2	3.018	26.66	64	C	Dep	Ling, Lit
JPG 218	Elementary Japanese Listening	2	3.018	26.66	64	C	Dep	Ling, Lit
JPG 228	Phonology	2	3.018	26.66	64	C	Dep	Ling, Lit
JPG 238	Introduction to Japanese Literature	2	3.018	26.66	64	C	Dep	Lit.
<b>Sub-Total</b>		<b>23</b>	<b>34.707</b>	<b>306.63</b>	<b>736</b>			

### 3<sup>rd</sup> Semester

Code	Course Name	Credit	ECTS*	Workload		Compulsory /Elective	Univ. /Fac. / Dep.	Ling. / Lit.
				Hours in class	Hours Self-Study			
FIB 107	Introduction to the Philosophy of Science	3	4.527	40	96	C	Fac	Ling, Lit
FIB 108	History of Indonesian Culture	3	4.527	40	96	C	Fac	Ling, Lit
FIB 311	Audio Visual	3	4.527	40	96	C	Fac	Ling, Lit
JPG 308	Pre Intermediate of Japanese Grammar	4	6.036	53.33	128	C	Dep	Ling, Lit
JPG 313	Pre Intermediate of Japanese Conversation	2	3.018	26.66	64	C	Dep	Ling, Lit
JPG 319	Pre Intermediate of Japanese Listening	2	3.018	26.66	64	C	Dep	Ling, Lit
JPG 303	Compositition	2	3.018	26.66	64	C	Dep	Ling.
JPG 329	Morphology	2	3.018	26.66	64	C	Dep	Ling.
JPG 339	Theory of Literature	2	3.018	26.66	64	C	Dep	Lit.
<b>Sub-Total</b>		<b>23</b>	<b>34.707</b>	<b>306.63</b>	<b>736</b>			

4<sup>th</sup> Semester

Code	Course Name	Credit	ECTS*	Workload		Compulsory /Elective	Univ. /Fac. / Dep.	Ling. / Lit.
				Hours in class	Hours Self-Study			
JPG 409	Intermediate of Japanese Grammar	4	6.036	53.33	128	C	Dep	Ling, Lit
JPG 414	Intermediate of Japanese Conversation	2	3.018	26.66	64	C	Dep	Ling, Lit
JPG 420	Intermediate of Japanese Listening	2	3.018	26.66	64	C	Dep	Ling, Lit
JPG 404	Intermediate of Japanese Compotition	2	3.018	26.66	64	C	Dep	Ling, Lit
JPG 430	Syntax	2	3.018	26.66	64	C	Dep	Ling
JPG 421	Pre Intermediate of Japanese Reading	2	3.018	26.66	64	C	Dep	Ling, Lit
JPG 449	Japanese Language Teaching Method	2	3.018	26.66	64	C	Dep	Ling, Lit
JPG 441	Japan Circumstances (Nihonjijo)	2	3.018	26.66	64	C	Dep	Ling, Lit
JPG 450	Humanities Science Statistics	2	3.018	26.66	64	C	Dep	Ling, Lit
<b>Sub-Total</b>		<b>20</b>	<b>30.18</b>	<b>266.61</b>	<b>640</b>			

5<sup>th</sup> Semester

Code	Course Name	Credit	ECTS*	Workload		Compulsory / Elective	Univ. / Fac. / Dep.	Ling. / Lit.
				Hours in class	Hours Self-Study			
JPG 522	Intermediate of Japanese Reading	2	3.018	26.66	64	C	Dep	Ling, Lit
JPG 531	Imiron (Semnatics)	2	3.018	26.66	64	C	Dep	Ling
JPG 510	Upper Intermediate of Japanese Grammar	4	6.036	53.33	128	C	Dep	Ling, Lit
JPG 505	Upper Intermediate of Japanese Compotition	2	3.018	26.66	64	C	Dep	Ling, Lit
JPG 515	Upper Intermediate of Japanese Conversation	2	3.018	26.66	64	C	Dep	Ling, Lit
JPG 552	English	2	3.018	26.66	64	C	Dep	Ling, Lit
JPG 546	Linguistic and Literary Research Methods	2	3.018	26.66	64	C	Dep	Ling, Lit
JPG 625	Elementary of Japanese Translation	2	3.018	26.66	64	C	Dep	Ling, Lit
<b>Sub-Total</b>		<b>18</b>	<b>27.162</b>	<b>239.95</b>	<b>576</b>			

6<sup>th</sup> Semester

Code	Course Name	Credit	ECTS*	Workload		Compulsory / Elective	Univ. / Fac. / Dep.	Ling. / Lit.
				Hours in class	Hours Self-Study			
JPG 532	Pragmatics	2	3.018	26.66	64	C	Dep	Ling
JPG 640	Japanese Literature Study	4	6.036	53.33	128	C	Dep	Lit
JPG 623	Upper Intermediate of Japanese Reading	2	3.018	26.66	64	C	Dep	Ling, Lit

JPG 624	Introduction of Japanese Sightseeing	2	3.018	26.66	64	C	Dep	Ling, Lit
JPG 647	Research Seminar	2	3.018	26.66	64	C	Dep	Ling, Lit
JPG 716	Business Japanese Conversation	2	3.018	26.66	64	C	Dep	Ling, Lit
JPG 726	Pre Intermediate of Japanese Translation	2	3.018	26.66	64	C	Dep	Ling, Lit
JPG 853	Entrepreneurship	2	3.018	26.66	64	C	Dep	Ling, Lit
JPG 654	Cultural Tourism Insights	2	3.018	26.66	64	C	Dep	Ling, Lit
JPG 655	Cultural Tourism Leadership	3	4.527	40	96	C	Dep	Ling, Lit
<b>Sub-Total</b>		<b>23</b>	<b>34.707</b>	<b>306.61</b>	<b>736</b>			

#### 7<sup>th</sup> Semester

Code	Course Name	Credit	ECTS*	Workload		Compulsory /Elective	Univ. /Fac. / Dep.	Ling. / Lit.
				Hours in class	Hours Self-Study			
JPG 451	Basics of Journalism ***	2	3.018	26.66	64	E	Dep	Ling, Lit
JPG 533	Sociolinguistics ***	2	3.018	26.66	64	E	Dep	Ling
JPG 534	Semiotic ***	2	3.018	26.66	64	E	Dep	Ling
JPG 543	Sociology of Literature ***	2	3.018	26.66	64	E	Dep	Lit
JPG 544	Folklore***	2	3.018	26.66	64	E	Dep	Lit
JPG 642	History of Japan ***	2	3.018	26.66	64	E	Dep	Lit
JPG 835	Oral Expression***	2	3.018	26.66	64	E	Dep	Ling, Lit

JPG 836	Stylistics ***	2	3.018	26.66	64	E	Dep	Ling
JPG 845	Japanese Pop Culture***	2	3.018	26.66	64	E	Dep	Ling, Lit
JPG 837	Vocabulary***	2	3.018	26.66	64	E	Dep	Ling
JPG 748	Thesis	6	9.054	80	192	C	Dep	Ling, Lit
AND 401	Community Service Program	4	6.036	53.33	128	C	Univ	Ling, Lit
JPG 757	Tour Leader**	2	3.018	26.66	64	E	Dep	Ling, Lit
JPG 758	Foreign Language of Tourism**	3	4.527	40	96	E	Dep	Ling, Lit
<b>Sub-Total</b>		<b>35</b>	<b>52.815</b>	<b>466.59</b>	<b>1120</b>			

#### 8<sup>th</sup> Semester

Code	Course Name	Credit	ECTS*	Workload		Compulsory / Elective	Univ. / Fac. / Dep.	Ling. / Lit.
				Hours in class	Hours Self-Study			
JPG 748	Thesis	6	9,054	80	192	C	Dep	Ling, Lit
<b>Sub-Total</b>		<b>6</b>	<b>9.054</b>	<b>80</b>	<b>192</b>			

Note for Course

\*\* Cluster Courses

\*\*\* Elective courses (Minimum 6 sks/Credits)

The Bachelor of Japanese Studies is named “Strata 1 Sastra Jepang” (Undergraduate) and the awarded degree is S. Hum. “Sarjana Humaniora” (Bachelor Degree in Humanities). This name corresponds to the contents of the curriculum and the programme objectives as regulated in the Decree of Indonesian Association of Higher Education in Japanese Studies about the core curriculum of Japanese Literature Study Programme on undergraduate level.

#### Integration of theory and practice

As a study programme that studies Japanese language, one of the skills expected from learning is communicating in Japanese. From the first semester until the fifth semester, Japanese language theory such as grammar is taught at increasing levels. Later, the grammar theory learned will be practiced in writing, conversation, reading and listening. For example

**Table 9: JLSP: Integration of theory and practice**

Theory	Practice
Beginner of Japanese Grammar (JPG 106)	Beginner of Japanese Writing, Conversation, and Listening (JPG 101, 111, 117)
Elementary Japanese Grammar (JPG 207)	Elementary of Japanese Writing, Conversation, and Listening (JPG 202, 212, 218)
Pre-Intermediate of Japanese Grammar (JPG 308)	Pre-Intermediate of Japanese Conversation, Listening and Reading (JPG 313, 319, 421)
Intermediate of Japanese Grammar (JPG 409)	Intermediate of Japanese Writing, Conversation, Listening, and Reading (JPG 404, 414, 420, 522)
Upper Intermediate of Japanese Grammar (JPG 510)	Upper Intermediate of Japanese Writing, Conversation, Business Japanese Conversation (JPG 515, 505, 716)

### Interdisciplinary thinking

Interdisciplinary thinking is a key skill in fostering agility in life and work. One of the courses taught in the JLSP is Entrepreneurship in the sixth semester. In this course, students are taught and encouraged to be able to create business products. Other interdisciplinary sciences such as economics, management, and law are taught for business development. So that students can develop their own products. After that, students interested in patenting their business products are included in the Student Creativity Week, with the guidance of lecturers.

### Ethical aspects

In the Business Conversation course, which is offered in the sixth semester, students are taught how to communicate well in Japanese and how to comply with work ethics with Japanese people, such as working hours, work protection in Japan, workers' salaries, and others.

### Methods and scientific practice

During the third year, students are provided with the needed research skills for scientific reports elaboration (research skills course). Furthermore, students attend a Research Method course that provides them with the needed knowledge and skills for data analysis. These skills are necessary for the elaboration of the Bachelor thesis. A course on presentation skills is also offered, which is essential for the defence of the Bachelor's thesis and for subsequent presentations within the study programme.

In the Linguistics and Literature Research Method courses in the fifth semester, students are taught to maintain ethics in writing to avoid plagiarism in their proposal and final thesis. The students' assignments for writing courses are assessed by peer assessment method (student and lecturer check it together). This method is used so that students can immediately identify the errors contained in their writing assignment. This method also ensures transparency in the assessment system by lecturers toward the students.

## **Both study programmes**

At the beginning of every semester the lecturer of a course distributes the syllabus to the student which contains the theme of learning, methods, assessment, and timelines. The lecturers must also inform students of the learning policy, which consists of requirements for the entire semester, such as student attendance in class not being less than 75 % of the total sessions, retaking exams with valid excuses, delaying submission of assignments, midterms and finals.

There are three different types and levels of examination in the programme for both mid-term and final examination, including closed-book, open-book, and oral interview/ presentation. The types/levels of examinations depend on the purpose of the test. The closed-book examination tests general knowledge provided in the course. The open-book examination requires students to have analysis, synthesis, comparing and contrasting, planning and problem-solving skills. The oral interview focuses on examining soft skills, such as presentation skills and interpersonal skills. The forms of the examination could be a paper, essay, multiple-choice, project report, performance, and other forms as prepared by the lecturers of the courses.

Undergraduate students are obliged to write an undergraduate thesis. The thesis is written based on independent research carried out by a student under two supervisors. Students should defend their thesis in front of five examiners. The assessment rubric includes writing skills, presentation, scientific comprehension, understanding of the thesis, and related knowledge.

## **Appraisal:**

With regard to the qualification objectives of the study programmes, the panel observed that these are formulated very broadly and generally (see chapter 1.1). Therefore, the contents of the curriculum should be anchored more specifically in the learning objectives in order to be able to map them more concretely (see recommendation in chapter 1.1). For this reason the panel **strongly recommends** that the qualification objectives be formulated more specifically in order to reflect the content focus of the study programmes more adequately.

The interviews with the programme management as well as with the students and graduates showed that the contents taught fulfil the requirements of the job market. In addition, optional electives enable students to acquire additional competences and skills. The curriculum adequately reflects the qualification objectives of the study programme. The contents of the courses are well-balanced, logically connected and in general oriented towards the intended learning outcomes.

## **Indonesian Literature Study Programme (ILSP)**

With regard to the programme called "Indonesian Literature", the panel found that a lot of linguistics content is embedded in the curriculum. In discussions with those responsible for the programme, the panel learned that UNAND has to follow national guidelines that stipulate that linguistics must also be taught in an Indonesian literature degree programme at Bachelor level. For this reason, a pure literature programme is not possible. Furthermore, the names of the study programmes are given by the Government of Republic Indonesia and are therefore highly

regulated. Therefore, the proposal to change the name of the study programme to "Indonesian Literature and Linguistics" is also not possible. However, since the panel sees the risk that foreign students in particular could assume from the name that this is a pure literature programme, this should be communicated transparently to the outside world. This should be done on the one hand by a more specific formulation of the learning outcomes (see chapter 1.1), and on the other hand it should be emphasised in the presentation of the programme (e.g. on the website, description of the programme in information brochures, etc.). Therefore the panel **strongly recommends** that the contents of the study programme be made transparent to third parties.

### **Japanese Literature Study Programme (JLSP)**

Here too, despite the programme name, very little content is found in the area of literature. In contrast to the ILSP, the panel considers the curricular share of Japanese literature to be too low and sees the need to increase the share of content dealing with (Japanese) literature. Therefore, the panel recommends the following **condition**:

The University aligns the content and the name of the programme.

In its response to the report, the University states that the Japanese Literature Programme teaches not only literature but also linguistics and language skills, as language skills are necessary for the learning process, since most students entering JLSP do not yet have Japanese language skills that can be used for analysing literature or linguistics. The panel also considers it important and necessary to provide students with Japanese language skills. Nevertheless, because of the focus on literature, care must be taken to ensure that the topic receives sufficient attention to justify the title of the programme, so that the title and content are designed to fit together.

With regard to the students' learning of the Japanese language, the panel also finds it worth considering that Japanese lecturers be employed in order to better convey the practical application of the Japanese language (see recommendation in chapter 3.4).

### **Both programmes**

In both study programmes theory and practice are combined especially through practical exercises. There is some evidence that the programmes qualify for interdisciplinary thinking. However, students are offered few opportunities to take up content outside the original study field. For example, most electives are in the same field of study, so the panel is of the opinion that there is still need for improvement. Therefore, the panel **recommends** developing more opportunities to interlink the courses and different subjects within the study programmes.

With regard to the JLSP, the University indicates in its statement on the report that the programme integrates not only linguistic and literary studies content, but also content that deals with the social influences and effects of the use of the Japanese language. However, the panel would like to point out that the aim is to offer students insights outside the subject of study. In the University example given, it is still specifically in regard to Japanese studies.

Ethical implications are addressed in courses such as Business Conversation in JLSP and Art Management Ethics in ILSP. However, especially in the field of linguistics research, where interviewing plays an essential role, it is crucial from the panel's point of view that students get an introduction to the ethical perspective of interviewing. No specific courses in this regard could be found in the curricula. The panel therefore **recommends** that research ethics be anchored as a topic in the curriculum in view of the special features of interviewing.

In both study programmes, different courses are integrated into the curriculum to introduce students to methodological competences in order to enable them to do scientific work. There are precise guidelines regarding the thesis that students receive early on.

All exams, as they are defined for the courses, are suited in format and content to ascertain the intended learning outcomes. The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programmes' qualification objectives. The final theses are evaluated based on previously published and coherently applied rules, and procedures.

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

## 3.2 Structure

Semester Credit System (Sistem Kredit Semester/SKS) measures student study load per semester. It consists of 16 weeks of the study period, including in-class activities, Mid and Final examinations. According to the regulation issued by the Rector of Universitas Andalas<sup>7</sup> it is stated that one sks credit is comparable to 170 minutes, consisting of 50 minutes of lectures, 60 minutes structured activities, and 60 minutes independent activities per week. In total, one sks credit is 2720 minutes per semester. Therefore one ECTS credit is comparable to 112.5 minutes per week, or 1800 minutes per semester. Comparatively, 1 sks credit equals 1.51 ECTS credit.

<sup>7</sup> regulation no. 14 the Year 2020, article 4, verse 2

### **Indonesian Literature Study Programme (ILSP)**

Projected study time	8 semesters
Number of Credit Points (CP)	230 ECTS credits
Workload per CP	26 hours
Number of courses	60 courses
Time required for processing the final thesis and awarded CP	One semester, 6 sks credits (9 ECTS credits)
Number of contact hours	730 hours per semester

### **Japanese Literature Study Programme (JLSP)**

Projected study time	8 semester
Number of Credit Points (CP)	217 ECTS credits
Workload per CP	26 hours
Number of courses	68 courses
Time required for processing the final thesis and awarded CP	One semester, 6 sks credits (9 ECTS credits)
Number of contact hours	730 hours per semester

### **Both study programmes**

Student learning load is expressed in credits.

The load of one sks credit in the learning process is in the form of lectures, responses, and/or tutorials consist of:

- a. Face-to-face activity is 50 (fifty) minutes per week per semester;
- b. Structured assignment activity is 60 (sixty) minutes per week per semester; and
- c. Independent activity is 60 (sixty) minutes per week per semester.

The load of one sks credit in the learning process is in the form of seminars, colloquiums, special topics, or other similar forms consist of:

- a. Face-to-face activity is 100 (one hundred) minutes per week per semester; and
- b. Independent activity is 70 (seventy) minutes per week per semester.

The load of one sks credit in the learning process in the form of practicum, field practice, research, community service, and/or other similar learning processes is 170 (one hundred and seventy) minutes per week for at least ten weeks, including exam.

Study and exam regulations are stated in the guideline book published by the University. The guideline is directed to all students of Universitas Andalas. The students are required to register each semester by paying the tuition fee, filling and choosing the subjects to be enrolled in, and consulting with the academic advisor. The number of subjects to be enrolled is based on the previous semester's grade. One semester consists of 16 weeks or lectures. It includes two examinations: mid-semester (8th week) and final examinations (16th week). Students have to follow and attend 75 % of the lectures minimally.

Bachelor courses are scheduled during the regular working hours of the University. Approximately the contact hours represent 40 % of the total workload, which gives the students flexibility in managing their self-study.

Rector Decree No. 14-2020 regulates a grading system for the final assessment that uses various technical components, methods, and instruments as follows:

**Table 10: Grading Table**

Range	Grade
$g \geq 80$	A
$75 \leq g < 80$	A-
$70 \leq g < 75$	B+
$65 \leq g < 70$	B
$60 \leq g < 65$	B-
$55 \leq g < 60$	C+
$50 \leq g < 55$	C
$45 \leq g < 50$	D
$g < 45$	E

The study workload is planned to be completed within four years. Each semester, there are 23-24 sks credits (35 ECTS credits) offered by the study programme. The number of credits that can be taken by students in each semester depends on grade point average of previous semester except the first semester.

**Table 11: GPA and Study Load**

GPA in Current Semester	Study Load in Next Semester
$g \geq 3.25$	24 Credit Max
$2.75 \leq g < 3.25$	21 Credit Max
$2.00 \leq g < 2.75$	18 Credit Max
$1.50 \leq g < 2.00$	15 Credit Max
$g < 1.50$	12 Credit Max

### Equality of opportunity

Universitas Andalas pays attention to the dynamic multicultural education environment and emphasized gender equality between men and women, intercultural harmony, and no discrimination for all faculty members and students. There is no restriction on gender equality and equality of students in the admission processes. In addition, Universitas Andalas and the

study programme welcome students with disabilities, by providing necessary facilities. It also provides students who need financial support with various scholarships.

## Appraisal:

The programme structure supports the implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of courses and assigns credits per course on the basis of the necessary student workload. The course descriptions provide detailed descriptions of intended learning outcomes and further information.

The University has a very detailed binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. These also regulate the recognition of degrees and periods of study at other higher education institutions.

In terms of the feasibility of the study programme's workload, the real workload was considered appropriate in the discussions with students and alumni. However, since there is no assessment of students' actual workload, it is difficult to track the real workload of the students (see condition in chapter 5).

A clearly defined examination structure of mid-term and final examinations ensures an adequate number and frequency of examinations and there are appropriate support services as well as a very good student support structure by the faculty (see chapter 4). The University ensures gender equality and non-discrimination.

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

## 3.3 Didactical concept

### Indonesian Literature Study Programme (ILSP)

The didactical concept of the study programme is based on the OBE (Outcome- Based Education). The concept is oriented toward the study programme's objectives. By using this didactical concept, it enables the learning and teaching processes held in various types, such as case-based method and project-based method. Students are required to be actively involved in the processes to gain a deeper understanding of the subjects. In the case-based method, students solve various

problems in the field of language and literature, such as in phonology and dialectology courses. In the project-based method, students are asked to work in groups on a final project instructed by the lecturer, such as in the Drama Studies course.

The programme prepares and develops the course materials by assigning each lecturer to do so independently and as a team. The preparation and development of the course materials are based on the evaluation of the teaching processes, compiling reading materials with an updated source, and searching for similar curriculum and course materials offered by other study programmes. The purpose of updating course materials is to give the students current development of the subjects and fields of studies. The course materials are deposited in the i-learning portal and in printed form to be distributed to students.

The ILSP has no guest lecturers. Occasionally, there are opportunities for writers, critics, researchers, and those who are experts in the Indonesian literature and language, invited to give speeches or take part in discussions with the students and lecturers in the study programme. In certain classes, some authors are also invited to share their creative writing processes, such as poetry and prose, so that students are able to discuss with the authors directly.

There are student assistants' activities offered by the study programme. It includes the mentorship of practical courses such as drama and religion. The senior students assist lecturers in supervising the planned courses, usually outside the teaching hours. Additionally, the students' activities managed by the student association are mentored by certain senior students to help junior students hold activities related to Indonesian literature and language. For example, students participate in holding drama performances, poetry reading performances, academic discussions, and literary festivals.

### **Japanese Literature Study Programme (JLSP)**

As students progress through the courses, the teaching approach is designed to change from teacher-centered learning to student-centered learning (problem-based and experiential-based learning). Acquired theoretical and practical knowledge is strengthened and deepened through practical and seminar classes. Practical classes are conducted and various methods are used and involve active and interactive forms (seminars in a dialogue mode, small group discussions, roleplays and case studies) in combination with extracurricular activities to evolve and form students' professional skills.

In addition, JLSP also applies the blended learning method to allow students to adjust their study hours. This concept aims at increasing the student's responsibility along with a guiding role of the educators. The core principle which is implemented regarding the teaching approach is to fulfil subject-specific didactic requirements by choosing appropriate teaching and learning methodology.

Each lecturer independently develops the didactic materials in line with the jointly developed curriculum and course descriptions, the exams, and assignments. Most learning materials in the JLSP are in Japanese, so materials for first and second year students are taught in Indonesian. In

the third and fourth year, it is delivered 25 % in Indonesian and 75 % in Japanese. Lecturers must upload all course materials to i-learn, making it available to all students enrolled in the course.

JLSP invited someone from the Japan Foundation staff assigned to the Sumatra area, as a guest lecturer in conversation and writing courses. He gave feedback to teachers and students to improve their speaking and writing skills in Japanese. In addition, guest lecturers from Japanese universities such as Nihon University or Nanzan University have been invited so far.

*Benkyoukai* is a lecturing tutor programme for students created jointly by the Student Association and JLSP lecturers to improve students' and lectures Japanese language skills. The *benkyoukai* programmes carried out are:

1. Teaching Japanese letters for new students who are not familiar with Japanese, usually taught by seniors;
2. Teaching Japanese to prepare for the JLPT (Japanese Language Proficiency Test), for students and lecturers are taught by lecturers with excellent Japanese language skills.

## Appraisal:

The panel rates the quality of the didactical concept of the study programme that is described, as plausible, and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, group discussions, roleplays and case studies.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. However, the panel found from the available course descriptions that both programmes use a lot of older national literature and lack international material. Therefore, the panel **recommends** including more up-to-date international and English literature and also adapting the teaching materials based on this literature.

In both programmes, guest lecturers are rarely called upon and not on a very regular basis. However, the panel sees an opportunity to increase the internationality of the teaching staff (see chapter 3.4) and to invite more guest lecturers from abroad, incl. Japan. The panel would like to encourage the University to make use of the digital opportunities to invite guest lecturers online. Therefore, the panel **recommends** engaging more international guest lecturers. This is in particular also a further step towards exposing students to an international field.

Tutors support the students in their learning process. The JLSP's *Benkyoukai* lecturing tutor programme stood out as particularly positive, as according to interviews, students and alumni felt very supported by it, and it offers particular support when students are at different language levels in Japanese and need improvement. Thus, lecturing tutors contribute significantly to the students' learning process.

	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		JLSP	ILSP	

## 3.4 Internationality

### Indonesian Literature Study Programme (ILSP)

The basic of its curriculum is based on the internationally recognized grand theories of literary and linguistics studies. With this approach, students are asked to learn the subjects in an international setting, including the cultural and historical aspects. Additionally, the foreign language courses such as Arabic, Dutch, Japanese, and English provide students to know about international cultures and appreciate it.

Students are also introduced with international and intercultural aspects through the whole subjects, courses, curriculum, reading materials, as the study programme offers cultural studies in a broader context. It focuses on the study of literature, language, philology, culture, as well as traditional arts in Indonesia that covers various cultural settings. There are also comparative studies that bring together literature and language studies from around the world.

ILSP has international students who enrol in the bachelor's degree. The number of international students is still low. The international students come from Japan and South Korea. Additionally, there are regular programmes for foreign students who study in the Indonesian Literature Study Programme through the Bahasa Indonesia for Foreigners and Darmasiswa programme. BIPA (Bahasa Indonesia for Foreign Speakers) programme is offered for one semester. Darmasiswa is offered in two semesters.

In order to realize the internationality of faculty, the study programme recommends lecturers pursue their degree in international or overseas universities. In the current composition, there are five lecturers whose educational backgrounds come from foreign universities. Regularly, there are two lecturers who are assigned as visiting lecturers at Hankuk University of Foreign Studies and Busan University of Foreign Studies, both in South Korea.

Occasionally, the study programme invites scholars from international backgrounds or universities to deliver academic speeches or papers. The study programme also hosts international scholars to stay and conduct scientific activities for a short term. The academic activities in the international context have contributed to the international outlook of the study programme. In the teaching process, the BIPA (Bahasa Indonesia for Foreign Speakers) has also contributed to the international interaction both for lecturers and students. From this interaction,

the basic understanding and knowledge of the international situation help the academic experience spread in the study programme's community.

According to the study objectives, the study programme offers four foreign languages courses: Dutch, Arabic, English and Japanese.

### **Japanese Literature Study Programme (JLSP)**

In the *Nihonjijo* (Japanese Circumstance) course, students are introduced to learn more about life in Japan. Through the materials provided, it is hoped that when they can live (study, work) in Japan later, they will not experience cultural shock and difficulties adjusting to Japan's life. Through the Japanese Business Conversation course, students are taught to communicate well in the world of work. Students are required to understand other people with different cultures and at the same time introduce Indonesian culture through the attitudes and personalities they show.

JLSP's student body has no international students and only a few students have international experience through student mobility (Kagoshima University (Japan) and Gifu University (Japan)) or international events (seminar participants).

Not all lecturers at JLSP are graduates from foreign universities. However, lecturers can participate in training programmes held by the Japan Foundation in Japan to improve lecturers' ability to teach Japanese. This activity is carried out for two to six months, depending on the programme followed by the lecturer concerned. JLSP also cooperates with PT JEA (Japan Edukasi Akademi) to teach Japanese to prospective Care Givers who will work in Japan. This collaboration has been going on since 2018.

Almost all materials related to the ability to communicate in Japanese are written in Japanese. All students from the first to final year are given textbooks in Japanese, and for their better understanding, the textbook is accompanied by an Indonesian translation. Mastery of the textbook provided to students is expected to achieve an N3 score (Japanese-Language Proficiency Test (JLPT)), one of the requirements for graduation in JLSP. In addition, Universitas Andalas requires all students to take part in the TOEFL test organized by the UPT Bahasa (Integrated Service Unit for Language)-Universitas Andalas.

### **Appraisal:**

#### **Both programmes**

International contents are part of the curricula. Through intercultural content and integrated language courses, students are prepared for the challenges in an international working environment.

With regard to the faculty, although some of the lecturers have degrees from foreign universities, the internationality is still very low. Especially in a study programme that deals with a foreign language such as Japanese, more experience should be gained abroad in Japan and Japanese lecturers should be employed. This wish was also expressed by the faculty itself, as this would support the lecturers better in terms of content. In addition, the University could consider

allocating more funds for international mobility to offer all teachers the opportunity to gain international experience (see recommendation in chapter 4.1 and 4.6). Thus, the panel **recommends** entering into cooperation with international HEIs to send the lecturers of the programmes abroad systematically and using international teachers more systematically to raise the profile of the study programmes in a more international direction.

In principle, the proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programme. For example, there are Japanese language courses in JLSP and in ILSP there are opportunities for diverse foreign language courses such as Dutch, Arabic, English, and Japanese. However, the panel **recommends** that both programmes use more English literature (see also appraisal in chapter 3.3), as mainly Indonesian-language literature is used.

### Indonesian Literature Study Programme (ILSP)

The international composition of the student body corresponds to the programmes' concepts.

### Japanese Literature Study Programme (JLSP)

Currently, there are no international students enrolled in this programme. The panel encourages the University to further strive to become more internationally-oriented. In the panel's point of view the presence of international students would add an external perspective that would be beneficial to the study programmes and the students. Therefore, the panel **recommends** entering into more cooperation with various international HEIs to enable student exchanges and to promote enrolment of full-time international students to Universitas Andalas.

		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			ILSP	JLSP	
3.4.3	Internationality of faculty				X	
3.4.4	Foreign language contents			X		

## 3.5 Multidisciplinary competences and skills (Asterisk Criterion)

### Indonesian Literature Study Programme (ILSP)

Communication and public speaking skills are developed from the first year of study. In Bahasa Indonesia, for example, students learn the module covering the use of Bahasa Indonesia as a medium of communication for academic work, both written and oral, by practising the forms of its structure, terms and logic.

In a more specific subject, rhetoric is designed to provide knowledge in communication and public speaking, scientific and popular writings, and debate. The implementation of the

communication and public speaking skills is then reflected in the seminar subjects on literature and language, as well as in their final thesis examination.

Every student has to present his/her study in most of the lectures, project-based lectures, as well as in group studies.

### **Japanese Literature Study Programme (JLSP)**

As a study programme that teaches foreign languages, language skills and expressing opinions are very important in the learning process. Many courses require students to present individual or group presentations to assess students' communication skills. Each presentation delivered will get responses from classmates and evaluation from the lecturer using the available assessment forms. Through this assessment, students can improve their communication skills. In conversation courses, group work for the final project in short drama performance also improves students' ability to work together, both as leaders and members. The literary and linguistic research methods course will enhance students' critical thinking skills. Students must present a solid and feasible argument to continue their research as a final thesis project.

### **For both study programmes**

The practice of cooperation and handling the conflict can be best exercised in the community service programme course, where students are sent to villages to practice their skills within the society. This course is a university compulsory subject, which held during two months. Students work together in a group from different faculties. They need to work with the people in the village and the local government. During this course, students prepare the plan activities and realize the plans with their fellow students. They are asked to practice their knowledge, communicate their opinions, and handle the challenges in the fields. Therefore, students learn interdisciplinary thinking, communicate their thoughts with other students, prepare plans, handling the problems, in the classes as well as in society. They have both theoretical backgrounds and exercise the skills in real life. This combination of class and real-life experiences is hoped to give the students the skills in their future careers.

### **Appraisal:**

The students have a lot of opportunities to acquire multidisciplinary competences within the curriculum as well as outside the curricular content, especially through community service and the learning of different language skills. Overall, the panel has no doubt that the programme's didactical concept (see also chapter 3.3) fosters the students' acquisition of further multidisciplinary competencies adequately.

		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)

### **Indonesian Literature Study Programme (ILSP)**

There are strategies prepared to ensure employability. The curriculum and subjects offered by the study programme are designed structurally to give students knowledge and skills for their future employment, especially in the fields of Indonesian literature and language. The study programme has designed the necessary subjects, knowledge, and skills, both in theoretical and practical aspects, in order to achieve its educational objectives as reflected in the expected alumni' profile.

Graduates from the Indonesian Literature Study Programme are expected to have a well-prepared and comprehensive knowledge in the fields of Indonesian literature and language. In response to the main fields offered by the study programme, there are three clusters designed where students can learn practical skills, namely editing, Bahasa Indonesia for foreigners, and creative writings. The reasons for offering the clusters are as follows: First, editing, which consists of editing popular and scholarly works, is designed to enable students to work in publishing, mass media, journalism and other related fields. Secondly, Bahasa Indonesia for foreigners gives students the skills to prepare teaching materials and teaching methods to teach Bahasa Indonesia for foreigners. Bahasa Indonesia is a potential language to be offered for foreigners as a language for business purposes and field of study. Thirdly, the creative writing course consists of prose and poetry writing and drama script and film scenario writing. The creative writing course offers students to be able to write and compose fictional works. This area is a potential job market that students can fill.

### **Japanese Literature Study Programme (JLSP)**

Students are guided to improve their skills during their study in the University to ease them to get a job, e.g. communication skills, which are practised in the form of presentations. Secondly, students' ability to work in a group, solve problems and make decisions can be seen in the way they lead the group both as leaders and as members.

### **For both programmes**

The community service programme carried out in the seventh semester can reflect the student's ability to adapt to the real environment. This activity takes place with several students from other study programmes. When students do the community service programme, they must resolve some problems by promoting logical thinking, patience, and understanding.

### **Appraisal:**

The promotion of employability is ensured e.g. by the promotion of multidisciplinary competences and skills (see chapter 3.5) as well as the diverse practical experiences of the teachers (see chapter 4.1). According to conversations with alumni and the results of the tracer studies, students have very few problems finding a job after graduation. With regard to a stronger

promotion of employability, however, the panel **recommends** looking for possibilities to integrate an internship into the curricula.

		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

#### **Indonesian Literature Study Programme (ILSP)**

There are 25 lecturers in the Indonesian Literature Study Programme. It comprises of one professor, ten associate professors, ten assistant professors, and four lecturers. Four out of 25 are pursuing their doctoral degree. Two lecturers are visiting lecturers at South Korean universities.

The academic qualifications of the lecturers are nine doctorates and 16 master's degrees. Despite their teaching, research, and community service duties, lecturers in ILSP are also involved in other activities. As part of their expertise, lecturers regularly provide their expertise as language experts for courts, professional editors for political or academic documents, consultants for cultural events and reviewers for academic publications. These practical business experiences of the faculty contribute to the design and teaching process in the study programme.

ILSP creates numerous teams based on the lecturers' expertise and fields of study. There are three major laboratories: Indonesian literature, linguistics, and philology. The lecturers work together with their colleagues in each cluster or laboratory to research and develop the curriculum. In the teaching process, the study programme requires that each course is taught by a team teaching, consisting of two lecturers for two sks credits (three ECTS credits) and three or four lecturers for three sks credits (4,5 ECTS credits). Each student's final thesis is supervised by two supervisors. The aim of team teaching is to give students knowledge perspectives as wide as possible.

#### **Japanese Literature Study Programme (JLSP)**

There are twelve lecturers in the JLSP: eight assistant professors and four lecturers. The academic qualification of the lecturers is one doctorate degree and eleven master's degrees.

The teaching staff has experience in organisation and thus supports the teaching activities in the classes. There is a lecturer who became the chairman of the ASPBJI association, and there are lecturers who are comic translators, editors, and are active in scientific organisations. Their experience becomes additional material to achieve JLSP objectives.

Coordination between teaching staff is carried out regularly through department meetings. For the management of the JLSP, meetings are held with faculty leaders and with other department leaders, the senate, and lecturer forums. The lecturers are divided into specific teaching teams according to their level of knowledge and subjects taught. Each teaching staff contributes to improving the quality of teaching and research output of the JLSP.

### For both study programmes

To ensure teaching skills, every lecturer is trained in Improvement of Instructional Techniques Skills (PEKERTI) and Applied Approach (AA) training. The national regulation requires every lecturer to have lecturer certification (Sertifikasi Dosen) which proves lecturer's competence to teach. Lecturers are also encouraged to participate in training and workshops on curriculum development, pedagogical methods, as well as Bahasa Indonesia for Foreigners workshop.

Some of the lecturers participated in the teaching and textbook workshops held by the Ministry of Education and Culture. In return, those who have the certification are granted by incentive as much as the monthly payment. Additional service and teaching load out of lecturers' minimum performance will be given the incentive.

Lecturers are responsible for supporting the success of their students. Each lecturer has to guide a number of students in his/her capacity as academic supervisor. Normally, every lecturer has 20-25 students under his/her guidance. Students may ask and consult their academic and non-academic problems with their advisor. Students and their advisors may use any necessary medium to hold the consultation. The academic advisor is issued the decree from the dean.

### Appraisal:

The structure and number of teaching staff correspond with the programmes' requirements. The faculty's composition and qualification guarantees that both the academic standards and the requirements of professional practice are satisfied.

According to the CVs, the academic ability of the teaching staff is in line with the requirements of the programmes for teaching. Regarding the pedagogical and didactical qualification of the faculty it corresponds to the requirements and objectives of the study programme. According to interviews with teachers, the possibility for further education is guaranteed and there is also the possibility for teachers to go abroad. However, from the panel's point of view, there is no structured development plan or procedure to systematically send teachers abroad for more international experience. This is particularly recommended for JLSPs, as students are to be introduced to a culture that the teachers themselves have not experienced. Therefore, the panel **recommends** implementing a systematic procedure to send teachers abroad.

Internal collaboration and coordination is ensured by the faculty and can be seen in the meetings of the teaching staff, which take place in the frame of conferences and in regular meetings. The faculty members cooperate with each other for the purpose of tuning the courses towards the overall qualification objectives. From the panel's point of view, the student support by the faculty is particularly noteworthy. As affirmed by students during the digital site visit, the counselling of students by teaching staff is intensive. Student support is an integral part of the services provided by the faculty.

		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

In these programmes, the programme director is called the Head of study programme and is supported by a secretary, an academic assistant and a quality assurance team. The main functions and tasks of the chair are to prepare the study programmes' business plan, academic activities, internal coordination within the Universitas Andalas, cooperation with external institutions, monitoring academic activities, research, and community services. Detailed this means:

1. **Planning:** Planning includes human resource planning, financial resource planning and building resource planning.
2. **Organising:** Organisation of the programmes according to the organisational structure created on the basis of the Statute on the Organisation and Working Conditions at the Faculty of Humanities of Universitas Andalas.
3. **Staffing:** Divide teaching tasks, distributed evenly so that each lecturer can carry out the Three Pillars of Higher Education.
4. **Leading:** Directing, motivating, and communicating to the members of the study programmes in the implementation of study programme activities to carry out the vision of the programmes' mission, as well as to achieve the goals and objectives of the study programme.
5. **Controlling:** Monitoring before, during, and after the tri dharma activities of universities.

There is academic staff who organises and helps daily administrative matters in the study programme. The academic staff organises the students' administrative and educational processes, faculty's administrative files, as well as the study programme's regular meetings. Additionally, the administrative staff is supported by the staff in the Faculty of Humanities level and Universitas Andalas staff.

## Appraisal:

During the interviews with the management of the programmes as well as with the teachers and administration, it became apparent to the panel that the coordination of the activities consists of a team work of different areas that ensure that the programme runs smoothly. Accordingly, the panel also feels that there is sufficient administrative support for students and teachers.

	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

### Indonesian Literature Study Programme (ILSP)

The Indonesian literature study programme establishes cooperation with other academic institutions in order to strengthen the position, curriculum, academic activities, and students' mobility. The list of cooperation with other academic institutions is as follows:

**Table 12: ILSP: Cooperation with academic institutions**

No	Name of Institution	Description
1	Asosiasi Prodi Bahasa dan Sastra Indonesia	Association of Indonesian literature department
2	Hankuk University of Foreign Studies	Academic cooperation
3	Busan University of Foreign Studies	Academic cooperation
4	Faculty of Humanities, Gadjah Mada University	Academic cooperation
5	Technische University Wien, Vienna	Academic cooperation
6	Language Office of West Sumatra	
7	Faculty of Humanities, Gadjah Mada University	Academic cooperation
8	Universiti Kebangsaan Malaysia	Academic cooperation
9	Universiti Malaya	Academic cooperation
10	Faculty of Humanities University of Dian Nuswantoro	Academic cooperation
11	Balai Pelestarian Nilai Budaya (Padang)	Research and Cultural Joint Programmes
12	Badan Pengembangan dan Pembinaan Bahasa (Jakarta)	Research and languages development

Cooperation with business enterprises and other organisations has been established to develop and maintain the study objectives on its track. This following table shows the list of business enterprises and organisations that have cooperation with the study programme.

**Table 13: ILSP: Cooperation with business enterprises**

1	Balai Pustaka (Jakarta)	Government owned company
2	Post Office (Padang)	Government owned company
3	Antara News Service (Padang)	Government owned company
4	Arts Community Tanah Ombak (Padang)	Private Organization

### **Japanese Literature Study Programme (JLSP)**

JLSP has partnerships with other academic institutions or networks. This partnership shall foster students' qualifications and skills.

**Table 14: JLSP: Cooperation with academic institutions**

No.	Partnership	Joint event	Scope
1	Member of Asosiasi Pengajar Bahasa Jepang Indonesia	Annual Meeting and Seminar	National
2	Member of Asosiasi Ketua Program Studi Bahasa Jepang Indonesia	Annual Meeting and Seminar	National
3	Member of Indonesian Linguistics Society	Annual Meeting and Seminar	National
4	Member of Literary Scholar Association of Indonesia	Annual Meeting and Seminar	National
5	FIB Universitas Hasanuddin	Research	National
6	Fakultas Sastra Universitas Ekasakti	Research	National
7	Universitas Bina Nusantara	Research	National
8	FIB Universitas Diponegoro	Research	National
9	FBS Universitas Negeri Padang	Research	National
10	FIB Universitas Udayana, FIB Universitas Brawijaya, FIB UGM, FBS Universitas Pendidikan Ganesha	Research	National
11	FKIP UHAMKA Jakarta	Research	National
12	Nagari Sungai Buluah Timur Padang Pariaman	Community Service	Local
13	Guru MGMP Kota Padang	Community Service	Local
14	PAUD Jannatul Na'im Sungai Buluah Timur Padang Pariaman	Community Service	Local
15	Nagari Jawi-Jawi	Community Service	Local
16	Guru MGMP Kota Padang	Community Service	Local
17	MGMP Bahasa Jepang Sumatra Barat	Community Service	Local

In addition, the University has cooperation agreements with different Japanese institutions, for example:

- GIFU University
- Shimane University (student exchange agreement)
- Ibaraki University (Education and Research Cooperation)
- Okayama University (agreement on student, lecturer and research exchange)
- Osaka City University (MoU)
- Toyohashi University of Technology (student exchange programme)
- Tottori University (MoU)
- Japan Foundation (The G to G collaboration with the Japan Foundation has lecturers doing research at Nagoya University)

Cooperation and partnership impact on improving the quality of the JLPS curriculum. For example, curriculum revision is conducted after comparing and discussions with Asosiasi Studi Pendidikan Bahasa Jepang Indonesia (ASPBJI) and Asosiasi Ketua Prodi Sastra Jepang. Furthermore JLSP has collaborated with business enterprises and other organisations. The corporations are listed in the table below.

**Table 15: JLSP: Cooperation with business enterprises**

No.	Business enterprise	Description
1	LPK Sakura Mekar	individually owned company
2	LPK Proklamator	individually owned company
3	PT. Elex Media Komputindo	National company
4	Japan Edukasi Academy	International Company

## Appraisal:

### **Indonesian Literature Study Programme (ILSP)**

Cooperation with HEIs, other academic institutions and networks as well as with business enterprises with effects on the programme are plausibly presented and actively pursued. In this context, the panel still sees the potential to make use of the MBKM<sup>8</sup> internship opportunities and to facilitate cooperation for possible internships to further strengthen the skills for employment (see also recommendation in chapter 3.6).

### **Japanese Literature Study Programme (JLSP)**

<sup>8</sup> *Merdeka Belajar Kampus Merdeka* (Independent Learning Independent Campus). Based on the Ministry of Education and Culture No. 3/2020, bachelor students may fulfil their study time by undertaking programmes outside their study programme. All universities in Indonesia have to implement this programme accordingly. MBKM consists of nine activities: (a) Exchange Students; (b) Professional Work Internship; (c) Teaching Assistance in Educational units; (d) Village Development Projects; (e) Humanitarian projects; (f) Entrepreneurship Projects; (g) Independent Projects; (h) Research Projects and (i) National defence training. The study programmes may choose activities within those nine activities. Therefore, the implementation of the MBKM programme might differ from one study programme to another.

The panel is aware of the cooperation with Japanese universities, among others, that have been implemented so far. However, the panel is of the opinion that these cooperation are not backed up by systematic agreements that structurally and systematically enable UNAND students to undertake (long-term) study visits to Japan (semester abroad, year abroad, etc.), which is crucial for a language study programme. At the moment, such trips/stays by students tend to be individual and only for a very short time and the existing MoUs have not necessarily led to an active student exchange so far. According to interviews, there are already some teachers and students who have been able to go abroad, but this was more on an individual level and less systematic. Therefore, the expert panel **recommends** working more systematically with various international as well as Japanese universities in order to exploit possible synergies. These could also be used to get more international students into the study programmes (see appraisal in chapter 3.4).

	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)			ILSP	JLSP	
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

Due to Covid-19 pandemic, the panel was not able to visit the University on-site. Therefore, the panel was provided with a video and descriptions of the University's premises and facilities.

### Both study programmes

The study programmes have a reading room, to facilitate students to read academic and non-academic text, or a place to write academic and non-academic papers.

At the faculty and University level there is also a library. Other facilities that can be used by the students are mosques, clinics, hospitals, cafeterias, parking spaces, sports venues, open-air theaters, student centers, and dormitories. The University provides sufficient facilities to support students' academic activities such as internet connection, academic portal, ILearn facilities, e-library, microsoft email, and multimedia room.

The following facilities are available for the students:

1. 10 building joint lecture hall.
2. Central library building, faculty of humanity library, reading room.
3. Language center building

4. Scientific meeting hall: convention hall, auditorium, seminar room of Faculty of Humanity, meeting room of Faculty of Humanity
5. Student Activity Center building, business center at the university, student activity unit room and student association room in the Faculty of Humanity
6. Futsal Building, soccer field, basketball court, rock climbing court and board, campsite, tennis court.
7. Clinics and hospitals
8. Place of worship, Nurul Ilmi Mosque, Musholla Faculty of Humanity Faculty of of Humanity language labour room, Flash studio, open stage Medan nan Bapaneh

The University main library provides references and literature for more general fields. The Faculty of Humanities' library is provided to students for more general reading materials on arts and cultures.

**Table 16: UNAND Library resources**

<b>Universitas Andalas Library Collection</b>				
No.	Type Sources	Printed	Electronic	Total
1.	Text Books	72,849	3,190	99,083
2.	Accredited National Journal	324	12,534	
3.	International Journal	163	292,560 (530 CD)	
4.	Proceedings (Seminars, Conferences, Symposium, etc.)	907	2,012 (10 CDs)	
<b>Indonesian Literature Study Programme Reading Room</b>				
1	Text Book (Department)	1715	-	1715
<b>Total</b>		<b>75,958</b>	<b>309,178 (534 CD)</b>	<b>100,798</b>

For JLSP, there are also 2,010 textbooks available for students to use.

The university also provides an electronic library (e-library) to support online learning; thus, students can access various books and academic journals without location constraints.

### **Indonesian Literature Study Programme (ILSP)**

There is one reading room and two libraries for the study programme and campus. The study programme's reading room, namely Ruang Baca AA Navis, is provided for students to find and read references and literature related to Indonesian literature and language.

### **Japanese Literature Study Programme (JSLP)**

In the JLSPP there is a reading room. Students can find and read books related to Japanese language and literature in there.

## Appraisal:

Due to Covid-19 pandemic, the panel was not able to visit the University on-site. Therefore, the panel was provided with a video and descriptions of the University's premises and facilities. According to that information, the provided teaching rooms and the equipment of the learning facilities seem to be in line with the need of the study programmes. The panel would like to praise the fact that the technical implementation of the online visit and the University's Wi-Fi seemed to have sufficient capacity to ensure a smooth digital process.

Access to literature and journals as well as to digital media (e.g. electronic media, databases) is ensured. The students confirmed during the interview that the literature required for the study programmes is available in the library and that the access to the literature and journals as well as to digital media is ensured, for instance by using online library resources.

	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		

## 4.4 Additional services

The students of Universitas Andalas are provided the facility for counselling and career planning through the Career and Counselling Center. The duties of this Career and Counselling Center are:

1. Providing employment information services (publication/posting recruitment information through the web and various social media).
2. Providing training and development Career.
3. Providing recruitment services (Providing facilities for the registration process, administrative selection, written tests, psychologist tests, psychological interviews, and medical check-ups).
4. Providing career guidance and counselling.
5. Providing services for human resources development.
6. Providing services for tracking studies.

### Indonesian Literature Study Programme (ILSP)

After completing their studies, graduates are incorporated into alumni association. The alumni associations are directed to keep the alumni updated with the university's dynamics, networking among alumni, and to trace the alumni's achievement and their contributions to the society and the University.

## Japanese Literature Study Programme (JLSP)

JLSP has an alumni organisation called ANGKAD (Andalas Daigaku Nihongo Gakka Doushoukai). This alumni organisation actively communicates through social media and chat forums. ANGKAD joins the alumni organisation of the Faculty of Humanity and also conducts activities regularly, such as alumni meetings and webinars with alumni.

### Appraisal:

Universitas Andalas has a Career Centre which provides guidance at a general University level and helps students and alumni to promote their employability. However, the expert panel sees the potential for students of both programmes to be provided with a systematic placement service at programme level. As these are language and cultural studies programmes, a specific placement service according to the specific skills of the graduates and students could offer students a better tailored support in the job market and career choice. Therefore, the panel **recommends** introducing a placement service on the programme specific level for the students in the sixth or seventh semester.

Both study programmes have an alumni association at University and programme level.

	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)

The sources of study programme financial needs come from the government, the sharing profit of the University, scholarship for students from private organisations and research cooperation. Annually, the study programme receives fund from the University to cover its academic activities based on the proposed programmes. The following list shows the sources of the finance for the study programme:

1. Government regular/annual budget – which come from the government in the form of certain budgets, grants, subsidies.
2. Profit share from Universitas Andalas from cooperation with other public and private institutions (research, community service, and consultative).
3. Public funds – which come from the community, especially for students in the form of tuition fees.

## Appraisal:

The study programmes are funded for the entire accreditation period through the above stated system so that students should be able to complete their studies.

### Japanese Literature Study Programme (JLSP)

With regard to the internationality of the teaching staff, it became clear during the various interviews that especially in JLSP it is desired that more opportunities for stays and exchanges abroad are made possible. Therefore, the panel **recommends**, if possible, allocating more funds for international mobility in order to strengthen the international orientation of the study programme and especially of the teaching staff.

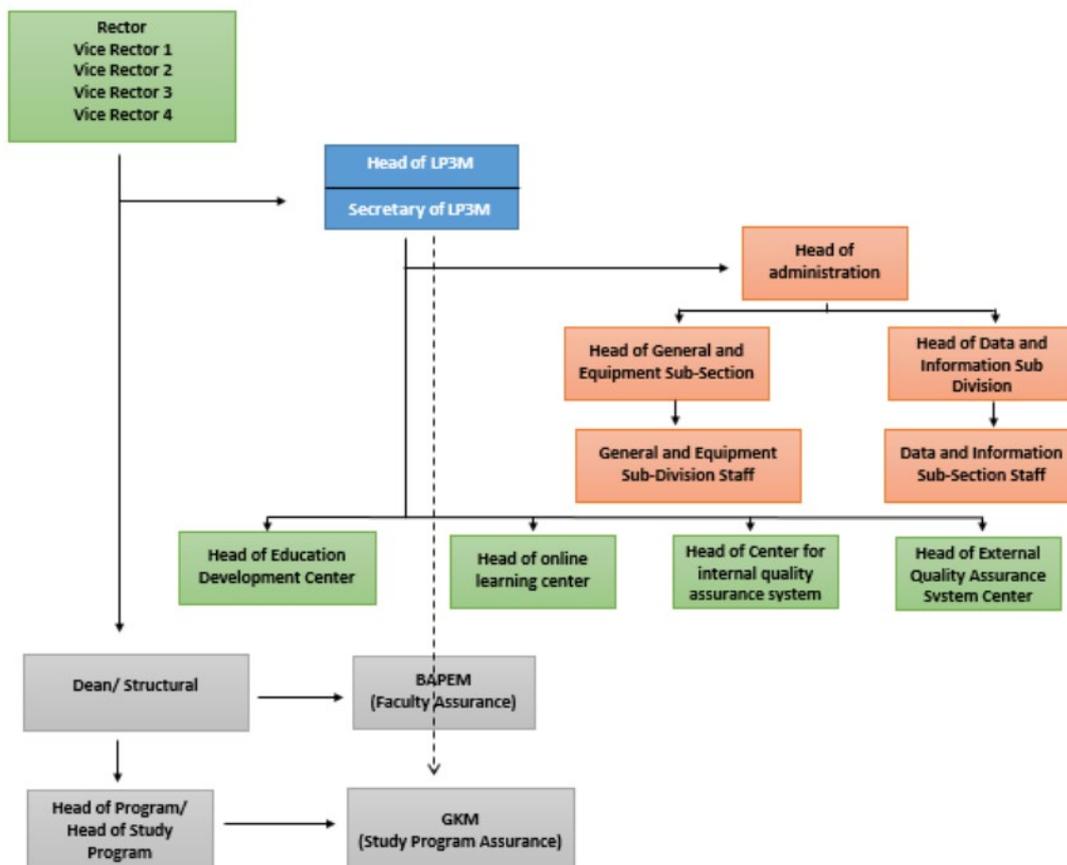
	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.6* Financing of the study programme (Asterisk Criterion)			X		

## 5. Quality assurance and documentation

Quality assurance and development is conducted by the LP3M (Institute of Educational Development and Quality Assurance). It conducts an annual quality assessment called Internal Quality Assurance System (SPMI) through monitoring, evaluating, and academic auditing activities. LP3M (Institute of Educational Development and Quality Assurance) provides guidelines for AMI (Internal Quality Audit<sup>9</sup>). The quality standards referred to by LP3M (Institute of Educational Development and Quality Assurance) Universitas Andalas are KKNI (Indonesian Qualifications Framework), international certification standards, and standards that Universitas Andalas itself have set.

At the faculty level, there is a quality assurance unit called BAPEM (Quality Assurance Board) which evaluates the academic processes. At the study programme level, there are smaller units or task forces called GKM (Quality Control Unit) which evaluate the academic processes of each study programme. GKM (Quality Control Unit) and the Head of the study programme are responsible in monitoring and reporting the evaluation and submit the report to LP3M (Institute of Educational Development and Quality Assurance). Later, the LP3M auditors evaluate the report and make necessary recommendations.

**Table 17: Quality Assurance at Universitas Andalas**



<sup>9</sup> Internal Quality Audit guidelines are used by auditors to monitor and evaluate academic activities based on seventeen criteria: identity, curriculum, process, assessment, academic atmosphere, student quality, graduate profiles, human resources, facilities, information system and communication, finance, management, research, community services, cooperation, ethics, and positive environment.

The study programme's GKM (Quality Control Unit) is a vital part of the implementation of quality assurance. The quality assurance process can be seen from the preparation of lecturers and staff to organise the teaching and learning process under established procedures. GKM (Quality Control Unit) ensures the readiness of lecturers in teaching through the RPS (syllabi) made by each lecturer and evaluates if the exam questions follow the stated achievements. Meanwhile, the Head of study programme and other faculty members ensure the availability of facilities, infrastructure, and administrative services related to the implementation of teaching and learning.

To ensure the quality of education at Universitas Andalas, LP3M (Institute of Educational Development and Quality Assurance) regularly assigns auditors every year to evaluate internal quality through AMI (Internal Quality Audit) activities. LP3M created an Internal Quality Audit Information System (SIAMI) to document every audit result. In addition, every semester at the faculty level, BAPEM (Quality Assurance Board) and GKM (Quality Control Unit) cooperate in evaluating each study programme's performance with the support of the Heads of the study programmes. The results of audits carried out by either AMI (Internal Quality Audit) or BAPEM (Quality Assurance Board) are submitted to the study programme to maintain the existing quality and improve the parts that have not been fulfilled.

Students, faculty, lecturers, alumni, and other stakeholders, evaluate the quality assurance process at Andalas University. LP3M (Institute of Educational Development and Quality Assurance), BAPEM (Quality Assurance Board), and GKM (Quality Control Unit) periodically carry out a quality assurance system following their respective fields and responsibilities and document them in archives. Archives are written reports that are stored as documents. Meanwhile, the evaluation report is published on university, faculty, and study programme websites.

#### Instruments of quality assurance

The teaching and learning processes are regularly assessed by the students. The evaluation is done by the GKM (Quality Control Unit) through the students' academic portal at the end of each semester. The evaluation includes questions on the course materials and planning, and the implementation during the semester. Other related issues are included in the evaluation such as the learning infrastructure, the method in learning implementation, facilities, and academic supports by the university. The evaluation results are then distributed and reported to the head of study programme, faculty, and the University to be discussed to help make necessary improvements. The student evaluation is also forwarded to LP3M (Institute of Educational Development and Quality Assurance), especially to the evaluation and student affairs unit. This evaluation is part of LP3M's (Institute of Educational Development and Quality Assurance) comprehensive evaluation on the University's academic activities to ensure that the academic processes are implemented accordingly.

The faculty members are responsible for evaluating their academic quality, including the teaching and learning processes, the materials, and course curriculum. On a regular basis, the faculty members revise and develop the required teaching plans, syllabus, and adapt most current regulations on academic fields issued by the Ministry of Education, Andalas University, and the

study programme itself. The study programme schedules regular meetings for the faculty members to discuss academic issues, research, and academic activities. Each semester, all faculty members report the academic achievement of their classes, grading for students and their workload and performance via the Lecturer Performance Report (LKD) on Simpeg, the University's staffing system. These reports become the basis of the further distribution of academic activities and to prepare necessary improvement and strategies to achieve the study programme's goals.

External quality assurance is carried out through the evaluation of alumni, graduate users, and stakeholders. The University established a unit, namely the Careers and Counselling Center, one of whose duties is to conduct tracer studies to alumni who have graduated within one to three years. Alumni can evaluate their studies in correlation to their current professional positions. The evaluation is aimed to find out the correlation of the curriculum of the study programme with the market. The evaluation report is submitted to the Dean, and the Dean forwards it to the Head of the study programme. At the faculty and study programme level, an evaluation is also carried out with graduate users and stakeholders by holding an FGD (Forum Group Discussion) to discuss user satisfaction and user evaluation of the curriculum and suggestions for improvement.

#### Programme documentation

The documentation related to the regulation, guidelines, syllabus, curriculum, and the study programme's activities are kept in the office, on ILearn, on study programme's website, and on the academic portal. The documentation is open to the public. The study programme's website is <http://sasindo.fib.unand.ac.id>. Part of its documentation is also deposited on the Faculty of Humanities' website, available at <http://fib.unand.ac.id>.

The information related to the academic activities is informed through the academic calendar issued by the University as the guideline for all related units within the University. At the study programme level, academic and non-academic information is spread through the website, social media, printed announcements, and mass media (newspapers). The information includes public lectures, academic activities, achievements, students' events, and events held by the study programme, faculty, and University.

Information is also sent to each student's portal account. For lecturers or staff, information is conveyed through official letters and social media such as official WhatsApp groups. Information about universities, faculties, and study programmes in printed form are banners, pamphlets, and leaflets that are displayed at entrances, waiting rooms, and bulletin boards for faculties and study programmes.

### Appraisal:

The University has set up a quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programme with respect to its contents and processes.

The quality assurance and development procedure takes into account the results of the evaluations of students, alumni, lecturers and third parties as well as graduate employment with

the help of the tracer studies conducted. Responsibilities are also clearly defined. However, the panel criticises the fact that only the workload of the lecturers is evaluated, while the assessment of students' actual workload is not systematically analysed and evaluated. A question whether the actual workload of the whole course corresponds with, is lower or higher than the estimated workload (including teaching time, self-study time, and examination) is missing in students' course evaluation forms. Therefore, the panel recommends the following **condition**:

The University implements a student workload evaluation system for each course which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures.

Faculty members plan and assess the quality assurance and development procedures. Students' evaluations as well as quality control by the faculty are carried out on a regular basis and in accordance with a prescribed procedure. The outcomes provide input for the quality development process. With the tracer studies an external evaluation is carried out on a regular basis and provides additional input for the quality development process.

In terms of the programme description, the University uses several digital systems that provide students with all relevant and required information online. However, the panel would like to point out that due to the high proportion of linguistics content (see appraisal chapter 1.1 and 3.1) the learning content should be communicated more transparently to the outside. This should be done, among other things, through clear and specified formulation of the learning outcomes (see recommendation chapter 1.1 and 3.1) as well as in the presentation of the study programme (e.g. on the website, description of the study programme in information brochures, etc.). The panel **strongly recommends** that the contents of the study programme be made transparent to third parties and differentiated according to the exact learning outcomes.

In terms of information on activities during the academic year the University and faculty regularly publishes current news and 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)				condition	
5.2 Instruments of quality assurance					
5.2.1 Evaluation by students			X		
5.2.2 Evaluation by faculty			X		
5.2.3 External evaluation by alumni, employers and third parties			X		
5.3 Programme documentation					
5.3.1* Programme description (Asterisk Criterion)			X		
5.3.2 Information on activities during the academic year			X		

# Quality profile

HEI: Universitas Andalas, Indonesia

## Bachelor / Master programme:

Indonesian Literature (Sastra Indonesia) (ILSP)

Japanese Literature (Sastra Jepang) (JLSP)

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>1</b>	<b>Objectives</b>					
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		
<b>2</b>	<b>Admission</b>					
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		
<b>3</b>	<b>Contents, structure and didactical concept</b>					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			ILSP	JLSP: condition	
3.1.3*	Integration of theory and practice (Asterisk Criterion)			X		
3.1.4	Interdisciplinary thinking				X	
3.1.5	Ethical aspects			X		
3.1.6*	Methods and scientific practice (Asterisk Criterion)			X		
3.1.7*	Examination and final thesis (Asterisk Criterion)			X		
3.2	Structure					
3.2.1*	Modular structure of the study programme			X		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
	(Asterisk Criterion)					
3.2.2*	Study and exam regulations (Asterisk Criterion)			X		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity			X		
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2*	Course materials (Asterisk Criterion)			X		
3.3.3	Guest lecturers				X	
3.3.4	Lecturing tutors		JLSP	ILSP		
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2	Internationality of the student body			ILSP	JLSP	
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.	<b>Academic environment and framework conditions</b>					
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)			ILSP	JLSP	

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