Decision of the FIBAA Accreditation and Certification Committee

9th Meeting on March 22, 2023

PROGRAMME ACCREDITATION

Project Number:	21/121, Cluster 2
Higher Education Institution:	Universitas Negeri Gorontalo
Location:	Gorontalo, Indonesia
Study Programme:	ELESP English Language Education Study Programme (Bachelor of Education - Sarjana Pendidikan (S.Pd.))
Type of Accreditation:	initial accreditation

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

According to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from January 1, 2021, the study programme is accredited with three conditions.

Period of Accreditation: Period of Accreditation: March 22, 2023 to March 21, 2028

The FIBAA Quality Seal is awarded.

Conditions:

- **Condition 1:** The University

    a) revises the courses in terms of theory, concept and contents in accordance with scientific advances and contemporary demands;

    b) completes the information in the description of courses regarding course descriptions for the internships and the thesis (see chapter 3.2).

- **Condition 2** (see chapter 3.2): The University completes the information in the Diploma Supplement regarding

    a) the national credit system (SKS),

    b) the conversion from SKS to the European ECTS system,

    c) a relative grade or an ECTS grading table.

- **Condition 3** (see chapter 3.2): 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.

Proof of meeting these conditions is to be supplied by December 21, 2023.

With regard to the recommendation of the panel not to limit the course on religious education to students of the respective religion, but to open them to students of other religions (see chapter 3.1), the FIBAA Accreditation and Certification Committee leaves this country- and culture-specific decision to the University itself and therefore does not follow this recommendation in its accreditation decision.

Assessment Report

Higher Education Institution:

Universitas Negeri Gorontalo, Sulawesi, Indonesia

Bachelor programme:

English Language Education Study Programme

Qualification awarded on completion:

Bachelor of Education (S.Pd. Sarjana Pendidikan)

General information on the study programme

Brief description of the study programme:

The **English Language Education Study Programme (ELESP)** is an eight-semester programme that aims to enable graduates to become educators in the field of English language. The study programme is designed to prepare education on the basis of teaching theory and its application, as well as knowledge and skills in the field of study. Graduates can work in public schools, at government agencies at central and regional levels, in private companies engaged in education (schools and universities) as well as entrepreneurs.

Type of study programme:

Bachelor programme

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

4 years / 8 semesters, 150 SKS[1] / 241 ECTS credits

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Mode of study:

full-time

Didactic approach:

study programme with obligatory class attendance

Double/Joint Degree programme:

no

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

Five classes per year, 150 students per year

Programme cycle starts in:

Summer semester (July)

Initial start of the programme:

July 1996

Type of accreditation:

initial accreditation

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[1] SKS: Satuan Kredit Semester (Indonesian Credits)

Procedure

A contract for the initial accreditation of the English Language Education Study Programme (ELESP) - S.Pd. Bachelor of Education was made between FIBAA and Universitas Negeri Gorontalo on November 4, 2021. On April 12, 2022, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

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

Prof. Diah Ariani Arimbi *(on-site)*
Universitas Airlangga, Indonesia
Head of Language and Multicultural Center (Cultural Studies, Women's and gender studies, English studies (language, literature and cultural studies))

Dr. Bernd Engelhart *(digital)*
University of Koblenz-Landau, Landau Campus, Germany
Academic staff member language practice subject didactics
(Teaching English as a Foreign Language, Teaching English to Speakers of Other Languages, English Studies)

Dr. Matthias Jung *(digital)*
Institute for International Communication e.V. (IIK) in Duesseldorf and Berlin
Managing Director (Language teaching, teacher training and curriculum development, especially German as a foreign and second language, international exchange programmes, Linguistics, intercultural learning/intercultural communication)

Annika Kriegbaum *(digital)*
University of Hamburg, Germany
Student Socioeconomics (B.A.)
(completed: Bachelor of English and German Education (B.Ed.))

Prof. Dr. Georg Wolf *(digital)*
University of Potsdam, Germany
Chair of Development and Variation of the English Language ((English) Linguistics, Communication Studies, BA and MA programmes as well as corresponding teacher training programmes)

FIBAA project manager:

Michael Stephan *(on-site)*

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[2] The panel is presented in alphabetical order.

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and a hybrid conference. The hybrid conference took place on September 20, 21, and 22, 2022 via the video conferencing tool Zoom with four members of the panel team participating online. At the end of the hybrid conference, the panel has given a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on February 1, 2023. The statement on the report was given on February 15, 2023. It has been taken into account in the report at hand.

Summary

The **Bachelor in English Education - S.Pd. Bachelor of Education** offered by Universitas Negeri Gorontalo fulfils with few exceptions the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on March 22, 2023 and finishing on March 21, 2028, under 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[3]: modular structure of the study programme; study and exam regulations and feasibility of study workload. They recommend the accreditation on condition of meeting the following requirements:

- **Condition 1:** The University

  a. revises the courses in terms of theory, concept and contents in accordance with scientific advances and contemporary demands;

  b. completes the information in the description of courses regarding course descriptions for the internships and the thesis (see chapter 3.2).

- **Condition 2:** The University completes the information in the Diploma Supplement regarding

  a. the national credit system (SKS);

  b. the conversion from SKS to the European ECTS system;

  c. a relative grade or an ECTS grading table (see chapter 3.2).

- **Condition 3:** 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 3.2).

Proof of meeting these conditions is to be submitted by December 21, 2023.

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

- setting an objective of a minimum number of students to take part in exchange programmes and other international activities and developing a concept of communication of international exchange opportunities and their financial support (see chapter 1.2);

- actively following up admitted, registered and enrolled students, thus being able to fill vacant study places, e.g. by keeping a waiting list (see chapter 2);

- eliminating redundancies in the curriculum and updating the course portfolio (see chapter 3.1);

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

- not limiting the course on religious education to students of the respective religion, but opening them to students of other religions (see chapter 3.1);

- enabling access to theoretical approaches to literature, e.g. structuralism, post-structuralism, deconstruction, post-colonialism (see chapter 3.1);

- supporting students to accomplish the thesis within the time given (see chapter 3.1);

- reviewing the quality of English in the course descriptions as well as the up-to-dateness of the reading recommendations (see chapter 3.2);

- stipulating the recognition of periods of study at other HEI and the transfer of obtained credits (see chapter 3.2);

- considering to create a specific position for student counselling on financial aid (see chapter 3.2);

- focussing stronger on language learning technology, e.g. by contrasting self-study versus face-to face class material in the learning management system as well as hybrid delivery and curriculum design (synchronous and asynchronous) (see chapter 3.3);

- including literature references on modern language learning and on modern language learning technology in the literature recommendations (see chapter 3.3);

- setting up a Visiting Scholar Scheme and regularly inviting guest lecturers to contribute and teach digitally (see chapter 3.3);

- expanding the internationality of the curriculum and the study experience, e.g. by looking at international teaching methods or utilising virtual classrooms to more easier integrate foreign teachers or guest lecturers into the teaching operations (see chapter 3.4);

- integrating more English literature recommendations in the courses that are taught in English (see chapter 3.4);

- setting up a strategy for winning international students that includes more counselling by the international office and activating cooperation partners to send more exchange students (see chapter 3.4);

- increasing the graduation requirement to B2 level (see chapter 3.4);

- further training in English language to ensure comprehensive English proficiency across the teaching staff (see chapter 4.1);

- further academic training which goes beyond formal degrees (see chapter 4.1);

- investing in digital education technology (see chapter 4.4);

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

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

- Internal cooperation (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 Negeri Gorontalo (UNG) is a state-owned University located in the city of Gorontalo, in the eponymous province of Indonesia on Sulawesi Island. Since its establishment in 1963, the institution has undergone eight status transformations, from Junior College Unsulutteng to Universitas Negeri Gorontalo (UNG) in 2004. It is a trigger for the enthusiasm of the academic community to make improvements for the quality of education in Gorontalo province and support government programmes to prepare human resources for Indonesia Gold 2045. Indonesia Gold 2045 is the vision that Indonesia will be a sovereign, advanced, fair and prosperous nation by its centennial in 2045.

The National Accreditation Agency for Higher Education of the Republic of Indonesia (BAN-PT) has awarded the UNG an "A" accreditation for higher education institutions for 2018-2023[4]. UNG aims to progress to become a University with a vision of becoming an excellent and competitive university by continuously innovating Higher Education on a national and international scale.

The Universitas Negeri Gorontalo (UNG) currently has eleven faculties that offer 85 study programmes, which include five vocational, 55 undergraduate, three professional, 18 master, and four doctoral programmes. Overall, the University has more than 22,300 students and 895 lecturers[3], and 655 administrative workers.

UNG is committed to improving the quality of education by continuously improving the quality of education for its students, increasing both the quantity and quality of research and scientific publications, and contributing to society through community service. Therefore, its vision is to become "Leading University in Cultural Development and Innovation on Regional Potential in South East Asia" nationally and internationally. UNG is to become a world-recognised public University that combines excellence in teaching, research, and community service activities with continuous improvement to contribute to the country's competitiveness. To realise this vision, UNG set the following goals:

- Increasing the role of UNG in implementing education and teaching to produce sustainable high quality human resources;

- Increasing research activities that create new science and technology to improve human life quality and standards;

- Increasing the implementation of community service through dissemination and application of research and technology results;

- Increasing partnership and networking that support the application of science and technology, regional-based potential innovation, and cultural development; and

- Implementing good, clean, and authoritative governance and services toward good

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[4] http://penjamu.ung.ac.id/files/gorontalo/file/file/sertifikat-akreditasi-ung/1634954639.pdf, last call October 20, 2022

university governance

The efforts made by UNG to achieve international recognition can be seen from the international citation index produced by lecturers and students. Meanwhile, to provide governance and professional services, UNG is working to prepare a digital quality assurance system. Therefore, to enhance the quality of the University, UNG is committed to develop further on the international level.

The undergraduate programme in English Language Education Study Programme (ELESP) is one of the University prospectus programmes to be developed at the international level. The ELESP programme is offered by the Faculty of Letters and Cultures (FSB).

Statistical data

Statistical data and evaluation results

Table 1: Statistical Data ELESP

		Year 2016	Year 2017	Year 2018	Year 2019	Year 2020	Year 2021
# Study Places		180	160	150	150	150	150
# Applicants	∑	936	861	938	425	371	409
	f	632	530	670	300	201	309
	m	304	331	268	125	170	100
Application rate		520%	538.12%	625.33%	283.33%	247.33%	272.67%
# First-Year Students	∑	129	138	143	116	115	120
	f	98	103	118	87	85	86
	m	31	35	25	29	30	34
Rate of female students		76.0%	74.5%	82.5%	75.0%	73.9%	71.7%
# Foreign Students	∑	0	0	0	0	0	0
	f	0	0	0	0	0	0
	m	0	0	0	0	0	0
Rate of foreign students		0	0	0	0	0	0
Percentage of Occupied study places		71.67%	86.25%	95.33%	77.33%	76.67%	80%
# Graduates	∑	46	11	N/A	N/A	N/A	N/A
	f	32	10	N/A	N/A	N/A	N/A
	m	14	1	N/A	N/A	N/A	N/A
Success Rate		35.65%	7.97%	N/A	N/A	N/A	N/A
Dropout Rate		0%	0%	N/A	N/A	N/A	N/A
Average duration of study		5 years	5.41 years	N/A	N/A	N/A	N/A
Average grade of final degree		3.32	3.83	N/A	N/A	N/A	N/A

Appraisal

The programme shows very high application rates which far exceed the number of study places. Usually not all study places are occupied in every year, also showing the high requirements and entry restrictions to ensure successful graduation of the students. This is supported by very low drop-out rates. All students that have started the programme since 2016 have graduated or are still in the programme. The panel acknowledges that the pandemic situation has made it difficult for many students to finish studies within the projected study time, but suggests to keep on monitoring average duration of study thoroughly (see also conditions and recommendations in chapters 3.1 and 3.2). To ensure filling as many study places as possible, see recommendation in chapter 2.

There are no foreign students in the programme, attributed to the fact that the programme is positioned as a teacher education programme for Indonesia. However, the panel has developed recommendations how to support UNG's strive to international recognition by also attracting international students (see chapter 3.4).

There is a high rate of female students in all programmes, between 72 and 82 % in recent cohorts.

The average duration of study is usually around five to 5.5 years. During the assessment conference, the panel learned that the average duration of study also seems to be affected by the fact that students take quite long to finish their thesis. For the panel's recommendation on this issue see chapter 3.1.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

The objective of the English Language Education Study Programme (ELESP) is to educate competent and qualified candidates for English language school teachers. In addition, it aims to educate students to become professionals in the field of translation and interpreting, business, tourism, and creative industries, as well as researchers in English teaching and learning, language, and literature domains. These objectives align with the Ministry of Education and Culture of the Republic of Indonesia's National Qualification Frameworks Level 6 requirement.

To realise its objectives, ELESP offers courses that do not only develop students' language skills (e.g. listening, reading, speaking, writing, translation and interpreting courses), but also their teaching skills (e.g. through curriculum and material development, language assessment, and teaching practice courses). In summary, the Programme Learning Objectives of ELESP are as follows.

- Graduates demonstrate collaboration, leadership, professionalism, accountability, ethics, and communication skills in performing their roles as English Language Practitioners.

- Graduates possess professional abilities that are founded on their faith toward Allah SWT, as well as a noble character, personality, and independence, as well as social and national responsibilities.

- Graduates are capable of mastering the theory, concepts, principles, and fundamental procedures in language learning, teaching, and research in the area of English language teaching, linguistics, literature, and culture in accordance with scientific advances and contemporary demands.

- Graduates are capable of developing, analysing, and implementing language, linguistic, literary, and cultural skills in society, education, and industry.

Taking these objectives as well as the vision and missions of the University as a whole into account, based on the results of tracer studies and workshops with stakeholders, Intended Learning Outcomes (ILOs) have been determined which are defined as follows:

- Maintaining human values while carrying out religious, moral, and ethical responsibilities.

- Contributing to the enhancement of the quality of life in society, nation, and state, as well as the advancement of civilisation on the basis of Pancasila[5] .

- Demonstrating a responsible attitude toward work in their area of expertise.

- Capable of applying logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that is sensitive to and

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[5] The five Principles of Indonesia: The One Divinity; Just and Civilised Humanity; The Unity of Indonesia; Democracy guided by the inner wisdom in the unanimity arising out of deliberations among representatives; Social justice for all of the people of Indonesia)

consistent with humanities values in the field of English Language Education.

- Capable of communicating effectively and making sound judgments in the context of resolving problems in the field of English Education, using the results of information and data analysis.

- Capable of being accountable for the outcomes of group work as well as supervising and evaluating the completion of assigned work.

- Capable of comprehending, designing, and implementing principles, concepts, and theories of language learning, linguistics, literature, and culture in the teaching and learning of English, with a particular emphasis on social and professional competencies.

- Capable of comprehending and applying linguistic and cultural concepts to the study and translation of the English language.

- Capable of comprehending, designing, analysing, and applying fundamental research principles in the fields of English Language Teaching, Linguistics, and English Literature.

- Capable of demonstrating language, linguistics, literature, and culture knowledge in the context of teaching and learning English.

- Capable of compiling online and offline English learning and assessment tools in accordance with the latest learning innovation developments.

- Capable of communicating effectively in English in society, education, and industry.

Having acquired these skills, ELESP graduates shall be able to work as English language teachers at the primary and secondary level, as professionals in government and non-government agencies or as entrepreneurs in the fields of education or translation.

Appraisal:

The qualification objectives of the programme are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality. The subject-specific qualification objectives and skills to be acquired correspond with the aspired level at graduation. They take into account the requirements of the national qualification framework.

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

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

The University has established a grand vision to equip graduates with the ability to think globally and act locally. The vision and mission of each study programme explicitly include an international orientation. To support the vision, mastery of foreign languages is essential. Each study programme designs a curriculum by including foreign language skills in the teaching and learning process. In addition, each study programme also includes international content in the curriculum. For example, the cultural insight courses include international culture as one of the topics in the learning process.

As a study programme preparing students to work as professionals at the international level[6], the ELESP conducts most teaching and learning activities in English. It established English as the primary mode of communication on a daily basis. More than 78 % of the courses are taught using English, and it requires teaching staff and students to continually use English. This exposes students to various English usages, honing their skills for future international communication endeavors.

ELESP also provides students with activities in the form of an international student conference (ISC) which requires them to present their scientific papers on language teaching, linguistics, and literature in English.

To realize the vision and mission of UNG, ELESP is fully committed to implementing the international orientation through active collaborations with a variety of international partners – government and private institutions – from around the world, including Asia, the United Kingdom, Europe, the United States of America, and Australia. Collaboration has been promoted, particularly through joint programmes, which include student and lecturer exchanges, visiting lecturers and professors, as well as research and community service collaboration programmes.

ELESP facilitates students to participate in academic activities at the international level, for instance Asian Summer Programme at several universities in Asia. ELESP also facilitates students to attend the International Virtual Course in 2021 which allows students to interact with students from countries in Asia and Africa. Furthermore, ELESP strongly encourages all students to participate in student exchange programmes, particularly at the international level. With such endorsement, a number of ELESP students were successfully awarded the programme scholarships, allowing them to spend time at overseas universities and institutions (e.g. in Malaysia, Korea, and India) for academic and socio-cultural event purposes. ELESP facilitates students in learning English and culture through an English teaching fellowship programme. This programme is supported by the US Embassy. English fellows teach students in several courses, they also introduce culture particularly American culture.

As a member of the national association of Bachelor of Education (BE) programmes, ELESP develops a curriculum and teaching and learning system that adheres to international standards and is approved by the association's members. This is done to expose students to the international standard of competitiveness and innovation throughout their four years of university study.

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[6] See self-evaluation report (SAR), p.6

In addition, as an effort to prepare students to work in an international environment, ELESP has conducted collaborative programmes with several international institutions:

- AMINEF (American Indonesian Exchange Foundation) facilitates foreign teaching staff to teach ELESP students and share experiences and knowledge about international cultures.

- RELO (Regional English Language Office) and IIEF (Indonesian International Education Foundation) in English Access Microscholarship Course programmes for students to learn English and American culture.

- Sakura Science Exchange Programme organised by the Japan Science and Technology Agency (JST) which provides an opportunity for ELESP students to collaborate and to study knowledge and technology in Japan.

- MBKM programme that provides opportunity for students to take part in an independent study at an international institution (Microsoft Indonesia); as well as overseas internship programmes to Australia and Thailand which give students the opportunity and experience to work in international companies and teach in schools abroad.

ELESP lecturers have succeeded in publishing their scientific works in Scopus indexed journals and other international journals. These publications are added to the list of suggested readings in the ELESP courses.

Appraisal:

The design of the study programme appropriately takes into account the required international aspects, with respect, too, to its graduates' employability. Although the University and the ELESP facilitate their students' participation in international activities and exchange programmes, the panel learned during the assessment conference that there is not a considerable number of students gaining international experience. This may also be attributed to the circumstances of the pandemic, however, the panel recommends setting an objective of a minimum number of students to take part in exchange programmes and other international activities and developing a concept of communication of international exchange opportunities and their financial support.

	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

ELESP has been accredited with a grade B by the National Accreditation Agency for Universities in Indonesia (Badan Akreditasi Nasional Perguruan Tinggi (BAN PT))[7] since 2015. ELESP competes with approximately 160 HEIs offering English study programmes, including two HEIs in the

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[7] http://pbi.fsb.ung.ac.id/profil/about" \h , last call October 6, 2022

Province of Gorontalo, namely *Universitas Muhammadiyah* Gorontalo (*Muhammadiyah* University of Gorontalo) and *IAIN Sultan Amay* (The State Institute of Islamic Religion of *Sultan Amay*). Universitas Terbuka (Open University Indonesia, offering open and distance learning in English Language Education) is also regarded a main competitor of ELESP.

ELESP is a member of Indonesian Association of English Language Education. Part of the work of this association is the exchange about the study programme organisation in curriculum preparation. The Bachelor of ELESP curriculum is structured based on the development of English language education, community needs, and the job market. Graduates should also be able to work as professionals in the field of translation and interpreting, business, tourism, and creative industries, as well as researchers in English teaching and learning, language, and literature domains. These objectives align with the Indonesian National Qualification Framework's Level 6 requirement. To continuously align the curriculum towards the needs of the job market, alumni are also invited to the English language curriculum workshop.

ELESP has its own specialty with a focus on regional culture, as shown in courses like Cultural Heritage, Tourism, and Language Learning.

The reasons why prospective students choose the Bachelor of English Language Education at ELESP UNG are as follows:

- "B" accreditation since 2015 by the National Accreditation Board for Higher Education of the Republic of Indonesia

- Specific courses on regional culture that are not available in other universities in Indonesia, namely Cultural Heritage, Tourism, Language Learning (CHTLL) and Culture Science (*Wawasan Budaya*)

- In the MBKM programme (see chapter 3.1), there are three core topics in the form of teaching, linguistics, and literature that can be taken independently in the fifth semester. This programme also allows students to take courses in other study programmes of UNG.

- Programme-specific facilities (e.g. language laboratory, theater laboratory)

- Strong alumni and stakeholder support: Alumni and stakeholders provide input related to the institution development, learning process, and improvement of students and graduates' skills and capabilities.
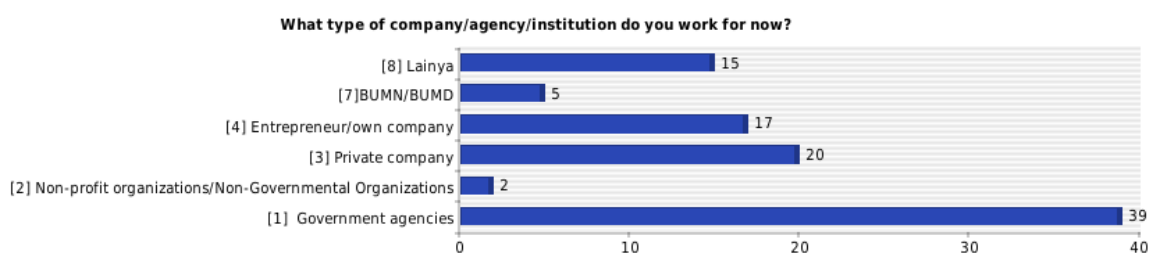
Continuous enrolment in ELESP is attributed to a variety of reasons. First, the ELESP curriculum aims to help graduates experience active and successful engagement in the teaching as well as other employment sectors (translation, interpreting, and business professional) at the national and international level in the future. Second, the teaching staff are graduates (master's and doctoral degree) from leading universities in Indonesia (e.g. Universitas Indonesia and Universitas Hasanuddin), as well as universities in Australia, USA and UK. Third, with regard to recruiting new students, the ELESP marketing team promotes regular enrolment into ELESP by web-based promotion and school visits, annually carried out in the period of February to March.

Statistical data shows that the number of applicants by far exceeds the number of study places. Graduates of ELESP are eligible to work as English language teachers at the school level in Indonesia. These include government and private-owned schools. For government-owned schools, recruitment for the English teachers are from the national-level (government officials) or the school-level entrance test (non-government officials). In addition to English language teachers, the

graduates are also eligible to work as translators, interpreters, and professionals in the business sectors both at the national and international level.

The ELESP Programme conducts an annual tracer study to acknowledge as well as to measure its graduate's employability. All graduates are expected to complete the survey regardless of their employment status, and the ELESP uses the survey results for the programme evaluation and improvement. According to the latest tracer studies (2017-2022), the waiting period for the ELESP graduate to obtain a job is between one to six months. The recent tracer study which is conducted in 2022 shows that most of the graduate work in government "agencies" (schools), in private companies or have started their own business[8]:

Table 2: The Graduates' Field of Work Distribution (Graduation 2022)

What type of company/agency/institution do you work for now?

Category	Value
[8] Lainya	15
[7] BUMN/BUMD	5
[4] Entrepreneur/own company	17
[3] Private company	20
[2] Non-profit organizations/Non-Governmental Organizations	2
[1] Government agencies	39

*Lainya: Miscellaneous
** BUMN/BUMD: state-owned/local-owned enterprises

The establishment of ELESP is closely related to one mission of UNG, namely to educate professionals in the educational employment sector. Within the Faculty of Letters and Culture (FSB), ELESP operates alongside the faculty's other two departments, Indonesian Language and Arts. It links with the vision of UNG to become a leading University in Culture and Innovation Development Based on Regional Potential in the Southeast Asia Region by 2035[9]. International accreditation of ELESP and other programmes is a constituent component of that vision.

To support the contribution of ELESP to UNG's vision and mission for international standards, the Faculty of Letters and Culture (FSB) has developed a policy direction of Good Faculty Governance. It includes the development of international-based collaborative research and publications, the development of digital education and teaching, the development of community service activities with involving foreign universities, the development of national and international partnerships and cooperation networks. With several international partnerships, the University aims to emphasize its international orientation and objectives, which will be further enhanced in the coming years by accreditation and certification from abroad.

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[8] https://tracerstudy.ung.ac.id/laporan/view_kusioner/nmqTRQIM, last call October 6, 2022

[9]

https://docs.google.com/document/d/1jX3sJDy5kS5eFj2saiWeUyarMTBNwv7n/edit?usp=sharing&o uid= 103712054285786229724&rtpof=true&sd=true, last call October 6, 2022

Appraisal:

The reasons given for the positioning of the study programme in the educational market are plausible. The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth.

Moreover, the study programme is convincingly integrated into the HEI's overall strategic concept. The qualification goals are in line with the HEI's mission and strategic planning.

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

2. Admission

The admission requirements for the Bachelor of English Language Education applicants are based on national standard criteria by the rules and regulations of the Ministry of Education and on institutional criteria. For admission, the applicants have to take three steps:

- The requirements for the National Selection for Entry Public University (SNMPTN) are arranged by the National Examination Institution (LTMPT/Lembaga Tes Masuk Perguruan Tinggi) appointed by Ministry of Education. The requirements of SNMPTN are displayed on UNG's website. SNMPTN assesses graduated high school/vocational equivalent students based on their sustainable and consistent academic score (school subject grades) and non-academic achievements during their study in high school. The final decision formally rests with the National Examination Board appointed by the Ministry of Education.

- The requirements of the Joint Entrance Test for Public Universities (SBMPTN) are also arranged by the National Examination Board appointed by the Ministry of Education. The requirements of SBMPTN are displayed on UNG's website. SBMPTN is a Computer-based national test conducted simultaneously in Indonesia in universities appointed by the SBMPTN committee and near to the students' homes. SBMPTN exams include a Scholastic Aptitude Test and a specific subject-based test. For the test, applicants can choose two to three programmes. The Scholastic Aptitude test measures verbal, numerical and reasoning skills and potentials. The specific subject-based test examines applicants' understanding of several high-school subjects such as Mathematics, Physics, Biology, and Chemistry, Sociology, Economics, Geography, History and English. All test materials are prepared by a national committee.

  The examination result is reported to the prospective students. Therefore, the result of SBMPTN is determined by the students' ability to pass the examination. The test results will decide which programme and public university applicants can enroll in. The final decision formally rests with the National Examination Board appointed by the Ministry of Education.

- The conditions for admission to the English Language Education Study Programme (ELESP) are specified by the University and formally regulated in the documents of Rector Regulation of UNG Number 2 of 2020, which are incorporated into the Academic Regulations of Universitas Negeri Gorontalo (UNG). The requirements for the Institutional based university entrance test (Jalur Mandiri) are displayed on UNG's website[10]. The test exists in two versions: one for domestic prospective students, and the second one for international prospective students.

  The test is also computer-based and similar to SBMPTN. As an independent admission process, Mandiri test is managed by the Admission and Examination Board of UNG, for international students, the admission and requirements are regulated by the Admission Board for International Students. The registration process is facilitated through the website. The examination uses the computer facilities of the University and it is under the invigilation of the respective boards. International students' admission have special

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[10] https://www.ung.ac.id/en/#admission, last call October 17, 2022

requirements such as English language proficiency TOEFL score 450, Potential Academic Test/Passing Grade, and Indonesian language Proficiency UKBI (will be trained and tested after enrolling at the university). The final decision for the applicants' acceptance decision is determined by the study programme management under the authority of the University Student Admission Center.

UNG also accepts new students through several channels including acceptance through cooperation programmes, acceptance of professional education programmes, acceptance of transfer programmes or acceptance of students with special needs[11].

Prospective students get information via the University´s website. Applicants can contact the Academic Student and Planning Office[12] during office hours for questions about online registration, information about study programmes, and topics related with the process of application on the website. ELESP provides both online and offline services for applicants. Online services are available in official accounts of ELESP social media, such as Facebook, WhatsApp, and Instagram managed by ELESP and students' bodies. ELESP also releases brochures which contain broad information about the admission and study programme.

Further, UNG provides counseling service and other help centers for prospective students e.g. to clarify questions on scholarships, the administrative and technical requirements and career perspectives. These services are provided by the Admission Center during office hours on weekdays and Academic Student and Planning Office.

Prospective students can also attend every annual UNG anniversary celebration, participate in student/school visits to study programmes and laboratory facilities or attend activities organised by student organisations for high school students. Information is also given during campus fairs and school visits that collaborate with student organisations. Before the beginning of the academic year, the programme management also conducts campus orientation and campus visits for potential applicants.

Universitas Negeri Gorontalo admits international students in all study programmes and from all over the world. A free tuition fee and accommodation are provided for eligible international students. International students who need adjustment and/or improvement in Indonesian language mastery can attend Indonesian Language for Foreign Speakers (BIPA) Programme organised by certain provisions and costs.[13]

In SNMPTN, the prospective students' English scores during high school are part of the consideration in the selection process. In SBMPTN and Mandiri Selection, English is one of the test subjects included in the general scholastic test. Foreign students need to prove their English Proficiency Score and Indonesian Proficiency Score (UKBI/ Uji Kemahiran Berbahasa Indonesia), in the range of minimum score 326-404 (Marginal). This range shows the Indonesian language proficiency of the foreign students at the level of the daily communication ability. In the first six month of their study, the students should take BIPA (Bahasa Indonesia untuk Penutur Asing) at the Language Center of Universitas Negeri Gorontalo (UPT). After they receive the requested score of

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[11] https://www.ung.ac.id/en/#, last call October 20, 2022
[12] http://bakp.ung.ac.id/en, last call October 20, 2022
[13] https://www.ung.ac.id/en/home/international, last call October 20, 2022

UKBI, they are able to enroll in ELESP. Language courses for other languages such as Japanese are also available at UPT Bahasa UNG.

On the website of UNG, prospective students can find information on the admission process, application procedures, as well as on the costs and types of required tests. All information and admission procedures for SNMPTN and SBMPTN are also available on LTMPT's official website[14]. The selection results are also announced on the website. LTMPT informs the public when the announcement will be made via its official Twitter account @ltmptofficia and conducts press conferences through its official YouTube channel. The students who passed the national admission requirements (SNMPTN and SBMPTN) are able to get the information from the website through the given account from the LTMPT.

All admissions of new students from within or outside Indonesia are conducted centrally at UNG by the Admission Committee. The committee is responsible for preparation, implementation, and results of tests. The data of new students' results is submitted to the management of the faculty and the Dean to decide upon enrolment of new students. The results are then stated in a Rector's decree that is accessible on the website.

The Mandiri Selection is managed by BAKP (Academic Office) of UNG; the registration is done online. Prospective students should fill out the online forms and upload all the required documents onto BAKP's website. The admission test is computer-based; hence, the grading is done automatically by the computer system. The results of the Mandiri Selection procedure are announced on BAKP's website.

The students who passed the local or international examination are able to get the information from the HEI's website through the given account. Students who are accepted at ELESP will receive information regarding acceptance notifications and tuition payment information. They will be notified through the website (for domestic and international students) or via email. Students who are not accepted will also be informed via the website.

The University has set the quota for SNMPTN, SBMPTN and Mandiri in the percentage of minimum 20 %, minimum 40 %, and minimum 30 %, respectively. This distribution is set by the Rector of UNG in accordance with national regulation[15] to open equal opportunities to all prospective students from any school in Indonesia.

For international students, there are additional requirements which are available on the websites of UNG[16]. To enrol at UNG, students are expected to provide:

1. Curriculum Vitae;
2. Copy of certificate and transcript that have been legalised by the authorised official;
3. Letter of Recommendation published by Indonesian Embassy in the country of origin;
4. Copy of passport with a minimum validity period of 1 (one) year;
5. Letter of Recommendation declaring that during a time of being student, the applicant does not work, will not be involved in any political activity, and is willing to comply with Laws and Regulations;
6. Letter of Health Statement from authorised physician;

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[14] https://halo.ltmpt.ac.id, last call October 17, 2022
[15] cf. Regulation of the Minister of Education and Culture No.6 of 2020
[16] https://www.ung.ac.id/en/home/international, last call October 17, 2022

7. Health and accident insurance (full cover) which applies in Indonesia during the study.

Appraisal:

The admission requirements are defined and comprehensible. The national requirements are presented and taken into account.

Applicants can directly turn to a student counselling service for clarification of specific questions, of personal aptitude of career perspectives etc. Personal dialogue between applicants and UNG is provided by defined office hours, by telephone, via e-mail and social media.

The selection procedures for the ELESP study programme follow the national regulations of the Republic of Indonesia. The procedures are transparent and ensure that qualified students are admitted. During the assessment conference, the panel addressed the fact that only about 75-80 % of the study places are occupied. The University has no clear picture why admitted students may not enroll into the study programme, but assumes this is attributed to financial reasons or missing support by family. So far the University is not actively filling up vacant places due to administrative reasons, but plans to prolong enrolment time. The panel recommends actively following up admitted, registered and enrolled students, thus being able to fill vacant study places, e.g. by keeping a waiting list.

Professional experience is not required for any of the three study programmes.

The admission requirements and tests regarding foreign language proficiency ensure that students are able to successfully complete the study programme (with regard to courses, additional literature, utilisation of counselling services and extracurricular activities). Furthermore, the ELESP curriculum provides a mandatory English Intensive Course (ten SKS, 16 ECTS credits) in the first semester.

The admission procedure is described, documented and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing to the applicants.

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

3. Contents, structure and didactical concept of the programme

3.1 Contents

The curriculum of ELESP consists of 44 courses or 150 credits (appr. 241 ECTS credits). These courses are classified as compulsory and elective. Compulsory courses are further divided into three: national-, university-, and department-level courses.

- National-level compulsory courses (NAS; eight credits): Religious Education; Pancasila (the 5 Principle of Indonesia), Indonesian Language; Civics

- University-level compulsory courses (UNG; 22 credits): Cultural Insights; Teaching profession, Leadership, Entrepreneurship; Belajar dan Pembelajaran (Learning and studying); Introduction to Education; Learners' Development; PLP 1 and PLP 2 (School internships)

- Department-level compulsory courses (CAC; 100 credits): Philosophy of Science; Intensive English Course (IC); English Phonetics and Phonology; English Morphology, English Grammar; Semantics and Pragmatics; Drama; Prose; English Syntax; English Poetry; Curriculum and Material Development; Qualitative Research on Language; Quantitative Research on Language; Cultural Heritage, Tourism and Language Learning; Cross Cultural Understanding; English Instructional Design; English Language Teaching Assessment; Sociolinguistics; Psycholinguistics; Teaching English as a Foreign Language; Translation and Interpreting; Listening for Professional Context; Speaking for Professional Context; Reading for Professional Context; Writing for Professional Context; Listening for Academic Purposes; Speaking for Academic Purposes; Reading for Academic Purposes; Writing for Academic Purposes; Project (7th semester, 20 credits), Bachelor Thesis.

- Electives (20 credits): students may enrol in different Department/study programmes in UNG (MBKM) or take elective courses from the following Units: Teaching English to Young Learners (TEYL); Linguistics; English for Specific Purposes (ESP); Teaching English to Learner with Disabilities (TEWD); Translation and Interpreting; Tourism, Culture, and Literature

Furthermore, ELESP offers courses that have prerequisites, which strengthen the foundational theoretical and practical-driven aspects of a certain subject. For example, the Intensive English Course is a prerequisite for Writing for Professional Context, whereas Writing for Professional Context is a prerequisite for Writing for Academic Purposes. Another example is the Poetry course as a prerequisite for Prose, and Translation and Interpreting are prerequisites for Translation and Interpreting Practice. Below is the overview of the ELESP curriculum.

Table 3: Curriculum Overview

1st Semester

Modul No.	Title of Module / Course Unit	Credit Points per Semester							
		1	2	3	4	5	6	7	8
CAC617110	English Intensive Course	10							
NAS4260212	Pancasila	2							
NAS60312	Civics	2							
CAC64022	English Phonetic and Phonology	2							
CAC60212	Philosophy of Science	2							
NAS60122	Religious Education	2							

2nd Semester

Modul No.	Title of Module / Course Unit	Credit Points per Semester							
		1	2	3	4	5	6	7	8
NAS60422	Indonesian Language		2						
UNG3260522	Cultural Insights		2						
CAC60122	English Grammar		2						
CAC64122	English Morphology		3						
CAC64522	Poetry		2						
CAC62222	Listening for Professional Context		2						
CAC62322	Speaking for Professional Context		2						
CAC62422	Reading for Professional Context		2						
CAC62522	Writing for Professional Context		2						
UNG3260922	Introduction to Education		2						
UNG3261022	Learners' Development		2						

3rd Semester

Modul No.	Title of Module / Course Unit	Credit Points per Semester							
		1	2	3	4	5	6	7	8
UNG3261142	Learning and Studying			2					
CAC65232	Cross Culture Understanding			2					
CAC64632	Prose			2					
CAC60333	Listening for Academic Purpose			3					
CAC60433	Speaking for Academic Purpose			3					
CAC60533	Reading for Academic Purpose			3					
CAC62522	Writing for Academic Purpose			3					
CAC60732	English Syntax			2					
CAC63332	Curriculum and Material Development			2					

4th Semester

Modul No.	Title of Module / Course Unit	Credit Points per Semester							
		1	2	3	4	5	6	7	8
CAC60842	Qualitative Research on Language				2				
CAC64302	Quantitative Research on Language				2				
CAC61042	Teaching English as Foreign Language				2				
CAC61142	Semantic and Pragmatics				2				
CAC61242	Sociolinguistics				2				
CAC61342	Psycholinguistics				2				

Modul No.	Title of Module / Course Unit								
CAC61442	Drama				2				
CAC63242	Translation and Interpreting				2				
UNG3260862	Entrepreneurship				2				
CAC63142	Cultural Heritage, Tourism and Language Learning				3				

5th Semester

Modul No.	Title of Module / Course Unit	Credit Points per Semester							
		1	2	3	4	5	6	7	8
CAC62142	Elected Courses MBKM[17]					20			
Unit 1	**Teaching English to Young Learner (TEYL)**								
	TEYL Material Design					2			
	TEYL Methodology					2			
	Children Literature in TEYL					2			
	Assessment in TEYL					2			
Unit 2	**Linguistics**								
	Discourse Analysis					2			
	Linguistic and English Education					2			
	Ethnolinguistics					2			
	Corpus and Documentary Linguistics					2			
Unit 3	**English for Specific Purposes (ESP)**								
	ESP Material Design					2			
	ESP Methodology					2			
	Research Projects on ESP					2			
	Assessment in Teaching ESP					2			
Unit 4	**Teaching English to Learner with Disabilities (TEWD)**								
	TEWD Material Design					2			
	TEWD Methodology					2			
	Assessment in TEWD					2			
Unit 5	**Translation and Interpreting**								
	Translation for General Purposes					3			
	Interpreting theory and practice					3			
Unit 6	**Tourism, Culture, and Literature**								
	Oral Tradition					3			
	Eco Cultural Tourism					2			
	Culture and Language Learning					3			
	Digital Literacy					2			
	Creative Writing and Literature					2			
	Gender, Language, and Inequality					2			
	American Studies					2			
	Extensive Reading					2			

6th Semester

Modul No.	Title of Module / Course Unit	Credit Points per Semester							
		1	2	3	4	5	6	7	8

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[17] MBKM programme (Merdeka Belajar-Kampus Merdeka: Independent Learning Policy - Independent Campus)

UNG3261562	PLP 1						2	
UNG3261662	PLP 2						8	
CAC61563	English Instructional Design						3	
CAC61563	English Language Learning Assessment						3	
UNG3260762	Leadership						2	
UNG3261342	Teaching Profession						2	

7th Semester

Modul No.	Title of Module / Course Unit	Credit Points per Semester							
		1	2	3	4	5	6	7	8
CAC61963	Project							20	
	Internship								
	Village Project								
	Teaching at School								
	Student Exchange								
	Research								
	Entrepreneurial Activities								
	Independent Study/Project								
	Humanitarian Project								

8th Semester

Modul No.	Title of Module / Course Unit	Credit Points per Semester							
		1	2	3	4	5	6	7	8
CAC62086	Bachelor's Thesis								6

In Indonesia, the name of the study programme is regulated by the Ministry of Education, Culture, Research and Technology (Mendikbud-Ristek). By the Senate Decree of Universitas Negeri Gorontalo Number 3/KPT- SENAT/2021, the name of ELESP refers to "Sarjana Pendidikan (S.Pd)" or called in English as "Bachelor of English Language Education". The nomenclature of Bachelor of English Language Education is in accordance with the courses oriented on English language and literature. It also reflects the competence and professionalism in the field of English language teaching.

ELESP designs the curriculum in a way that it supports students in satisfying all necessary qualifications for future employment through the provision of theoretical and practice-laden courses. This effort can be seen in courses such as Cultural Heritage, Tourism and Language Learning.

The sixth semester includes mandatory school teaching internships (PLP 1 and PLP 2). PLP is a programme that requires integrated and applicable skills from all previous learning experiences. An internship is a training programme that includes performance in all matters relating to teaching activities and other teacher duties. PLP 1 activities are held in the form of school observations and microteaching under the guidance of lecturers. PLP 2 activities are in the form of limited training activities, guided training, and reflective actions under the guidance of supervising lecturers and tutor teachers.

In the seventh semester, within the "project", ELESP offers job training opportunities. Students may voluntarily work in government offices, hotels, and private enterprises.

Various teaching methods such as case or field study, language laboratory exercises; project-based learning, and role play are implemented in order to ensure integration between theory and practice.

The MBKM (Merdeka Belajar-Kampus Merdeka: Independent Learning Policy - Independent Campus) programme is a national programme for HEIs to provide opportunity to sharpen interdisciplinary thinking. MBKM is in accordance with Permendikbud Number 3 of 2020 concerning National Standards for Higher Education, in Article 18. At UNG, the MBKM programme comprises nine elected projects that can be chosen independently:

- 20 Credits Enrolment in other Departments/study programmes in UNG
- Student Exchange Programme outside UNG
- Internship
- School Teaching Practice Programme
- Research Programme
- Humanitarian Projects
- Enterpreneurial Programme
- Independent Study/Project
- Community Service/Village Development Programme

Alternatively to the MBKM programme, students can also take 20 SKS from a catalogue of 25 elective courses that ELESP provides in six different topics: Teaching English to Young Learners (TEYL); Linguistics; English for Specific Purposes (ESP); Teaching English to Learner with Disabilities (TEWD); Translation and Interpreting; Tourism, Culture, and Literature. These elective courses are mostly credited with 2 SKS credits, four of them are credited with 3 SKS credits.

ELESP has provided elective courses in semester five which require students to take courses from the department, or courses from the faculty or other study programmes within UNG.

The content of the curriculum also provides opportunity for interdisciplinary thinking, for instance in courses as Cultural Heritage, Tourism and Language; Entrepreneurship, or Leadership.

Ethical conduct is to be carried out by all faculty members and students. Faculty members and lecturers must perform teaching and other academic-based actions ethically to inspire all English school teacher candidates. The teacher candidates, likewise, from the first year of their study must abide by academic rules stipulated in theUuniversity and faculty academic handbook. When writing papers, the students are advised to cite properly and to refer articles from reputable journals. During class discussions students are advised to carefully express and respond to opinions. Students learn about plagiarism and are taught how to deal with this issue. Both lecturer and students are fully aware about this and the consequences it may incur. It refers to Rector Regulation on Number 2 of 2020 about academic regulations of Universitas Negeri Gorontalo. Actions that are not in accordance with academic ethics can be categorised as unethical actions or academic conduct and are academic violations, which can result in academic penalties.

Ethical aspects are also part of the curriculum, e.g. as learning outcomes or contents in courses like Entrepreneurship or Teaching profession, but also as a generic learning outcome to be "responsible and cooperative in completing tasks; work independently and in groups; be ethical and in a professional manner" in most nearly all courses.

To ensure academic proficiency, ELESP includes courses like as Quantitative Research on Language; Qualitative Research on Language, Philosophy of Science, but also Listening for Academic Purpose; Reading for Academic Purpose; Speaking for Academic Purpose and Writing for Academic Purpose.

UNG has a basic regulation regarding the assessment of teaching-learning process.[18] The learning outcomes for all courses are stated in the curriculum overview and in the Description of Courses (Module handbook). The examinations are carried out in accordance with the academic calendar of the faculty.

Exams are defined as midterms, final, and thesis examinations. Mid-semester exams are held with the aim of measuring students' abilities in the middle of the semester. The purpose of the final exam is to measure the achievement of students' acquisition of the courses.

Attendance, assignments, mid-term (in Week 8) and final-term (in Week 16) semester tests, and a total of 16 in-class meetings (including mid and final-term semester tests) comprise the course's assessment. Yet, different forms of assessments are used for other specific courses. Courses in teaching practices and community service programmes, for example, necessitate a final activity report, whereas Undergraduate Thesis Writing requires a supervised research report. Overall, the assessment methods include: (a) assignments; (b) projects; (c) individual and group presentations; (d) group discussions; (e) quizzes; (f) case studies (g) essays (h) mid- and final examination.

The requirements that allow students to take the final semester exams are registered students and meet the requirements for a minimum of twelve meetings (75 % of meetings held).

For thesis examination, students must have finished one of the courses Quantitative or Qualitative Research on Language and a thesis course. Before starting with the thesis, students prepare a proposal. In preparing the proposal, the student is guided by a supervisory team based on the Dean's decree. After students have completed their research draft for the thesis, ELESP assigns two lecturers to supervise the students in writing their research paper (thesis) in the eighth semester. Supervising lecturers are required to have a master's degree and a minimum position of Associate Lecturer. After obtaining approval from the supervisor team, the proposal is evaluated in the proposal seminar exam. If students get the approval from the examining team, the students will continue their research. In the final stage, the student thesis will be presented in the final exam to four lecturers including the supervisor team. This examination is to assess the competence of thesis content, student performance in defending the ideas in the thesis, and the relevance of the thesis to the field of education.

Appraisal:

The curriculum adequately reflects the qualification objectives of the study programme. The contents of the courses are balanced, logically connected and oriented towards the intended learning outcomes to a considerable extent.

However, the panel sees considerable potential for eliminating redundancies and updating the course portfolio. In the panel's opinion, courses like Knowledge of Culture and Cross Cultural Understanding should be combined. In this context, the panel suggests to also include reference books in English in the course content of Knowledge of Culture, thus helping to also develop an

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[18] cf. Academic Regulation: chapter IX "Learning Assessments" and Chapter X "Final Project, Undergraduate Thesis, Thesis and Dissertation"

external perspective on Indonesian culture. The courses English Syntax and English Grammar should be coordinated in terms of content and better differentiated by the course title. The panel sees considerable overlap of content in the linguistics courses (e.g. syntax is introduced in Phonetics and Phonology as well as in English Morphology). Furthermore, in the panel's opinion, the basics of English linguistics should be offered in a more systematic fashion. The department should consider foundational courses I and II for English linguistics, in which the different branches of linguistics could be introduced, before moving on to more specialist subject areas in which these branches do not then need to be reintroduced . A course on World Englishes should be included, in which the politics of English (in Indonesia and beyond), English as a lingua franca, the different varieties of English, pedagogical issues, literatures in World Englishes, the cultures of World Englishes, pluri- and/or multilingualism as an individual as well as a societal phenomenon etc. could be discussed. In the course Translation and Interpreting (CAC633242), machine translation, voice recognition, digital tools and more generally artificial Intelligence (AI), should play a more prominent role in learning outcomes, course content and literature, as these aspects are revolutionising the jobs of translation and interpreting. Overall, the panel strongly recommends eliminating redundancies in the curriculum and updating the course portfolio (see also condition in chapter 3.2).

The areas of specialisation (compulsory electives) or optional electives enable students to acquire additional competences and skills.

The degree and programme name correspond to the contents of the curriculum and the programme objectives. The panel acknowledges that there is a national regulation for the naming of study programmes in Indonesia by the Indonesian Ministry of Research, Technology and Higher Education.

Theoretical questions are, where possible, explained by means of practical examples. There is evidence that the study programme qualifies for interdisciplinary thinking. During the assessment conference, the panel learned that students are eligible to only enrol in those courses on Religious Education that represent the students' respective religious affiliations. The panel recommends not limiting the courses on religious education to students of the respective religion, but opening them to students of other religions.

Ethical implications are appropriately communicated.

Students acquire methodological competences and are enabled to do scientific work on the required level. The panel recommends additionally enabling access to theoretical approaches to literature, e.g. structuralism, post-structuralism, deconstruction, post-colonialism.

All exams, as they are defined for the courses, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats.

The final theses are evaluated based on previously published and coherently applied criteria, rules and procedures. The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives. During the assessment conference, the panel learned that students take quite long to finish their thesis as there is no formal time limit for the work on the thesis (apart from the maximum duration of study of seven

years and the assignment of 6 SKS). The panel recommends supporting students to accomplish the thesis within the time given. For evaluating the workload of each single course/module (this also includes the thesis), see also condition in chapter 3.2.

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

3.2 Structure

Projected study time	4 years, 8 semesters
Number of Credit Points (CP)	241 ECTS, 150 SKS (satuan kredit semester/semester credit unit)
Workload per CP	1 SKS = 39.62 hours 1 ECTS = 25 hours
Number of **courses**	44
Time required for processing the final thesis and awarded CP	1 semester, 6 SKS (9.516 ECTS)
Number of contact hours	6029.33 hours

The ELESP programme is designed to be completed in eight semesters (4 years), with a total accomplishment of 150 SKS credits. ELESP provides courses weighing at least 2 SKS credits and up to 6 SKS credits (for thesis writing) and 10 SKS credits (English Intensive Course).

Enrolment in the semester is done in two phases during the academic year (January to December): one in the first half of the year and one in the second half of the year. Each semester, the maximum number of SKS credits taken is 24. The ELESP curriculum has a total weight of 150 SKS credits, which equates to 241 ECTS credits. One SKS corresponds to 170 minutes of weekly learning activities (50 minutes of lectures, 60 minutes for assignment and 60 minutes for self-study per week). As a result, a student's total time spent per SKS credit during one semester is 170 minutes hours per week multiplied by 14 weeks per semester. This equates to 39.62 hours per semester and SKS credit. The following formula is used to convert SKS to ECTS credits: 39.62/25 = 1.6 ECTS.

The University has provided course decriptions which provide information on

- Code
- Title
- type (compulsory/optional)
- year of study when the component is delivered (if applicable)
- semester/trimester when the component is delivered
- number of ECTS credits allocated
- name of lecturer(s)
- learning outcomes
- mode of delivery (face-to-face/ distance learning etc.)
- prerequisites and co-requisites (if applicable)
- course content
- recommended or required reading and other learning resources/tools
- planned learning activities and teaching methods
- assessment methods and criteria
- language of instruction

The provisions for implementation of all exams at ELESP are regulated in the Standard Operational Procedure (SOP) at the faculty level. The study and exam regulations are defined in the academic handbook of the University that refers to Rector Regulation Number 2 of 2020 about academic regulations of Universitas Negeri Gorontalo. In terms of study, there are several main regulations for ELESP students to take into account. For instance, ELESP students may apply for a study leave; they may extend their study timeline for the maximum of six semesters, and apply for a tuition fee waive; as well as they must at least have 80 % of class attendance.

In relation to exams, some of the key regulations include students satisfying the minimum number of lecture attendance; accomplishing all assignments, mid and final-term exams; and meeting quality requirements for performing teaching practices, community service programmes, and applying for undergraduate thesis proposal defense. The implementation of the assessment is carried out according to the lesson plan. An assessment report documents the performance of students in taking courses in terms of the letters A, A-, B+, B, B-, C+, C, D, and E, which are quantified with the following conditions:

Table 4: Assessment criteria

Interval Percentage Level of Mastery/Ability/Performance	Letters	Score	Information
90 - 100	A	4.00	Graduated
85 - 89	A-	3.70	Graduated
80 - 84	B+	3.30	Graduated
70 - 74	B-	2.70	Graduated
65 - 69	C+	2.30	Graduated
55 - 64	C	2	Graduated

| 50 - 54 | **D** | 1 | Not pass |
| < 50 | E | 0 | Not pass |

Aspects of assessment include participation, assignments, midterm exams, and final exams, with weights of 10 % , 20 %, 30 % and 40 % respectively. Regulations are put into the SIAT (Sistem Informasi Akademik Terpadu or the Integrated Academic Information System) at siat.ung.ac.id which is accessible by all students and the University staff members. Lecturers in charge of courses are required to enter the final grade for each course into SIAT according to the academic calendar. The student's score will be determined by the Head of the Department or Head of the Study Programme. The results of the assessment of student learning achievements in each semester are stated by IPS (Indeks Prestasi Semester, Indonesian grade point average).

After the semester examinations are completed, students receive a report detailing their grades in all courses taken and the number of credits available in subsequent semesters. For instance, ELESP students are eligible to take the maximum number of SKS (21 to 24) provided that their Grade Point Average (GPA) exceeds 3.5.

Upon graduation, students receive a final report or transcript that include grades for all courses taken. Following the Rector Regulation Number 20 of 2020, the University provides diplomas, academic transcripts, diploma supplement (Surat Keterangan Pendamping Ijasah/SKPI), and certificates of competence awarded to students who have passed.

ELESP programme is typically completed within four years or after successfully completing 150 SKS credits. The programme has developed the following procedures to assist students in meeting their projected study time:

- Each student is assigned an academic supervisor whose primary responsibility is to consult on academic matters such as course enrolment, research topic approval, and study leave.

- New ELESP students are assigned to an Intensive English Course course in the first semester, which entails the acquisition of a set of fundamental English language skills, including listening, reading, writing, speaking, grammar, and pronunciation. This course prepares students for successful enrolment in subsequent semesters which have theoretical and language skill-based courses such as English Phonetics and Phonology, Curriculum and Material Development, Professional Writing, and Academic Writing.

- With regard to writing the undergraduate thesis, to honing students' understanding on research and to helping them to prepare a research proposal, ELESP offers Quantitative and Qualitative Research on Language. Upon the completion of their undergraduate thesis proposal draft, two supervisors are assigned to each student. With regards to thesis examination (proposal and research result), ELESP schedules the examination on a monthly basis.

To ensure continuous improvement regarding academic matters, at the end of each semester the Boards of Quality Assurance collect and analyse student feedback. The results are forwarded to the ELESP for further action.

The ELESP ensures gender equality access by accepting enrolment into the programme across gender and different socio-cultural backgrounds. Upon admission, all new ELESP students are

assigned to individual academic supervisors whose role is to assist them in dealing with academic affairs during their study. All the English majors have the same opportunity to enroll into courses of their preference as well as to request particular thesis supervisors of their relevant research field interest. In addition to this, they also have the same opportunity to request for detailed information on and to apply for any available scholarship provided that they can demonstrate supporting evidence for their application. All students deserve access to study leave or tuition fee waive application, if they need to take a semester off. Alternative examination forms are available for specific cases, such as disability and illness, upon consultation with course convenors and academic supervisors.

Students may apply for Replacement Examinations, Assessment Extensions, and Additional Assessments if their ability to demonstrate their true level of competence in an assessment or examination has been, is, or will be significantly hampered due to medical, compassionate, or extenuating circumstances. Application for these Replacement Examinations, Assessment Extensions, and Additional Assessments are available in the ELESP administration office. To log the application, students need to see the ELESP administration staff. Furthermore, particular information pertaining to study and exam regulations for specific needs are regularly updated onto the SIAT.

The ELESP programme, through Students Admission Center, also organises a selection of scholarship programmes for outstanding candidates.

Appraisal:

The programme consists of courses and assigns credits (ECTS, SKS) per course on the basis of the necessary student workload. One SKS credit equals approximately 40 hours and therefore corresponds with 1.6 ECTS. Practical components are designed and integrated in such a way that credits can be acquired. However, in the opinion of the panel, the programme structure does not sufficiently support the smooth implementation of the curriculum and does not help students to reach the defined learning outcomes. The panel noted that the course descriptions do not regularly follow the programme's objectives in terms of "mastering the theory, concepts, principles, and fundamental procedures in language learning, teaching, and research in the area of English language teaching, linguistics, literature, and culture in accordance with scientific advances and contemporary demands" (see chapter 1.1). For instance, the wording of the course description for Phonetics and Phonology (CAC64022) fails to clarify the distinction between *phoneme* (the abstract concept of a sound) and *phone* (a perceptible manifestation, or realisation, of that abstract concept). The panel also points out that the consistent use of the definite article *the* in the learning outcomes for Poetry (CAC64522) suggests the existence of a universal "definition" of poetry, its "nature", "function", "elements", "types" etc. This notion of monolithic concepts and immutable truths is further reinforced by frequent (in part almost systematic) omission of plural *-s* across many course descriptions, e.g. "[d]emonstrate the comprehension of listening concept and strategy to listening *genre based text and functional based text*"[19]; "explain the relationship of language, mind and brain"[20], "[c]orrelating the concept of culture and Cross cultural understanding"[21].

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[19] Cf. course description: Listening for Professional Context [sic] CAC62222;
[20] Cf. course description: Psycholinguistics CAC61342
[21] Cf. course description: Cross-cultural Understanding CAC65232

Therefore, the panel recommends the following **condition:**

> a. The University revises the courses in terms of theory, concept and contents in accordance with scientific advances and contemporary demands.

The course descriptions provide descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide. However, there are no course descriptions for the internships and the thesis. Therefore, the panel recommends the following **condition:**

> b. The University completes the information in the description of courses regarding course descriptions for the internships and the thesis.

Furthermore the panel noted room for improvement in terms of the quality of English in course descriptions[22] as well as in terms of outdated literature in the reading recommendations[23]. Therefore the panel recommends reviewing the quality of English in the course descriptions as well as the up-to-dateness of the reading recommendations (see also chapter 3.3 on literature recommendations with reference to language learning).

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. The study programme is designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time.

The Republic of Indonesia has not ratified the Lisbon Recognition Convention.[24] The panel therefore recommends the University stipulating the recognition of periods of study at other HEI and the transfer of obtained credits. The University handed in a Diploma Supplement for the study programme which show the national education system. However, the diploma supplement does not provide information about the national credit system (SKS) nor its conversion to the European ECTS system. Moreover, a relative grade or an ECTS grading table is missing.

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[22] Examples for quality of English/style (similar problems occur in many of the course descriptions): Course "Curriculum and Material Development": Check spacing; Check consistency in capitalisation (or not) of words; 6. "Compare" instead of "comparing", "documents [word missing] curriculum policy"; 11. "Critically compare" instead of "critically comparing": Course "Pengantar Pendidikan": Check spacing; Check consistency in capitalization (or not) of words; 13. Words missing after "Contemporary."; In many courses: Misspelling of names of authors (e.g. Wardhough) and places (e.g., New york); Lack of consistency of fonts used and font size; Missing years of publication in reading list

[23] Course "English Phonetics and Phonology": The source the link leads to is from 2011, the other readings listed are from the 1970s and 90s. There are numerous newer textbooks on "English Phonetics and Phonology" out on the market (see, e.g., https://www.routledge.com/Practical-English-Phonetics-and-Phonology-A-Resource-Book-for-Students/Collins-Mees-Carley/p/book/9781138591509). Course "Semantics Pragmatics": Instead of the books from 1983 and 1986, lecturer could use, for example, https://www.routledge.com/Pragmatics-A-Resource-Book-for-Students/Cutting-Fordyce/p/book/9780367207250?gclid=EAIaIQobChMIysjIwqTW_AIV6I9oCR1IuwFEEAAYASAAEgIljfD_BwE from 2021; Course "Sociolinguistics": Numerous newer "Introductions to Sociolinguistics" exist, also newer editions of the textbooks listed (e.g. Wardhaugh, 2021); Course "Prose", CAC64632. Literature is almost exclusively from the 1980s

[24] https://www.coe.int/en/web/conventions/full-list?module=signatures-by-treaty&treatynum=165, last call October 20, 2022

Therefore, the panel recommends the following **condition:**

The University completes the information in the Diploma Supplement regarding

   a) the national credit system (SKS);

   b) the conversion from SKS to the European ECTS system;

   c) a relative grade or an ECTS grading table.

The feasibility of the study programme's workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling. However, there is no student survey at the course level in the programme, which includes a question regarding the workload. A question whether the actual workload of the whole course corresponds with, is lower or higher than the estimated workload (including teaching time, self-study time and examination) is missing.

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.

UNG ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal requirements throughout the programme and examinations. Students in special circumstances, such as single parents, foreign students, students with a migration background and/or from so-called non-academic backgrounds, are particularly assisted. As developing the region is one of the strategic goals of the University, and the opportunities for financial aid did not become completely clear to the panel during the assessment conference, the panel sees room for improvement in communicating opportunities for financial aid. The panel therefore recommends the University considering to create a specific position for student counselling on financial aid.

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

3.3 Didactical concept

The characteristics of each course require a method design. ELESP lecturers must use didactic methods regularly in their lesson plans. Thus, lecturers must have the skills to master these learning models.

Learning occurs in three modes, improving students' didactical abilities: synchronous and asynchronous learning as well as internships. Synchronous learning is implemented in two ways: face-to-face (conversation, practice, and workshop) and online (e-learning, e.g. video conferencing). Asynchronous learning is done on the student's own (reading material, viewing instructional videos, performing simulations, and practicing) and jointly (online discussions, online assignments). The integrated learning procedure takes place on the website https://ung.ac.id.

Each course is equipped with a Description of Course Unit, including the teaching and learning methods. These might be changed and adapted by the teaching team handling the course. Most lecturers combine methods such as lectures, presentations, practices, group discussions; case studies, cooperative and collaborative learning, and student projects.

The University provides a learning management system (SIAT, Sistem Informasi Akademik Terpadu or the Integrated Academic Information System) that can be used for lecturers to disseminate course materials and monitor student learning activities. The course materials for every course are designed and provided by a team of three to five lecturers teaching one course. Syllabus updates occur in two ways: first, in response to national curriculum revisions, and second, in response to an annual academic survey of faculty, staff, current students, and alumni. The preparation involves discussing the syllabus and relevant teaching references (e.g., textbooks, journals, and website links). After that, the faculty's academic department files the newly revised syllabus for future reference.

Students can easily access course materials (textbooks, literature recommendations, practical examples and case studies) through the platform. Concerning course delivery, before the outbreak of Covid-19, all classes were delivered offline. Now, blended learning is adapted to respond to the complexity of students' needs. Blended learning may can be used to stimulate students' independent learning and give them an innovative way from distance learning.

ELESP invites guest lecturers to specific courses to provide insights into real-world work. The primary benefit of guest lecturers is that their experience can serve as a motivator for students. According to the self-evaluation report[25], this method provides students with further insight into the learning process, and their inspiration serves as a vehicle for inspiring and bridging theory and practice. For example, in the entrepreneur course, a guest lecturer regularly lectures and shares his experiences on being a successful entrepreneur in real life.

Since 2008, ELESP has received several fellowships from the United States of America, established by RELO (Regional English Language Office) at the US Embassy in Jakarta.

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[25] cf. SAR, page 25

The American Indonesian Exchange Foundation (AMINEF) has also awarded the ELESP a new fellowship. However, the arrival has been delayed due to the Covid-19 pandemic.

Students may contact the Self Access Center (SAC) to request a student assistant. Student assistants are not master students, but meet specific qualification requirements, e.g. a TOEFL score of at least 500. They assist their fellow students with various assignments, such as writing essays, presenting research proposals, or with complex problems that arise during the educational process. SAC assistance is available on an individual as well as on group basis.

A student assistant may personally assist and guide students experiencing difficulties during the learning process. Additionally, a student assistant may receive notifications by academic advisors about students who encounter problems during specific lectures. Student assistants may also assist fellow students who have difficulties connecting with their lecturers. This initiative aims to remove language learning and skill development barriers for students.

According to UNG, SAC currently employs twelve student assistant tutors who help approximately 30 students to develop speaking, writing, and listening skills. The Head of the Language Laboratory is also in charge of the SAC's activities. ELESP recognizes the student assistants' commitment with a certificate of recognition for their volunteer service.

Appraisal:

The didactical concept of the study programme is described, plausible and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects. Students are encouraged to take an active role in creating the learning process.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are appropriately up to date (for restraints with respect to the up-to-dateness of the courses see condition chapter 3.2) and digitally accessible for the students. The materials and especially the digital Learning Management System (SIAT) are user-friendly and encourage students to engage in further independent studies. However, the panel recommends additionally focussing stronger on language learning technology, e.g. by contrasting self-study versus face-to face class material in the learning management system as well as hybrid delivery and curriculum design (synchronous and asynchronous). The panel notes that the course Teaching English as a Foreign Language neither mentions learning language technology nor establishes a connection to the Common European Framework of Reference for Languages. In this context the panel also misses literature references on modern language learning (the references so far date from the 1990s and 2000s) and on modern language learning technology and recommends including respective listings in the literature recommendations. The panel accentuates that during the assessment conference the University as a result from industry feedback introduced promising ideas about integrating digital tools in the learning process, but did not see evidence for this so far in the course descriptions.

Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work, but also, for example, from culture and politics. To increase the number of international guest lecturers by established processes, the panel recommends setting up a Visiting Scholar Scheme and regularly inviting guest lecturers to contribute and teach digitally.

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

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

3.4 Internationality

International contents and intercultural aspects have been implemented in the curriculum, according to the self-evaluation report[26] as follows:

- The course syllabus for Teaching English as a Foreign Language introduces students to a World Englishes topic, seeking to arouse students' understanding on English spoken variety throughout the world and on how speakers of English as a foreign language should respond to this difference.

- In the Writing for Academic Purposes course, students learn how to write various kinds of academic texts by referring to particular English writing conventions, such as APA (one of the referencing styles mostly adopted among academia worldwide).

- With regard to intercultural aspects, ELESP includes courses such as Cross-Cultural Understanding, where students are introduced to a set of knowledge and experiences about culture in the world and to what consideration is essential to take into account cross-cultural community engagement. Besides, students gain the ability to think and act properly with people and situations in different cultures, as well as the ability to communicate and work with people from different cultural backgrounds. By possessing these skills, students can prepare themselves to work in a culturally diverse international environment.

To support an international content-oriented learning process, the lecturers and students of ELESP use international references from books and the latest research studies.

The latest curriculum of the study programme is designed with the aim of attracting international students to enrol courses of ELESP. To realise this, the study programme has provided the Standard Operating Procedure (SOP) and a procedure for international students' admission. Recently, the study programme has organised a three-week virtual international short course enrolled by students from five different countries: India, Tunisia, Egypt, the Philippines, and Cambodia, as well as students from other universities in Indonesia, including Universitas Tadulako, Universitas Brawijaya, Universitas Ahmad Dahlan, and Universitas Pendidikan Ganesha. This three-credit

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[26] cf. SAR, page 26

course (International Credit System) is designed to increase students' awareness and comprehension of Tomini Bay's cultural history.

ELESP has teaching staff with international academic and professional experiences. Around 25 % of lecturers graduated from various universities in Australia, USA and UK. About 70 % (32) of the lecturers have international experience in the form of presentations or moderations at international conferences. Four lecturers also got international working experience through training, joint research, or practical business or management activities in other countries.

Additionally, ELESP also regularly invites scholars from English language teaching, linguistics, and literature to speak in extracurricular studies as well as to deliver lectures to students of ELESP. They also share knowledge about various methods of teaching language skills and participate in organising workshops and short courses for lecturers at ELESP to improve lecturers' English skills.

Nearly 80 % of the courses are delivered in English. The courses that are not delivered in English are national based courses and university-based courses. During the assessment conference, the panel learned that the ELESP programme requires B1 English proficiency upon graduation.

In addition, to support the improvement of students' English proficiency, the Laboratory at ELESP also organises a mentoring programme for students. The implementation of this programme is centered on the students' learning needs, notably in English language skills, in order to accelerate their English proficiency improvement. The laboratory also provides facilities to support this programme.

Appraisal:

International contents are an integral part of the curriculum. Students are thus prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment. The panel recommends expanding the internationality of the curriculum and the study experience, e.g. by looking at international teaching methods or utilising virtual classrooms to easier integrate foreign teachers or guest lecturers into the teaching operations. The panel also notes that not all courses that are taught in English include English literature recommendations (e.g. Knowledge of Culture and Teaching Profession, see also appraisal chapter 3.1). In order to improve the internationality of students' perspectives and to support their English proficiency (see recommendation below), the panel recommends integrating more English literature recommendations in the courses that are taught in English.

ELESP currently has no international students. As the programme aims at educating teachers for the national market, the international composition of the student body corresponds to the programme's concept. Nonetheless, the study programme has taken goal-oriented measures to promote internationality. In order to increase the number of foreign students, the panel recommends setting up a strategy for winning international students that includes more counselling by the international office and activating cooperation partners to send more exchange students.

The international experience of the faculty (teachers with international academic and professional experience) promotes the acquisition of international competences and skills. The measures taken are goal-oriented.

The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programme. However, to ensure more internationally competitive English proficiency of the graduates, the panel recommends increasing the graduation requirement from B1 English proficiency to B2 level.

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

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

Communication, public speaking, cooperation, conflict-handling, and leadership skills are among the principles of soft skills ELESP trains the students through the design of the programme. The courses Speaking for Professional Context and Speaking for Academic Purposes aim to increase students' skills and abilities in speaking, particularly formal speaking in professional and academic context. In Speaking for Academic Purposes students practise how to present their research proposal in English and how to broaden their critical thinking, leadership, teamwork, cooperation, and conflict handling skills through debating.

Qualitative Research on Language aims to provide students an understanding of research stance and methodology, and to apply it into thesis writing. Students are trained to think methodologically through composing their research proposal.

The course Teaching English as a Foreign Language aims to build students' ability to deliver and explain their academic writing. The output of this course is that students can present their research proposal in the International Students Conference. This conference is held by students, thus they can practise the collaborative work together to hold an international conference.

Communication, public speaking, cooperation, and conflict-handling skills of the students are also obtained through internship and the course Entrepreneurship. These skills are also improved through Student Creativity Programme (PKM), Pre-Basic Student Management Leadership Training (LKMMPD), and students union's programmes such as talk show and English club. This talk invites speakers like practitioners or successful alumni to inspire the students about skills required in the workplace. Furthermore, the English club is designed to build students' confidence to speak with other students.

Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the course descriptions. This is supported by means of suitable

didactical and methodological measures. The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured.

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

3.6 Skills for employment / Employability (Asterisk Criterion)

The courses provided in ELESP are regularly revisited every four years to reflect on past, present, and future practices, conditions and requirements of the job market which should be met by the students and graduates.

As a consequence, ELESP also provides courses both obligatory and elective such as Translation and Interpreting, Writing for Professional Context, Reading for Professional Context, Listening for Professional Context and Speaking for Professional Context, Entrepreneurship, Leadership, and internships.

To develop students' skills, knowledge and competencies in general, UNG has a Student Career Development Center (see chapter 4.5.). The function of the Student Career Development Center is to foster and develop the careers of students and alumni, improve the quality of students and alumni to integrate with the business world, develop relationships and alumni cooperation and foster an entrepreneurial spirit and student professionalism as a provision to enter the world of work.

From the previous survey involving current enrolled students, alumni and other ELESP stakeholders (for example employers), it is found that one of the reasons for the students to choose to study in ELESP is because of its high level of employability[27]. The employability has been promoted by incorporating the pedagogical theories into the real-life practices.

Appraisal:

The promotion of employability runs as a common thread of the study programme through all its courses. The programme combines theory and practice and includes the development of soft skills that students need to acquire.

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

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[27] cf. SAR, Page 28

4. Academic environment and framework conditions

4.1 Faculty

The English Language Education Study Programme (ELESP) has 45 lecturers with permanent contracts, 37 of them (82 %) as full-time lecturers. Full-time lecturers report to the Programme Director who reports to the Dean of the Faculty of Letters and Cultures (FSB). The full-time lecturers' responsibilities include teaching, academic advising, contributing to the operational plan of the department, membership in committees upon nomination by the Programme Director or the Dean, community engagement and service to the college. Apart from teaching, the members of faculties are also required to do research and community services as their main responsibilities. Every semester, academic staff are required to report their activities in the fields of teaching, research and community service.

Some of the faculties are also teaching in local universities and some are visiting lectures to both national and international universities.

Table 5: ELESP Staff Profile, Academic Year 2020-2021

Title	Number of Staff	Percentage
Professor	5	11%
Associate Professor	14	31%
Assistant Professor	21	47%
Lecturers	5	11%
Teaching Assistant	0	0
Sub Total	45	100%

The admission of full time lecturers and part time lecturers of UNG is carried out according to the regulation of the Minister for The Empowerment of State Apparatus and Bureaucratic Reform Republic of Indonesia Number 27 of 2021 concerning the Procurement of Civil Servants. Admission of part time lecturers at UNG refers to the Regulation of the Chancellor of Gorontalo State University Number: 03/UN47/2017, concerning the Appointment of part-time Lecturers in UNG.

The criteria for full time and part time lecturers are:

1. Full time lecturers are civil servant who work at UNG and have been determined by the Ministry of Education, Culture, Research, and Technology. The main task of the lecturer is to carry out the Tridharma of Higher Education with a workload of at least twelve SKS credits and a maximum of 16 SKScredits in each semester in accordance with academic qualifications. The source of salary funding permanent lecturers comes from the government through the State Budget.

2. Part time lecturers are lecturers who work part-time with the status of permanent educators in certain educational units. Part time lecturers do not have the obligation of Lecturer

Workload, but are given space to carry out the tri dharma of higher education in accordance with their field of expertise which includes education and teaching activities, research activities and community service activities. Part-time lecturer salaries are funded by universities.

The regulations for academic qualification in the programme follow the arrangement set up by the Government and the University respectively[28]. Based on this regulation the qualification of teaching staff in Bachelor programmes is at least a Master's degree in the respective field.

Academic staff within the ELESP must have a master's degree as minimal academic qualification and pass a national test. About 55 % (25 lecturers) of staff members are master degree holders. 44 % (20 lecturers) of the Programme's staff have a Doctor of Linguistics or Philosophy doctor degree, five of them are professors. Eleven teachers of the academic staff hold degrees from universities in Australia, the UK and the USA.

Promotion in academics is the right of every lecturer who has demonstrated the ability, achievement, and performance in carrying out the duties of the current academic position. The assessment component in a lecturer's academic position consists of

- the main element which includes: education (covering lecturers' qualification and implementation of education (teaching), research (covering the implementation of research and producing works science/technology/art/literature), and community service.
- supporting elements which are activities for the implementation of the main tasks.

In order to be promoted, a minimum number of points is required, consisting of 90 % of the main elements and 10 % of the supporting elements.

The structure of pedagogical and didactical qualification corresponds with the requirements of ELESP. According to the CVs most of the lecturers have a practical background and in part relevant entrepreneurial experience such as English translation service, or teaching English Courses. In addition, all lecturers of ELESP have long-year experience in teaching.

One of the primary requirements to have a teaching tenure in the ELESP is to have academic qualification in English teaching. Candidates will have to undergo two training sessions, each lasting for a week. At the end of the training session the candidate will be awarded a certificate. The second training session can only be attended by those who passed the first session. The trainers (also acting as assessors) are usually the senior members of faculty or professors who are up to the current practices in teaching and testing standard and methodology.

In addition to these teaching training sessions, the ELESP conducts workshops and disseminations among the faculty members on current practices on language studies. Furthermore, the ELESP conducts annual international seminars on current practices and issues of English linguistics and literature.

The pedagogic competence of a lecturer must be able to manage students' learning process. The management of the learning process includes planning, implementing, evaluating, reflecting, and developing students' character. Lecturers are required to enroll in the Instructional Engineering Skills Improvement Programme (PEKERTI) and the Applied Approach Programme (AA) to improve pedagogic and didactic competence. PEKERTI training (specifically for young lecturers) aims to

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[28] cf. Law No. 14 of 2005 on Teacher and Lecturer

enhance lecturers' professional skills, particularly pedagogical skills. The Applied Approach training (specifically for senior lecturers) is a PEKERTI follow-up programme. It includes lecturer professionalism development policies in the implementation of quality learning, constructivism in education, reconstructing courses, writing teaching materials, basic concepts and paradigms of curriculum development, model-active and innovative learning model, alternative assessment, and classroom action research (CAR).

Table 6: Number of Lecturers Participating in Pedagogic Training till 2021

Number of Lecturers	Training					
	PEKERTI	%	Applied Approach	%	BIPA and Other Teacher Training	%
45	35	77,8	34	75,6	22	48.8

ELESP implements lecturer quality development through several ways, including:

- providing recommendations to lecturers to carry out further studies both domestically and abroad.

- providing recommendations to take part in PEKERTI, Applied Approach (AA), ALIHE, ALIS, short courses (see also chapter 3.3).

- attending seminars, conferences and workshops at local, national, regional, national and international levels either as presenters or participants. Some examples of activity topics regarding the participation of English language education lecturers in scientific activities include conferences on teaching English in Europe, China, ISQAE (International Seminar on Quality and Affordable Education), ICEDU (International Education Conference) in Malaysia, ICELT in Vietnam, AITTEI (Association of Indonesian Tourism Tertiary Education Institution) Conference, TEFLIN (Association of Teaching English as a Foreign Language), International Conference on Current Issues in Education in Yogyakarta, KONASPI (Indonesia National Education Convention), KIMLI (International Conference of Linguistic Society of Indonesia), CONEST, or KOLITA (Annual Linguistic Convference).

- publishing in national and international scientific journals/scientific publications, writing books or teaching materials.

The system of providing information for lecturers' participation in self-development activities is usually conveyed by the study programme leaders through several channels, including meetings, distribution of brochures or social networks of English lecturers. As a motivation for the lecturers of ELESP to carry out self-development, the study programme provides financial assistance according to the department's RBA[29] plan. Furthermore, every lecturer who participates in activities makes reports or submits physical evidence such as certificates. Lecturers who publish scientific

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[29] Rencana bisnis dan anggaran, annual document that outlines institution´s programmes, activities, performance targets and budget

works, write books or publish teaching materials submit the respective physical evidence of books and teaching materials.

In addition to teaching in the ELESP, most faculty members also offer services in line with their academic qualifications. About half of the teaching staff has experience in staff functions or supporting activities within the University.

Individually, all lecturers are required to carry out community service as one of three principles in Tri Dharma (education, research and teaching). In this activity, lecturers' scientific abilities are implemented to the community. This activity is carried out periodically with several forms of activity.

About two third of the teaching staff has obtained professional English teaching experience by working in the public and private sectors as teacher/instructor, interpreter, practitioner, and research assistant. Some of the services offered to the public are teaching TOEFL preparation, teaching in teacher seminars, speaker seminars on writing and research publication, and teaching English language and training translation workshops. These teaching opportunities outside campus enhance their competencies in language teaching in that they enrich and reshape the teaching practice to their own classroom. Also, these will help them to keep up with current practices and issues in terms of doing research and community services. About 15 % of the lecturers have teaching experience outside ELESP in teaching English for Specific purposes, e.g. medical, pharmacy, communication science, economy or engineering students.

Members of faculty, under the direction and guidance of the director of ELESP, maintain a strong and coordinated cooperation in order to ensure that the qualification objectives are met. There are three regular meetings held among the teaching staff in ELESP. The first is an annual meeting held by the faculty members to discuss the content of curriculum, teaching practices and assignment mode. The second is an annual meeting among the teaching staff teaching the same courses. Finally, there are also regular meetings (usually prior to the semester commencement) among faculties teaching the same course whose purpose is to fine-tune the course-related-issues (the syllabus; material; assessment methodology). In addition, discussions between academic staff and work units are also carried out through forums in digital media, such as zoom meeting. For internal cooperation, the faculty members cooperate with each other throughout the year in joint-committees for the programme. Routinely, faculty members collaborate with other work units in UNG, such as the Students and Academic Administration Bureau (BAAK), university staffing, information system, administration, libraries, and the career center. At the university level, the faculty members collaborate with research and community service institutions (LP2M) in joint work committees for organising seminars, workshops, and graduation events.

The ELESP offers four different programmes to support students in their studies:

- Academic counseling programme: In this programme, ELESP provides an academic advisor to 15-20 students to guide and counsel them directly in case of academic and personal problems. Faculty members are obligated to allocate two hours for counseling service. Consultation could be conducted by using helpdesk or the online chat.

- Thesis advising service: Thesis advising service provides support for students in writing their thesis.

- Counseling service is provided for the students who intend to take part in a national academic writing competition.

- Student counseling centre: The student counseling centre offers a variety of services to the students who experience either academic or non-academic issues in their university life. The Faculty of Letters and Culture provides services through the Mawapres Class to serve students in terms of consulting student creativity programmes and other student competition programmes such as English debate and student service programmes in villages in the form of the Student Organisation Capacity Building Programme (PPK Ormawa).

Appraisal:

Even when their teaching assignments in other study programmes are taken into account, the structure and number of the faculty correspond to the programme requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and part-time lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

The academic qualification of the faculties corresponds to the requirements and objectives of the study programme. The University verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented. However, during the assessment conference the panel noted that not all lecturers have the English proficiency that the panel considers necessary for the ELESP programme. Furthermore, the panel noted that neither the self-evaluation report (SAR) nor the course descriptions were of sufficient quality in English, as should be expected of an English teaching study programme. The panel therefore strongly recommends further training in English language to ensure comprehensive English proficiency across the teaching staff. With respect to the issues and condition about the course descriptions addressed in chapter 3.2, the panel also recommends further academic training which goes beyond formal degrees, focussing on theory, concepts, principles, and fundamental procedures in language learning, teaching, and research in the area of English language teaching, linguistics, literature, and culture in accordance with scientific advances and contemporary demands.

The pedagogical and didactical qualification of the faculty corresponds to the requirements and objectives of the study programme. The University verifies the qualifications of the faculty members by means of an established procedure. UNG ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for the further qualification of the faculty members are implemented.

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

The faculty members cooperate with each other for the purpose of tuning the courses towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly. In addition, projects and courses are conducted cooperatively.

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully. During the assessment conference, the students emphasised that they appreciate the support they receive.

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

4.2 Programme management

The ELESP programme director is assisted by a secretary, by administrative staff, and other academic supporters. The roles and responsibilities of programme directors have been stated in Dean Decree Number 161/UN47/HK.04/2019 on Organisation Structure of Faculty of Letters and Culture, Universitas Negeri Gorontalo in 2019-2023[30]. The roles and responsibilities include planning and supervision functions related to curriculum organisation and course schedules, to material development planning and pedagogical capacity and course monitoring results. The Programme Director reports the work and evaluation results to the Dean and the Rector in the middle of the year at the end of the semester. The Programme Director is also responsible for reviewing laws and regulations in the fields of education, research, and community service. Furthermore, the Programme Director is in charge of fostering and enforcing the values of academic, social, and cultural life, e.g. by organising and developing collaborative programmes with other departments and agencies or institutions. The Programme Director obtains support by the library, research and community service institutions (LP2M), Education and Learning Development Institute (LP3), Student Affairs Academic Administration Bureau (BAAK), General Administration and Finance Bureau (BAUK), Information Technology and Computer Center (PUSTIKOM) and the Quality Assurance Center.

ELESP administrative staff consists of two persons. More administrative staff in the faculty is also available to support the administration of the study programme. All activities and policies of ELESP

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[30] https://drive.google.com/file/d/1sLzyKSFIgbFaz6G16Q9rNjtTLkA7ozNQ/view?usp=sharing, last call October 20, 2022, last call Ocotober 20, 2022

refer to the annual Strategic Plan (Renstra) and Operational Plan (Renop) relating to education and learning (in terms of facilities and infrastructure), research, and community service. ELESP organises regular meetings with teachers and students. Regarding training for staff, the Department provides regular professional development training to staff.

Appraisal:

The programme director coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly. Faculty members and students are supported by the administration in the organisation of the study programme at study programme, faculty and University level. Sufficient administrative staff is available. Decision-making processes, authority and responsibilities are clearly defined. Teachers and students are included in the decision-making processes where their areas of work are involved.

	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

ELESP has joined cooperations and partnerships with academic institutions, both at national and international level:

- The National English Study Programme Association is a cooperation agreement with eleven study programmes of teacher training universities in Indonesia, namely Universitas Pendidikan Indonesia, Universitas Negeri Surabaya, Universitas Negeri Malang, Universitas Negeri Semarang, Universitas Negeri Manado, Universitas Negeri Makassar, Universitas Pendidikan Ganesha, Universitas Negeri Padang and Universitas Negeri Medan, Universitas Negeri Jakarta, and Universitas Negeri Yogyakarta. The agreements of the National English Study Programme Association include joint research and publication; joint conferences and seminars; workshops; student exchange and teacher exchange/visiting scholars as well as scientific discussion on related fields.

- Cooperation agreement with the Regional English Language Office (RELO) of the US Embassy Jakarta. The agreement includes an English teaching fellow programme and participation in the Access Microscholarship Programme Cooperation. The Access Microscholarship Programme Cooperation is an agreement of the RELO with the International Indonesia Education Foundation (IIEF). In the implementation of this agreement IIEF is the provider of the programme and ELESP provides a site of the programme. The director of ELESP works as site coordinator as well as teacher for the Access Microscholarship Programme Cooperation.

- Cooperation agreement with Indonesia Australia Language Foundation (IALF) Denpasar. The agreement includes teacher and students' training.

- Cooperation agreement with AMINEF (American Indonesian Exchange Foundation) on joint research.

- Cooperation agreement with HELM (Higher Education Leadership & Management Project) by USAID (United States Agency for International Development) on training for quality assurance.

- Cooperation agreement with USINTEC-Ohio University on visiting scholars.

- Cooperation agreement with Ehime University Japan on student credit transfer and joint research.

- Within the MBKM programme (see chapter 3.1), ELESP students have the opportunity to study in other UNG study programmes, and students from other study programmes can enroll in maximum 20 credits courses of ELESP.

- Cooperation of UNG is also joined with national and international business enterprises and other organisations.

- Cooperation agreement with government institutions and private institutions in local areas and in other provinces. The agreements are about students' internships in these institutions. Since 2016, ELESP has developed partnerships with more than 30 institutions for the internship programme (see chapter 3.1)

Appraisal:

The scope and nature of cooperation with HEI, other academic institutions and networks, as well as business enterprises and other institutions relevant for the programme are plausibly presented. The agreements forming the basis of the cooperations are documented. The cooperations are actively pursued and have an impact on the conception and implementation of the study programme. All such activities contribute to the development of the students' qualification and skills.

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

4.4 Facilities and equipment

The ELESP uses two main buildings on Campus IV Bone Bolango. The total area of the building is around 5,483.80 (m2). One building houses classrooms, language laboratories and students' access room. The other building houses a meeting room, head of ELESP room, and lecturers' room. Each room is facilitated with Air Conditioner (AC), white board, and permanent LCD and can accommodate 25 students. All rooms are fully connected to the internet which can be accessed at any time free of charge. The ELESP also provides two language laboratory rooms with AC and an adequate internet connection. Besides being used as study rooms for students, both rooms are also used for training and multimedia for the teaching materials and for blended-learning programmes. ELESP also has a micro-teaching room which is used as a teaching practice room for students. All equipment in ELESP is compatible with modern multimedia requirement to support teaching and learning process. All teaching rooms and language laboratories are on the ground floor and enable barrier-free access. ELESP also provides barrier-free toilet access.

ELESP students and teachers use the UNG library that is managed by the University and provides central service. The UNG library has an area of 3,000 m2 and occupies a four stories building. The library unit is open every day except Sundays. Service hours are from 08.00 AM to 16.00 PM, except Saturday, when it is open until 12.00 AM. During service hours, students and users are served by eleven librarians. The library is equipped with online access and can be visited via the website[31]. The library provides facilities such as self loan and self return, Bank of Indonesia Center, Discussion room, prayer room, hall, locker and free internet access. The library also provides online services, namely loan check, and new book suggestion service. The library has collections of books and scientific writings that are regularly updated to support the programme learning process.

The library offers 65,344 copies that consist of textbooks, accredited national journals, international journals and proceedings. The library collections can be accessed by all academicians, students and general visitors who have become members. The service system uses open access service through the library information system. Each member can browse the collection through the Online Public Access Catalog (OPAC) in Senayan Library Management System (SLIMS) programme. Besides OPAC, there is also Mobile Online Public Access Catalog (m-OPAC) to facilitate access for users by a smartphone device. The library unit also collaborates with online library access such as EBSCO, CENGAGE, ProQuest and Wiley Online Library.

The library unit develops an e-library which contains learning content through open access through the library website. The E-library ensures members get available update collections and also uses a scan robot to change textbooks to soft documents.

Currently, the library provides access to the following international subscriptions, databases and archives:
- www.proquest.com
- www.escholarship.org
- www.cal.org/resources
- www.academia.edu
- www.ebsco.com
- McGraw Hill ebook Library
- HB. Jassin Library, Jakarta
- Gorontalo Province Library
- Bloomsbury
- Wiley Online Library
- Taylor & Francis
- Science Direct
- myilibrary
- Cambridge University Press
- Britannica Library and Britannica E-Books
- Cengage Learning
- Brill online

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[31] https://perpustakaan.ung.ac.id/, last call October 20, 2022

In addition, at the study programme level, e-book facilities have been provided in the form of a collection of materials contained in the teaching materials in each course and other reference books.

Appraisal:

The assessment conference was held as a hybrid conference, most of the panel team did not visit Universitas Negeri Gorontalo onsite. The University provided a video showing the facilities. According to the panel, the quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programme, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. The teaching rooms and labs are equipped with state-of-the-art technology. Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms are available. What is more, UNG works with a digital Learning Management System that enables students to access information and documents from campus and from home (SIAT, see chapter 3.2). To exploit the opportunities in terms of integrating international guest lecturers (see chapter 3.3) or to enhance international student exchange (see chapter 3.4) the panel recommends investing in digital education technology. This technology may include as rooms equipped with state-of-the-art ceiling microphones and extra cameras, preferably so-called PTZ-Cameras, a quality equipment that would allow for cross-border quality hybrid teaching and curricula with international HEIs or guest lecturers.

There is a main library at University level. The opening hours of the library take students' needs sufficiently into account. Access to the literature and journals as well as to digital media (e.g. electronic media, databases, e-journals, e-books, and archives) is ensured. The literature expressly required for the study programme is available in the library and also kept up to date. The literature is also available from the students' home or anywhere at campus via a remote access.

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

4.5   Additional services

UNG has established a Student Career Development Center in 2016 to support student career advancement. This unit consists of four fields: Creativity Sector, Entrepreneurship Sector, Career Field and Alumni Sector. For graduates who will enter the job market, the study programme is in close coordination with the online career centre[32]. The career center is responsible for providing coaching and job-ready training, conducting career counseling and placement service by On

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[32] https://www.ung.ac.id/page/show/2/karir-center, last call October 20, 2022

Campus Recruitment and job fairs. Preparatory training activities for entering the world of work such as job interviews, CV writing workshops and writing job application letters as well as job counseling are scheduled before graduation. From these training activities, the career service generates data about prospective graduates and their competencies which will later be used for promotion to schools and companies.

This career field also has a role in bringing students and graduates closer to employment. This field collaborates with various companies such as PT. Old Friend Ace Hardware, Banking, Bank Mandiri and Bank BRI. Job vacancies for final semester students and graduates are available on the pkm.ung.ac.id website as well as throught the facebook channels of the career service and the alumni organisation of UNG.

The alumni unit is also a unit at the Career Development Center. This unit manages alumni activities and carries out graduate surveys and tracer studies that are carried out every two years after graduation[33]. Data from the results of the tracer study for graduates in 2017 from a total of 1,564 respondents obtained that 73.3 % of graduates are already working (source: tracer study 2019), for graduates in 2018 from a total of 1,448 respondents, 66 % of graduates are already working (source: tracer study 2020). In addition, UNG is trying to keep synergising with the alumni through activities of higher education, and through the development of knowledge based on the world of education and job market, in facilitating training for the alumni. The alumni unit's offering "Preparation before entering the work field" is addressed to all unemployed alumni.

At the department and study programme levels, alumni associations are also formed. The formation of the alumni association involves the study programme, UPT (language centre) PKM (student creativity programme) and faculty leaders. The elected management is endorsed by the Decree of the Dean of each faculty. The alumni programme is prepared by the board and carried out in coordination with the vice dean for student affairs and alumni. Examples of alumni association activities are workshop activities for scientific strengthening, social service and supporting lecturer service activities.

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. These services include, among other, career fairs, workshops and career trainings. The HEI provides sufficient resources to offer these activities on a regular basis.

At University as well as at faculty level, an alumni organisation has been set up with the aim of developing an alumni network. Alumni are integrated into the revision of curricula and share their experiences from a professional view. The alumni activities are actively used for assessing and evolving the programme. Sufficient (staff) resources are available for this purpose.

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[33] https://tracerstudy.ung.ac.id/#, last call October 20, 2022

		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)

Universitas Negeri Gorontalo is one of the universities included in public service agency. With the State Revenue and Expenditure Budget and Non-Tax State Revenue funding, the university guarantees that students can complete their studies on time. The form and mechanism of funding for all study programmes refer to Government Regulation no. 26 of 2015 and Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 82 of 2017 concerning the Statute of the UNG Chapter XIV Article 101 Paragraphs 1 and 2. Funding comes from the central government, local government, community, and other legal and non-binding sources. Furthermore, sources of funding originating from other than the government consist of the cost of organising education, the outcome of cooperation and proceeds from the sale of products/services obtained from the organisation of higher education. Also, other sources come from donations/grants from individuals or institutions that are legal and not binding and other acceptances that are not binding and do not conflict with the provisions of laws and regulations.

The University provides the funding for the study programme. In the budget planning process, the ELESP proposal is submitted to the faculty level.

In managing funds, the study programme plays an active role in managing and utilising the budget to support the implementation of the tri dharma in the fields of education, research, and teaching. This active involvement can be seen in the authority of the study programme in determining the types of activities of the budget allocated. In terms of reporting funds, the study programme verifies the activity reports and the use of the budget carried out for further accountability reports to the faculty. The activity and budget reports are submitted to the faculty.

Appraisal:

UNG is a state-owned University and is therefore largely financed by the state. Moreover, the University receives income from student tuition fees and from other services and businesses. The study programme is funded for the entire accreditation period so that students will definitely be able to complete their studies. In the panel's perception, the ELESP programme is well funded.

		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 system in ELESP includes internal and external quality assurance, pursuant to the Law of the Republic of Indonesia Number 12 of 2012 Article 53 regarding Higher Education, the Quality Assurance in the Higher Education System (SPM Dikti). The internal quality assurance system (SPMI) is developed and implemented by UNG's Office of Quality Assurance (PPM), the external quality assurance system is conducted through accreditation. The following graph shows the internal process of quality assurance in UNG:
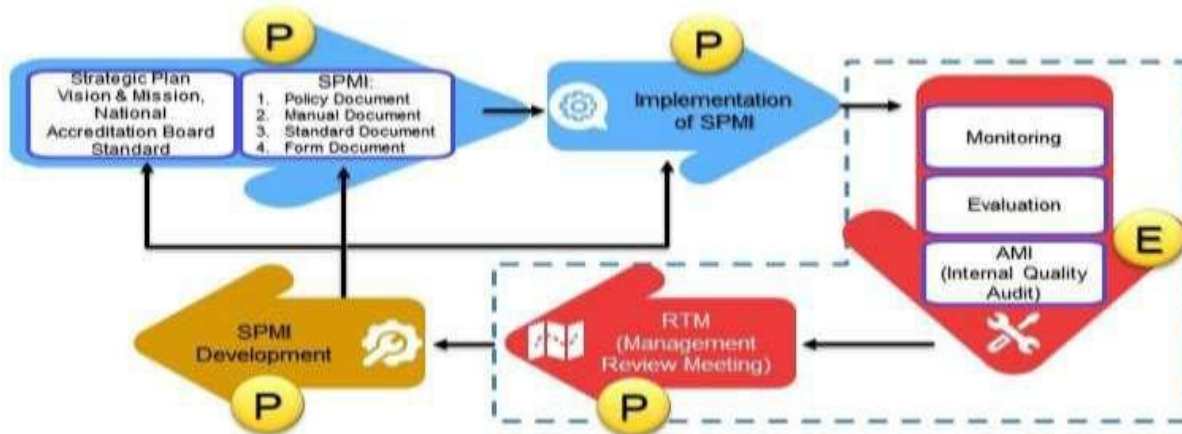
Externally, the quality of service of ELESP is attested by the Board of National Accreditation for Higher Education (BAN-PT) accreditation. Since 1996, ELESP has been accredited four times, the most recent being in November 2020.

Periodically and systematically, the SPMI process coordinated from university-level down to study programme involves the Office of Quality Assurance office at university level (PPM), the division of quality assurance at the faculty level (UPM) and the unit of quality assurance at the study programme level (GPM). In UNG, subsequently ELESP, there are 24 quality standards stated in SPMI including the eight academic standards. The standards are stipulated in accordance with the National Standards of Higher Education (SN-Dikti). Derived from these, one of the primary concerns of the SPMI process at the study programme level is guaranteeing the academic quality and development with respect to contents, processes, and outcomes of the teaching and learning processes. The process is regularly administered based on the principles of PDCA cycle: planning, implementation, evaluation, control, and development.

In the planning phase, the PPM formulates the standards of quality targets. At the faculty level, these standards are translated into measurable intended learning outcomes (based on ELESP's profile outcomes), which are then approved by ELESP (director, curriculum committee, course team teaching and lecturers), UPM/GPM and the Vice Dean of Academic Affairs. During the *implementation* phase, these standards will then be the basis of the implementation by the ELESP faculty members in teaching, learning and assessment processes in the classroom.

In the *evaluation* phase, UPM/GPM in coordination with the director of the programme monitor is accountable to control and evaluate the implementation of academic quality assurance in ELESP on regular basis. In ELESP, there are two steps to *control* the academic quality. Firstly, the UPM/GPM uses surveys to evaluate the efficiency and effectiveness of the teaching, learning and assessment

process. This is to ensure the regular redrafting and updating of the content, process and outcome based on the feedback from students, alumni/users and instructors' surveys. Secondly, the UPM/GPM, Deanship board (Dean and Vice Dean of academic affairs, Vice Dean of personnel and financial affairs and Vice Dean of students and alumni affairs) and the director of ELESP sit down for documented management review meeting to discuss the result of the students' evaluation on which the yearly evaluation of instructor's performance would be based. If a faculty member records repeated bad reviews (in two semesters), he or she would be given sanctions (e.g., reduced teaching assignment, or other penalty outlined in faculty's academic regulation). The meeting also follows up on academic-related feedback revealed in other evaluations (by faculty members and/or alumni/users' evaluation).

The last phase in the yearly cycle is *development*. In this stage, the result of the analysis from the surveys is used as the basis for the improvement and development of ELESP's academic quality.

Students have a significant role in sustaining ELESP's quality assurance and development system. This is attested by how the study programme values its students' feedback. There are three types of students' evaluation in the programme: students' "Satisfaction Survey on Lecturer Services at FSB"[34] (FSB: Faculty of Letter and Culture); students' satisfaction survey on FSB's service[35] and students' "Satisfaction Survey of Academic Counseling and Thesis Supervision at FSB"[36].

The respective student satisfaction surveys are digital-based and anonymously conducted by the UPM/GPM twice a year at the end of the semester. The survey on Lecturer Service is carried out for each course and targets students as mandatory respondents to monitor, control, and evaluate the implementation of teaching and learning processes. The survey is regularly and systematically revised by taking into account the feedback by the respondents to better suit the need of enhancing the quality and development of service. The results of the survey are responsible for determining the number of essential things ranging from course planning; the objectives of courses; contents of courses; the organisation of learning contents; methods of deliveries; selection of learning experiences; the decision of assessment and projects as well as the instructor's performance (pedagogically, didactically and professionally). The evaluation results are carefully analysed, recorded, documented and published on ELESP's website.

The faculty members are to evaluate the leadership and services in the Faculty of Letter and Culture (FSB) annually at academic mid-year through a digital-based and anonymous survey[37]. The evaluation is to determine the quality of service in several aspects as responsiveness and empathy aspects. The result and analysis of the assessment are recorded and accessible on ELESP's website.

Faculty members also hold annual and monthly discussions coordinated by the programme directors. In these documented meetings, the faculty members provide a range of detailed information including current practices offered by the instructors in the classroom; the process of teaching, learning and assessment in the classroom; programme's leadership and management, facilities and services and other relevant matters. The follow-ups and the results of the evaluation are documented and communicated to the faculty members in a timely manner.

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[34] https://bit.ly/Survey-KepuasanMhsFSB, last call October 20, 2022
[35] https://bit.ly/FSB-satisfaction-survey, last call October 20, 2022
[36] https://bit.ly/Survey-PA_PSkripsi-FSB, last call October 20, 2022
[37] https://bit.ly/FSB-satisfaction-survey, last call October 20, 2022

Another significant evaluation in ELESP is the alumni and users' satisfaction survey. Every four years (the last was conducted in April 2021), the outcomes of these studies are used as consideration to regularly review, modify and adapt the curriculum in order to maintain its effectiveness to better answer the changing needs of the workplace demand. The survey on alumni focuses on seeking information for the purpose of continuous quality improvement of ELESP's curriculum[38]. The evaluation on users is intendedly done to solicit feedback regarding the employability of ELESP's graduates and the performance of soft and hard skills[39]. The UPM/GPM statistically analyses the results of the evaluation and publishes them periodically on the ELESP's website.

General and specific information on the ELESP is accessible on two platforms. The programme website[40] contains information on ELESP such as vision, mission and objectives statements of the programme; curriculum information (curriculum statements, lesson plan and course information, class and academic schedules; enrolment procedures) research and community service news; staff information; students affairs; alumni forum and quality assurance affairs. The website also publishes news on the year-round extracurricular activities of ELESP. Furthermore, information is accessible on ELESP's information board and through e-messaging and social media platforms such as students' and alumni's WhatsApp groups and Facebook accounts. Moreover, the programme's documentation is also delivered through brochures and school to school ELESP's promotion.

Additionally, ELESP's academic information is also available to the students and academic staff in UNG's digital-based system (SIAT)[41]. The system provides various services around teaching and learning activities to UNG's teaching staff and students ranging from course list and timetable, curriculum, staff attendance application, e-learning center, institute's memos, and other academic information. That information is accessible by login with official UNG accounts assigned to teachers and students. Teachers use SIAT to upload teaching materials, monitor and assess students' works and to keep up with attendance records.

Information about the ELESP and its activities during the academic year is primarily communicated through the programme's official website[42]. Furthermore, information about academic activities is also provided via the faculty page[43] and UNG's website[44]. The UNG website provides information e.g. about the yearly plan and strategic planning of the University; yearly agenda; structure of the organisation; services provided; and annual performance report. The publication of research and community services can be accessed on the website of Teaching and Learning improvement innovation and quality assurance committee for UNG[45].

Apart from the official website, ELESP also uses other secondary channels to publish its information as well as keep up with alumni, current students and faculty members. These platforms include Facebook pages and groups as well as WhatsApp groups.

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[38] https://tracerstudy.ung.ac.id, last call October 20, 2022
[39] https://bit.ly/Survey-PenggunaLulusanFSB" \h, last call October 20, 2022
[40] http://pbi.fsb.ung.ac.id/en/profil/about, last call October 20, 2022
[41] http//siat.ung.ac.id, last call October 20, 2022
[42] http://pbi.fsb.ung.ac.id/en/, last call October 20, 2022
[43] http://www.fsb.ung.ac.id, last call October 20, 2022
[44] http://www.ung.ac.id, last call October 20, 2022
[45] www.lpm.ung.ac.id, last call October 20, 2022

Appraisal:

During the hybrid conference, the panel got insights into the quality assurance and development processes for the study programme that have been set up. Evaluations of the study courses, the lecturers and the University in general are carried out on a regular basis, which systematically and continuously monitor and develop the quality of the programme with respect to its contents, processes and outcomes.

The development procedures take into account the evaluation results and the analysis on success rate, graduate employment as well as the student population. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined.

Evaluation by the students, quality control by the faculty and external evaluation is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process. For the necessary evaluation of the course workload, see condition chapter 3.2.

Additionally, graduates and representatives from the professional side are included in the process since they also give feedback on the study programme. Success rate and graduate employment are taken into account.

The study programme's content, curriculum and examination scheme have been suitably documented and published.

Moreover, Universitas Negeri Gorontalo regularly publishes current news and information – both quantitative and qualitative – about the study programme. These are distributed via the website of UNG and social media accounts including Facebook or Whatsapp.

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

Quality profile

HEI: Universitas Negeri Gorontalo

Bachelor programme: ELESP English Language Education Study Programme

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

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

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