

Decision of the FIBAA Accreditation and Certification Committee



13th Meeting on March 6, 2024

PROGRAMME ACCREDITATION

| | |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------|
| Project Number: | 22/093 cluster 1 |
| Higher Education Institution: | Universitas Diponegoro |
| Location: | Semarang, Indonesia |
| Study programme: | 1. Bachelor of English Literature (S.S.) 2. Master of Linguistics (M.Li.) 3. Master of History (M.Hum.) |
| Type of accreditation: | initial accreditation |

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

For the Master of History and Master of Linguistic

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

Period of Accreditation: March 6, 2024 until March 5, 2029.

The FIBAA Quality Seal is awarded.

For the Bachelor of English Literature

According to § 7 (6) in conjunction with § 9 (1) in conjunction with § 10 (2) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from January 1, 2021, the study programme is accredited with one condition.

Condition (see chapter 3.1.2):

The University revise their course descriptions for the BEL with respect to content, learning outcomes and planned learning activities.

Proof of meeting this condition is to be submitted by December 5, 2024.

Period of Accreditation: March 6, 2024 until March 5, 2029.

The FIBAA Quality Seal is awarded.



Assessment Report

Higher Education Institution:

Universitas Diponegoro, Indonesia

Bachelor/Master programme:

1. Bachelor of English Literature
2. Master of Linguistics
3. Master of History

Qualification awarded on completion:

1. Bachelor of English Literature (S.S./Sarjana Sastra)
2. Master of Linguistics (M.Li./Magister Linguistik)
3. Master of Humanities (M.Hum./Magister Humaniora)

General information on the study programmes

Brief description of the study programmes:

Bachelor of English Literature

The educational objective of the Bachelor of English Literature study programme is to produce graduates in the field of English language, literature, and culture with excellent academic skills, moral integrity and scientific attitude. Graduates of the programme should be critical, professional, and competitive at the national and international level. They should be well prepared to produce scientific publications and engage in works of community service. and cooperation in English language, literature, culture, while realizing efficient, accountable, transparent, fair, and integrated governance in running the study programme.

Master of Linguistics

Master of Linguistics has the objective to produce graduates who: (1) have the abilities in developing knowledge in general linguistics or applied linguistics, and (2) have the abilities to analyze various language problems and find the solutions by using relevant linguistic approaches. This is in line with Indonesian Qualification Framework KKN level 8 applicable in Indonesia. Based on its objectives, the graduates are expected to have a career as (1) a language researcher in general linguistics or applied linguistics, (2) an academic, including a lecturer, a tutor, a teacher, and a language facilitator, (3) a language consultant, and (4) a language practitioner.

Master of History

The vision of Master of History is to become a Master of History study programme, especially maritime history and national integration at the forefront of Indonesia and leading in Southeast Asia. In organizing academic activities, Master of History students come from within and outside the country and have multiethnic backgrounds. The academic competencies acquired by graduates of Master of History are competencies in historical theory and methodology, bibliographies of historical research, seminars and publications in the field of history. Qualification of graduates of Master of History is to become a Master of History who is professional and has moral integrity so as able to criticize the nation's actual problems, especially in the field of maritime and national integration using a historical perspective. Graduates of Master of History are also expected to be able to communicate and devote their skills orally and in writing for the betterment of the community. Master of History organizes educational and teaching, research, and community service activities. Graduates of this study programme can work as teachers (lecturers), researchers, and research teachers.

Type of study programme:

Bachelor of English Literature
Master of Linguistics
Master of History

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

Bachelor of English Literature: 8 semesters, 214.56 ECTS credits
Master of Linguistics: 4 semesters, 59.6 ECTS credits
Master of History: 4 semesters, 59.6 ECTS credits

Mode of study:

All programmes: full-time and part-time

Didactic approach:

All programmes: study programme with obligatory class attendance

Double/Joint Degree programme:

no

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

Bachelor of English Literature (165 students/year)
Master of Linguistics (20 students/year)
Master of History (20 students/year)

Programme cycle starts in:

August

Initial start of the programme:

Bachelor of English Literature: 1967
Master of Linguistics: 2005
Master of History: 2006

Type of accreditation:

initial accreditation

Procedure

A contract for the initial accreditation of the **Bachelor of English Literature**, the **Master of Linguistics** and the **Master of History** programmes was made between FIBAA and Universitas Diponegoro (UNDIP) on December 7, 2022. On March 14, 2023, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel¹. The HEI has agreed with the chosen experts. The panel consisted of:

Prof. Diah Ariani Arimbi

Universitas Airlangga, Indonesia

Head of Language and Multicultural Center (Cultural Studies, Women's and gender studies, English studies (language, literature and cultural studies))

PD Dr. Kirsten Bönker

University of Cologne, Germany

Academical Senior Council (at present) and Head of Department of East European History. Historical Institute (History, East European History, Global History, Modern History, Digital Learning, Blended Learning)

Dr. Rudolf Camerer

elc-European Language Competence, Frankfurt, Germany

Head of elc-European Language Competence (Foreign Language Requirements in International professional contexts, Intercultural Communication Skills)

Elisa Knief

University of Bremen, Germany

Student of English-Speaking Cultures & Hispanistik (B.A.) (English/American Studies, English Literature, Hispanic Studies)

Prof. Dr. Horst Tonn

University of Tuebingen, Germany

Professor for American Studies (American Literature and Culture)

Prof. Dr. Georg Wolf

University of Potsdam, Germany

Chair of Development and Variation of the English Language ((English) Linguistics, Communication Studies, BA and MA programs as well as corresponding teacher training programs)

FIBAA Project Manager

Univ.-Ass. Mag. Mag. Alexander Plaikner

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an on-site visit. The on-site visit took place on September 13 and

¹ The panel is presented in alphabetical order.

14, 2023 at the HEI's premises in Semarang, Indonesia. At the end of the on-site visit, the panel has given short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on February 24, 2024. The statement on the report was given up February 28, 2024. It has been taken into account in the report at hand.

Summary

The Bachelor of English Literature, Master of Linguistics and the Master of History offered by Universitas Diponegoro fulfil the FIBAA quality requirements for Bachelor and Master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on March 6, 2024, and finishing on March 5, 2029, under conditions. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration

The panel members recommend the accreditation on condition of meeting the following requirements:

For the Bachelor of English Literature

- **Condition (see chapter 3.1.2):**
The University revises their course descriptions for the BEL with respect to content, learning outcomes and planned learning activities.

Proof of meeting this condition is to be submitted by December 5, 2024.

The panel members further identified several areas where **all three programmes** could be further developed:

The panel recommends

- more systematic cooperation with various international institutions in order to utilise possible synergies (see chapter 4.3);
- expanding the cooperation to an international level or targeting multinational companies (see chapter 4.3);
- that a concrete process be considered to actively inform students about the evaluation results and the quality assurance measures to be derived from them or to inform them specifically where they can view results/reports (see chapter 5).

Additionally, for the **Bachelor of English Literature** the panel recommends:

- that the programme needs to position itself more distinctly within its cultural and historical context in Indonesia/Southeast Asia (see chapter 3.1);
- that the HEI attracts students from the wider region due to its cultural and linguistic proximity. (see chapter 3.4);
- that speakers of English from different anglophone countries could be hired as temporary lecturers (from one month to a few years) (see chapter 3.4);
- that a concrete process be considered to actively inform students about the evaluation results (see chapter 5.2).

Additionally, for the **Master of Linguistics** the panel recommends:

- that the reading material for the courses “Schools of Linguistics” and “Cognitive Linguistics” be updated (see chapter 3.3).

Additionally, for the **Master of History** the panel recommends:

- that the modules part of the maritime history should be more research based and include a stronger theoretical foundation (this regards e.g. modules on the history of education and of government) (see chapter 3.3);
- that the HEI attracts students from the wider region due to its cultural and linguistic proximity. (see chapter 3.4).

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

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

- For **Master of Linguistics** especially in ongoing invitations to leading scholars of Linguistics for guest lectures as well as the fact that these lectures are recorded and made available for later use (see chapter 3.3);
- Student support by the faculty (see chapter 4.1);
- Access to literature (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.

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Information

Information on the Institution

Universitas Diponegoro (UNDIP) established on January 9, 1957, is a state university located in Semarang, Central Java, Indonesia. UNDIP currently has the status of a Legal Entity State University, in which it has been granted a degree of independence in managing the institution. This is stipulated by Government Regulation No. 81/2014 and Government Regulation of the Republic of Indonesia No. 52/2015. UNDIP has consistently held a position as one of the Top ten leading universities in Indonesia.²

UNDIP has a vision to be an Excellent Research University.³ To achieve this vision, UNDIP has several missions:

- Providing education to produce outstanding and competitive graduates.
- Conducting research leading to publications, Intellectual Property Rights (IPR), textbooks, policies and technologies that are effectively and efficiently utilised to promote cultural and local resources.
- Organising community services leading to publications, Intellectual Property Rights (IPR), textbooks, policies and technologies that are effectively and efficiently utilised to promote cultural and local resources.
- Developing professionalism, capability, accountability in the governance of the University as well as the independence of the institution to conduct higher education.

Currently, UNDIP has approximately 56.382 students, which consist of: 40.929 undergraduate students; 4.714 master programme students; 1.360 doctoral programme students; 4.452 vocational diploma programme students; 1.130 professional programme students; 1.093 specialist programme students; and 2.704 applied bachelor programme students. The students are spread across eleven faculties, and one vocational and postgraduate school. UNDIP at present has 26 vocational programmes, 52 bachelor programmes, 38 master programmes, 15 doctoral programmes, four professional programmes, 19 specialist programmes, and six applied bachelor programmes. UNDIP has 940 educators who hold master's Degrees, 677 educators with doctoral degrees, and 83 educators with specialist qualifications.

In addition to the main campus in Semarang, UNDIP also organises study programmes outside the main campus in other cities such as Batang, Pekalongan, Jepara, and Rembang.

As part of the endeavors to achieve its vision and to provide quality educational services to students, UNDIP has established cooperations with local and international universities. International cooperation has been carried out with partners from 30 countries⁴ including Japan, France, Germany, Italy, Netherlands, Myanmar, South Korea, Malaysia, Iran, Kazakhstan, Finland, Taiwan, Pakistan, the Philippines, Russia, Singapore, Suriname, Switzerland, Vietnam,

² See p. 2 self-evaluation report

³ Ibid.

⁴ <https://io.UNDIP.ac.id/collaboration/>, last access October 09, 2023

Turkey, Thailand, Timor Leste, United Kingdom, and the United States. These international collaborations open up opportunities for internationalisation in various academic activities with partner universities. These activities include joint research, visiting professors, double-degree programme, exchange programme and other activities.

Internationalisation is also carried out by opening international classes and scholarships for international students called Diponegoro International Students Scholarship (currently UNDIP Scholarship),⁵ Developing Countries Partnership (KNB) Scholarship, and Dharmasiswa.⁶

In performing its duties as an educational service provider institution, UNDIP received recognition from various parties, both national and international institutions. Recognitions that have been obtained by UNDIP are:

- Excellent Accreditation from the National Accreditation Board for Higher Education (BAN-PT)
- Ranked 5th Nationally in Main Performance Index PTNBH 2021 from Ministry of Education and Culture, Republic of Indonesia
- Ranked 8th Nationally and ranked 801-1000 Globally in QS World University Ranking 2023,
- Ranked 8th Nationally and 209th Globally in QS Asia University Ranking 2022,
- Ranked 1st Nationally and 251-300 Globally in QS World Graduate Employability Ranking 2022
- Ranked 7th Nationally and 1201+ Globally in THE WUR (World University Ranking) 2022,
- Ranked 6th Nationally and 300-400 Globally in THE Asia University Ranking,
- Ranked 7th Nationally and 201-300 Globally in THE WUR Impact Rankings – SDGs
- Ranked 501+ Globally in THE Emerging Economies University Rankings 2022.

In addition, the University publishes annual reports on sustainability.⁷

Bachelor of English Literature [BL]

The Bachelor of English Literature study programme conducts various international-oriented activities to achieve its vision and missions. First, the study programme has prepared the curriculum with the content of theories, topics, and approaches that raise international issues. The course materials are delivered in English. Second, the lecturers of the Bachelor of English Literature study programme have international qualifications: some of the lecturers have earned their degrees at universities abroad. They also participate in various international activities (seminar, conference, international webinar, summer course) as speakers. The lecturers also hold seminars and invite foreign guest lecturers as well as establish cooperation with foreign universities in teaching and research. Third, the Bachelor of English Literature study programme also sends its students to participate in international activities through international seminars and competitions. The Bachelor of English Literature study programme organizes an International

⁵ <https://io.UNDIP.ac.id/UNDIPscholarships/>, last access October 09, 2023

⁶ <https://darmasiswa.UNDIP.ac.id/>, last access October 09, 2023

⁷ latest report from 2022: https://sustainability.UNDIP.ac.id/wp-content/uploads/2022/11/Sustainability-Report-2021-2022_.pdf, last access October 27, 2023

Undergraduate Program (IUP) to accommodate international students to study at the Bachelor of English Literature study programme and facilitates the domestic students to join student exchange.

Master of Linguistics [ML]

To achieve its vision, missions, and objectives, the Master of Linguistics has prepared international-oriented curriculum and activities. The curriculum and learning contents of the Master of Linguistics study programme are oriented to international standards and are offered through the applied linguistics and the general linguistics majors which use English as the language of communication in the class and all course assignments, including in the master's thesis writing. Therefore, these majors can accommodate international students as represented by 13 foreign students from 9 countries, which are the Czech Republic, Kenya, Algeria, Thailand, Pakistan, Madagascar, Myanmar, Egypt and Sudan who are currently studying or have completed their studies at the Master of Linguistics study programme.

Second, Master of Linguistics has prepared Human Resources (lecturers) with international qualifications by facilitating lectures to study abroad, participate in visiting lecturers and participate in international seminars, inviting guest lecturers from foreign universities, and conducting joint research with foreign universities. Third, the Master of Linguistics also has prepared its students to be competent for employability at the international level by improving public speaking, academic writing, conducting research, and participating in various international seminars. In addition, students are involved in the practical activities held by lecturers through research, community services, and international scientific presentations, so that they are prepared to work at the international level. Students have competence at the international level is evidenced by the achievement of the best student presenter in an international seminar, The International Conference on Energy, Environment, Epidemiology and Information System (ICENIS).

Since 2019, the Master of Linguistics study programme has been accredited A by the National Accreditation Board for Higher Education (abbreviated as BAN-PT), showing that the excellent of the Master of Linguistics study programme is recognized nationally and is attractive for foreign students as previously mentioned.

Master of History [MH]

Master of History offers learning programmes that can be taken in four to eight semesters and has been established since 2006. To respond to the development of science and the demands of community, nation, and state, Master of History has clearly formulated vision, mission, and goals. In organizing academic activities, Master of History is supported by qualified resources consisting of four professors and eight doctorates. Master of History has been awarded an A accreditation from National Accreditation Board for Higher Education (BAN-PT) since 2017 until now. Master of History implements a curriculum that emphasizes the exploration of students' ideas and creativity in the field of history. Master of History students come from within and outside the country and have multiethnic backgrounds. Graduates of Master of History acquire academic competencies demonstrated by the ability to research and disseminate research results in the field of history, especially maritime history and national integration. The academic competencies acquired by graduates of Master of History are competencies in historical theory and

methodology, bibliographies of historical research, seminars and publications in the field of history. These competencies can be used by graduates of Master of History to work as research teachers, lecturers, and history researchers.

Statistical data and evaluation results

Statistics (separated by cohorts and gender) concerning:

- student success rate
- average length of study
- number of first year students
- percentage of foreign participants

1. Opening Fast Track program

Fast Track has been launched since 2021. It is based on Rector's Decree Number 5421/UN7.P/DW/2020 regarding the Implementation of the Fast Track Program. However, Master of History just accepted Fast Track students on April 2022. This programme enables undergraduate students to finish their undergraduate and master in just five years. Through this programme, when the students of semester 7 in their bachelor programme, students can take one semester studying in Master of History programme. It can save time for students because while finishing their bachelor they can start joining their master programme. To join the programme, students should have GPA 3.51 (scale 4.00), with total credits of their bachelor 124 credits. They should be in semester 7 or in the beginning of semester 8. They must pass their undergraduate thesis at the end of semester 7 or 8 which has declared by the Head of Undergraduate Program. Currently, there are 3 Fast Track students that have been accepted in Master of History (batch 2022). The Fast Track students are not included in the statistical data because the data mentioned in SER are taken prior to the acceptance of the Fast Track programme.

2. Organizing Postgraduate Acceleration Program (Program Akselerasi Sarjana Pascasarjana/ PAS Pascasarjana).

Bachelor graduates with the maximum of six months after graduation can directly continue their study to the master programme with the amount of tuition fees same as their tuition fees of bachelor programme. Currently (2023), there is 1 student of PAS program studying at Master of History.

3. During 2022-2023, UNDIP has sponsored MH to conduct socialization and roadshow in several Indonesian cities, such as Aceh, Medan, and Kendari. It aims to promote the study programme to gain student's intake.

Table 1: Statistical Data BL

| Bachelor of English Literature [BL] | | | | | | | |
|-------------------------------------|---|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| | | 1. Cohort (2016) | 2. Cohort (2017) | 3. Cohort (2018) | 4. Cohort (2019) | 5. Cohort (2020) | 6. Cohort (2021) |
| # Study Places | | 80 | 90 | 160 | 165 | 165 | 165 |
| # Applicants | ∑ | 2785 | 2774 | 3478 | 2340 | 2713 | 1877 |
| | f | 1235 | 1574 | 1878 | 1568 | 1809 | 1055 |
| | m | 1550 | 1200 | 1600 | 772 | 904 | 822 |
| Application rate | | 3.5 % | 3.1 % | 2.2 % | 1.4 % | 1.6 % | 1.1 % |
| # First-Year Student | ∑ | 81 | 131 | 176 | 159 | 175 | 169 |
| | f | 54 | 98 | 129 | 115 | 139 | 117 |
| | m | 27 | 33 | 47 | 44 | 36 | 52 |
| Rate of female students | | 66.7 % | 74.8 % | 73.3 % | 72.3 % | 79.4 % | 69.2 % |
| # 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 | | 101 % | 145.6 % | 110 % | 96.4 % | 106 % | 102.4 % |
| # Graduates | ∑ | 90 | 97 | 102 | 109 | 77 | 107 |
| | f | 67 | 67 | 70 | 84 | 56 | 78 |
| | m | 23 | 32 | 32 | 25 | 21 | 29 |
| Success rate | | 81.7 % | 84.6 % | 85.9 % | 82.5 % | 94.2 % | 78.6 % |
| Dropout rate | | 18.3 % | 15.4 % | 14.1 % | 17.5 % | 5.8 % | 21.4 % |
| Average duration of study | | 4 years 7 months | 4 years 6 months | 4 years 7 months | 4 years 7 months | 4 years 5 months | 4 years 5 months |
| Average grade of final degree | | 3.3 | 3.3 | 3.33 | 3.2 | 3.36 | 3.37 |

Table 2: Statistical Data ML

| Master of Linguistics [ML] | | | | | | | |
|-------------------------------------|----------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| | | 1. Cohort (2016) | 2. Cohort (2017) | 3. Cohort (2018) | 4. Cohort (2019) | 5. Cohort (2020) | 6. Cohort (2021) |
| # Study Places | | 20 | 20 | 20 | 20 | 20 | 20 |
| # Applicants | Σ | 16 | 31 | 22 | 16 | 17 | 25 |
| | f | 13 | 18 | 13 | 12 | 15 | 21 |
| | m | 3 | 13 | 9 | 4 | 2 | 4 |
| Application rate | | 80% | 150% | 110% | 80% | 85% | 125% |
| # First-Year Student | Σ | 16 | 20 | 20 | 11 | 17 | 20 |
| | f | 13 | 12 | 12 | 9 | 15 | 17 |
| | m | 3 | 8 | 8 | 2 | 2 | 3 |
| Rate of female students | | 81% | 60% | 60% | 81% | 88% | 85% |
| # Foreign Students | Σ | 0 | 0 | 0 | 0 | 8 | 5 |
| | f | 0 | 0 | 0 | 0 | 6 | 4 |
| | m | 0 | 0 | 0 | 0 | 2 | 1 |
| Rate of foreign students | | 0 | 0 | 0 | 0 | 47% | 25% |
| Percentage of occupied study places | | 80% | 100% | 100% | 55% | 85% | 100% |
| # Graduates | Σ | 36 | 34 | 28 | 25 | 24 | 22 |
| | f | 20 | 20 | 15 | 19 | 20 | 15 |
| | m | 16 | 14 | 13 | 6 | 4 | 7 |
| Success rate | | 93% | 95% | 93.1% | 93.75% | 95% | 95% |
| Dropout rate | | 7% | 5% | 6.9% | 6.25% | 5% | 5% |
| Average duration of study | | 3 years 3 months | 3 years 2 months | 3 years 4 months | 2 years 7 months | 2 years 7 months | 2 years 6 months |
| Average grade of final degree | | 3.6 | 3.7 | 3.7 | 3.7 | 3.7 | 3.7 |

Table 3: Statistical Data MH

| <u>Master of History [MH]</u> | | | | | | | |
|----------------------------------------------------|---|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| | | 1. Cohort (2016) | 2. Cohort (2017) | 3. Cohort (2018) | 4. Cohort (2019) | 5. Cohort (2020) | 6. Cohort (2021) |
| # Study Places offered by HEI | | 20 | 20 | 20 | 20 | 20 | 20 |
| # Applicants | ∑ | 7 | 8 | 9 | 8 | 2 | 6 |
| | f | 3 | 2 | 4 | 2 | 2 | 3 |
| | m | 4 | 6 | 5 | 6 | 0 | 3 |
| Application rate | | 35,00% | 40,00% | 45,00% | 40,00% | 10,00% | 30,00% |
| # First-Year Students (accepted applicants) | ∑ | 10 | 8 | 9 | 8 | 2 | 6 |
| | f | 6 | 2 | 4 | 2 | 2 | 3 |
| | m | 4 | 6 | 5 | 6 | 0 | 3 |
| Rate of female students | | 60,00% | 25,00% | 44,44% | 25,00% | 100,00% | 50,00% |
| # Foreign Students | ∑ | 0 | 0 | 1 | 0 | 0 | 0 |
| | f | 0 | 0 | 1 | 0 | 0 | 0 |
| | m | 0 | 0 | 0 | 0 | 0 | 0 |
| Rate of foreign students | | 0,00% | 0,00% | 11,11% | 0,00% | 0,00% | 0,00% |
| Percentage of occupied study places | | 50,00% | 40,00% | 45,00% | 40,00% | 10,00% | 30,00% |
| # Graduates | ∑ | 9 | 9 | 7 | 8 | 8 | 9 |
| | f | 4 | 4 | 3 | 5 | 4 | 4 |
| | m | 5 | 5 | 4 | 3 | 4 | 5 |
| Success rate (students who finished their studies) | | 90,00% | 100,00% | 87,50% | 88,89% | 100,00% | 100,00% |
| Dropout rate (students who dropped their studies) | | 10,00% | 0,00% | 12,50% | 11,11% | 0,00% | 0,00% |
| Average duration of study | | 3 Years 5 Months | 3 Years 1 Months | 2 Years 7 Months | 2 Years 7 Months | 2 Years 5 Months | 2 Years 2 Months |
| Average grade of final degree | | 3.8 | 3.5 | 3.4 | 3.6 | 3.66 | 3.75 |

Appraisal

The Bachelor of English has doubled its admissions between 2016 and 2021 which speaks to the vitality and attractiveness of the programme. The percentage of female students ranges between 69 % and 79 %. With one exception (2017) there has been no significant overload in

the ratio between capacities and admitted students which suggests a very productive learning environment for the students. The success rate confirms this: it ranges from 78 % to 94 %, a very good outcome by any international comparison. Also, students tend to take only 5-7 months beyond the projected 4-year programme to graduate, again a very good margin.

Statistical data show that several factors cause the admission number of Master of History to be low: 1) Generally, the interest in studying master in history in Indonesia is still relatively low. 2) There has been a change in regulations from the Ministry of Education and Culture Republic of Indonesia, which states that currently, history teachers preferably come from teaching and education faculty rather than from historical department; it is rare for history teachers to study further in the masters of historical field. 3) It is still rare for fresh graduates to pursue further study; on average, they prefer to work using a bachelor of history qualification. The job vacancies provided for master of history graduates are limited to work as lecturers and researchers. Master of History conducts periodic curriculum reviews within five years. After changing the 2012 curriculum to the 2017 curriculum, the average length of study for students becomes shorter, from 3 years 1 month to 2 years 2 months with a GPA from 3.4 to 3.75.

UNDIP has conducted programmes to make the study programme more attractive (gaining student's intake) which are applicable to all master programmes.

Master of History conducts periodic curriculum reviews within five years. After changing the 2012 curriculum to the 2017 curriculum, the average length of study for students becomes shorter, from 3 years 1 month to 2 years 2 months with a GPA from 3.4 to 3.75.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

For all programmes

Qualifications of university graduates in Indonesia, both in Bachelor and Master programmes, refer to Presidential Regulation No. 8 of 2012 and Attachment of the Regulation of the Minister of Research, Technology and Education No. 44 of 2015 on National Standard of Higher Education. The Indonesia National Qualification Framework (KKNI) is the basis for setting the objectives and achievements of learning graduates.⁸ The KKNI contains an explanation about attitudes, knowledge, general skills, and special skills, arranged in tiers at each level of education in higher education.

The curriculum at the Bachelor level is designed following level 6 of national qualification standards, where graduate qualifications are having the ability to apply, study, and create designs, utilize science and technology, as well as solve problems. While at the Master level, the curriculum is designed by referring to the KKNI level 8, which includes the ability to develop science and technology through research, innovation, and testing, and solve problems with an inter/multidisciplinary approach.

Bachelor of English Literature [BL]

The educational objective of the Bachelor of English Literature study programme is to produce graduates in the field of English language, literature, and culture with excellent academic skills, moral integrity, scientific attitude, critical and professional, as well as competitive characteristics at the national and international level; to produce scientific publications, works of community services, and cooperation in English language, literature, culture, while realizing efficient, accountable, transparent, fair, and integrated governance in running the study programme.

The Bachelor of English Literature provides English language courses, seminars on English and American literature and culture, as well as research methodologies. The competencies are contained in the curriculum that refers to the Indonesia Qualifications Framework (KKNI) level 6. In addition to academic competence, the students also acquire skills at communication, independence, tolerance, entrepreneurship, and leadership through Public Speaking, Cross Cultural Communication, internship, and entrepreneurship courses. They can also develop their potential through various activities on campus, for instance Student Creativity Program), soft skill training, entrepreneurship training, and leadership training through student activities at the study programme, faculty, and university level. In terms of independence, the students are involved in seminars and national and international competitions.

⁸ Universitas Diponegoro implements the provisions of this KKNI by stipulating the Rector's Regulation no 4 of 2020 amended by the Rector's Regulation number 28 of 2020 on Academic Regulations for Undergraduate Programs. As for the postgraduate programme, KKNI is implemented by Rector's Regulation no. 5 of 2020 amended by the Rector's Regulation No. 29 of 2020 on Academic Regulations in the Education Field of Postgraduate Program at Universitas Diponegoro.

Graduates of the Bachelor of English Literature are well qualified to work for government and private institutions, in Indonesia as well as internationally. Graduates of the programme can start their careers, for example as literature, language, and culture researcher, in academic institutions as lecturers and tutors, or in the professional fields of translation, content creation, public relation, tour guide, journalism, and language teaching.

Master of Linguistics [ML]

Master of Linguistics has the objective to produce graduates who: (1) have the abilities in developing knowledge in general linguistics or applied linguistics, and (2) have the abilities to analyze various language problems and find the solutions by using relevant linguistic approaches. This is in line with Indonesian Qualification Framework KKN level 8 applicable in Indonesia.

Based on its objectives, the graduates are expected to have a career as (1) a language researcher in general linguistics or applied linguistics, (2) an academic, including a lecturer, a tutor, a teacher, and a language facilitator, (3) a language consultant, and (4) a language practitioner. To support the graduate objectives, the Master of Linguistics programme provides academic skills which comprise (1) development of language teaching learning model by synthesizing theoretical and applied linguistics quantitatively and qualitatively, (2) development of language curriculum based on adequate needs analysis, and (3) development of descriptive/theoretical linguistics regarding language structure, and (4) development of macro-linguistics and interdisciplinary linguistics, by using recent and relevant theories and methods. The Master of Linguistics also provides supporting skills as follows: statistics, ethnography of communication, academic writing skill, and English for Specific Purposes.

In line with KKN level 8, the education system and assignment are directed to solve problems of language phenomena and develop linguistic theories written in academic papers articles that are published in a national journal (minimum Sinta 3) or an international journal or proceeding. For example, students are assigned to write papers on a language phenomenon around them that must be analyzed using specific theories (e.g., transformational generative phonology, lexical functional grammar, natural semantic meta- language, critical discourse analysis) as well as to test whether the theories are applicable to solve language problems under the study. If the theories cannot solve the problem, then the students have to explain the weakness of the theory and offer solutions to develop the theory in order to solve the language problems in their analysis.

Master of History [MH]

Qualification of graduates of Master of History is to become a Master of History who is professional and has moral integrity so as able to criticize the nation's actual problems, especially in the field of maritime and national integration using a historical perspective. Graduates of Master of History are also expected to be able to communicate and devote their skills orally and in writing for the betterment of the community. Master of History organizes educational and teaching, research, and community service activities. Graduates of this study programme can work as teachers (lecturers), researchers, and research teachers.

Graduates of Master of History able to work in institutions in both public and private universities as lecturers, public and private high schools as teachers, government agencies at both central and regional levels as researchers, companies under State-Owned Enterprises (BUMN), museums as curators, military institutions, and other library and archive institutions.

Meanwhile, supporting competencies for Master of History graduates can also be trained to create jobs by developing various businesses that are still related to historical science, such as publication, tutoring, and creative content.

Meanwhile, the general competence of graduates of Master of History is adjusted to the graduate profiles formulated by UNDIP, which is called COMPLETE, consisting of: a) Communicator: UNDIP graduates who are able to communicate verbally and written; (b) Professional: UNDIP graduates who are able to carry out their work based on applicable ethics, procedures, and rules; (c) Leader: UNDIP graduates who have skill to be adaptive, honest, brave, caring, and fair leader; (d) Educator: UNDIP graduates who are able to become educators or teachers bringing change in community; (e) Thinker: UNDIP graduates who are able to think critically so that their thoughts can be a reference for the community; (f) Entrepreneur: UNDIP graduates who are able to open employment opportunities independently in accordance with their field.

The programme is justified through Indonesian National Qualification Framework level 8 which stipulates that the competencies of graduates of Master of History is to be able to develop knowledge in the field of history or professional practice through research and produce innovative and tested work. Graduates of Master of History are also required to be able to solve scientific problems through inter or multidisciplinary approaches. In addition, graduates of Master of History are also able to manage research and development activities that are beneficial to the general public, so they can obtain national or international recognition. Students also have the competence to demonstrate the application of innovative and creative ideas substantially based on academic policies and scientific and professional ethics.

Appraisal:

The qualification of the programmes is adequately explained. The study programmes set clear and realistic objectives, which are well explained and convincingly presented to the target group, targeted professional field and societal context of the discipline. The objectives are defined based on the national qualification framework and allow students to develop their personality and gain academic proficiency.

The qualification objectives and skills to be acquired until graduation correspond to the master's level. They take into account the requirements of the Indonesian national qualification framework. Furthermore, the panel emphasises positively that the objectives and curricula are regularly reviewed in order to ensure the quality of the training and adapt it to the respective market demands.

| | | 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)

For all programmes

UNDIP is one of the universities in Indonesia that has declared to be one of the research - based universities with international reputation in accordance with the vision that has been prepared. The vision is Universitas Diponegoro Becoming an Excellent Research University. As an international research university, UNDIP should have international academic reputation, global competitiveness and superior competence, research results that can be implemented by stakeholders and published internationally, and international development programmes. In its implementation, the internationalization activities are organized through the World Class University Program. The specific programmes offered to be implemented are Adjunct Professor, Visiting Lecturer and Visiting Professor, Alumni Relation by Subject, Postdoc at UNDIP, Student Go International, Summer Course Program, Scientific Group Cluster, Staff Exchange Program, and SDGs International Forum. These programmes can be chosen to be carried out to achieve international recognition.

An important foundation for this effort is the Universitas Diponegoro Strategic Plan Document 2020-2024 which emphasizes “Globalization, Collaboration and Acceleration” as the main pillar for internationalisation. In addition, an important basis for internationalisation is the Rector's Decree No. 1219/UN7.P/HK/2021 on Operational Definitions of Strategic Plan and Key Performance Indicators of Universitas Diponegoro which explain the targets of international students, international publications, joint research, and visiting lectures. Internationalisation efforts are also manifested through activities related to SDGs issues taken out centrally under the coordination of the UNDIP SDGs Center.⁹

UNDIP's daily internationalisation activities are managed by the UNDIP International Affairs Office (KUI). KUI has the task of assisting the Vice-Rector for Academic and Student Affairs in collaborative activities with partner universities abroad, including the Student Exchange Programme, both inbound and outbound programmes.

Bachelor of English Literature [BL]

International orientation of the Bachelor of English Literature study programme can be seen from the curriculum containing courses which provide English competence and theories that are universal and applicable internationally, for example Cross-Cultural Communication, Post Colonial Criticism, Feminism, Gender and Queer Theory, and Ethnic and Ethnicity.

In addition to the curriculum, internationalization of the programme is also conducted by improving skills of the teaching staff through international programmes, such as studying abroad (Australia, UK, Korea, and United States) as well as participating in international seminars as participant and speaker. The Bachelor of English Literature study programme also establishes cooperation with foreign universities, including Asia University, Taiwan; Arizona State University, AS; Yuntech, Taiwan; Trinity Christian College, United States and Tunghai University, Taiwan. Through this cooperation, the study programme can conduct a lecturer exchange programme by sending the lecturers as speakers in foreign universities or inviting guest lecturers from foreign universities in seminars.

⁹ The operation of UNDIP's SDGs Centre is authorized through Circular Letter No. 3/UN7.P/SE/2020 on the Implementation of SDGs in Universitas Diponegoro.

The Bachelor of English Literature study programme also organizes several activities involving foreign students, including summer course and student exchange with CTS. The opening of the International Undergraduate Program (IUP) is an effort to attract foreign students to study at the study programme. The study programme also encourages the students to participate in seminars, for example ICENIS (International Conference on Energy, Environment, Epidemiology and Information System) and Guest Lecture by inviting foreign speakers. The study programme also sends its students for programmes which offer experience and atmosphere of studying abroad through the International Student Mobility Award (IISMA). The students are encouraged to join international competitions, such as Debate Competition and International Science Project Competition.

By the presence of the international-oriented curriculum, the lecturers who have international insight and experience and as well as student activities which offer international experience, the Bachelor of English Literature graduates can work abroad as lecturers, embassy staff, and staff at the UN for the Youth Engagement Focal Point for Gender Program, United Nation for Population Fund (UNFPA).

Master of Linguistics [ML]

International orientation of the Master of Linguistics is shown through several ways. First, the medium of instruction in the courses and assignments related to applied linguistics is English. In addition, the Master of Linguistics has also designed a universal curriculum containing topics and theories as well as approaches to research about international issues. Therefore, the learning content can accommodate the interest of domestic and international students. This can be seen from the data of 38 foreign applicants from various countries, such as Thailand, Czech Republic, Egypt, Pakistan, Algeria, Sudan, Kenya, Saudi Arabia, and Madagascar. Currently, there are 13 foreign students who study at the Master of Linguistics study program. Most of them take the class and do the assignments in English.

In addition to the curriculum, international orientation of the Master of Linguistics is also shown by the qualification of its lecturers who mostly took their study abroad and got an experience of becoming guest lecturers abroad, so they have the academic experience and international network. Some of them have even conducted international research cooperations with other universities, such as National Yunlin University of Science and Technology in 2011 and Trinity Christian College in 2020 Chicago, and Arizona State University, the USA. Moreover, the Master of Linguistics regularly invites guest lecturers from other countries, including the United States, Singapore and UK to give public lectures for students and lecturers.

From the student aspect, the international orientation is shown through student participation in international seminars, including ICENIS (International Conference on Energy, Environment, Epidemiology and Information System) and students' papers published in international indexed proceedings. The students of the Master of Linguistics program have also participated in an international seminar held by Universiti Tun Hussein Onn Malaysia (UTHM).

The experience in joining international activities will allow the graduates to do academic tasks at the international level. The academic references, the theories they have learned, and the topics they obtained in their study are useful for them to take part in the academic activities at the international level. Furthermore, the Master of Linguistics graduates who have a background in foreign language (especially English) will be able to work abroad since they have the knowledge and skill to conduct research and write articles in English (especially for

applied linguistics). Thus, they are expected to be able to conduct joint research with international partners.

The Master of Linguistics programme has established cooperation with foreign universities (Asia University, Taiwan; Arizona State University, the USA; Yuntech University, Taiwan; Trinity Christian College, the USA, UTHM, Malaysia) which enables the lecturers to do joint research and publication, and enables the students to take certain courses from the foreign universities or conduct lecturer exchange programme. For example, every year the Master of Linguistics programme holds guest lectures from different countries. The lecturers of the master of linguistics programme also deliver public lectures abroad. In 2021, three lecturers of the study programme were invited to give a public lecture at Asia University. Some lecturers are also experienced in writing international journals or Scopus indexed proceedings.

Master of History [MH]

The international orientation can be seen in the vision promoted by Master of History, which is to become a superior Master of History study programme, especially in the field of maritime history and national integration in Southeast Asia. Based on the vision of the study program, international-oriented activity programs have been designed by following discussion topics based on actual issues. This international orientation is related to the objectives of the study program which are to produce graduates of Master of History in the field of maritime history and national integration who are able to have high integrity and moral values, able to criticize the nation's actual problems from a historical perspective, able to conduct research and communicate expertise orally and in writing, and able to have the ability to establish and develop cooperation globally.

Master of History opens opportunities for foreign students from various countries to register in the new student admission programme through Developing Country Consortium Program (KNB Scholarship) provided by the Ministry of Education, Culture, Research, Technology and Higher Education of the Republic of Indonesia. Graduates of Master of History can work abroad based on competencies recognized by international higher education institutions. Therefore, graduates are able to work in collaboration with institutions abroad.

Internationally oriented graduate competencies can be seen from the structure of the Master of History curriculum, which emphasizes the study of global maritime history and national integration by taking case studies having similar experiences with nation-states in other parts of the world. In addition, international insight is obtained from the experience of lecturers who carry out international activities in various countries, such as in Japan, Taiwan, Leiden, France, the United States, etc. For example, Master of History students became a coastal community facilitator team in Aceh, as a part of the ExxonMobil project in Indonesia.

The Master of History curriculum is prepared based on the developments of history science. In this regard, the course content is prepared based on books and articles written not only by Indonesian experts but also by foreign scholars. Most of the learning materials are presented in English using power points. Master of History organizes various international seminars and public lectures with foreign experts as the presenters and sends lecturers to international

exchange programmes. Lecturers frequently join international conferences and seminars to embed them in the international research society and streams¹⁰.

Master of History facilitates students to participate in academic activities at the international level, accepts foreign students, and assists foreign students in academic activities in Indonesia. Some of the activities that have been followed by Master of History students are being a student field counselor for Summer Course and Wellbeing Program in Asia held by Nagoya University in cooperation with Center for Asian Studies, Department of History, Faculty of Humanities, UNDIP. In addition, Summer Course on Austronesian Today: Origin, Culture, and Diaspora has attracted 81 participants for registration and 41 participants for admission from overseas including China, Bangladesh, the Philippines, India, Brunei Darussalam, and Taiwan. Through these activities, students are expected to interact with lecturers and students from abroad and have international experience, so they have abilities to work in the global market.

The development of the international orientation of Master of History is also carried out as the international reputation of lecturer human resources in the field of teaching and other academic activities to be more excellent. One of Master of History lecturers is involved in international academic activities, including being Scientific Committee for Exhibition and Ancestor Indonesia-Europilia, Brussel International Museum, Belgium, experts in Maritime Study at Universiti Malaysia Sabah, doctoral programme external examiners at Australian National Centre for Ocean Resources and Security (ANCORS), University of Wollongong.

Appraisal:

The panel considers the international orientation to be satisfactory. **The panel further suggests** taking the realities and demands of **English as the global language** into account both in research and propaedeutics in the continuous work of study programme wherever applicable.

The **panel additionally suggests** that the **UNDIP programmes strengthen those varieties** of the English language and cultures that are prevalent in Southeast Asia and the South Pacific. British English and American English cannot be taken as the normative standards for English in a globalized world.

The faculty has its own international office and, at faculty level, workshops with international colleagues are also offered for all programmes and lecturers are supported in completing their PhD in the international higher education area, so that important initial steps are taken to increase the international outlook of the programmes.

The programme design appropriately takes into account the required international aspects, with respect, too, to its graduates' employability.

¹⁰ e.g.: International Conference on Energy, Environment, Epidemiology and Information System (ICENIS) held every year, The First Webinar Series between UMS (Malaysia) and Universitas Diponegoro: Exploring Indonesian Maritime History: Substance and Methodology". The Second Webinar Series Between UMS (Malaysia) and Universitas Diponegoro: "Exploring Malaysia and Indonesia History", The Third Webinar Series between UMS and UNDIP: "Maritime History and Global Interaction in the Malay World", Visiting Lecturer: "The Role of Shipmasters (nakhoda/ puhawang) in the Malay World History" from Ecole Française d'Extrême-Orient/ EFEO, and Visiting Lecturer: "J.C. van Leur and the Problematic Origins of "Autonomous" Indonesian History" from Northern Illinois University.

| | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|------|------------------------------------------------------------------------------|-------------|------------------------------|----------------------------|------------------------------------|------|
| 1.2* | International orientation of the study programme design (Asterisk Criterion) | | | X | | |

1.3 Positioning of the study programme

The study programmes attract prospective students since UNDIP is acknowledged by its reputation where UNDIP is ranked 4th nationally and 401-500th in the world based on Times Higher Education 2022. UNDIP is also ranked 1st in Indonesia and 251-300th in the world under the category of Graduate Employability Ranking 2022, and ranked 9th in Indonesia, 281-290th in Asia according to QS AUR 2020. UNDIP is also the best university in Central Java.

In general, the reason why prospective students are interested in studying at UNDIP is because of the international recognition. The three study programmes benefit from the popularity of UNDIP, which has an international reputation. UNDIP is ranked 4th nationally and 401-500 internationally according to Times Higher Education (THE) World University 2022; ranked 1st in Indonesia and 251-300 in the world in Graduate Employability Rankings 2022 category; QS AUR 2020 (ranked 9th in Indonesia, 281-290 in Asia). Besides, other external factors, such as the friendly society of Semarang, low living cost, multicultural and tolerant society, also attract prospective students to study at UNDIP.

Bachelor of English Literature [BL]

The Bachelor of English Literature study programme is accredited A by the National Accreditation Agency. UNDIP as an institution above the Bachelor of English Literature study programme is also accredited A by the National Accreditation Agency for Higher Education (BAN-PT). This accreditation is positively correlated to the increasing number of applicants from senior high school graduates. The distribution of the applicants shows that they come from different regions in Indonesia. UNDIP reputation and the A accreditation differentiate the Bachelor of English Literature study programme from other higher education institutions in Semarang, both the state and private universities which offer the similar programme. Compared to private universities, the Bachelor of English Literature study programme has the benefits of its status as a state university and its study area that is not offered by private universities, which is: literature, linguistics, and American studies. Moreover, the Bachelor of English Literature study programme is also ahead of the English study programme of Universitas Negeri Semarang because the English language and literature study program was established in 1999 and concentrated on English Pedagogy [Pendidikan Bahasa Inggris]. On the other hand, the Bachelor of English Literature study programme has been teaching literature, linguistics, and American studies for a long time, so the content of its curriculum for the three study programs which have more up-to-date theories and more complete mastery.

As a programme student of PTN-BH, the Bachelor of English Literature is equal and able to compete with the top competitors, such as: Universitas Gadjah Mada and Universitas Indonesia. They develop their curricula with the same concentration on literature, language, and culture. The Bachelor of English Literature study programme emphasizes literature studies on three majors, which are literature, linguistics, and American studies. The students use

literature works and films as their research objects using the approach according to their major. In addition, the Bachelor of English Literature study program is supported by the qualified teaching staff as professors, Ph.D with position as a professor, associate professor, and assistant professor.

To improve the competitiveness of the study programme, evaluations of the curriculum and teaching and learning process are conducted periodically by inviting the alumni, stakeholders, and alumni users. Input from external parties are utilized to develop competitive curriculum content and to develop teaching materials which meet the demands of employment sectors, so that its competitiveness will improve. Improvement of lecturers' competencies is also performed through cooperation with a number of universities, including Universitas Gadjah Mada, Universitas Sumatera Utara, Universitas Negeri Surakarta, and Universitas Indonesia. The cooperation is also established with international universities, for example Arizona State University, Asia University, Yuntech University, Trinity Christian College, and Tunghai University. This cooperation aims to develop cooperation in teaching, deepening theory, and research.

Graduates of the Bachelor English Literature study programme can work in several types of jobs even though they have to compete with graduates from other universities. Data from the tracer study in the past three years shows that 85.2 % of the Bachelor English Literature graduates work in two categories, which are as civil servants and private employees. The mean time of getting the first job is 3 to 6 months. The types of jobs in the private sector include journalist, language practitioner, public relation, translator, content creator, and private employee. The graduates who work as civil servant (Aparatur Sipil Negara / ASN) spread in some departments, including KBRI staff in Brazil, DPR Secretariat, Audit Board of the Republic of Indonesia (BPK), Regional Revenue Agency, State Treasury Service Office, Land Office, and the Ministry of Religious Affairs. There are also graduates of the Bachelor of English Literature study programme continuing to advance.

Based on the tracer study results, the types of jobs of the graduates are related to language competence courses, such as speaking, writing, and translation. In addition, several elective courses provide them with working skills, including Cross Cultural Communication, English for PR, Popular Writing, and English Teaching Methods.

The Bachelor of English Literature study programme was founded to accommodate the high public interest in obtaining education facilitating self-development and supporting work in the international industries. The strategy and achievement of the Bachelor of English Literature study programme refers to the vision and mission of Universitas Diponegoro described in the strategic plan of the Faculty of Humanities (FIB) 2020-2024 which comprises three stage targets: short, medium, and long-term plans. This strategic planning is derived from Universitas Diponegoro Strategic Planning 2020-2024 run by the English department. The objectives are formulated in conformity with UNDIP graduate profile which fulfill the COMPLETE (Communicator, Professional, Leader, Entrepreneur, Thinker, and Educator) criteria.

The Bachelor of English Literature study programme is one of the 6 study programs which has benefits as follows: (1) accredited A by National Accreditation Agency for Higher Education (BAN-PT), (2) organizing International Undergraduate Program (IUP) as an international class, (3) having an average time graduation rate of 85%, and (4) waiting time for getting the first job is less than 6 months.

Master of Linguistics [ML]

The local competitor of the Master of Linguistics programme is Master of English Education at Universitas Negeri Semarang (UNNES). However, the Master of Linguistics UNDIP has different concentrations since it offers Applied Linguistics and General Linguistics, which are not offered by the master's program in UNNES.

At the level of State Higher Education Institutions of Incorporated Legal Entity (PTN BH) status, the main competitors of the Master of Linguistics are Gadjah Mada University (UGM) and Universitas Indonesia (UI), since they have got accredited A by National Accreditation Board of Higher Institutions (BAN-PT). However, the competitive benefit of the Master of Linguistics programme is in its course contents which focus on the development of generative linguistics theory as one of the recent theories in linguistics. It can be seen from the name of the courses offered, for instance generative phonology, generative morphosyntax, and natural semantic metalanguage, which focus on the generative linguistics approach. In addition, the Master of Linguistics programme has the competitive benefit in offering the majors or concentrations, which are general linguistics and applied linguistics. It leads to an increasing number of applicants. The Master of Linguistics also has an excellence in research focusing on the preservation of local languages in coastal areas.

The development effort of the Master of Linguistics programme to improve its competitiveness is by involving stakeholders and alumni in the evaluation of the study programme and curriculum development. The Input from the stakeholders is utilized as the foundation in the curriculum development to adjust to the needs of the labor market. Furthermore, meetings with the stakeholders are also directed toward the evaluation of teaching and learning process and course contents in order to develop the learning materials. It is important to develop the study programme to be able to compete with other competitors. On top of that, networks with foreign universities including Arizona State University, Asia University, Trinity Christian College, and Yuntech University, have been established to improve the cooperation in research with international research partners.

The Master of Linguistics programme uses tracer study questionnaires regarding employability of graduates in the occupational sector, such as the type and name of the job, job waiting time, salary, and the number of working graduates. The result of the Tracer Study in the last 3 years showed that graduates of the Master of Linguistics have worked in various types of jobs, which are spread into various regions. The survey result of Tracer Study also showed that there were as many as 92.3 % of the Master of Linguistics graduates absorbed into various types of jobs and the rest (7.7 %) continued their study and still looked for suitable jobs. As many as 88.89% of the graduate work in line with their education background, while 11.11 % work at government institutions or become entrepreneurs. The fields of work include researchers at National Research and Innovation Agency (BRIN), lecturers, teachers, tutors/language consultants, civil servants (PNS), entrepreneurs, and company employees.

According to the first rank of UNDIP in QS WUR Graduate Employability Rankings 2022, the Master of Linguistics study programme also contributes to the successful graduate employability at various jobs with 90.3 % of the graduates get their first job in less than 6 months. Based on the analysis of the fields of work and meeting with the alumni, it is known that other types of job that are possible to be chosen by the graduates include speech therapists, whose the materials were obtained from Generative Phonology course, and

Language Documentation specialist related to Sociolinguistics as well as Language Preservation and Language Shift.

The Master of Linguistics programme was established in 2005. This programme is aimed to provide opportunities to the graduates of Bachelor Programmes in language to continue their study to master's degree. In the beginning of its establishment, there was no university in Semarang which offered a Master of Linguistics programme, so this study programme received warm welcome from the public, as seen in the feasibility study conducted prior to the establishment of this study programme. Moreover, this study programme is expected to support the main scientific pattern of UNDIP, particularly related to preservation or local languages in coastal areas.

The Master of Linguistics program is under the Department of Linguistics according to the nomenclature of Legal Entity State University regulating that the position of study program is under the department. The study program has the task of providing education including the implementation of teaching and learning process, while the department has the task of being a Human Resource development institution.

Linguistic studies and research of Master of Linguistics are directed to the preservation of local languages in coastal areas. It is in line with the university policies, especially the main scientific pattern of UNDIP (Article 24 paragraph 5, Government Regulation 52 of 2015), that is the development of tropical, beach, and coastal areas environment expanded into empowerment and management of marine and maritime resources. In addition, research is focused on language preservation and language shift at the northern coast of Central Java. This study programme also compiles Parole journal, a national journal accredited Sinta 2 to accommodate researchers in general linguistics and applied linguistics.

Master of History [MH]

Master of History develops a curriculum that offers a specific focus on maritime history and culture at the regional and global levels and comparative studies on national integration issues. The Master of History curriculum is based on the development of historical science, needs of community, and job market. It is also a further deepening of what has been specified in Indonesian National Work Competency Standards (SKKNI) in Historical Field in work positions as historians and historical consultants.

In 2022, Master of History received an Excellent category accreditation status from National Accreditation Board for Higher Education (BAN-PT). Meanwhile, UNDIP has received an Excellent category for accreditation from BAN-PT. Based on the accreditation status of BAN-PT, Master of History is one of the best alternatives for graduates of Bachelor of History or from allied sciences to continue their studies. This is supported by affordable tuition fees when compared to other universities, such as Universitas Gadjah Mada and Universitas Indonesia.

As mentioned above, Master of History has main competitors, including Master of History of Universitas Gadjah Mada and Universitas Indonesia. However, each study programme develops different concentrations. UNDIP develops a concentration in maritime history and national integration while Universitas Gadjah Mada develops a concentration in social and agrarian history and Universitas Indonesia develops a concentration in political and regional history. In addition, the Master of History of UNDIP has advantages in the human resources of qualified lecturers: 4 professors and 8 doctors. Master of History uses very adequate facilities

belonging to the university and the faculty. The existence of these facilities, such as Library, Audio Visual Room, and History Laboratory supports academic activities in the Department of History.

In general, the discipline of history is less attractive to Indonesian people because the job opportunities for history graduates are considered to be limited. It can be seen from the prospective students registered to the master of history are mostly workers/employees who want to continue their study. Only in recent times, the majority of prospective students are fresh graduates. It is due to a change in the market share of history study programmes in Indonesia. In addition, the opening of the fast-track programme has also boosted the number of new students.

Graduates of the study programmes obtain information about job vacancies through the alumni network and the use of cooperation networks between study programmes and both governmental and private agencies. This information can be accessed through the website, Fanpage (Facebook), Instagram, and WhatsApp Group. Job vacancy information is also provided by UNDIP Career Center (UCC).

Fields of work that allow graduates to be occupied include education and training, as teachers, lecturers, and tutors; history and culture, as historical officials and cultural consultants; research and development, as researchers and experts in legislative institutions; documentation institutions, as archivists and librarians; school textbook publishing institutions, as book writers and editors; historical entrepreneurship, publisher, tutor, and content creator.

To ensure that graduates find suitable jobs, the Master of History study programme tracks graduates through tracer study, which in this case is carried out in an integrated manner by the university. Tracer study data are also used to improve the curriculum and develop teaching and learning activities. To support the improvement of the quality of learning and the quality of graduates, the Master of History study program also continuously and consistently conducts graduate user survey. The survey results are taken into consideration in the learning evaluation.

UNDIP opens a Master of History study programme based on market demands for teachers, researchers, history lecturers, and personnel in the fields of history and culture in general. This demand is in line with the government's policy which mandates a change in status and substance from a learning university to a research university. As a consequence, it is important for the research university to increase the number of postgraduate study programmes. In addition, the support of government agencies to accommodate graduates of Master of History also encourages UNDIP to be more confident to open and support this study programme.

The Master of History study programme is under the Department of History, Faculty of Humanities, together with Bachelor of History and Doctor of History Study Programs. Its existence strongly supports UNDIP's strategic concept. The vision of Master of History is to become a Master of History study programme, especially maritime history and National Integration at the forefront of Indonesia and leading in Southeast Asia.

The vision is in accordance with UNDIP's vision of "Becoming an Excellence Research University". The basic scientific pattern of UNDIP, which is Coastal Eco Development, is used as the basis for developing the excellence Master of History programme such as maritime

history and culture studies. This is reflected in several courses and course content that have relevance to these superior fields. It does not only use a strategic curriculum, but it also implements research and community service activities. These three activities support UNDIP to become a World Class University. Master of History takes advantage of World Class University programmes offered by UNDIP, such as Visiting Professor and Summer Course. In general, in the scientific field, a Master of History is expected to be able to meet the community's demands so that history can contribute to solving the nation's problems.

Appraisal:

The panel finds the reasons for the positioning of each study programme on the educational market to be satisfactory to good. The admission rates for the Bachelor programme shows a high demand (see statistical data in chapter 0). **The Master Programmes, especially the Master of History, need attractiveness to increase student intake.** The freshly implemented Fast Track Program based on Rector's Decree as well the Postgraduate Acceleration Program and the during 2022 and 2023 conducted roadshow in several Indonesian cities prove HEI's attention on this issue. The panel takes positive note of the socialisation and promotion events of Undip in several higher institutions across Indonesia, including Aceh, Padang, Medan, Kediri, which were mentioned in the statement and sees this as a first step.

The panel also noted that the programmes in particular want to strengthen the position for the national university landscape developments. In terms of brand marketing, it could also be advisable to work out the unique selling points of the study programmes even more strongly, which would enable UNDIP to differentiate themselves from other programmes in the country. The current and future needs of the job market are accurately grasped by each study programme and the trace studies show that there is a high employability rate. This is also supported by the strong teaching of employability skills (see appraisal in chapter 3.6). With respect to UNDIP's mission and vision, all three study programmes express their aligned objectives. Their qualification goals also show a clear connection to the University's strategic planning. The reasons given for the positioning in the educational market of this study programmes are plausible. The future fields of employment for graduates are plausibly set forth. The study programme is convincingly integrated into the HEI's overall strategic concept. The study programme's qualification goals are in line with the HEI's mission and strategic planning.

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

2. Admission

2.1 Admission requirements (Asterisk Criterion)

The Central Government through the Ministry of Education and Culture provides guidelines regarding the pattern of new student admission for Bachelor programmes that must be carried out by State Universities in Indonesia. This is stated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 6 of 2020.

There are several registration paths for students in undergraduate programs; National Selection to Enter State Universities (Seleksi Nasional Masuk Perguruan Tinggi Negeri/SNMPTN), Joint Entrance Selection of State Universities (SBMPTN/Seleksi Bersama Masuk Perguruan Tinggi Negeri), and Independent Examination (Seleksi Mandiri).

In the implementation of SNMPTN and SBMPTN, it is managed nationally through: Higher Education Entrance Test Institute (LTMP), under the Ministry of Education and Culture of the Republic of Indonesia. The admission process through this path is done by logging in to the LTMP homepage.

The implementation of new student admission in each programme such as Vocational, Bachelor, Professional and Master/Doctoral programmes is based on the Regulation of the Rector of Universitas Diponegoro Number 1 of 2020 on New Students Admission, as the technical guideline at the University level. The requirements for new student admission are oriented towards the strategic objectives of the study programme; while all tests conducted nationally and internationally by UNDIP aim to get the best candidates who are predicted to be able to follow all learning processes properly. Therefore, all aspects regarding administrative requirements and test materials are predictive. To meet these expectations, it is important to define the requirements related to the school previously attended by the applicants, whether it is high school, Islamic school (Madrasah), or vocational secondary school (SMK). From these observations, high school students majoring in science and technology as well as social science are able to do registration. High school graduates majoring in science and technology programme are also able to register in all social humanities study programmes. The requirements to be able to register in the Master's Programme are graduates of the Bachelor's programme and the requirements to register in the Doctoral Programme are graduates of the Master's programme.

Bachelor programmes

UNDIP is a state university, therefore the selection process follows schemes whereby prospective students participate in national level tests which will determine their placement in one of the many state universities in Indonesia. The SNMPTN and SBMPTN is done by the National Institution for University Admission, which is under supervision of the Ministry for Educational and Cultural Affairs. The Individual selection is managed by UNDIP itself.

The admission requirements for Bachelor programmes are:

1. Pass the National Examination (SMA/MA/SMK/MAK).
2. Be graduates of Senior High School (*Sekolah Menengah Atas*) in majoring in science and technology, as well as social sciences. Prospective students may also be graduates of Vocational Schools, Religious Based Schools (*Madrasah aliyah kejuruan/MAK*).

3. Applicants must have Computer Based Writing Examination called UTBK.
4. Applicants can choose three Bachelor programmes in three different universities.

For the International Undergraduate Programme (IUP), a track which uses English as the language of instruction, the goal is to produce graduates who are globally competitive. Interested candidates can register via the UNDIP website. The admission requirements for the IPU are:

- Having an Indonesian high school certificate or equivalent, A-level qualification, or an IB qualification¹¹,
- Taking the Diponegoro English Test (DET) during the entrance exam or a score of around 500 in the TOEFL test,
- Taking the Diponegoro Scholastic Test (DMST).
- Taking a *Written Academic Potential* (TPA)
- Interview in English

Selection Procedure

The relevant New Student Selection Paths of the Bachelor programme of Universitas Diponegoro include:

- National Selection to Enter State Universities (SNMPTN). This selection path is implemented nationally by the Higher Education Entrance Test Institute (HEETI/LTMPT) based on the provisions regulated by the Minister. The Selection is made based on the academic achievements and/or portfolios of prospective students.
- Joint Entrance Selection of State Universities (SBMPTN). The SBMPTN path is carried out by the Higher Education Entrance Test Institute (HEETI) nationally based on the provisions stipulated by the Minister and the Computer-Based Examination test scores. (CBE).
- Admission scheme for applicants with outstanding non-academic achievements (Selection for Excellent Students with Achievement/SBUB) is the new student admission or selection based on non-academic portfolios/talent achievements possessed by prospective applicants. Talent selection aims to develop the participants' abilities by providing them assistance in talent training and providing access to join national and international competitions.
- International Undergraduate Programme Selection is designed as a special class with English as a means of communication in all activities on campus. Test materials include written exams (TPA and English) and interviews. IUP selection is intended for prospective international and national students.
- Independent Examination (UM) for Undergraduate Programme is one of the UNDIP selection path for the Bachelor level where the assessment is based on report cards and CBT exams organised by UNDIP.

For Master programmes

The requirements to apply into the Master programme are as follows:

- Graduates with a Bachelor degree (S1)
- Minimum GPA of 2.75 from accredited higher education institutions

¹¹ The International Baccalaureate Diploma (IB Diploma) is a school-leaving qualification awarded by the Geneva-based private International Baccalaureate Organisation (IB Organisation). The IB Diploma is a general education school-leaving qualification and comprises a two-year Diploma Programme.

- Degree Certificate and transcripts
- Academic recommendation from two people (the undergraduate, a four-year Diploma/direct supervisor with min. Master qualifications) (format provided)
- Statement of ability to complete the study (format provided)¹²
- Certificate of payment guarantee for the tuition fees (stamped 6000) (format provided)
- Permit letter from the agencies (for those who are already working) (format provided)
- Projections/general description of the thesis research that will be taken

The programme admission allows graduates from all fields of study.

At the Master level, UNDIP offers the Independent Selection (UM). The assessment is based on the Academic Potential Tests, English test, and study substance test (interview or written). For the interview session, lecturers take part and evaluate the candidates. The results are discussed by the rector, vice-rectors, the quality assurance team and the Dean.

International Admission:

- The *Diponegoro Master Scholarship* (DISS) is a special admission selection for prospective international students who are awarded scholarships from UNDIP. The selection is based on the academic portfolio and the TOEFL score. The target group are prospective students from various countries, especially those from developing countries in Asia.
- The *Diponegoro Exchange Experience Programme* (DEEP) is designed to accommodate international students from both partner and non-partner Higher Education Institutions/Universities around the globe to study one semester at UNDIP.

Counselling for Prospective Students

Universitas Diponegoro provides counselling for prospective students to ask specific questions such as about personal aptitude and career perspectives. Private discussion between applicants and UNDIP are provided during designated working hours, either by phone or by email.

Applicants can directly contact Student Counselling Services or helpdesks via WhatsApp (WA+628112883688), or online chat (Visit Hallo UNDIP). The consultation hours are available during business hours (08.00 to 14.00). In addition, the email address <mailto:lp2mp@live.UNDIP.ac.id> can be used by the applicant for consultation.

The process of new student admission can be accessed at UNDIP website. This website also provides technical information and admission about higher education related to vocational (Applied Bachelor), Bachelor, Master, Professional, and Doctoral programs. The available information is available related to the needs of prospective students; for example, brief information on the types of admission path, requirement for applicant, and registration procedure, which can be accessed by clicking the menu. Information about schedule, cost, and types of tests for each admission path are also accessible and available for the public.

¹² Will also be part of the interview, applicant must show mental, physical, and financial capability to pursue studies at UNDIP (can be seen as a basic formal requirement that should not be a hinderance)

UNDIP through LP2MP routinely participates in invitations from high schools or organisers of education exhibitions or expositions. UNDIP provides information to prospective students at various educational exhibitions. The frequently asked questions are generally about scholarships, job prospects, administrative and technical requirements of selection tests. Every year, UNDIP receives at least 30 visits from high schools across Indonesia. During the pandemic, excursions and exhibitions were conducted online. The promotion of UNDIP in the JCC (before the pandemic) attracted at least ten thousand participants who wanted to consult about study programmes, both undergraduate and postgraduate programmes.

In general, prospective students prefer WhatsApp for consultation. For an effective registration process, the applicants must have complete documents according to the chosen programme, such as diploma or certificate, report card, ID card, or family card (KK).¹³

Ensuring Foreign Language Proficiency

Regulations regarding the minimum TOEFL score for the students' graduation requirements are stated in the Rector's Regulation Number 4 of 2020 in Chapter 4, article 20. It is stated that the undergraduate students must have at least a TOEFL score of 400, master's students must have a TOEFL score at least 450 or equivalent issued by any institution that is recognized by the University.

However, the **Bachelor of English Literature** requires that students get at least 500 TOEFL score, where the **Master of Linguistics** requires that students majoring in General Linguistics get at least 457 TOEFL score and students majoring in Applied Linguistics has at least 500 TOEFL certificate. The list of TOEFL / English Proficiency Test scores for the **Bachelor of English Literature** students is documented.

Foreign students are not required to take the test but to attach a TOEFL certificate with a minimum score of 525 (for the international class). For international students, the committee and the study programme verify their administrative documents sent online and can communicate with applicants if clarification is needed. English language skills are needed to read and understand references, lectures, and scientific activities in English. The study programme organises English language training to support and improve English skills.

Transparency

Transparency and documentation of admission procedures and decisions for test exams are specifically organised by UNDIP. In accordance with quality assurance, all new student admissions from within and outside the country are carried out centrally at the University. Technically, all test management is carried out by LP2MP which is an institution at the University level with the task of carrying out all promotions and admission procedures at UNDIP.

The Rector through LP2MP establishes internal committees assigned to prepare and implement the test, as well as manage test results. Data of this result is then submitted to the LP2MP leader for discussion with the University leaders (the Rector and the Vice-Rector) and the Dean to make a decision. To facilitate the implementation and to maintain quality, standard operating procedures (SOP) have been made for all new student admission paths. The test

¹³ Family card indicates social/economic status of applicants (e.g., how many persons living in one house/family, gender, occupation)

results can only be accessed by the applicants. The decision on whether the applicants are accepted for Bachelor (S1), Master (Master/S2) and Doctoral (S3) programmes can only be accessed individually using the same account as for registration.

The selection procedure is transparent and can be used to ensure that eligible students are admitted. New Student Admission at all levels organized by UNDIP are held transparently based on the Rector Regulation of UNDIP Number 1 of 2020, with the same procedures. The selection is conducted regardless of the number of applicants, whether it is below or above the quota. The SOP implementation is defined for each admission path.

Appraisal:

The panel finds the admission requirements to be comprehensibly defined. UNDIP follows the national selection procedure, but also conducts an own test after the national test to ensure that qualified students are admitted to the study programmes. The procedures are transparent to all stakeholders and tailored to ensure qualification of students. The admission process follows a very clear structure and routines have been established and the steps are very transparent. The open admission of bachelor students from all fields of study is common in Indonesia. National requirements have been sufficiently taken into account.

The admission requirements as well as English training courses ensure that students are able to successfully complete the study programme. The nature of the two language studies under appraisal require a basic knowledge of English on a higher-level which is well documented.

Applicants who have a question regarding personal aptitude or career perspectives can rely on multiple channels to get information, like an online helpdesk. Personal interaction is possible as well.

Overall, the admission procedure is described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing. In addition, the admission decision contains detailed information on the results of the admission procedure.

Professional experience is not mandatory for undergraduate applicants, while in postgraduate programs, applicants may have professional experience. The expert panel deem this criterion not relevant for these three programmes.

| | | 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

Conversion of credit (SKS) to ECTS at UNDIP is stipulated in the Rector Regulation No. 3/2022, where 1 ECTS is considered equivalent to 0.67 credits, or 1 credit = 1.49 ECTS. This conversion value is based on the UNDIP Academic Regulation that 1 credit consists of 3 elements, which are: 50 minutes of face-to-face learning, 60 minutes of structured study, and 60 minutes of independent study. So, the total study load within 1 week is 170 minutes in 1 credit. In one semester, there are 14 lecture sessions a week, so the study load for one semester is 170 minutes x 14 weeks = 2380 minutes = 39.66 hours. Credit conversion to ECTS is performed using the calculation of 1 ECTS = 26.5 hours, so 1 credit = 1.49 ECTS, or 1 ECTS = 0.67 sks credits. This calculation will be used as the basis for converting credit to ECTS in this document.

Bachelor of English Literature [BL]

The curriculum of the Bachelor of English Literature study programme at the Faculty of Humanities, Universitas Diponegoro is designed by referring to Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 44 of 2015 on National Standard for Higher Education and Rector Regulation of Universitas Diponegoro Number 4 of 2020. The curriculum of the Bachelor of English Literature study programme is designed to prepare graduates who will later work in the fields of research, teaching, translation, language practitioners such as content creators, journalists, public relations, and employees in the formal sector.

The curriculum overview is prepared in stages starting from the basic courses to advanced courses. There are a total of 144 sks credits or equivalent to 214.56 ECTS credits (144 x 1.49). In the first semester, freshmen are required to take 20 sks credits consisting of 8 sksk credits of compulsory courses from the state and 12 sks credits of language skills courses. In semester 2, the students take 21 sks credits. Furthermore, sophomores can take 22 sks credits. Junior students in 5th semester take 14 sks credits, while in 6th semester, they take 18 sks credits. Senior students in 7th semester take 7 sks credits. In semester 5, 6, and 7, the students also take elective courses that are tailored to their respective interests. Furthermore, the students take Undergraduate Thesis in semester 8 with a weight of 6 sks credits. Overall, the students take 124 sks credits of compulsory courses, 14 sks credits of elective courses (7 courses), and 6 sks credits of undergraduate thesis written in accordance with their major in literature, linguistics, or culture.

Table 4: Curriculum Structure of Bachelor of English Literature [BL]

| 1st Semester | Course Status | CP | ECTS |
|---------------------|---------------|----|------|
| Religion | Compulsory | 2 | 2.98 |
| Pancasila | | 2 | 2.98 |
| Citizenship | | 2 | 2.98 |
| Indonesian Language | | 2 | 2.98 |

| | | | |
|----------------------------------------|------------|------|-------|
| Basic Listening | | 2 | 2.98 |
| Basic Speaking | | 2 | 2.98 |
| Basic Reading | | 2 | 2.98 |
| Basic Writing | | 2 | 2.98 |
| Basic Grammar | | 2 | 2.98 |
| French 1 * | Elective | 2 | 2.98 |
| Japanese 1* | | 2 | 2.98 |
| Korean 1* | | 2 | 2.98 |
| Total all credits in 1st Semester | | 20 | 29.8 |
| 2nd Semester | | | |
| Sports | Compulsory | 1 | 1.49 |
| Intermediate Listening | | 2 | 2.98 |
| Intermediate Speaking | | 2 | 2.98 |
| Intermediate Reading | | 2 | 2.98 |
| Intermediate Writing | | 2 | 2.98 |
| Intermediate Grammar | | 2 | 2.98 |
| Basic Translation | | 2 | 2.98 |
| Introduction To Literature | | 2 | 2.98 |
| British & American Culture and Society | | 2 | 2.98 |
| Introduction to Linguistics | | 2 | 2.98 |
| French 2 (Le Francais Elementaire)* | Elective | 2 | 2.98 |
| Japanese 2* | | 2 | 2.98 |
| Korean 2* | | 2 | 2.98 |
| Total all credits in 2nd Semester | | 21 | 31.29 |
| 3rd Semester | | | |
| Advanced Listening | Compulsory | 2 | 2.98 |
| Advanced Speaking | | 2 | 2.98 |
| Advanced Reading | | 2 | 2.98 |
| Advanced Writing | | 2 | 2.98 |
| Advanced Grammar | | 2 | 2.98 |
| Intermediate Translation | | 2 | 2.98 |
| Phonetics and Phonology | | 2 | 2.98 |
| Introduction to Theory of Literature | | 2 | 2.98 |
| History of English Literature | | 2 | 2.98 |
| History of Modern Thought | 2 | 2.98 | |
| French 3 (Le Francais Intermediaire)* | Elective | 2 | 2.98 |

| | | | |
|--------------------------------------|------------|----------|-------|
| Japanese 3* | | 2 | 2.98 |
| Korean 3* | | 2 | 2.98 |
| Total all credits in 3rd Semester | | 22 | 32.78 |
| 4th Semester | | | |
| Interpreting | Compulsory | 2 | 2.98 |
| Public Speaking | | 2 | 2.98 |
| Academic Reading | | 2 | 2.98 |
| Academic Writing | | 2 | 2.98 |
| Advanced Translation | | 2 | 2.98 |
| Morphology and Syntax | | 2 | 2.98 |
| Film and Literature | | 2 | 2.98 |
| Elizabethan Drama | | 2 | 2.98 |
| Victorian Prose | | 2 | 2.98 |
| Romantics Poetry | | | 2 |
| Semantic and Pragmatics | | 2 | 2.98 |
| Total all credits in 4th Semester | | 22 | 32.78 |
| 5th Semester | | | |
| Issues on Modern Grammar | Compulsory | 2 | 2.98 |
| Issues on Translation | | 2 | 2.98 |
| Stylistics and Discourse Analysis | | 2 | 2.98 |
| Modern English and American Drama | | 2 | 2.98 |
| Modern English and American Proses | | 2 | 2.98 |
| Modern English and American Poetry | | 2 | 2.98 |
| Feminism, Gender, and Queer Theories | | 2 | 2.98 |
| Formalism and Structuralism | | Elective | 2 |
| Sociolinguistics | 2 | | 2.98 |
| Introduction to Corpus Linguistics | 2 | | 2.98 |
| Introduction to Cultural Studies | 2 | | 2.98 |
| Introduction to Ethnic and Ethnicity | 2 | | 2.98 |
| English Language Teaching | 2 | | 2.98 |
| Total all credits in 5th Semester | | 26 | 38.74 |
| Total taken credits in 5th Semester | | 18 | 26.82 |
| 6th Semester | | | |
| Research Method | Compulsory | 4 | 5.96 |
| History of English Language | | 2 | 2.98 |
| American Prose | | 2 | 2.98 |

| | | | |
|-------------------------------------|------------|------------|---------------|
| Literary Criticism | | 2 | 2.98 |
| Psychology of Literature | | 2 | 2.98 |
| Children's Literature | | 2 | 2.98 |
| Postcolonial Criticism | | 2 | 2.98 |
| Entrepreneurship | | 2 | 2.98 |
| Critical Theories | Elective | 2 | 2.98 |
| Popular Literature | | 2 | 2.98 |
| Psycho Linguistic | | 2 | 2.98 |
| Popular Culture | | 2 | 2.98 |
| Religion and Culture | | 2 | 2.98 |
| Total all credits in 6th Semester | | 28 | 41.72 |
| Total taken credits in 6th Semester | | 22 | 32.78 |
| 7th Semester | | | |
| Community Service Programme | Compulsory | 3 | 4.47 |
| Internship | | 2 | 2.98 |
| Seminar | | 2 | 2.98 |
| English for Public Relation | Elective | 2 | 2.98 |
| Popular Writing | | 2 | 2.98 |
| Cross Cultural Communication | | 2 | 2.98 |
| Total all credits in 7th Semester | | 13 | 19.37 |
| 8th Semester | | | |
| Thesis | Compulsory | 6 | 8.94 |
| Total mandatory credits | | 144 | 214.56 |

Master of Linguistics [ML]

The Master of Linguistics has a curriculum based on the vision, missions, and objectives of the study programme, and the learning outcomes of graduates, that are the ability to develop knowledge in the general linguistics or applied linguistics, and (2) the ability to examine various linguistic problems and find solutions to problems with relevant linguistic approaches.

The Curriculum (ECTS Equivalent) is developed by offering courses (see Module Descriptions) that are relevant to the needs of students by considering the interests of the institution, and lecturers as well as input from the stakeholders (alumni and graduate users). Based on the input from stakeholders, the curriculum of the study programme has been developed with two majors: general linguistics and applied linguistics. In the first semester, all students are required to take eight general courses with a total of 16 credits, which are basic courses for Master of Linguistics students. In the next semester, students are required to take elective courses according to their major with a total of 10-16 sks credits (14.9 to 23.84 ECTS credits) of the 28 sks credits (41.72 ECTS credits) offered. In the third semester, students are required to take 6 sks credits which include Paper Publication, Seminar on Thesis Proposal, and Statistics. In the fourth semester, students are required to take Seminar on Research Result

as many as 2 sks credits and they must complete a thesis as the final project with a total of 6 sks credits (8.94 ECTS). The total credit that must be taken is at least 40 credits (59.6 ECTS credits) and maximally 46 sks credits (68.54 ECTS credits). Both general linguistics and applied linguistics have the same core subjects as many as 13 courses, and elective courses as many as 5 courses.

Table 5: Curriculum Structure of Master of Linguistics [ML]

| 1st Semester | Course Status | CP | ECTS |
|---------------------------------------------|---------------|------|-------|
| Generative Phonology | Compulsory | 2 | 2.98 |
| Morphosyntax | | 2 | 2.98 |
| Semantics | | 2 | 2.98 |
| Sociolinguistics | | 2 | 2.98 |
| Language Research Methods | | 2 | 2.98 |
| Thesis Writing Techniques | | 2 | 2.98 |
| Theory of Translation | | 2 | 2.98 |
| Schools of Linguistics | | 2 | 2.98 |
| Total mandatory credits in 1st semester | | 16 | 23.84 |
| 2nd Semester | Course Status | CP | ECTS |
| Critical Discourse Analysis | Elective | 2 | 2.98 |
| Language Mapping | | 2 | 2.98 |
| Anthropological Linguistics | | 2 | 2.98 |
| Language Typology | | 2 | 2.98 |
| Theories and Methods of Language Teaching | | 2 | 2.98 |
| Curriculum and Syllabus Design | | 2 | 2.98 |
| Evaluation and Language Testing | | 2 | 2.98 |
| Pragmatics across Cultures | | 2 | 2.98 |
| Ethnography of Communication | | 2 | 2.98 |
| Language maintenance and Shift | | 2 | 2.98 |
| Cognitive Linguistics | 2 | 2.98 | |
| Second Language Acquisition | 2 | 2.98 | |
| Teaching Materials Development | 2 | 2.98 | |
| English for Specific Purposes | 2 | 2.98 | |
| Total mandatory credits in 2nd semester | | 28 | 41.72 |
| Minimum Total credits taken in 2nd semester | | 10 | 14.9 |
| 3rd Semester | Course Status | CP | ECTS |
| Paper Publication | Compulsory | 2 | 2.98 |
| Seminar on Thesis Proposal | | 2 | 2.98 |

| | | | |
|-------------------------------------------------|----------------------|-----------|-------------|
| Statistics | | 2 | 2.98 |
| Total mandatory credits 1 3rd semester | | 6 | 8.95 |
| 4th Semester | Course Status | CP | ECTS |
| Seminar on Research Results | Compulsory | 2 | 2.98 |
| Thesis | | 6 | 8.94 |
| Total mandatory credits in 4th semester | | 8 | 11.94 |
| Total mandatory credits in all semesters | | 40 | 59.6 |

Master of History [MH]

Master of History curriculum represents Vision, Mission, and Objectives of the study programme, to become an excellent Master of History Study Program, especially maritime history and national integration in Southeast Asia. The curriculum content is focused towards learning objectives and skilled graduates as teachers (lecturers), researchers, and research teachers in line with the Indonesian National Qualification Framework (KKNI). The coverage of compulsory and elective courses has been designed to support students to be competent and skilled in the job market. Master of History curriculum consisted of 14 compulsory courses and 6 elective courses compiled in stages. The curriculum is prepared by Task Force based on input from students, alumni, and graduate users.

The process of preparing the curriculum is based on the graduates' learning outcomes, study materials, and courses. The distribution of courses is also made based on the relationship with the graduate learning outcomes. In carrying out its duties, the Task Force involves various parties from the internal and external environment of the study programme. The parties from the internal environment are lecturers, education staff, and students; while the parties from the external environment are alumni, users, and stakeholders. Based on input from these various parties, Task Force are able to make a new curriculum design in line with the latest developments in the discipline of history, the needs of students and lecturers, and the demands of the job market and graduate users while still following the vision, missions and objectives of Master of History.

To meet graduate competencies, the courses are compiled consistently and reflect the strategic orientation of the study programme (see Module Descriptions). Additional courses open up more opportunities for graduates to work according to their interests and skills. To broaden research experience and improve their competence, students are involved as field research staff at Center for Asian Studies, actively involved in lecturer research, and research practices at archival institutions.

Master of History equips graduates with academic skills that include mastery in the field of historical theory and methodology, substance of Indonesian history and regional history, and academic competencies related to advantages of study programmes, including maritime history, maritime sociology, maritime anthropology, theory of integration, nationalism, and national character. Mastery of those competencies is in line with the needs of the community so that Master of History does not only produce graduates as job seekers, but also as job creators as listed in the graduate profile of UNDIP.

Competencies given to graduates of Master of History can be divided into two categories, including specific and general competencies. In the field of special competencies that are personal, Master of History equips graduates in the search for historical sources, both

bibliographic and archival sources, recognizing the relevance of historical facts and finding relations between them, formulation of arguments, critical historical writing, scientific publications, mastery of foreign languages (Dutch) as source language, preparation of research proposals and ability to work in teams. In addition to the field of science, mastery of special skills aims to produce graduates with high moral integrity, who are open and adaptive in responding to the times.

The distribution of courses for each semester is as follows. It has been also calculated with student's workload as reflected in Curriculum Overview of the study programme. In the first semester, students take compulsory courses consisting of Nationalism and National Character, Philosophy of Science, Theory of History, Historical Research Methodology, Maritime History, Dutch I, Bibliography of Indonesian History and Archival Research. In addition, there are also elective courses offered, such as History of Governmental System, History of Education, and Maritime Sociology.

In the second semester, students should take courses such as Theory of Integration, Historiography, Dutch II, Capita Selecta of Indonesian History, Maritime Anthropology, and Historical Seminar. In addition, the elective courses offered include Developmental Sociology, Political Anthropology, and Maritime Culture. Furthermore, starting from the third semester, students are only required to complete a thesis that has a weight of 6 credits (8.94 ECTS).

Table 6: Curriculum Structure of Master of History [MH]

| 1st Semester | Course Status | CP | ECTS |
|----------------------------------------------------------|---------------|----|-------|
| Nationalism and National Character | Compulsory | 2 | 2.98 |
| Philosophy of Science | | 2 | 2.98 |
| Theory of History | | 2 | 2.98 |
| Historical Research Methodology | | 2 | 2.98 |
| Maritime History | | 2 | 2.98 |
| Dutch I | | 2 | 2.98 |
| Bibliography of Indonesian History and Archival Research | | 3 | 4.47 |
| History of Governmental System | Elective | 2 | 2.98 |
| History of Education | | 2 | 2.98 |
| Maritime Sociology | | 2 | 2.98 |
| Total mandatory credits in 1st semester | | 19 | 28.31 |
| 2nd Semester | Course Status | CP | ECTS |
| Theory of Integration | Compulsory | 2 | 2.98 |
| Historiography | | 2 | 2.98 |
| Dutch II | | 2 | 2.98 |
| Capita Selecta of Indonesian History | | 3 | 4.47 |
| Maritime Anthropology | | 2 | 2.98 |
| Historical Seminar | | 2 | 2.98 |

| | | | |
|-----------------------------------------|----------------------|-----------|-------------|
| Developmental Sociology | Elective | 2 | 2.98 |
| Political Anthropology | | 2 | 2.98 |
| Maritime Culture | | 2 | 2.98 |
| Total mandatory credits in 2nd semester | | 15 | 22.35 |
| 3rd - 4th Semester | Course Status | CP | ECTS |
| Thesis | Compulsory | 6 | 8,94 |
| Total mandatory credits all semester | | 40 | 59,6 |

Master of History conducts periodic curriculum reviews within five years. After changing the 2012 curriculum to the 2017 curriculum, the average length of study for students becomes shorter, from 3 years 1 month to 2 years 2 months with a GPA from 3.4 to 3.75. The data have been presented in the Statistical Data, Chapter 0.

Rationale for degree and programme name

The study programme titles and degree titles are determined by the Minister of Research, Technology and Higher Education.¹⁴

Bachelor of English Literature [BL]

The name of the study programme refers to the history of the establishment of the study programme and the development of the market. In 1967, the Anglo-Saxon department was established which was the forerunner of the Bachelor of English Literature study programme. In its development, the name was changed to English Language and Literature Study Programme through Decree No. 106/Dikti/Kep/1984 dated 21 April 1984. In 2013, through the DIKTI operational license No. 14031/D/T/K-N/2013, the study programme changed its name to the Bachelor of English Literature Study Program with a study concentration in Literature. The selection of the name is a form of adjustment to the nomenclature of the Ministry of Higher Education of Indonesia number 257/M/KPT/2017 with the name of the Bachelor of English Literature study programme which is translated as "English Literature". Therefore, UNDIP has achieved PTNBH status so UNDIP has the liberty to have different names for its study programs other than names (or nomenclature) as regulated by the Minister of Education in 2022 (the decree about the study program names, Decree No 163/E/KTP/2022), as long the names of study programs correspond to the regulated names. In addition, the course content in the curriculum concentrates more on the field of literature. The study of language and culture is also a material that must be mastered by students as a means to support the achievement of competence of Bachelor of English Literature students and is included in the curriculum. To date, the study programme is still characterized by English Literature as the core content and two other majors as approaches to literature studies. The graduate of Bachelor of English Literature program is awarded Bachelor of Literature (S.S.) in accordance with the Decree of the Ministry of Higher Education of Indonesia Number 57 of 2019 and according to the major learned by the students.

¹⁴ According to Minister of Research, Technology and Higher Education Number 33 of 2018 on the Naming of Study Programs in Higher Education. Degrees and Procedures for Writing Degrees are in accordance with the Decree of the Director General of Learning and Student Affairs Number 232/B/HK/2019 on the Name of Study Programs at Higher Education which has been amended in the Decree of the Director General of Higher Education, Research, and Technology Number 163/ E/KPT/2022 on the name of the Study Program in the Type of Academic Education and Professional Education.

Master of Linguistics [ML]

The name of the Master of Linguistics programme is based on a feasibility study and graduate profile conducted at the beginning of the application for the establishment of the study programme based on the analysis of community needs. The chosen name of the study programme is Master of Linguistics based on Regulation of Minister of Research and Higher Education of the Republic of Indonesia Number 257/M/KPT/2017. This name is intended to cover two sub-disciplines in linguistics, which are: general linguistics (theoretical) and applied linguistics. Applied linguistics focuses on English language teaching, while General Linguistics focuses on theoretical linguistic studies (descriptive linguistics). All courses relevant to both disciplines have been implemented in the curriculum. This name is chosen to provide opportunities for bachelor's graduates who have competence or interest in linguistic issues that occur in society. Therefore, they can make theoretical contributions to the development of linguistics as well as practical contributions to research and development of English teaching methods. This study programme has roles in the development of human resources who are engaged in linguistic studies and English language teaching.

Master of History [MH]

The name of the study programme has been adjusted to the learning objectives, that is Master of History which produces graduates with master degrees in Humanities (M. Hum.). The degree is based on nomenclature that has been set in Regulation of Minister of Research and Higher Education of the Republic of Indonesia No. 257/M/KPT/2017. Through this degree, graduates of Master of History have main competencies and supporting competencies to support learning outcomes.

In accordance with the scope of historical disciplines that are part of humanities, the learning materials in Master of History are adapted to the emphasis on analysis of historical events. In addition to discussing past events, historical perspective is also used as an approach to study contemporary phenomena. In accordance with the master's education level, learning is focused on the study of maritime history and national integration as a center of excellence. This specialization is consistently manifested in various works, both research and reputable international publications by lecturers and students.

Integration of theory and practice

Integration of theory and practice is implemented and mainstreamed in all study programmes, which is reflected in the learning model that emphasize case-based learning and project-based learning. In the case-based learning and project-based learning models, students are encouraged to take an active role in doing course assignments based on problems that exist in the community.

Bachelor of English Literature [BL]

The curriculum is designed to accommodate theoretical and practical courses. Courses containing theoretical content are offered in the early semester with the aim of providing a basis for understanding the material. This applies to language skill courses (listening, speaking, reading, grammar, and translation) as well as specialization courses (literature, culture, and American studies). Since the learning process must be followed by practice, so after learning the theory of language skill courses, students practice the theory they have learnt both through activities and assignment and this process continues until these courses are taken in the upper semester. The specialization courses given in the final semester are always followed by assignments which are the practice of implementing theory, for example in the

Semantics and Pragmatics courses. Students are asked to do analysis of the language style contained in a literary work. Research Methods and Seminar courses produce output in the form of a proposal and followed by a simple presentation of the research results.

The component of the assessment system shows integration between theory and practice. Lecturers have three components that must be included in the final grade of the course, which include assignment (50 %), midterm exam (25 %), and final exams (25 %). Assignment components are taken from student activities and assignments. The score components of midterm and final exam are taken from classroom practice for language skill courses, while for specialization courses, practice is given in the upper semester in written form that is relevant to the field.

The course syllabus also contains details that there is practical and theoretical content. The course syllabus design uses the concept of "problem-based method" where students do not only learn about theory but are also provided with opportunities to implement the theory to solve problems.

Students also get the opportunity to put the theory into practice when they take an internship. The internship placement is adjusted to the skills acquired in class, for example, when students do the internship in an export and import office, they can directly carry out activities related to language skills, grammar, writing, reading and translation courses simultaneously. In addition, lecturers who have theoretical skills and practical experience share this knowledge with students during the learning, for example as reflected in the English Language Teaching, Translation, Academic Writing, English for Public Relations, and English Poetry courses.

Master of Linguistics [ML]

The Master of Linguistics program of UNDIP integrates theory and practice. This can be seen from the curriculum structure and learning methods used, which are student-centered learning and case methods. The learning methods are applied in courses related to linguistics, so students can practice linguistic theories they have acquired to work on the case study assignments. In addition, in doing the assignments of linguistic courses, students are asked to write a paper for their final exam. The preparation of the paper is aimed to ensure that students are able to apply the linguistic theory they have acquired in the practice of linguistic analysis. Apart from learning methods, the integration between theory and practice is also given specifically in the courses, including Research Methods, Thesis Proposal Seminars, Research Results Seminars, and Thesis, which are the implementation courses of linguistic theory they have acquired.

The integration between theory and practice can also be seen from the involvement of students in lecturers' academic activities in international seminar presentations and scientific publications or writing articles for publication in national or international journals. Other aspects related to the integration of theory and practice can also be seen in the lecture materials which also include the results of lecturers' research. The lecturer's research experience can be used as materials in explaining concepts, both the existing concepts and those that are developing. Therefore, theoretical development can be delivered to the students and they also gain insight in practicing theories in linguistic research.

Master of History [MH]

The integration between theories and practices can be seen from the curriculum and the teaching and learning process carried out. To achieve this integration, the lecturers give assignments through instructions according to the weight of each course. Furthermore, the instructions are followed and presented by students in class or in the form of papers written by students and reviewed by the lecturers (Student's Assignments). Theoretical questions are designed in such a way that they can be explained practically. This can be seen in several courses, such as Historical Research Methodology and Bibliography of Indonesian History and Archival Research (practice to search colonial sources in National Archives of the Republic of Indonesia, National Library of the Republic of Indonesia); Maritime History, Maritime Sociology, and Maritime Anthropology; Historical Seminar (practice of writing thesis proposal); and Nationalism and National Character (practice of writing published articles).

In project based-learning design, students first learn concepts and theories presented in the course. After that, they are trained to analyze research results or articles from experts (lecturers). Furthermore, the results of discussions based on the latest discourses can bring up a new research theme (ideas) according to theoretical studies conducted by lecturers or other experts in an article. This idea also inspires students to prepare their thesis. From upstream to downstream, there is a very close correlation between lecturers and the development of teaching materials and student research topics, including the preparation of theses and article publication. In line with UNDIP's vision as a Research University, the teaching and learning process conducted in the classroom is dominated by discussions and review (articles or books) activities to produce proposals. The research dialectic that has been developed by the lecturers together with the students then forms the model of thesis research proposals and article publications.

Through the Master of History curriculum, theory and practice have been systematically structured to meet advanced and specialized competencies. Theoretical studies and their applications have practically complemented each other through the adoption of the Student-Centered Learning (SCL) method. The Master of History curriculum has provided competencies and opportunities for graduates to develop themselves into advanced education. Through project based-learning design, themes that can still be investigated further can be an inspiration for students to continue research agendas into a dissertation.

Interdisciplinary thinking

Bachelor of English Literature [BL]

The curriculum of the Bachelor of English Literature study programme allows students to have the opportunity to take many elective courses which have interdisciplinary content. These courses allow students to practice interdisciplinary thinking. Course syllabus and learning methods are also directed to real problems such as case studies or project-based learning that require students to think interdisciplinary.

The interdisciplinary approach in the curriculum of the Bachelor of English Literature is reflected in the course of "British and American Culture and Society" where students study various sub-disciplines such as history, politics, literature, and culture of British and American society. In addition, students also write scientific works/undergraduate theses on literary works with various theoretical bases such as literary psychology, linguistics, and cultural studies. In

addition, there are interdisciplinary enrichment courses outside the main content of the study program, including Visual Communication Design, Internet of Things, New Media Journalism, Statistics, and entrepreneurship courses which train students to combine core scientific courses with technological expertise competencies and job opportunities. Basic scientific courses that are oriented to nationalism and character strengthening are also contained in courses such as Pancasila and Citizenship, Indonesian Language, and Religious Education.

Master of Linguistics [ML]

To provide insight into interdisciplinary thinking, the Master of Linguistics program offers courses outside the field of linguistics, which are Statistics and Thesis Writing Technique. The Statistics course provides students with insight in conducting research using a quantitative approach, while Thesis Writing Technique teaches the students the method/technique to write academic papers for publication based on the rules of writing academic papers.

In addition to the two courses, students are also provided with additional courses that integrate language and culture, such as the ethnography of communication course. It is expected that this course gives broader insight to the students related to language research since language cannot be separated from culture. Thus, students can conduct various studies not only on language, but also on cultural phenomena.

Master of History [MH]

The Master of History curriculum has been prepared to describe a cross-disciplinary way of thinking. This is evidenced by teaching courses that are not included in historical disciplines, such as Maritime Sociology, Development Sociology, Political Anthropology, Maritime Culture, and Maritime Anthropology shown in student published articles and theses with maritime theme. From these articles and theses, it also indicates that the social science approach has become an inspiration for historical thesis topics, such as transmigration, migration, urban crime, and cultural diplomacy.

There are two categories of courses, compulsory course and elective that both are not included in the historical subject. The compulsory courses not included in the historical subject, such as Nationalism and National Character and Theory of Integration, are given to students because rapprochement between historical and social sciences is needed to view historical events more comprehensively. Meanwhile, elective courses, such as Maritime Sociology, Maritime Anthropology, and Maritime Culture are given to shape the uniqueness and excellence of the study programme as a center for maritime history and national integration studies. In this context, understanding the network and the character of the maritime world of the archipelago on the one hand is needed in the process of national integration. On the other hand, students also need to understand how the maritime context is also a threat to national disintegration. To broaden student understanding, general knowledge is also provided in Philosophy of Science, Development Sociology, and Political Anthropology courses.

Ethical aspects

For all programmes

The study programmes carefully consider ethical aspects, which are instilled in students since they are admitted as new students through student orientation activities provided by the study programmes and faculties. The ethical aspects include academic and non-academic ethics.

The non-academic ethical aspects for the Bachelor's programme are reflected in the university's compulsory courses, such as Citizenship and Pancasila. For the Master's study programme, non-academic ethical aspects are provided at new student orientation by the study programme. Academic ethics is included in several courses, such as Research Method and Thesis Writing Technique, which include ethics in conducting research, and ethics in writing scientific papers to avoid plagiarism.

Ethical aspects are also integrated in every lecture through the provision of lecture contracts, which are distributed by the lecturers at the very beginning of the study. Ethical aspects in lectures are also demonstrated through checking student scientific work using the software similarity check tool to ensure that the scientific work is free from plagiarism. If an indication of plagiarism is found through the similarity check tool which is more than 20 % similarity, the assignments will be rejected. This is conveyed directly at the first meeting and understood by all students. In addition, ethical aspects are stated in the Faculty Guidelines and Rector's regulation.

The ethical and behavioral aspects of how students think and act and their implications, both on economics and law, are communicated intensively. At the study programme level, ethical aspects are communicated through soft skills contained in each course, such as responsibility in carrying out assignments and academic honesty. The assignments are designed to reflect the value of student participatory activities to form responsibilities when working both individually and in groups as well as to follow the procedure of preparing assignments and examinations. Through an integrated learning system, these ethical aspects are taken into consideration in the formation of competencies and become an integral part of the educational qualification goals in all the study programmes. In the process of writing theses and articles, for example, the study programme has implemented the use of Turnitin for theses and published articles. An integrity pact is shown in the thesis to demonstrate academic ethics.

In principle, the formation of ethics and behavior is applied in all courses. In every course, the lecturers always remind students to become professional and have integrity. Explicitly, the knowledge of academic ethics is a concern in Academic Writing for Bachelor of English Literature, Scientific Writing Technique for Master of Linguistics, the Philosophy of Science for Master of History course which teaches the importance of scientific ethics. Besides, all of the study programmes emphasize ethics in the relationship between lecturers and students, as well as lecturers and lecturers, by maintaining equality that is free from racism, discrimination or exclusion based on gender, race, ethnicity, and regionalism. All study programmes also support the prevention of sexual violence at UNDIP, as stated in Regulation of Minister of Education and Culture Number 3 of 2021 on Prevention and Handling of Violence in Higher Education.

Methods and scientific practice

The Bachelor of English Literature, Master of Linguistics, and Master of History students acquire methodological competence and are able to carry out scientific work according to the goals and objectives of the study programs. In each course, students are required to present their assignments through discussion, project-based learning, and research-based teaching.

Bachelor of English Literature [BL]

The study programme curriculum includes courses that train students to do scientific writing. The courses that provide methodological knowledge in scientific writing are Academic Writing, Research Method, and Seminar. These courses prepare students to write research results systematically and comprehensively. This skill is the basis for writing student final projects in the form of theses and scientific publications, such as national and international seminars, as well as journals. Students can also take specialization courses that direct them to write research papers as their final semester assignments, so that they gain additional abilities to conduct mini research according to the topics offered in the course.

Master of Linguistics [ML]

The Master of Linguistics study programme provides students with methodological skills to conduct research and write academic papers for publication in national journals, international journals, and presentation at international seminars (ICENIS). Methodological competencies are not only provided through Research Method, Research Proposal, Seminar, and Thesis Writing courses, but also from personal tutoring (lecture to students) which leads to publication as well as guest lecture series relevant to methodological competencies and joint research; for instance, a student is implementing a corpus linguistics research to develop ICNALE project with a linguistics professor from Kobe University Japan. In addition to these courses, methodological competence is also provided through the provision of theoretical linguistics courses (Generative Phonology, Generative Morphosyntax) and applied linguistics courses, which require the students to write papers for the final semester assignment based on research using the appropriate method.

Master of History [MH]

The study programme targets two methodological skills, the main and special skills. The main skills are acquired from courses such as Theory of History, Historical Research Methodology, Bibliography of Indonesian History and Archival Research, Historiography, Philosophy of Science, and Capita Selecta of Indonesian History. In the other hand, the special skills are acquired from courses such as Nationalism and National Character, Theory of Integration, Dutch I and II, Maritime History, Maritime Sociology, Maritime Anthropology, Maritime Culture, History of the Governmental System, History of Education, Developmental Sociology, and Political Anthropology. The course materials are prepared to support students' competence in preparing theses and meeting graduates' competencies. This is in line with the vision, missions, and objectives of Master of History.

Students also acquire methodological competence and scientific skills through several trainings, such as Historical Methodology Workshop, Online Source Access Training, Scientific Journal Writing Training, Seminar, and Guest Lecture. Through these activities, they gain research-oriented abilities according to their respective interests. To improve their abilities in the field of research, they are also actively involved in research conducted with lecturers through funding schemes, such as DRPM (Directorate of Research and Community Service) Research by Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, PNBP (Administration of Non-Tax State Revenue), and the Faculty of Humanities Research Grant. Students are also involved in doing presentations at international forums and writing in accredited national journals.

Through research-based teaching design, several courses, such as Nationalism and National Character and Theory of Integration apply project-based learning which produces course output in the form of publications in accredited national journals. Article publication does not only hone students' skills as researchers, but it also becomes a graduation requirement in addition to a thesis as a final project. Through the Bibliography of Indonesian History and Archival History course, students are assigned to find sources for their thesis writing plans. In the Historical Seminar course, they are trained to prepare a thesis proposal. Through this design, Master of History has fulfilled KKNi for master education level 8, including producing students who are able to develop knowledge, technology, and art in the field of historical science through research so as to produce innovative and tested works; able to solve problems in the field of historical studies through an interdisciplinary approach, and able to manage research and development that is beneficial to the community and able to gain recognition both nationally and internationally.

Examination and final thesis

The assessment mechanism for all study programmes is regulated through the Rector Regulation Number 28 year 2020. Assessment scoring of the examination covers 25 % for Mid-Semester Examination, 25 % for Final Semester Examination, and 50 % for assignments and projects. The final thesis for bachelor programme and master programme equals 8.94 ECTS credits.

Bachelor of English Literature [BL]

Examinations are held twice in a semester, which are midterm and final exams. In addition, the final assessment of students is also based on assignments, so that midterm exam and final exam support the overall learning outcomes. Examination is given based on the type of class and the expected outcome. In general, there are four test models in the Bachelor of English Literature, which are responses, multiple choice, essay/paper, portfolio, and language practice. The response test model is given in theoretical courses such as British and American Culture and Society. The essay, on the other hand, allows for the application of theoretical analysis so it is usually given to students who have taken certain courses that support writing and analytical skills, for example Sociolinguistics courses. Furthermore, the portfolio model is intended to see the progress of students' understanding and skills. This model is applied to courses such as Translation, Writing, and Popular Writing. Meanwhile, language skill practice is conducted to determine students' language skills. This model is applied to language skill courses, such as Speaking, Grammar, Writing, Reading, and English for Public Relations.

Undergraduate thesis is the final project that must be written by every student with a weight of 6 sks credits. Thesis writing is the final process of a series of activities started from writing a proposal when students take the Research Methods course. After that, the proposal is refined into simple research in the Seminar course. Furthermore, students write their thesis under the supervision of lecturers. After carrying out thesis supervision, writing, and exam, students' theses will be deposited into Repository UNDIP. Through writing theses, students apply most of their competencies in language skills courses, such as grammatical and diction aspects, theoretical aspects according to their concentration, and research methodology.

Master of Linguistics [ML]

The course examination in each semester can be categorized into midterm exam, and final exam. The Midterm Exam is given in the form of an essay to measure conceptual and

theoretical mastery of the learning materials. The Final Exam is given in the form of paper writing to determine students' ability to apply theory into linguistic research practice to solve linguistic problems, which is in line with KKN level 8. The assessment system refers to Academic Regulation.

The final project of the Master of Linguistics study programme is in the form of Thesis, which is given in the 4th semester after students have passed the Seminar on Research Result course. The thesis writing guide is provided to students through the study programme website. Thesis writing is supervised by one advisor, and the thesis exam is conducted with three examiners, and this is in accordance with Rector's regulation as well as the following assessment guidelines for examiners. Through thesis writing, students are able to solve linguistic problems by applying appropriate theories and are able to develop the theories they used. In addition, students are able to manage research in the form of scientific works that are beneficial to society and science. The following theses can illustrate the outcome of thesis writing.

Master of History [MH]

Referring to the Academic Regulation Number 5 of 2020 on Education Field for Postgraduate Program, the forms and types of exams in Master of History consist of Mid-Semester Exam, Final Semester Exam and Thesis Exam conducted in written form or orally. In addition, questions are given in the form of essays containing reviews of articles or books. Historical Seminar, Result Seminar, and Thesis Exam courses refer to the 2017 Curriculum, Rector Regulation, and SOP for the thesis exam contained in Faculty of Humanities Guidebook. The implementation and format of the exam follow the exam implementation guidelines set out in the Procedure Manual for Examination. The guidelines are expected to meet learning outcomes and in accordance with the qualification stages. Thesis is assessed based on criteria published comprehensively. The implementation of the thesis exam must be conducted in several stages as explained in the guideline for thesis preparation including thesis proposal, writing, supervision, examination, and submission. This guideline is contained in the Faculty of Humanities UNDIP Handbook. The guidebook is the result of revision of a similar book in 2020 and published at the beginning of each academic year. It is distributed to every lecturer and every new Faculty of Humanities student as a guide during their education.

For the Master of History, the quality of the thesis is an indicator of students' ability to write scientific papers and simultaneously also an indicator of the learning achievement of a study programme. Therefore, the Master of History has criteria, rules, and procedures for the preparation of a thesis. Students can access A Guide to Writing A Historical Thesis to find the technical and substance aspects of the thesis. Lecturers are provided with this guidebook as a guide for the mentoring process. Students are also required to have this guidebook, especially for students who are taking a Historical Seminar course and or are preparing a thesis. The guideline for thesis writing is also explained through activities related to historical research and writing. A good thesis quality is evidenced by obtaining a maximum score of A. The following theses can describe the learning outcome of the program. This shows that the students' ability is according to the qualifications of the study programme. In addition to be uploaded in UNDIP Repository (E-Prints), thesis is also published in the form of scientific articles in accredited national journals (Sinta), as in Indonesian Historical Studies (IHIS), Jurnal Sejarah Citra Lekha (JSCL), and Journal of Maritime Studies and National Integration (JMSNI),

Thesis is used as students' final project to fulfill the graduate profile of Master of History, as a lecturer, historical researcher, and historical researcher teacher. Through the processes of mentoring and discussion from the supervisors, the thesis is also used to ensure the specified learning outcomes. It can also be used to ensure that students are able to develop their ability to conduct innovative research by referring to KKN level 8 and the Regulation of the Rector Number 5 of 2020 on obligation for writing a thesis.

Appraisal:

The panel considers that the curricula of the three study programmes in general reflect the qualification objectives of the study programmes and offer balanced contents of the courses. The logic and conceptual coherence are generally good. The curriculum adequately reflects the qualification objectives of the study programme and meets the needs of academia.

However, regarding the **Bachelor of English Literature** the panel still sees a strong need for improvement to better reflect recent developments in the field, especially regarding the cultural contexts in Indonesia and other cultural contexts where English is not a native language. The **panel strongly recommends** that UNDIP's "**Bachelor of English Literature**" positions itself more distinctly within its cultural and historical context in Indonesia/Southeast Asia, especially regarding other cultural contexts where English is not a native language. The academic field of English/American Studies entails a dialogic relationship between English-speaking cultures and "others". English, has represented the ideas, history and values of the West. Thus, it has the potential for critical engagement with mutual concerns such as interculturalism, gender, social change and social movements.

Accordingly, the **panel recommends** for the Bachelor of English Literature **the following condition:**

The university revise their course descriptions for the BEL with respect to content, learning outcomes and planned learning activities.

The course descriptions should more concretely describe the content, learning activities and learning outcomes of individual courses. Many course descriptions merely repeat the content items in the section on planned learning activities. The intended learning outcomes often remain rather vague ("to describe, extract, review, assess, etc."), they do not address the specifics of course contents. Also, it should be clearer which teaching methods (lecturing, small group discussion, project-based learning) are applied in which segment of the course and survey courses should list which texts, films and other cultural items are discussed in the course of the semester.

In addition, the **panel suggests** for the **Bachelor of English Literature**: language instruction should raise awareness of different varieties of English beyond British and American Englishes (e.g., Indian Englishes, Malaysian Englishes, Singapore Englishes, Nigerian Englishes, European Englishes etc.). The focus of instruction should be more on communicative competence in a great variety of contexts rather than on linguistic correctness or mistake avoidance. Single-activity courses (listening, speaking, reading, etc.) could be replaced by courses that combine various activities and promote plurilingual competences (cf. CEFR-Companion Volume, 2020).

For the **Master of History** the **panel suggests** strengthening the focus on maritime history in global and transnational interconnections thus also raising comparative perspectives on Indonesian history. This enhances the students' skills to assess current socio-political, economic and cultural developments.

Since UNDIP is an autonomous university (university with PTNBH status) according to 2022 government regulation, the university can use an equivalent name of the study programme (similar to the nomenclature provided by the regulation).

The integration of theory and practice is also positively recognised by the panel by the fact that the courses in the study programmes are run jointly with practical and theoretical teachers. This really ensures that theoretical questions are, where possible, explained by means of practical examples.

The nature of the programmes themselves is perceived by the panel as interdisciplinary, particularly in the **Master of History**, students also come from different study fields, which reinforces interdisciplinary learning.

Ethical aspects are often discussed in the courses. There are specific courses in each programme dealing with ethical implications in the field. Students acquire methodological competences and are enabled to do scientific work on the required level.

All exams are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams include a variety of test formats. In-class exams are in the forms of written and oral exams (presentation, questions-response, modelling for example in drama class). Take-home exams are in the forms of essay or article paper. The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures. Furthermore, the students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives.

Ethical aspects are often discussed in the courses. There are specific courses in each programme dealing with ethical implications in the field. Furthermore, students and lecturers are required to do community work.

The study programme also gives special attention to the SDGs and has established an SDGs centre.¹⁵ The University has also formulated a regulation regarding the prevention and handling of sexual violence. The panel considers this a strong promotion of ethical values making them an integral part of the study programme's qualification objectives.

Students acquire methodological competences and are enabled to do scientific work on the required level. However, as pointed out above, the panel suggests focusing a bit more on the research and/or make the focus on research more transparent via the module descriptions and the curriculum.¹⁶

¹⁵ See chapter 1.2

¹⁶ See also chapter 3.2

All exams are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams include a variety of test formats. The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures. Furthermore, the students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives.

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

3.2 Structure

Bachelor of English Literature [BL]

| | |
|--------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Projected study time | 8 semesters (4 years) |
| Number of Credit Points (CP) | 144 SKS (CP) = 214.56 ECTS (1 SKS = 1.49 ECTS) |
| Workload per CP | 1 ECTS = 26.5 hours 1 sks= 1.49 ECTS Total workload / Total ECTS = 25.330 / 214.56 ECTS = 120.15 minutes = 2 hours |
| Number of modules/ courses | 68 (61 compulsory; 7 elective) |
| Time required for processing the final thesis and awarded CP | 6 months |
| Number of contact hours | 1 ECTS = 26,5 hours Total ECTS = 214,56 ECTS = 5,685.8 hours |

Students are required to collect 144 credits to graduate from the Bachelor of English Literature

study program. Study is divided into 8 semesters. Students are required to take 138 credits or equivalent to 205.62 ECTS before taking thesis writing. The weight of the thesis is 6 credits, so the total student credits is 144 credits. The course structure has been equipped with module/course description.

Master of Linguistics [ML]

| | |
|---------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| Projected study time | 4 Semesters |
| Number of Credit Points (CP) | 40 SKS=59.6 ECTS (1 SKS=1.49 ECTS) |
| Workload per CP | 1 ECTS = 26.5 hours 1 SKS=1.49 ECTS Total workload/ Total ECTS = 6.800/59.6 ECTS = 114 minutes = 1.90 hours |
| Number of modules / courses | 18 (13 compulsory; 5 elective) |
| Times required for processing the final thesis and awarded CP | 6 months |
| Number of contact hours | 1 ECTS = 26.5 hours Total ECTS = 59.6 ECTS =26.5 hours x 59.6 ECTS =1,579.4 hours |

The number of credits required to pass the Master of Linguistics program is 40 credits or equivalent to 59.6 ECTS, which are divided into 4 semesters. In the first semester, students are required to take 16 credits or equivalent to 23.84 ECTS of compulsory courses related to descriptive linguistics. In the second semester, they are required to take 10 credits or equivalent to 14.90 ECTS of elective courses. In the third semester, students are required to take 6 credits or equivalent to 8.95 ECTS, which include Paper Publication and Seminar on Thesis Proposal, for the preparation of Thesis writing. In the fourth semester, students take 8 credits of compulsory courses (11.94 ECTS) including Seminar on Research Results (2 credits) and Thesis (6 credits or 8.95 ECTS). The total workload of lectures is 40 credits, which is equivalent to 1,579.4 hours.

Master of History [MH]

| | |
|--------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| Projected study time | 4 semesters (2 years) |
| Number of credit points (CP) | 40 SKS = 59.6 ECTS (1 SKS = 1.49 ECTS) |
| Workload per CP | 1 ECTS = 26.5 hours 1 SKS = 1.49 ECTS Total Workload / Total ECTS = 6,800 / 59.6 ECTS = 114.09 minutes = 1.90 hours |
| Number of modules | 19 (14 compulsory; 6 elective) |
| Time required for processing the final thesis and awarded CP | 6 months |
| Number of contact hours | 1 ECTS = 26.5 hours Total ECTS = 59.6 ECTS = 26.5 hours x 59.6 ECTS = 1,579.4 hours |

The course structure is designed to help students achieve learning objectives. The number of credits offered is 46 credits (equivalent to 68.54 ECTS) and 20 courses with a minimum of 40 credits (equivalent to 59.6 ECTS). Each course has a study load of 2 to 3 credits with 14 face-to-face meetings. The course structure has been equipped with module/course description.

Modular structure of the study programme

Credit (sks) conversion to ECTS credits at UNDIP is stipulated in Rector Regulation No.3/2022, where one ECTS credit is considered equivalent to 0.67 SKS credits, or one SKS credit = 1.49 ECTS credits. This conversion value is based on UNDIP's Academic Regulation that one credit consists of three elements, which are: 50 minutes of face-to-face learning, 60 minutes of structured learning, and 60 minutes of independent learning. Therefore, the total study load in one week is 170 minutes for one credit. In one semester, there are 14 weeks of lecture sessions, so the study load of one semester is 170 minutes x 14 weeks = 2380 minutes = 39.66 hours. Credit (sks) conversion to ECTS credits uses the calculation that one ECTS credit equals 26.5 hours.

Study and exam regulations

For all programmes

The final grade in the form of Grade Point Average (GPA) is derived from the calculation of the Semester Grade Point Average (IP) and the thesis score. Graduates will be awarded the following degrees. First, “Cumlaude”, student with GPA of 3.76-4.00. Second, “Very Satisfactory”, students with GPA of 3.51-3.75. Third, “Satisfy”, students with GPA of 3.00-3.50. The assessment methods include: (a) assignments given by lecturers on certain topics, (b) assignments to detect student readiness and/or understanding of certain learning outcomes, (c) midterm and final exams to measure student understanding as learning outcomes, (d) seminars where students present their learning on certain topics and discuss them with other students, and (f) assessment of soft-skills taken from student participatory activities. All assessments are converted to letter grades, including A (4 = 80-100); B (3 = 70-79.99); C (2 = 60-69.99); D (1 = 50-59.99) and E (0 = <49.99). The rules regarding this assessment can be found in the Faculty Handbook.

Bachelor of English Literature [BL]

The rules regarding student learning and examination refer to the Regulation of the Rector of Universitas Diponegoro No. 4 of 2020 on Academic Regulations in Education Field for Bachelor’s Program. This rector regulation is also derived from another form of academic guidebook distributed in printed version to students after they have officially registered. In addition to the printed version, the book can also be accessed online. These regulations and guidelines comprehensively cover norms and technical matters related to student academic activities. In this case, the Bachelor of English Literature study programme also allows the Credit Transfer System for students who study abroad by referring to the transfer mechanism as mentioned earlier.

Learning regulations for the Bachelor of English Literature are based on the Indonesian National Qualification Framework (KKNI). To meet these requirements, students have the study period for a minimum of four academic years (8 semesters) and a maximum of seven academic years (14 semesters). The required number of credits for a bachelor’s degree is 144 credits = 214.56 ECTS credits. Moreover, graduates of Bachelor of English Literature obtain Diploma Supplement as supplementary documents that support documentation of their competences.

Master of Linguistics [ML]

The implementation of the Master of Linguistics refers to Rector Regulation No. 29 of 2020 which regulates the admission of postgraduate students, administrative and academic registration, credit transfer system (CTS), study period, thesis, academic supervisor, thesis exam, lecture system, learning agreement and evaluation system. These regulations are derived in the Faculty Guidebook, which is provided to all students and can be accessed online via faculty website. In the manual, various matters related to study and exam regulations are explained, including graduation predicate. Upon the completion of study students are entitled to academic transcript and diploma supplement.

The Master of Linguistics students are given the opportunity to take credit points at universities abroad with the CTS (Credit Transfer System), especially for elective courses (in 2nd semester) through the cooperation with foreign universities that has been established by the

Master of Linguistics program. Foreign universities which have already cooperated with the Master of Linguistics program are Arizona State University, USA, Trinity Christian College, USA, Asia University, Taiwan, and UTHM, Malaysia. Students' period when taking the CTS program is counted as an active study period. Therefore, if a student takes CTS abroad for 1 year, for instance, the remaining period of their study is a maximum of 3 years. Students receive Diploma supplements.

Master of History [MH]

In general, the rules regarding the administration of study programs at UNDIP are listed in the Regulation of Minister of Education and Culture Number 7 of 2020 on Establishment, Change, and Dissolution of Higher Education, the Regulation of the Government Number 52 of 2015 on Statute of UNDIP, and the Regulation of Rector Number 5 of 2020 on Academic Regulation in Education Field for Postgraduate Program of UNDIP. To maintain the quality of learning and graduates, the management of Master of History is evaluated periodically by BAN-PT.

Information needed by students related to the requirements, structure and exams on Master of History can be found in misej.UNDIP.ac.id and Faculty of Humanities Handbook. They can get information about the curriculum offered, examination stages, scholarship programs, research, and publications. In addition, the stages of filling out the IRS, information on the results of midterm and final exams, thesis exam submission, and so on can also be accessed online through SSO.

The curriculum structure allows students to study abroad. This refers to Rector Regulation Number 5 of 2020. It regulates sit-in, Credit Transfer System (CTS), Student Exchange, Twinning Program, Double Degree, and Fast Track schemes for students. In 2021, Master of History organizes a fast-track program for students. Beside module descriptions on each courses, the learning process is equipped with learning agreement (see Appendix Learning Agreement) formulated and shared by lecturers.

Master of History students are declared graduated if they have met the following requirements: 1) have passed the thesis exam before the examiner team; 2) have submitted a thesis revision approved by the examiner team and have passed the anti-plagiarism detection with certain applications; 3) have met the publication requirements that have been determined; 4) have a minimum GPA 3.00 (three point zero zero); 5) have a status as active student in the semester and do not exceed the maximum study period set by the university; 6) have completed all administrative obligations including returning all borrowed library/laboratory collections; 7) have completed all obligations during the study period and/or assigned tasks in accordance with the curriculum set for the study program (including the revised thesis); 8) have uploaded a summary of the thesis on UNDIP repository.

Graduates of Master of History obtain a Diploma Supplement. UNDIP also recognizes students' study period abroad. This is based on the Regulation of the Rector of 2012 on Credit Transfer Students through the sit-in scheme, further revised through a new regulation, which is the Rector Regulation Number 5 of 2020. It regulates sit-in schemes, Credit Transfer System (CTS), Student Exchange, Twinning Program, Double Degree, Pass Pasca, and Fast Track Programs for students.

Feasibility of study workload

Monitoring system of students' workload is carried out accordingly by study programmes, faculty, and university through the UNDIP information system called Single Sign On (SSO) and SIAP (the workload survey form can be found here). For student counseling, at the study programme level, students are accompanied by a student's advisor who provides academic and non-academic guidance. The counseling process is provided online and offline. At the faculty level, students are provided with counseling services under the coordination of Faculty Student Consultative Board. At the university level, they also provided counseling services through the Student's Counseling Board (BKM). For students who are preparing a journal article, they were offered a student workshop and also a writing guidance named Manuscript Clinic regularly organized by Institute for Research and Community Service (LPPM) UNDIP. Besides, they also receive counseling for PPA and BBM scholarship, LPDP scholarship, Master towards Doctoral Scholarship Program for Excellent Undergraduate (PMDSU), and Master Thesis Research Grant.

Bachelor of English Literature [BL]

The Bachelor of English Literature students are expected to complete their studies in 8 semesters covering compulsory and elective courses. The number of credits (SKS) that must be taken by students is divided proportionally each semester. In other words, the curriculum is designed to allow a feasible learning period. The Bachelor of English Literature study programme provides academic and non-academic services and guidance through lecturers, academic advisors, and educational staff so that students can meet their study load each semester. Students have the right to take remedial exams. The study programme also provides thesis supervisors for students to write thesis.

Every semester, students are required to fill out a learning evaluation that provides an evaluation of the teaching and learning process related to lecturers, learning materials and infrastructure. This evaluation becomes one of the considerations in the preparation of the curriculum and the implementation of the next program.

Master of Linguistics [ML]

The curriculum of the Master of Linguistics study programme is designed to allow students to finish their study within 2 years, with a minimum GPA of 3.00. In the assessment process, students are allowed to take remedial once when their grades are <B, and the remedial materials are given by the lecturer in charge of the courses before graduation. This is stated in the Faculty of Humanities Guidebook and Academic Regulation Number 5, 2020.

Study workloads are evaluated through *sambung rasa* (meetings) mechanism between study programme coordinators and students. It discusses problems related to lectures, assignments and study workloads. *Sambung Rasa* is carried out at least once a semester to ensure that all students do not experience problems in following the lectures and do not have experience of over workload. In addition, evaluation of the workload is also carried out through a consultation mechanism every semester which can be monitored through the Single Sign On (SSO) where students can find information related to their academic achievements each semester through the previous semester's study results (KHS). The results of the evaluation show that the average student passes the course, with a minimum score of B. This indicates that the student does not experience an over workload.

To reduce the dropout rate, periodic monitoring and consultation is carried out. Students who have entered 4th semester are encouraged to complete their thesis no later than the end of the 4th semester, so that they can immediately take the exam. The process of thesis writing is evaluated regularly through meetings with students and supervisors to discuss various obstacles related to thesis writing. This is to make sure that the students can graduate on time, which is in 4 semesters. For students who exceed the time of writing a thesis for more than one semester, regular evaluations are carried out through meetings attended by students and supervisors and these meetings are monitored by the head of the study programme.

Students receive various services to support their needs during their study. Services to students are provided by lecturers, academic advisors, thesis supervisors, and administrative staff according to the needs and types of services. The lecturers provide services in the form of lectures (14 meetings for each course) and provide time for students who want to have a consultation related to the courses taken.

Academic advisors provide services in the form of consultation related to the progress of the study, courses to take, as well as various academic issues related to their study. The thesis supervisors provide services in the form of thesis writing consultation, starting from the initial preparation of the proposal until the thesis is ready to be defended, with a minimum number of 8 consultation meetings. Administrative services are provided to students in the form of: providing the required administrative documents (for example, a letter of active student, an application letter for tuition fee suspension, etc.) and administrative consultation on the use of SIAP for registration and re-registration at the beginning of the semester before students input courses at the Study Plan (IRS). For foreign students, administrative services are also provided related to study permits and various immigration documents for students who apply for a study visa to visit the university.

Services to students and the feasibility of study load are evaluated regularly by the study programme at least once in a semester. It is conducted through the study programme lecturer meeting based on input from students in *Sambung Rasa* and teaching and learning (PBM) evaluation in SIAP which is carried out by active students at the end of the semester. In addition, improvements in the implementation of study programmes are also carried out based on evaluations made by the Quality Assurance Task Force (GPM) of the study programme every semester. The material evaluated includes the implementation and content of PBM, student activities, lecturers, research, community service, cooperation and study programme implementation facilities.

Master of History [MH]

The Master of History curriculum is designed to ensure that students can complete their studies on time, which is a minimum of 4 semesters and a maximum of 8 semesters. The distribution of theoretical courses can be completed within 2 semesters. Research and thesis writing can be completed within 2 semesters. Thus, they are able to complete their studies on time (4 semesters). Through Bibliography of Archives Research and Historical Seminar courses, they have been taught and guided to find problems, collect sources, and prepare thesis proposals within the first year. Therefore, in the second year, they can focus on completing research and writing theses and publications. In research and thesis writing and publications, they have also received academic guidance from their supervisors.

To improve the quality of learning, Master of History carries out regular evaluation. The evaluation related to the learning process is carried out by students through SSO when filling out the Study Plan. The Study Program considers the learning evaluation results per course per lecturer. The learning evaluation is carried out on an ongoing basis and becomes an integral part of the teaching and learning process, which includes student responses to the success of learning programmes at the study programme level. This process runs in an integrated manner through Learning Evaluation. The improvement of learning materials and curriculum structure is carried out through curriculum change meetings, each process of which is recorded in the meeting minutes. The evaluation from stakeholders is carried out when the study programme changes the curriculum. The curriculum changes are based on input from students, alumni, graduate users, and the latest developments in the discipline of history. In addition, students provide academic advisors to make sure students will not face academic obstacles.

Equality of opportunity

UNDIP and the programmes ensure equality of gender, ethnic, racial, and disabled people to gain admission and studying at UNDIP. Men and women have equal opportunities in the learning process. UNDIP also provides facilities for the disabled. Under the Rector Regulation No. 24 of 2016 and Number 5/2020 (amended by the Regulation of the Rector of Universitas Diponegoro Number 29 of 2020) on UNDIP services for students with disabilities a Service Unit for Students with Disabilities has been established. The programme identifies the special educational needs of students including students with disabilities and makes appropriate provisions to meet those needs. Students with disabilities in accordance with the Regulation of the Rector, are guaranteed to be provided with accommodation or special arrangements to ensure all students are able to take the exam with the same requirements. They must also achieve the same academic standards to pass the exam.

Appraisal:

The panel finds the structure of the **Bachelor of English Literature [BL]**, the **Master of History [MH]** and **Master of Linguistics [ML]** to be suitably implemented. The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes.

The **panel recommends** that for the **Bachelor of English Literature [BL]** (e.g. teaching methods) that the course descriptions should more precisely reflect the subjects and teaching methods of individual courses. The intended learning outcomes remain rather general ("to describe extract, review, assess, etc.), they do not address the specifics of course contents. Also, it should be clearer which teaching methods (lecturing, small group discussion, project-based learning) are applied in which segment of the course.

There are legally binding study and exam regulations which contain necessary rules and procedures and consider national requirements.

During site visit, students confirmed that their programmes are feasible for them and UNDIP also tracks the students' workload by recording the actual workload. Students in all programmes are also supported by at least one academic advisor.

The University ensures gender equality (more female than male students and lecturers) and non-discrimination. Students with disabilities are provided with affirmative action concerning time and formal requirements throughout the programme and examinations. There is also a Service Unit for Students with Disabilities. Students in special circumstances are particularly assisted. The University has also formulated a regulation regarding the prevention and handling of sexual violence.

For all programmes the panel suggests: based on UNDIP's own claim regarding diversity and accessibility, "compensation for disadvantages process" should be introduced for examinations, which guarantees an extension of the examination time for students with disadvantages.

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

3.3 Didactical concept

For all programmes

Didactic concepts and learning methods of the study programmes are oriented towards learning outcomes. Students are given assignments in the form of case studies that they must solve through the implementation and testing of relevant theories and write down the results of their analysis in the form of paper for publication. This is according to the graduate competence achievement that is to develop theories and to be able to apply the theories to solve research or case problems.

This didactic concept is applied in different teaching and learning methods through Student Centered Learning (SCL) in all courses in the forms of lecturing, case studies, small group discussions, problem-based learnings, and project-based learnings. In this case, lecturers provide teaching materials in the form of modules, presentation slides, and textbooks that are tailored to the Course Learning Outcomes. Through the SCL approach, students are encouraged to take an active role in creating a successful learning process by actively working on course assignments based on problems that exist in the community (Problem-Based Learning).

In the implementation of teaching and learning activities, each course is required to use various learning methods that are according to the description of the course unit in Module Description (**Bachelor of English Literature, Master of Linguistics, and Master of History**), various learning and teaching methods which implement Student Centered Learning (SCL) method,

including lecturer, seminar, discussion, Problem Based Learning, discovery learning, practical, Case method, Modelling, Flipped learning, and field work.

The lecturing method is intended to provide input for learning material that must be understood by students. The discussion method is intended to invite students to think comprehensively about the material that has been given to optimize students' understanding of the materials. In addition, the discussion method is also used to find out to what extent the students understand and master the learning materials. The presentation method is implemented to train students to present the results of task analysis related to case studies. With the implementation of these three methods, students are expected to have critical thinking skills in understanding and developing theories as well as solving certain cases and writing the results in the form of reports for presentations.

The learning method in the teaching and learning process is technically implemented in face-to-face learning either offline or online using MS Teams. The class is scheduled according to the number of course credits, consisting of 14 face-to-face meetings, 1 midterm exam, and 1 final exam.

For **Bachelor of English Literature**, the case study methods and Student Centered Learning, are implemented through the assignments in some courses like Phonetics and Phonology, Advanced Writing, and Research Methods. These forms of assignments are expected to give student experiences on applying self-learning methods in solving problems related to the courses.

The implementation of this method for **Master of Linguistics** can be seen from students' assignments in courses like Generative Phonology, Generative Morphosyntax, Needs Analysis and Syllabus Design, and Translation Theory. These assignments were written based on their research on a certain linguistic phenomenon or problem, and so the students can have an experience in problem solving learning using an appropriate theory.

In **Master of History**, this can be seen in assignments of courses such as Nationalism and National Character, Theory of Integration, Maritime History, Maritime Sociology, Maritime Anthropology, and Maritime Culture. The assignments in the form of Problem-Based Learning can be seen in the Historical Research Methodology course, in which students are asked to collect archival sources. Meanwhile, for the Historical Seminar course, students are assigned to write a thesis seminar proposal.

During the COVID-19 pandemic in 2020-2021, lectures were held through online face-to-face learning. For this reason, several methods, including the use of independent learning methods sourced from lecture materials, teaching materials, and case studies, are applied maximally. The materials provided are in soft files (PPT, journals, e-books, audio, video, and audio-visual sources) and can be accessed by all students through the Microsoft Teams application and the teaching platform through Online Course (Kulon) developed by UNDIP. Regular review is conducted on materials, teaching materials and learning methods to improve the quality of graduates. The review is based on evaluation results and improvement efforts from students, alumni and stakeholders.

As a research university, through research-based teaching, students can review the results of the latest research, either by lecturers or by other experts in the lecture process. Therefore,

students are expected to be able to find new ideas leading to critical notions. In the implementation of research-based teaching, discussions and presentations are conducted to gain new perspectives and train students to disseminate their research results through scientific forums. Systematically, the didactic method is oriented towards achieving the expected learning outcomes of each module, for example, by regularly using case studies or project-based learning for several courses.

For **Bachelor of English Literature, Master of Linguistics, and Master of History**, the use of online sources in learning has been proven effective to stimulate the progress of the learning process. Students can independently identify problems, determine priorities, and formulate solutions through student's assignments. This can be seen from the assignments given for each course such as essays and reviews of articles and books that can be developed into articles to be published in journals especially for Master of Linguistics and Master of History. For Master of Linguistics (Seminar of Research Proposal) and for Master of History (Historical Seminar), the output of the courses is the proposal projected as a thesis proposal and articles that are ready to be published and can meet the graduation requirements through publication in nationally accredited journals (SINTA). Course assignments producing book reviews and article reviews improve the student treasury. Through this curriculum design, it is proven that the profile of graduates as lecturers, researchers, and research teachers is supported.

Course materials

For all programmes

The lecturers provide lecture materials that are oriented to the achievement of learning outcomes to meet the expected qualifications. These materials are available in the form of pointers, scripts, textbooks, and articles. The materials are not only presented in classes, but also provided in online learning platforms such as Microsoft Teams and Kulon, so that students can access them any time. The database collections on JSTOR, ProQuest, etc., that UNDIP subscribed to are regularly updated and can be accessed online by students. The materials also allow students to be further involved in independent learning.

These materials are given in class during lectures and are available online (JSTOR, ProQuest, etc.). For the learning process to run optimally, lecture materials are arranged appropriately and systematically. The arrangement of the materials helps students be familiar with various problem-solving approaches based on scientific perspectives. Based on the existing materials, students can improve problem solving strategies based on their understanding framework. The lecture materials are also continuously updated with the framework of the didactic concept as shown in Course Materials.

Guest lecturers

Bachelor of English Literature [BL]

Guest lecturers are invited to provide insight to students regarding materials not covered in the formal curriculum. National and international guest lecturers are invited annually. The aim is to provide additional knowledge related to the existing courses in the curriculum and the introduction to updated knowledge. Some of the guest lecturers are academics and practitioners graduated from Bachelor of English Literature UNDIP. The guest lecture material is adjusted to the curriculum content so that students can immediately know its relations to their course. Guest lecture activities are also published on the Bachelor of English Literature

study program website and social media. Information about this guest lecture is conveyed to students through the study program website and distributed directly through social media accounts owned by students or student representatives. In addition, printed posters are also attached on bulletin boards that are easily accessible by students. The topics of the guest lecture can be seen at the following link.

Master of Linguistics [ML]

The Master of Linguistics study program invites guest lecturers from domestic and foreign universities regularly. Every year, the study program invites 3 guest lecturers from domestic universities and 2 guest lecturers from foreign universities to give public lectures to all Master of Linguistics students and lecturers. This public lecture is intended to provide scientific enrichment and additional insight, especially related to the novelty of research in general linguistics or applied linguistics according to the fields needed by students to support competence in research or theoretical implementation in linguistics. In addition, guest lectures are also held to establish cooperation and networking between the Master of Linguistics study program and other study programs from various universities, both in joint research or scientific publications.

Master of History [MH]

Master of History invites guest lecturers both from national and international universities and practitioners from government agencies, politicians, or humanists. The academics are invited as Guest Lecturers, making contributions to the process of forming student qualifications based on their experiences, both as academics (scientific) and professionals. They become a source of new knowledge for students about various matters related to culture and politics. They are invited by the study program through various programs organized by UNDIP in the context of World Class University, including Visiting Professor Program, Public Lecture, International Seminars and Webinars, and Joint Research Program.

Since 2018, Master of History in cooperation with the Doctorate of History has organized World Class Professor (WCP) which invites various academics from leading universities in the world. That year, WCP activities were held with the topic "Indonesian Economic and Maritime Studies: Publication Mentoring for Reputable International Journal". The WCP activities were continuously held until 2019 by inviting academics from leading universities in the world with track records of having reputable international publications. The professors who were invited to this activity were not only asked to give lectures to students, but also conduct discussions, mentoring, and joint research publications. Professors invited to this WCP activity were Dr. J. Thomas Lindblad from University of Leiden, Dr. Khairudin Aljunied and Dr. Jan Mrazek from National University of Singapore, and Prof. Dr. Matthew C. Maglana from University of the Philippines Diliman. Students take this opportunity to discuss the topic of their thesis. WCP activities are carried out offline or online.

In addition to WCP activities, Master of History also invites guest lecturers through the Public Lecture programme. The programme provides insight on historical topics that can be studied by students and lecturers. Academics are invited to give lectures. During the pandemic, Master of History has invited various experts to give lectures, such as from Australian National University, École française d'Extrême-Orient, Northern Illinois University, Jakarta Intercultural School and Leiden University, Oxford University, University of Malaya, Nanyang Technological University, Singapore, and New York University. The activities are held for a certain duration, an average of 2.5 to 3 hours. They have become an integral part in achieving learning

outcomes. They also have a subspecialty in history and culture where their topics of expertise have stimulated interest and opened up opportunities for students to engage in collaborative projects, both in research and other academic fields.

Lecturing tutors

UNDIP has no lecturing tutors and this is applied in three study programmes of the Bachelor of English Literature, Master of Linguistics, and Master of History.

Appraisal:

The didactical concept of the study programme is modern and diversified, for instance, case studies and projects. Student-oriented approaches are employed. The variety of teaching methods offered by the programmes are chosen according to the learning outcomes of each course. According to the student-centered learning, they encourage students to take an active role in creating the learning process.

For the **Master of History**, the panel only **recommends** that the modules part of the maritime history should be more researched-based (e.g modules on the history of education and of government).

In regard to the accompanying course materials for the **Master of History**, they are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date and digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies.

For the **Bachelor of English Literature**: The expert **panel recommend** that the teaching material needs to address the course content in a more precise way. The weekly topics should be related to concrete readings, sources, activities.

For the **Master of Linguistics**: The expert **panel recommends** that the reading material for the courses “Schools of Linguistics” and “Cognitive Linguistics” be updated.

The integration of guest lecturers is very positive. They contribute to the students’ qualification process with their special experience. The study programmes also invite international lecturers and practitioners.

The **experts see a reason for exceeding** in the **Master of Linguistics** especially in ongoing invitations to leading scholars of Linguistics for guest lectures as well as the fact that these lectures are recorded and made available for later use (e.g. as course content or for references for students). In other words, high quality digital course content is accessible for students and lecturers at all times.

| | 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 | | |

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|------------------------|-------------|------------------------------|----------------------------|------------------------------------|------|
| 3.3.3 Guest lecturers | | ML | BL/MH | | |
| 3.3.4 Lecturing tutors | | | | | X |

3.4 International outlook

International contents and intercultural aspects

Bachelor of English Literature [BL]

The curriculum in the Bachelor of English Literature study programme contains international and intercultural content. Furthermore, international and intercultural content in the curriculum is reflected in several aspects that comprise courses, semester lesson plans, and references. There are several courses that specifically discuss intercultural aspects such as Cross-Cultural Communication, Ethnic and Ethnicities, British and American Culture and Society, Religion and Culture, History of Modern Thoughts, Feminism, Gender, and Queer Theories. In addition, language skills courses also reflect international and intercultural content, for example in the "public speaking" class where students are given global and recent topics. The references used in these courses are taken from English sources in the form of reputable international books and journals.

The Bachelor of English Literature study programme provides opportunities for students to be involved in activities at the international level. Students can participate in workshops, seminars, summer courses, student exchanges, and international competition. Through these activities, they also learn to recognize different cultural aspects in the international communities.

Master of Linguistics [ML]

The Master of Linguistics study programme has an international-oriented curriculum which contains multicultural aspects. The international orientation of the curriculum can be seen from the name of the courses oriented to Generative Grammar, such as Generative Phonology and Generative Morpho-syntax, which are the latest linguistic approaches and theories developed in the United States and UK. In addition to theoretical content, each course uses English references in the form of books and international journals, which can be accessed by students through SSO.

The multicultural aspect of the curriculum can be seen from cross-cultural topics, for example case studies discussed in the class. For instance, in the Natural Semantic Metalanguage course, students are given examples of data analysis in English and its comparison with other languages, such as Japanese, so they can understand the cultural differences of the language use. In addition, the study programme also designed other courses such as anthropological linguistics, pragmatics across culture, and ethnography of communication discussing cross-cultural aspects of languages in the world.

Learning materials that raise cross-cultural (international) topics facilitate students to get ready to work in the international environment because they already have the sensitivity and experience in analyzing cross-cultural data. In addition, mastery of universal/international linguistic theory will also allow the students to publish and present at international seminars,

such as in The International Conference on Energy, Environment, Epidemiology and Information System (ICENIS).

Master of History [MH]

The Master of History curriculum has firm international orientation and intercultural aspects. It can be seen from the center of excellence of the study programme that focuses on maritime history and national integration. The international orientation can also be seen from the curriculum structure which imitates the curriculum of Master of History education from Leiden University. An international orientation is also demonstrated through the use of international language sources; introduction to concepts, theories and methodologies, and the latest research results that can be accessed through international journals that UN DIP subscribed; and through public lectures, seminars, and workshops by presenting lecturers/researchers from various countries. The lecturers of the Master of History study programme have disseminated their research results in various international seminars and journals and the results are also used to enrich learning materials in relevant courses which can be accessed through international journals and the list of international publications of History lecturers. Meanwhile, the intercultural aspect can be seen from several courses that accommodate cross-cultural studies by studying various maritime ethnicities, such as Maritime History, Maritime Sociology, and Maritime Anthropology. In the Theory of Integration course, students gain insight into theories from people in the world to understand the pluralistic Indonesian community. To prepare students to work in an international environment, they are actively involved in participating in international conferences.

The Master of History curriculum has covered international content and intercultural aspects. The international content in the curriculum of this study programme includes subjects in each course; use of international language sources; introduction to concepts, theories, and methodologies; and discussion of the latest research results published in international journals that UN DIP subscribed and accessible through SSO, including publications by lecturers in this study program (international journals and a list of international publications for History lecturers). These international contents are delivered in several courses, including Nationalism and National Character, Philosophy of Science, Theory of History, Maritime History, Bibliography of Indonesian History and Archival Research, Dutch I, Dutch II, Theory of Integration, History of Education, Developmental Sociology.

In addition to lectures, international content is delivered through academic dialogue by presenting lecturers/researchers from various countries in activities such as public lectures, seminars, and workshops attended by Master of History students (lecturers/researchers from various countries). This study programme also encourages and facilitates students to disseminate their research results by attending international conferences and compiling articles published in journals that are accessible to the international academic community.

Meanwhile, intercultural aspects in the Master of History curriculum are taught through several courses, including Nationalism and National Character, Maritime History, Theory of Integration, History of Education, History of Government System, Maritime Sociology, Developmental Sociology, Political Anthropology, and Maritime Culture. These intercultural aspects are also developed through assignments, presentations, and class discussions. Besides, students are also involved in field trips with Japanese students as well as in academic dialogue with foreign experts in public lecture forums, seminars, and workshops. Through these courses and activities, Master of History students can develop their competence and skills in understanding

multiculturalism, conflicts due to cultural differences, methods to manage conflict in a pluralistic community, and tolerance in diverse social and cultural environments.

The international content has provided valuable knowledge for Master of History students to master knowledge of subjects and ability to apply theories and research methodologies developed in academic discourse on an international stage and develop tolerance and mutual respect in cross-cultural communication and interaction. With this knowledge, students are ready to work in an international environment, for example as a member of an international research team (collaborative discussions with international graduate students, collaborative research, assistant in international research, surveyor in international research) and establishing cooperation in organizing an activity related to the academic field of history.

Internationality of the student body

Bachelor of English Literature [BL]

The Bachelor of English Literature study programme has not had international students. However, this study programme has organized the International Undergraduate Program (IUP) which is a programme projected to accommodate local and international students. Through this programme, the Bachelor of English Literature study programme works in collaboration with several state universities in student exchange mechanisms. The study programme held a Summer Course program several times attended by participants from different countries. This programme provides opportunities for international students to be involved in academic activities to introduce the local culture and literature.

Master of Linguistics [ML]

The study programme has 13 foreign students from: Algeria, Sudan, Czech Republic, Thailand, Pakistan, Egypt, Myanmar, Kenya, and Madagascar. These students are studying at the Diponegoro Master Scholarship Program (DIMAS). The large number and the diversity of the foreign students are because the Master of Linguistics of UNDIP has designed its curriculum to attract foreign students. One of the specializations offered by this program is English applied linguistics which uses English as the language of instructions. Besides, all assignments are also given in English.

Master of History [MH]

The foreign students in the Master of History programme consist of 2 categories, including degree and non-degree students. Foreign students in the degree category come from Timor Leste who were admitted in 2018 through Developing Country Partnership scholarship program (KNB Scholarship). Since 2015, Master of History has also admitted foreign students in the non-degree category through the Summer Course programme held in cooperation between UNDIP Master of History and Toyo University and Nagoya University. In November 2022, Master of History has successfully organized the 1st Summer Course on Austronesian Today: Origin, Culture, and Diaspora, in which the topic has responded to Sustainable Development Goals, especially in point 4.7, namely appreciating the differences that exist in world cultures. The summer course has attracted 80 participants from overseas including China, Bangladesh, the Philippines, India, Brunei Darussalam, and Taiwan.

The number of foreign students in the degree category in Master of History is very small. It seems that the promotion of KNB Scholarship has not reached evenly to developing countries. Therefore, Master of History has made efforts to increase the interest of foreign students,

especially for the degree category, among others through organizing public lectures and international seminars by presenting experts from abroad as resource people (overseas experts) through public lecture and international seminar. These activities have attracted the interest of foreign students and researchers. The other effort is also carried out by UNDIP through Diponegoro International Scholarship (DISS) and Diponegoro Exchange Experience Program (DEEP) programs. At the faculty level, FCS has collaborated with foreign universities (Memorandum of Understanding). The Faculty of Humanities also organizes a lecture to study Indonesian Language for Foreign Speakers (BIPA). This course is open to all foreign students at UNDIP in order to facilitate the students to master communication and public speaking skills in Indonesian.

Internationality of faculty

Bachelor of English Literature [BL]

The Bachelor of English Literature study programme has lecturers who have experience studying abroad. The study programme also carries out several activities to improve the international experience of lecturers by working in collaboration with foreign universities. The realization of this collaboration is to send lecturers to be guest lecturers abroad in the visiting lecturer program and to send lecturers to be the speakers in international seminars. The internationalization of lecturers has an influence on the curriculum content and students' insight into international-scale activities. The internationalization of lecturers is also carried out by inviting foreign speakers in the framework of guest lectures and webinars. With this activity, lecturers gain international experience and knowledge from the speakers.

Several lecturers have been invited as guest lecturers at Asia University of Taiwan. In 2016, as a speaker in the International Seminar on Gender at Nagoya University, Japan was invited. Moreover, three lecturers of the Bachelor of English Literature have joined a short course program (Study of the US Institute on Contemporary American Literature in the University Louisville Kentucky, USA) organized by the US Department of State in six weeks. The Bachelor of English Literature also has cooperation with the American Indonesian Exchange Foundation (AMINEF) in organizing short course programs under the Rello Program periodically. Several lecturers (have been invited as participants in international seminars in the United States.

Master of Linguistics [ML]

The international orientation of the Master of Linguistics lecturers can be seen from their educational background and experience as guest lecturers abroad. Some lecturers of the Master of Linguistics studied abroad to get MA or Ph.D, the other lecturers have experience as visiting lecturers at Asia University of Taiwan, and one lecturer has an experience as a visiting lecturer at Nagoya University of Japan. Some also have experience in joint research with foreign lecturers, and all of them have conducted presentations at international seminars. One lecturer is a member of international corpus development association ICNALE (Japan), and honorary member of NooJ, a computational linguistics association based in France. He currently manages some corpora databases in CQPweb Lancaster, UK. He was previously a member of CASS and CRS Coordinator of UCREL, two leading corpus approaches associations in the United Kingdom. He was also a corpus consultant for Sydney Corpus Lab and Helsinki University.

The international experience of the lecturers can provide enormous benefits for the development of the study program, especially in the delivery of teaching and learning

materials. It allows for the inclusion of cross-cultural case studies in teaching materials as well as theoretical and practical mastery related to the field that lecturers are engaged in from their study abroad. This will certainly provide positive impacts on students. For example, lecturers studying at the Australian National University (ANU) received learning materials related to micro linguistics, such as phonology, morphology, syntax, and semantics which were taught by experts in micro linguistics. In semantics, for example, the expert and originator of the natural semantic metalanguage theory teaches the theory and application of NSM across languages. Finally, lecturers who studied there will be able to apply the theories provided by these experts to be applied in teaching natural semantic language courses at the Master of Linguistics. The benefit obtained from lecturers who become visiting lecturers at other universities is the establishment of academic communication with foreign lecturers so that there is an exchange of scientific knowledge that can increase insight for lecturers which can eventually be applied in the teaching.

The form of internationalization of the Master of Linguistics is also carried out through Guest Lecture activities by inviting guest lecturers from various universities abroad and working in collaboration in research and publication with lecturers from foreign universities.

Master of History [MH]

Several foreign lecturers have been involved in activities in the Master of History program, 2 of them are assigned to teach and the other is assigned as a field trip coordinator. Two foreign lecturers teach in this study programme. Meanwhile, one lecturer from Nagoya University Japan becomes a coordinator in Well-being activities with Master of History students. In this activity, students are guided to become field counselors for international students who carry out field trips in several areas in Central Java.

Through learning Bibliography of Indonesian History and Archival Research, students gain insight into various issues that can be used as topics for their thesis research and skills to explore sources on Indonesian history from the VOC and Dutch East Indies period. They also gain valuable knowledge and skills to understand the development of education and explore the resources needed in research on education in Indonesia, especially during the Japanese occupation.

In addition to inviting foreign lecturers, Master of History also sends several lecturers to teach abroad for one semester. (to Nagoya University Japan, Mokpo University Korea, and National Cheng Kung University Taiwan). In addition, they also conduct collaborative research at several universities abroad, for example, one lecturer conducted joint research with KITLV and Leiden University and Another one conducted by collaborative research activities using a mandatory research scheme with Nagoya University Japan).

Foreign language contents

Bachelor of English Literature [BL]

The curriculum of the Bachelor of English Literature study programme and related documents reflect the use of a foreign language, in this case, English. These documents include the names of courses, course syllabus, learning agreements, learning materials, textbooks, and teaching and learning processes. Of the 60 compulsory courses and 23 elective courses, 95 % of which contain English language skills and English-based literature and linguistics courses. Therefore, English is not only used in documents related to courses, but it is also used in the lecture contents.

Besides English, the Bachelor of English Literature study programme also provides foreign language courses to add student competence. These courses include Japanese 1, Japanese 2, Japanese 3, French 1, French 2, French 3, Korean 1, Korean 2, and Korean 3. By attending these classes, students are expected to enrich their foreign language skills to compete in the global world.

Master of Linguistics [ML]

The Master of Linguistics programme uses Indonesian and English as the language of communication. Indonesian is used in courses related to general linguistics. Meanwhile, English is used in all courses contained in the specialization of applied linguistics. The study programme is committed to use English as the language of communication in applied linguistics courses which will certainly improve students' English skills in reading, listening and writing. In addition, all teaching materials for applied linguistics are given in English.

Foreign language content is also represented through the use of resources (books, journals, powerpoint, course descriptions) in English, especially for applied linguistics major. Meanwhile for general linguistics major, students are also encouraged to use resources in English for at least 50 % of the resources.

To give students wider perspective on research in linguistics using foreign language content, the study programme regularly conducts guest lecturers from universities overseas, such as from England, USA and Singapore.

Foreign language content can also be seen from the courses offered to the students, such as courses related to English language teaching and Translation

Students majoring in applied linguistics are required to write their thesis in English, while students majoring in general linguistics can write their thesis in English or Indonesian.

Master of History [MH]

In addition to using the national language (Indonesian), Master of History also uses English and Dutch in the learning process. Dutch is used both as the language of instruction and in the learning process of Dutch I and Dutch II courses. Both courses aim to improve students' abilities and skills in tracing and reading Dutch historical sources. Meanwhile, English is used as the language of instruction regularly in courses such as Maritime History, Bibliography of Indonesian History and Archival Research, Theory of Integration, and History of Education and in certain courses taught by foreign lecturers, including Bibliography of Indonesian History and Archival Research, and History of Education.

The learning materials for some courses in Master of History have been prepared in foreign languages. Those in Dutch I and Dutch II courses use Dutch, while three courses such as, Maritime History, Theory of Integration, and History of Education use English. The learning resources used in almost all courses in Master of History are dominated by foreign language literature, especially English, both in printed and digital versions. The printed learning resources can be accessed through the libraries of the Department of History, Master of History, Faculty of Humanities, and UNDIP; while the digital learning resources can be accessed through SSO. Master of History has also subscribed to newspapers that can be accessed for free by students

Appraisal:

International contents and intercultural aspects are an integral part of the curriculum. Students reported their benefits from these contents. The panel considers students to be prepared for the challenges in an international working environment. Through practical examples (case studies), students are enabled to act in an intercultural environment. The panel also received practical examples from alumni who now work at international organisations and consider themselves prepared for the challenges of an international working environment as a result of completing the programme.

The number of international students is still low. However, UNDIP pursues a goal-oriented concept, which can be seen, for example, in the IUP of the Bachelor programmes. The Master programmes also aim to train students for the Indonesian government and to train students who are already working in Indonesia, therefore, the strategic goal is less focused on international students and the low international composition of the student body.

Therefore, **the panel suggests**: The **three study programmes** could become more attractive for international students if the course content included globally essential qualifications, as the use of different varieties of English beyond British and American English (e.g., Indian English, Malaysian English, Singapore English, Nigerian English, etc.).

Further and for all programmes: The **panel recommends** that the study programmes should attract students from the wider region (e.g., Malaysia, Brunei, Papua New Guinea, Timor-Leste) as of proximity in culture and language. Students from the closer region such as Southeast Asian countries will find studying in Indonesian universities have added value since culture shock will not matter and the cost of education is more affordable compared to other countries.

The **panel therefore also assesses** especially for the **Bachelor of English Literature** as well the **Master of History** that these two programmes need even stronger motivation in their efforts to do build on the vision and mission of Universitas Diponegoro described in the strategic plan of the Faculty of Humanities to offer international programmes, so the panel recommends that the **HEI attracts students from the wider region due to its cultural and linguistic proximity**.

The international composition of the faculty (teachers from different countries, teachers with international academic and professional experience) promotes the acquisition of international competences and skills. The University motivates its teaching staff to take part in international conferences and to do their PhD abroad. In the view of the panel many faculty members of faculty have either international educational credentials or even have an international background. To even increase this and further academic development the **panel recommends** especially for the **Bachelor of English Literature** that speakers of English from different anglophone countries could be hired as temporary lecturers (from one month to a few years).

| | 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 | | ML | BL/MH | |
| 3.4.3 | Internationality of faculty | | X | | |
| 3.4.4 | Foreign language contents | | X | | |

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

Bachelor of English Literature [BL]

The curriculum of the Bachelor of English Literature study programme contains public-speaking, cooperation, and conflict resolution. Speaking skills and entrepreneurship are included. The courses in the curriculum begin with designing Course Syllabus (CS) that allow students to play an active role orally or in writing during the learning process. CS includes learning methods such as Student-Centered Learning (SCL) and Problem-Based Method which allow students to practice and implement their public-speaking, cooperation, and conflict resolution skills through learning methods in the form of group discussion and presentation.

The Public Speaking course specifically teaches students to master the theory and practice of public speaking. Assignments are given individually and in group. Next, the students are required to present the assignments. The study programme also held public speaking training through workshops outside of the course.

Master of Linguistics [ML]

The general skills offered in the Master of Linguistics programme include writing skill, research skill, and research data processing skill, enriched by multidisciplinary skills that associate language with other disciplines. These skills are reflected through the courses, including Thesis writing Technique, Statistics, English for Specific Purposes, and Ethnography of Communication.

Thesis Writing Techniques course contains materials on how to write research reports and papers using good and correct writing techniques, such as in citing and paraphrasing to avoid plagiarism. Statistics course studies the basics of conducting qualitative research using software. The methods used in teaching the general courses include lecture, discussion, and practice.

In addition, personal development activities are also provided. These personal development activities can be seen through student participation in academic competitions, such as writing academic papers, attending international seminars, and participating in regular student discussion.

To support personal development, particularly in student social commitment, the study program also provides a discussion medium for students through regular discussion activities held every two weeks. It discusses research topics that can arouse students' motivation to share ideas and develop public speaking skills. In addition, the study program also encourages all lecturers to give group assignments in the form of case studies, which must be presented

in group as well. This is to improve students' ability to work in groups on certain assignments or projects.

Master of History [MH]

The development of multidisciplinary competencies and skills for Master of History students is not specifically taught through certain courses. However, they get ample opportunity to develop communication and public speaking skills, cooperation and conflict handling, and leadership skills in each course, which is through carrying out written assignments and presentations in class discussions. The process has been reflected through the courses.

The lecturers always motivate students to broaden their insight so that they do not only master multidisciplinary competencies and skills for self-development or apply it in the small group activities in class, but also in the wider field of life. This can be seen through their written works which discuss, among others, conflict and migration of ex-East Timorese citizens to Indonesia and political studies in Regional Head Election of DKI Jakarta case used as the assignment in Nationalism and National Character and Theory of Integration courses. Through such writings, they can develop cooperation and conflict management skills.

Several types of skills that should be mastered by individual students are highly emphasized in several courses. For example, communication, public speaking, and leadership skills must be demonstrated by students in Historical Seminar and Thesis courses. In the History Seminar course, students are trained to develop arguments based on historical facts and disseminate those arguments in class. To manage different perspectives/opinions during the learning process, students are also given the skills to express opinions and respond to feedback in kind, this is known as polite discussions.

Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the module/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)

Bachelor of English Literature [BL]

The Bachelor of English Literature programme takes several steps to prepare students with skills that are in line with the demands of employment sectors. The students will acquire theoretical and practical skills through courses given in stages from the 1st semester to 8th semester. Learning methods including Student-Centered Learning, Project-Based Learning,

student participation in international seminars, publication of scientific articles, and students' involvement in research and community service are the benchmark of students to get ready to get jobs. Tracer study shows that the average waiting period for graduates to get their first job is 6 months. The students can work in various sectors as: embassy staff, lecturers in educational institutions, journalists, PR officers, and language researchers. In addition, graduates can also be involved in entrepreneurship, for example as independent translators and founders of English course agencies.

The Bachelor of English Literature programme works in collaboration with institutions outside UNDIP as stakeholders and future employers. One of the purposes is to provide internships, so that students can get experience in employment sectors. Graduates receive career guidance and counselling services at the UNDIP Career Center (UCC) and the Entrepreneurship Clinic and Business Incubator (KKIB) so that they can obtain information about job vacancies and matters related to career development.

Master of Linguistics [ML]

The alumni of the Master of Linguistics study programme on average already have a job before they graduate, so the skills they gain during the study are more about strengthening skills to improve the performance in their job. In this case, the study programme has made various efforts to facilitate students in acquiring skills needed by the employment sector according to the graduate profile. First, in each course, students are provided with theoretical and practical skills. This is evidenced through the form of the assignments, one of which is a case study project where students have to make a case study project by implementing relevant theories they have acquired and they must report it in the form of presentation and paper. Therefore, students who are declared to have passed the course have theoretical and practical competencies. In addition, students are also provided with special courses that apply theory into practice, such as Research Method, Paper Publication, Seminar on Thesis Proposal, Seminar on Research Result, and Thesis.

Theoretical and practical skills are also provided to students through their involvement in research activities, scientific article writing, international seminar presentation, and community service. The students have the opportunities to apply their knowledge in various activities that can improve their skills, including communication skills (oral and written), analytical and problem-solving skills, cooperation and leadership skills, and critical thinking skills that are required by employment sectors. Mastery of these skills is evidenced from the tracer study data that the Master of Linguistics graduates get a job less than 6 months on average in various sectors, such as in education sector (teachers, lecturers, tutors), in research sector, and in governmental sector related to linguistics.

Master of History [MH]

Several methods are used to ensure that students have the necessary skills to find jobs that match the profile of a Master of History graduate. In every course including these, their success in mastering these skills is evidenced by their graduation. The decision to declare graduation is based on the mastery of theories and practices starting from preparation of assignments, presentations, discussions, and examinations. Student participation in field trip activities, presentations in international seminars, publication of articles in national and international journals, and involvement in research and community service activities carried out by lecturers are also criteria to ensure that they have the skills needed in the fields of work available. In the

criteria used in the context of learning and other academic activities, interdisciplinary competencies and skills are also included.

Mastery of the skills needed to get a job is strengthened by winning competition in the job market after finishing their studies. According to the tracer study, it is found that graduates of Master of History have been absorbed in various fields of work, including education and training (as teachers, lecturers, and tutors); history and culture (as historical officers and cultural tutors); research and development (researchers at National Research Institute and experts in the legislature); documentation agency (employees at National Archives of Indonesia, heads and employees at National Library of Indonesia); book publishing institutions (as book writers and editors); historical entrepreneurs (publishers, tutors, and content creators); museum (as museum curators); and community development (as activists of non-governmental organizations).

These fields of work at the same time show the types of skills that must be acquired by students to get jobs that are in line with their scientific background, including communication and public speaking, cooperation and conflict management, and leadership skills. These competencies and skills really help them to win the competition in the job market. The projection of the need for professional services in the future is carried out by utilizing feedback and survey results of graduate users (tracking studies on graduate users).

Students acquire these skills through the application of a curriculum that has a comparative advantage, in accordance with Indonesian National Work Competency Standard (SKKNI) in Historical Field. Besides, the curriculum is always reviewed periodically to follow the development of historical science and the needs of the community as well as a dynamic job market. The curriculum also provides students with adequate theoretical and practical abilities allowing them to do self-development after completing their studies, either through the fields of work they have successfully obtained or through advanced education (doctoral degree).

Appraisal:

The promotion of employability is an important component of the curricula. The study programmes have job profiles and adapt their courses, for instance through the integration of theory and practice and through the promotion of multidisciplinary competences and skills, to the competencies needed in the respective fields of work. The panel even would force that fact by fostering more external partnerships (see Chapter 4.3).

Furthermore, the programmes enable the students to actively apply the acquired skills in new areas of work and to develop them further. The programme is systematically oriented towards meeting the anticipated requirements of the dynamic job market and makes use of the results of tracer studies. These are used to systematically and intensively discuss the curricula at least every five years and adapt them to the market and even anticipate the future needs of the labour market and translate these into achievable skills.

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

4. Academic environment and framework conditions

4.1 Faculty

Structure and quantity of faculty in relation to curricular requirements

Faculty of Humanities is led by the Dean who is assisted by two vice deans, including Vice Dean for Academic and Student Affairs and Vice Dean for Human Resources and Finance, as well as Administrative Manager and three Supervisors, including Academic and Student Supervisor, Finance and Personnel Supervisor, General and Asset Management Supervisor, and other staff.

The number of permanent (full time) lecturers in Faculty of Humanities is 87 lecturers who teach in 6 undergraduate study programmes, 3 masters study programmes, and 1 doctoral study programme. They are lecturers who comply with academic standards. Of the total permanent lecturers, there are 94 % of lecturers who have lecturer certification. The Faculty of Humanities of UNDIP has 29 permanent lecturers with doctoral degrees and 58 people with master's degrees. Meanwhile, there are 22 non-permanent lecturers of Faculty of Humanities spread across all study programmes under Faculty of Humanities.

Bachelor of English Literature, Master of Linguistics, and Master of History Study

Programs are led by the Head of Study Programme. **Bachelor of English Literature** has 29 full time lecturers consisting of 1 Professor, 13 Associate Professor, 15 Assistant Professors and 24 part-time lecturers.

Table 7: BL Lecturer Structure

| No | Academic Rank | Number |
|----|---------------------|--------|
| 1 | Professor | 1 |
| 2 | Associate Professor | 13 |
| 3 | Assistant Professor | 15 |
| 4 | Part-time lecturer | 24 |
| | Total | 29 |

The **Master of Linguistics** has 9 full time lecturers consisting of 1 Professor, 7 Associate Professors, 1 assistant professor, and 1 part-time lecturer and all of them have doctoral qualifications.

Table 8: ML Lecturer Structure

| No | Academic Rank | Number |
|----|---------------------|--------|
| 1 | Professor | 1 |
| 2 | Associate Professor | 7 |
| 3 | Assistant Professor | 1 |
| 4 | Part-time lecturer | 1 |
| | Total | 10 |

The **Master of Linguistics** has 9 full time lecturers consisting of 1 Professor, 7 Associate Professors, 1 assistant professor and 1 part-time lecturer and all of them have doctoral qualifications.

Table 9: MH Lecturer Structure

| No | Academic Rank | Number |
|----|---------------------|--------|
| 1 | Professor | 1 |
| 2 | Associate Professor | 7 |
| 3 | Assistant Professor | 1 |
| 4 | Part-time lecturer | 1 |
| | Total | 10 |

Academic qualification of faculty

Full time and part time lecturers of the Faculty of Humanities are recruited by UNDIP through a mechanism determined based on the regulation for recruitment of lecturers and education personnel. Full time lecturers are those with civil servant or non-civil servant status. The recruitment or selection process of lecturers is carried out through two paths, namely centralized recruitment through the National Civil Service Agency (abbreviated as BKN in Indonesian) and local recruitment organized by UNDIP. Meanwhile, part time lecturers are recruited based on the needs of a study programme.

The recruitment process for civil servant lecturers is carried out through the Selection System for Civil Servants. Meanwhile, non-civil servant lecturers are carried out in an integrated manner through the UNDIP lecturer recruitment application referring to the Regulation of the Rector Number 4 of 2017 on Personnel System for Non-Civil Servants. Civil servant lecturers in the Faculty of Humanities are certified as educators. Certification of lecturers can be seen at the study program Bachelor of English Literature (CV and Certificate), Master of Linguistics (CV and Certificate) and Master of History (CV and Certificate).

This is needed as a guarantee of professionalism under the Three Pillars of Higher Education (Tridarma Perguruan Tinggi) and supporting activities that meet academic standards. At the end of each semester, the lecturer's performance is evaluated by the appraisal team using the document of the lecturer's workload integrated resource information system. For part-time lecturers, recruitment and evaluation are set internally using the faculty regulations by taking into account the proposals and needs of the study programmes.

As a sustainable effort to maintain and improve lecturer professionalism, the lecturer tenure track career (functional position/rank) is implemented. Career promotions of Assistant Professor are examined and assessed by the Credit Score Appraisal Team, both at the faculty and university levels. Meanwhile, the process of proposals for promotion to professorships can be monitored online by the Financial and General Affairs Bureau through the Credit Score Appraisal website. General requirement for the functional position of full professor is to meet a credit score of 850 and the specific requirement is writing an indexed journal stored in a reputable international database recognized by the Ministry of Research, Technology and Higher Education (Web of Science/SCOPUS). Regarding the improvement of the tenure track of lecturers and to achieve Key Performance Indicators, lecturers are expected to have scientific publications in reputable international proceedings and journals.

The Faculty of Humanities has facilitated lecturers by organizing post-doctoral activities, staff exchanges, international seminars, conferences, manuscript clinics, and providing research budgets with published articles as the output. The Faculty of Humanities has facilitated

lecturers by organising activities of post-doctoral program/sabbatical, staff exchange program, seminar, conference, manuscript clinic, and provision of research budgets with published article outcome (list of provision research budgets obtained by the lecturer and students at Bachelor of English Literature, Master of Linguistics, Master of History).

Pedagogical / didactical qualification of faculty

Pedagogical and didactic competencies for lecturers can be seen through lecturer certification, so they can carry out a quality learning process to help students achieve the competencies that have been set (Bachelor of English Literature, Master of Linguistics, and Master of History). To ensure that all academics meet pedagogical and didactic requirements, the Institute for Development and Quality Assurance of Education (LP2MP) of UNDIP provides various training related to teaching and learning methods for lecturers such as Student-Centered Learning, IP System Technology, Textbook Digitization Website, SPMI-PT Evaluation Website, Kulon and MOOCS Applied Approach, Learning, Higher Education Management, Learning Communication Media, and Pekerti. Lecturers are also required to be active in research and service activities to support academic quality in the study programme. The participation of lecturers in the training is carried out in stages and alternately according to the quota provided by the organizers.

Practical business experience of faculty

Lecturers at the Faculty of Humanities UNDIP apply theoretical knowledge into practical and business experiences that are relevant to their field of study. These practical and business experiences are used to expand the scientific impact of Faculty of Humanities lecturers and to maximize their potential. Apart from being lecturers, they are also professional researchers at research institutions, book writers, reviewers of scientific journals, writers in the mass media, and involved in various community service projects. They also have experience in the business field, including being involved in SEU (Service English Unit) and Indonesian for Foreign Speakers (BIPA).

Bachelor of English Literature [BL]

In addition to teaching, the Bachelor of English Literature lecturers also have practical and professional experience in translation, in English as a Medium of Instruction (EMI), as journal coordinator or editor, reviewer, in Service English Unit (SEU) coordinator as the head and instructor of English training and tests, instructor of scientific article writing. These various experiences provide benefits and experiences for lecturers to be applied into the teaching activities.

Master of Linguistics [ML]

The practical experiences of the Master of Linguistics lecturers are reflected in their positions in various external institutions such as consultants at Language Development and Fostering Agency of Indonesia, technical staff at Sydney Corpus Lab (Sydney University), and International Corpus Network of Asian Learners of English, expert witness in forensic linguistics, reviewer in research and journal, academic and professional interviewer for LPDP, and Ministry of Education and Culture. This is useful to integrate professional and practical aspects into the education world.

Master of History [MH]

Master of History lecturers integrate theory and practice which is manifested in the implementation of lectures, research and application, and publications. Their experience in the integration of theory and practice is shown through his position as a cultural heritage expert team, ministry expert staff, cultural expert, research reviewer, expert witness, and academic script writer as the basis for policy making. The permanent lecturers in Master of History have the ability in the field of research used in the courses of Historical Theory and Methodology, Bibliography of Indonesian History and Archives Research, History Seminars, Thesis and Publications. Thus, students have theoretical and practical competencies in accordance with the fields they have learned from experienced lecturers. Practical experience is also owned by part-time lecturers with a working background of lecturers and researchers.

Meanwhile, in Master of History, the part-time lecturers are academics at other universities in Indonesia and researchers at research institutions abroad.

Internal cooperation

The Bachelor of English Literature, the Master of Linguistics, and the Master of History study programmes have guidelines for the implementation of education, research, and community service activities to encourage internal coordination. In addition to the Tridarma (three pillars higher education) activities, each study programme carries out internal coordination through regular meetings held at the minimum of once every semester and involves all lecturers to evaluate, monitor, and carry out academic activities systematically, such as curriculum evaluation, module description improvement and coordination some of the internal cooperation documents can be found here (Bachelor of English Literature, Master of Linguistics, Master of History).

The study programme incorporates new teaching techniques, changes in methods, students' study progress in order to ensure students graduate on time, etc. In developing and improving the teaching and learning process and curriculum, the study programme holds activities to accommodate suggestions and input, both from internal parties such as lecturers, students, structural officials, and external parties such as curriculum expert consultants, alumni, user, and practitioners (for example, translators, language education managers). Changes in curriculum structure are carried out every 3-4 years, while changes in curriculum/course content are made every semester. In urgent circumstances, meetings will be held incidentally with limited personnel and can be conducted offline or online during office hours. If it is really urgent, it can be held outside of working hours according to a limited agreement. In addition to regular and incidental meeting mechanisms, there is also a team-teaching mechanism, Teaching and Learning Process Evaluation, and learning contracts/agreements for mutual checks and balances so that there are no overlapping course contents.

Master of History [MH]

The internal cooperation of Master of History lecturers is seen in their position as a teaching team. Their cooperation in the implementation of lectures can be seen in the coordination meeting of the course supervisor team which is held periodically at the beginning and end of each semester. The coordination meeting discusses Semester Learning Plan updates (Course Unit), teaching materials, learning references, assignment models, and evaluation systems applied.

Each lecturer makes a contribution to update the course substance at each meeting. To ensure that there is no overlapping between courses, the teaching team coordinates intensively to update the lecture contracts that have been submitted at the beginning of the lecture recorded in the meeting minutes of the course teaching team or Learning Agreement (Master of History). Because the coordination is carried out regularly, it can be ascertained that there is no overlap in the lecture materials.

The coordination meeting is also held to ensure student learning outcomes for courses through appropriate learning strategies and methods. The coordination meeting also discusses the results of the Evaluation of the Teaching and Learning Process given by students. The evaluation results are also used as a reflection for the quality of the learning process that has been carried out and consideration for improving the curriculum and updating lesson plans. The results of the coordination meeting are recorded in the minutes as a form of documentation. The cooperation is also carried out in research and community service activities. The results of research activities are also used as one of the lecture materials.

Student support by the faculty

For all programmes

Student support includes a briefing before the lecture begins. In total, there are three briefings that are provided by the University, the faculty, and the study programmes. Briefings by the University and the faculty are aimed to give introduction to the campus environment and various relevant regulations, as well as information and technology systems and various facilities and bureaucratic flows provided for students to take care of their academic and administrative needs. Meanwhile, the briefing by the study programme is given to introduce the curriculum structure, lecturers, lecture flow, publication flow, and thesis writing flow. The briefing is also intended to help students understand manual procedures, academic ethics and procedures for writing publications and theses.

Each student has an academic adviser during his/her study until graduation. This academic adviser provides consultation on all academic and non-academic problems for the completion of their studies. Furthermore, students are also supported by the provision of consultation related to study plan, academic grade, internships, and graduation assignments. All academic support provided by lecturers is intended to help students complete their studies in a timely manner.

Each lecturer will have a WhatsApp Group for quick communication with students in a certain course. Lecturers are also open for course consultation and provide supervision (internship supervision, proposal/thesis supervision) to students. Lecturers can be found during working hours, or through a special meeting that has been agreed. Meetings with lecturers can also be done online via zoom, MS Teams, or other visual media.

Appraisal:

The structure and number of the faculty are for the expert panel suitable to satisfy the demand of each of the three study programmes to reach the intended qualification objectives. Each

study programme has full-time and part-time (visiting) lecturers. They bring academic and practical perspective into the teachings.

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programme. The HEI verifies the qualifications of the faculty members by means of an established procedure. The HEI ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for the further qualification of the faculty members are implemented. As no blended learning is offered and was presented during the site visit, the experts see criterion 4.1.7. as not relevant.

Course materials have been created and supplied by qualified staff. The ongoing support of the students is ensured.

The academic qualification of the faculty corresponds to the requirements and objectives of the study programmes. In order to promote the international outlook and implement researched-based teaching more strongly, the panel suggests that UNDIP could appoint more professors in their study programmes. This would also support UNDIP's vision to become an world-class research university.

In terms of didactic skills, UNDIP provides teachers with basic training courses and further training opportunities. Moreover, through pedagogical training in terms of instructional techniques training (PEKERTI) and the applied approach (AA), it is ensured that all teaching staff acquire the necessary pedagogical and didactical qualification.

The practical business experience of the faculty corresponds to the requirement of the programme to integrate theory and practice, which is also done in particular by teaching staff who come from the fields of consulting or have NGO experience.

Regular interaction between the faculty members is instituted as well. They have team teaching and coordination meetings for tuning the courses towards the overall qualification objectives.

Expert panel especially sees the **availability of academic staff for student** consultation outside of office time (through channels such as WhatsApp and WhatsApp-Groups) **as exceeding** the expected standard.

Student support is crucial for UNDIP. The lecturers are there for the students during and outside their office hours. In the conversation with the students, the panel got the impression that they are fully satisfied with the support from the lecturers. The use of academic supervisors facilitates the whole supporting process.

| | | 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

Program Director

The Faculty of Humanities coordinates the management of study programmes by providing information and decrees for all academic and non-academic activities. The implementation at the study program level is the responsibility of the Head of the Study Programme. They are responsible for coordinating the implementation of all study programme activities, which include selecting prospective students, appointing academic advisors and thesis supervisors, dividing teaching tasks, planning class schedules, monitoring and evaluating lecture implementation, monitoring the process of student supervision, scheduling and appointing thesis examiners, coordinating public relations activities such as cooperating with various parties and promotions. Details of the duties of the Head of the Study Programme are listed in the Regulation of the Rector Number 4 2020 concerning Academic Regulations in Education Field for Bachelor's Program for bachelor programmes and the Regulation of the Rector of UNDIP Number 5 of 2020 on Academic Regulation in Education Field for postgraduate programs.

The Head of the Study Programme is also responsible for coordinating and overseeing the implementation of ad hoc tasks, such as quality assurance or study program accreditation. In carrying out his duties, the Head of the study program is assisted by administrative staff both at the study program level and at the faculty level. Some authorities related to the management of study programs are handled by the faculty, for example facilities and infrastructure as well as finance, but the study program can submit proposals according to the needs of the study program to achieve the target of performance indicators set up by the faculty and the university.

Bachelor of English Literature [BL]

The head of the Bachelor of English Literature study programme carries out various activities to improve the performance of the study programme, including by working in collaboration with domestic and international institutions, such as conducting student exchange and guest lecture

from Asia University, establishing cooperation with Yuntech University, working in collaboration with Tunghai University; organizing guest lecture with speakers from Universitas Indonesia, Universitas Gadjah Mada, Universitas Jember. Training on public speaking and strengthening of soft skills are conducted by ASQI (Indonesian Service Quality Association), training and improvement of student competencies in public relations are conducted by LSPPI (Indonesian Service Professional Certification Institute), developing student skills in entrepreneurship or conducted by Entres Area Kopi Tarik Ungaran, and developing web of Bachelor of English Literature study program.

Master of Linguistics [ML]

The Master of Linguistics study programme management also organizes external corporations in order to systematically develop the study program, such as collaborations with the Universitas Sumatera Utara and Universitas Gadjah Mada, especially in joint seminar activities. To ensure that the study program management process runs well, an internal evaluation is carried out by the faculty through the achievement of the Study Programme Performance Indicators determined by the faculty. Other forms of evaluations Master of Linguistics are internal evaluation namely SIPMA (university), and (external) national accreditation (BAN-PT). The feedback from SIPMA internal auditor and outcome of BAN-PT external accreditation can be seen here. The Faculty of Humanities leaders (dean and vice deans) govern the management of study programs by providing directions and decrees regarding the implementation of academic and non-academic activities. The coordinator of the study program, in this case, is fully responsible for the program execution.

Master of History [MH]

In addition, the Head of Master of History is also responsible for and ensures that lecturers have a teaching load in accordance with the provisions and carry out research and community service so that the workload of the lecturers can be fulfilled. The division of teaching tasks, discussion of study programme problems, as well as planning and decision making are carried out through the Study Program Meeting forum recorded in meeting minutes. The Head of Master of History also initiates the publication of journals by involving groups of lecturers as a means for scientific publications for lecturers and students. Master of History manages IHiS (Indonesian Historical Studies) which is currently nationally accredited rank 2 (SINTA 2). The results of lecturers' research and summaries of students' theses are published in this scientific journal as graduation requirements. The Head of the Study Programme is also supported by the presence of managers, supervisors, and administrative staff at the faculty level. The manager also assigns an administrative/academic staff in each study programme.

Process organisation and administrative support for students and faculty

To support the academic and non-academic activities, as well as to support student and lecturer activities in academic activities, Faculty of Humanities provides 1 manager, 3 supervisors, and 63 academic support staff. The manager coordinates the supervisors to ensure that academic and student affairs, finance and personnel, general affairs and access management activities run smoothly. All academic and student administration services including library services can be accessed by students via the website of the Faculty of Humanities which is updated regularly according to the needs and input of the users including the students. The inputs from the students are collected from informal meetings involving students, lecturers, and academic support staff which are held regularly. Academic management integrated into Single Sign On (SSO) contains various menus, such as the

Academic Information System of Universitas Diponegoro (SIAP), UNDIP e-journals, and other academic activities to facilitate the learning process. Administrative staff is in charge of providing services for students, study programs, and faculties.

Faculty of Humanities facilitates competency development for academic support staff in terms of practical skills, such as IT training, data management, archives, protocols, procurement of goods and services, excellent service, health safety environment, and tracer study. Academic support staff have the opportunity to improve their education and professional development supported by the University. Support in the field of research and service is assisted by the Research and Community Service Development Unit at the Faculty level.

Appraisal:

The panel was able to gain a good impression of the Heads of the study programmes and appreciates that they are well involved in the coordination of activities. In all programmes they ensure an efficient operation.

Faculty members and students are supported by the administration in the organisation of the study programme. Sufficient administrative staff is available. Decision-making processes, authority, and responsibilities are clearly defined. UNDIP teachers and students are included in the decision-making processes where their areas of work are involved.

The opportunities of electronic service-support are used and supplement personal one-to-one counselling. Services for many academic and administrative issues are available. Sufficient administrative staff is available. The expert panel sees that UNDIP could even offer the administrative staff more opportunities for continuous professional development.

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--------------------------------------------------------------------------------|-------------|------------------------------|----------------------------|------------------------------------|------|
| 4.2 Programme management | | | | | |
| 4.2.1* Programme Director (Asterisk Criterion) | | | X | | |
| 4.2.2 Process organisation and administrative support for students and faculty | | | X | | |

4.3 Cooperation and partnerships

Cooperation with HEIs and other academic institutions or networks

UNDIP has cooperated with various universities both domestic and abroad. The cooperation has been carried out at the faculty and university levels, with various foreign universities, such as Universitas Sabah Malaysia (Malaysia), National Cheng-Kung University (Taiwan), Asia University of Taiwan, Nagoya University (Japan), Arizona State University (USA), Yunlin University of Science and Technology (Taiwan), Trinity Christian College (USA). These cooperations are implemented by Bachelor of English Literature, Master of Linguistics, and Master of History study programs through various activities, such as student exchange programs, guest lectures and joint research, joint publication, and joint seminars.

UNDIP also has actively cooperated with national universities such as Universitas Indonesia, Universitas Gadjah Mada, Universitas Padjadjaran (UNPAD), Universitas Airlangga (UNAIR), Universitas Hasanuddin (UNHAS), Universitas Jendral Soedirman (UNSOED), and Universitas Udayana through the student mobility programs. Through this activity, UNDIP has shown synergy with the Indonesian government's policies regarding education that facilitate students' independence in learning.

Bachelor of English Literature [BL]

The Bachelor of English Literature establishes cooperation with various universities and other academic institutions in training, certification, mentoring, public lecture, guest lecture both from domestic and abroad, student exchange, and internationalization of study programmes. Cooperation with foreign universities includes Asia University, Yuntech University, Tunghay University, and Arizona State University. Cooperation with local universities includes Universitas Gadjah Mada, Universitas Indonesia, Universitas Padjadjaran, Universitas Hasanuddin, Universitas Jember, and Universitas Terbuka Jakarta. Cooperation with student competency development institutions includes ASQI (Indonesian Service Quality Association), LSPPI (Indonesian Service Professional Certification Institute), Entres Area Kopi Tarik Ungaran, and Center for Cultural Studies UGM. These corporations are expected to support the achievement of the vision and missions of the Bachelor of English Literature study program to become a superior and competitive study program at the global level in language, literature, and culture of the English-speaking community. In addition, these various cooperation activities make a positive contribution to the competence and skills of students in order to broaden students' experience, facilitate students to know the academic world outside of campus, develop curriculum, and improve the quality and graduate profile.

Master of Linguistics [ML]

To achieve the vision and missions of the Master of Linguistics, the study programme cooperates with various domestic and foreign parties. Foreign parties cooperating with Master of Linguistics are: Arizona State University (USA), Asia University (Taiwan), Trinity Christian College (USA). While domestically, the Master of Linguistics study program cooperates with leading universities in Indonesia such as UGM, Language Center, and Universitas Udayana. The results of this cooperation vary, such as organizing joint seminars, inviting guest lectures, and organizing joint publication. List of external cooperations with national and international institutions can be accessed Appendix Cooperation Agreements.

Master of History [MH]

UNDIP has cooperated with various universities both domestically and abroad. The cooperation has been carried out at the faculty and university levels, with various foreign universities, such as Universitas Sabah Malaysia, National Cheng-Kung University (NCKU), Asia University of Taiwan, Nagoya University, Arizona State University, Hamburg University (Germany), and Institute of Societies and Humanities (France) This cooperation is implemented by Library Science and Master of History study programs through various activities, such as guest lectures and joint research.

To improve the quality of learning that will produce competitive graduates, UNDIP actively cooperate with other higher education institutions, such as Universitas Padjadjaran (UNPAD) and Universitas Hasanuddin (UNHAS) through the Independent Learning initiative activity. Through this activity initiative, UNDIP has shown synergy with the Indonesian government's policies regarding education that facilitate students' independence in learning.

At the level of study programme, the established cooperation with other universities in Indonesia and abroad as well as Association of Higher Education Providers for Library and Information Sciences that forms the basis for cooperation through MoU, for example Universitas Terbuka and Universitas Negeri Semarang. The implementation of cooperation is carried out in the form of curriculum development, formulation of graduate profiles, student exchanges, research cooperations, and guest lectures. This cooperation brings benefits to the development of student qualifications and skills.

In the other hand, Master of History cooperates with domestic and abroad universities through Cooperation Agreement with Universitas Hasanuddin (UNHAS) Makassar, Universitas Airlangga (Unair) Surabaya, Universitas Sebelas Maret (UNS) Surakarta, Universitas Sumatera Utara (USU) Medan, Nagoya University Japan, Mokpo University Korea, National Cheng Kung University (Taiwan), and Universiti Malaysia Sabah (UMS). List of external cooperations with national and international institutions can be accessed Appendix Cooperation Agreements.

Cooperation with business enterprises and other organizations

Not only in the academic field, UNDIP also cooperates with various domestic and foreign parties in the business field. This cooperation is regulated in the Rector Regulation of UNDIP Number 13 of 2005. Complete documentation regarding UNDIP cooperation at the university level can be seen on the website in the section of UNDIP cooperation. With the same spirit, the Faculty of Humanities actively conducts business corporations with national and international parties.

Bachelor of English Literature [BL]

The Bachelor of English Literature establishes business cooperation with various institutions and community groups that have a positive impact on competency development and improvement of student skills. Business cooperation involves students with business actors so that students can experience the activities at first hand. The business cooperation is established with entrepreneurial institutions, such as Antres Area Kopi Tarik Ungaran which provide training and assistance in entrepreneurship, so that students have insight into how to manage a business to be independent and make profits. On business cooperation with Indonesian Service Quality Association (ASQI), students receive training and assistance regarding soft skill development. Students are encouraged to improve their hidden soft skills so that they are able to work independently, with other people, or work in teams.

Students are also invited to join the community in the Cultural Lab in Tanon Village, Getasan, Semarang Regency. Students together with the local community develop spoken English literacy and cultural literacy which in turn increase community participation in developing local potential for community resource development, so that students and the community cooperate to strengthen culture in order to improve creativity and community's economy. Indonesian Service Professional Certification Institute provides training and mentoring for students on special and professional competencies in the front office, so that students can manage and develop themselves professionally.

Master of Linguistics [ML]

For the Master of Linguistics, business corporations that have been established with various parties provide positive impacts on the students. For example, the cooperation between the Master of Linguistics study program and Menari Village cultural lab can improve the cultural and language literacy of the Master of Linguistics students. This cooperation also provides knowledge of tourism promotion through language narratives and it will be useful when students work in the tourism sector.

Master of History [MH]

Master of History has cooperated with several government and private institutions, from regional to international levels. At the international level, the cooperation is carried out with La Boverie Museum in Brussels, Belgium, and Asia Cultural Research Institute Toyo, Tokyo, Japan. At the national level, cooperation is carried out with National Archives of the Republic of Indonesia, National Museum, Ministry of SOEs (BUMN), Ministry of Education, Culture, Research, and Technology of Republic of Indonesia, Ministry of Maritime Affairs and Fisheries of Indonesia, Ministry of Tourism of Indonesia, Coordinating Ministry for Culture and Human Development, Indonesian Science Institute, Indonesian Navy for History Service Section, Indonesian Army for History Service Section, Indonesian State Intelligence Agency.

At the provincial level, cooperation is carried out with Central Java Provincial Government, Department of Education and Culture, Central Java Ranggawarsita Museum, Archives and Library Agency of Central Java Province, Central Java Bank Indonesia Representative Office. This cooperation aims to review the study program curriculum which in turn has an impact on the profile of graduates. Furthermore, at the regional level (district and city), the cooperation is carried out with Rembang Regency Government, Brebes Regency Government, Blora Regency Government, Semarang Regency Government, Semarang City Government, Kendal Regency Government, Tegal Government, Tegal Regency Government, Demak Regency Government, Jepara Regency Government, and Kudus Regency Government. Meanwhile, at the level of private institutions, the cooperation is carried out with KITLV, Historia Magazine, Suara Merdeka, Obor Publisher (book review), Sinar Hidoep Publisher, Sunan Muria Tomb and Mosque Foundation.

This cooperation has provided benefits to students in the form of historical research experience, easy access to sources collected by ANRI, Museums, and Regional Archives, and writing report experience. In addition, students also gain theoretical and practical knowledge through organizing international seminars (ACRI) and social research experience (Salt Survey in Central Java). They also get presentation experience abroad in Asian Graduate Students Fellow forum organized by Asian Research Institute, National University of Singapore. This cooperation also opens opportunities for them to build networks with their peers both at home and abroad.

Appraisal:

The panel considers the scope and nature of cooperation with other universities, other academic institutions and networks as well as business enterprises and other institutions relevant for the programmes as plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued but could have more impact

on the conception and implementation of the study programmes. By means of providing mobility options for students and faculty, various agreements have a positive impact on the programmes.

For all programmes: The expert panel recommends strengthening working relations, especially with national and international companies, organizations and institutions (e.g., in tourism, museums etc.). These could also be used to get more international students into the study programmes (see appraisal in chapter 3.4).

The University should underline its cooperation partners in the development of curriculum and module descriptions to make them therefore even more transparent and should motivate students and staff.

With regard to cooperation with enterprises and other organisations, the panel recognises that these cooperation's are primarily local. Therefore, the panel recommends expanding the cooperation to an international level or targeting multinational companies. All such activities contribute to the development of the students' qualifications 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

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

UNDIP has adequate facilities and infrastructure to support academic and non-academic activities, including Student Flats (Rusunawa), Diponegoro National Hospital (RSND), Pratama Clinic Diponegoro, Universitas Diponegoro Gas Station, Mosque, sports stadium, tennis court, football field, and Diponegoro Education Reservoir. All of these facilities function well and can be accessed by the academic community for free.

The Faculty of Humanities has four representative buildings managed properly. The utilization can run optimally. The Bachelor of English Literature and Master of Linguistics occupy Building A, especially on the 2nd floor which is used for lecturer rooms and study program administration rooms. The Master of History occupies Building B consisting of six lecture rooms, one room for the head and secretary of the study programme, ten rooms for lecturers in which each room is shared by two lecturers, two rooms for administrative staff, one room for examination, and one foyer. The Dean's room and faculty administration office are integrated in this building.

The study programmes share classes, laboratories, and supporting facilities such as computers, software, projectors, learning management systems, and internet networks. The quantity of supporting facilities and infrastructure can be accessed. In principle, the students have the right to use the facilities of the study programme, faculty, or university in accordance with the provisions. For example, parking lots can be used for free, books can be borrowed for free provided that the students have been registered first in the library. For other facilities, such as laboratories or sports facilities, students can submit proposals either to the facility manager who is administered directly by the study programme, or under the authority of the faculty or university. Students, lecturers, and education personnel can use various support services for free, such as support services according to their needs.

By utilizing integrated laboratories, the Bachelor of English Literature assists students in language learning. The laboratories are located in Building D of the Faculty of Humanities. These laboratories serve both International Undergraduate and Regular Program students for their speaking and listening skill development. Further, these laboratories are equipped with infrastructure that facilitates students to improve their skills in information technology and foreign languages. For on-site discussions, the Master of Linguistics provides a discussion room for students. In addition to common facilities managed by the faculty, facilities at the study programme level include virtual language labs, for example CQPweb, English-Corpora, Leipzig Corpora Collection, CHILDES and Sketch Engine. These labs serve to function as a place to study linguistic data that is ready to be analyzed using the available and ready-to-use linguistic programs.

Meanwhile, the Master of History provides a student workspace, History Laboratory room, audio-visual room, archival room, Asian Studies Center (CAS), and Maritime Studies Center. The History Laboratory Room is a place where History students practice finding and reading historical sources, both primary and secondary. This room is equipped with a micro reader which can be used to read microfiche-based archives. All of these facilities can be used for free by all students. Students can access all the rooms to support the effectiveness of learning and research activities.

All classrooms are equipped with LCD, white board, sound system, and air conditioner. Students are facilitated with a representative library room in Building B on the 1st floor. To support the application of Internet of Things (IoT) in learning and research, the entire building has been equipped with a WIFI connection with a speed of 60 Mbps/second. Every student and lecturer have SSO accounts to access the internet. The facilities and infrastructure of the Faculty of Humanities are operational to achieve student competence.

Access to literature

Students of the programmes can choose from six libraries, which consist of the university library, the faculty library, and the library of each study programme that provides student reference sources, both online references and literature books.

Universitas Diponegoro also facilitates access to online journal databases for the entire academic community through an integrated information system, SSO.

Students have access to literature through offline and online facilities. Students can access the library of the Faculty of Social and Political Sciences that has a total of 27,231 copies of books, as well as the library of each study programme for more specialised literature. Students

can access 14 international journal/e-journal portals, four international book database portals, and four journal repository portals through Universitas Diponegoro online library.

Literature can be accessed from anywhere and at any time. UNDIP opens access to subscribed databases, including scientific journals, newspapers, and books. Access to the subscribed journal collection can be accessed from home and can be obtained through the E-journal menu in the SSO. The databases subscribed by UNDIP include JSTOR, SCOPUS, Web of Science, Taylor and Francis, Cambridge Core, Emerald, Springer, Nature, EBSCO, and Proquest.

Lecturers and students have free access to various types of literature (printed and digital) both provided by the faculty library which has 47.207 printed books collections and the university library which 112.138 printed books (collection by the faculty can be accessed via Digital Library and by the university library should be via Digital Library UNDIP). To access the university and faculty libraries, lecturers and students can also get access to libraries and reading rooms, as well as study program labs. Students can get services for printed literature during library opening hours with the help of certified librarians. In addition, students can also access book collections from the libraries of other faculties at UNDIP. The library services have been computerized and operated every day (active) by librarians starting from 08.00-15.00 WIB. Students and lecturers can take advantage of library services optimally. During the COVID19 pandemic, students have limited opportunities to directly visit the library. However, direct access to the book collection is still open, but with some restrictions. Therefore, students are able to borrow literature that cannot be found digitally. In addition, the Master of History students also get access to the library collections at the Department of History Library and History Laboratory which stores reports on the results of research conducted by Master of History lecturers, theses, and dissertations. In addition, there are also clippings of historical sources obtained through donations from lecturers and alumni. These sources can be used by students, both for compiling coursework and thesis assignments.

For digital literature, it can be accessed from the library page and the SSO system. Students can freely access and download literature from e-libraries, such as EBSCOHost, Proquest, ScienceDirect, Emerald Insight, JSTOR, Taylor & Francis, SCOPUS, and Springer through the university SSO. Links to access digital libraries provided at UNDIP and the Faculty of Humanities are: 1) Digital Library of Faculty of Humanities of Universitas Diponegoro, 2) Digital Library of Universitas Diponegoro, and 3) Digital Library Free e-Course Material of Universitas Diponegoro.

Meanwhile, digital collections are an important reference in historical research. In addition to the collections that have been subscribed by UNDIP through SSO, students of the Bachelor of English Literature can access language practice modules in BBC Learning English, VOA Learning English, Britannica, and Cambridge English, as well as accessible literary works in Project Gutenberg, Poetry Foundation, and Elizabethan Drama. Meanwhile, the Master of Linguistics can also access free linguistics resources supplied by Language Science Press, World Atlas of Language Structure, The Atlas of Pidgin and Creole Language Structure Online, and Linguistic Data Consortium. Master of History specifically has provided digital collections such as newspapers, e-books, scientific articles, and magazines that can be used as primary and secondary sources in historical research. Some of the collections include collections from Sejarah Nusantara ANRI, Koninklijk Instituut voor Taal-, Land- en Volkenkunde (KITLV), Delpher Kranten, National Library of Australia, National Library Board of Singapore, National

Archives United Kingdom, Newspapers, The Guardian, and New York Times.

Table 10: List of international e-journals and book databases

| No | E-Journal | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|----|---------------------------------------------------------------|-------|-------|-------|--------|--------|--------|--------|--------|--------|--------|---------|--------|--------|
| 1 | ScienceDirect Freedom Collection | 2.159 | 2.057 | 2.216 | 2.086 | 1.880 | 2.315 | 1.852 | 2.844 | 2.844 | 2.844 | 2.844 | 2.788 | 2.788 |
| 2 | Springerlink | 1.457 | | | 992 | 1.446 | 1.538 | 1.538 | 1.590 | 1.590 | 1.590 | 1.590 | 2.117 | 2.117 |
| 3 | Oxford University Press | | 281 | 301 | 262 | 286 | 312 | 312 | 349 | 349 | 349 | | | |
| 4 | Cambridge University Press | | 264 | 264 | 333 | 341 | 341 | 341 | 609 | 609 | 609 | 609 | 403 | 403 |
| 5 | IEEE Computer Society | | 27 | 27 | 29 | | | | | | | | | |
| 6 | Ebsco | | | | 2.904 | 2.901 | 2.804 | 2.804 | 6.689 | 6.689 | 6.689 | 6.689 | 18.140 | 18.140 |
| 7 | Proquest Research Library | | | | 6.150 | 6.433 | 6.613 | 6.613 | 6.613 | 6.613 | 6.613 | 6.613 | 7.131 | 7.131 |
| 8 | Engineering Case Studies Online | | | | 603 | | | | | | | | | |
| 9 | Emerald E-Journals | | | | 306 | 300 | 305 | 305 | 305 | 305 | 305 | 305 | 307 | 307 |
| 10 | Advanced Science Letter | | | | | | | 2 | 2 | | | | | |
| 11 | ProQuest Digital Dissertations & Theses Full (PQDT Full Text) | | | | | | | | | | | 44.357 | 44357 | 44357 |
| 12 | ClinicalKey Flex | | | | | | | | | | | 3.673 | 712 | |
| 13 | JSTOR Archive Complete Edition | | | | | | | | | | | 1.369 | 2436 | 2436 |
| 14 | ABI/Inform Global | | | | | | | | | | | 44.000 | 5217 | 5217 |
| | Jumlah | 3.616 | 2.629 | 2.808 | 13.665 | 13.587 | 14.228 | 13.767 | 19.001 | 18.999 | 18.999 | 112.049 | 83.608 | 82.896 |

The UNDIP library received an A accreditation from the National Accreditation Committee.¹⁷

Appraisal:

On the basis of the documents provided and the on-site inspection of the facilities, the panel concluded that the smooth operation of the programmes is guaranteed in terms of teaching, research, study and administration capacities. The panel had the chance to visit the Campus. According to the **experts' site visit experience**: the technical equipment and especially rooms for students **exceed the quality requirements**. (e.g. students learning and meeting rooms, laboratories, availability of up-to-date computers and presentation equipment). The rooms are properly equipped for disabled students. Access to the internet via wireless LAN is provided free of charge.

The library is accessible during most of the day and takes students' needs into account. According to the **experts site visit experience**: Digital resources and data base(s) access **exceeds the quality requirements**. However, the experts panel suggests increasing the budget for the purchase of printed resources beyond textbooks in the specific area of the programmes under review. Access to relevant digital media is available from the students' home and qualified library staff is there to advise students.

| | 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 | | |

¹⁷ See p. 34 self-evaluation report

4.5 Additional services

Career counselling and placement service

UNDIP provides career counselling services and job opportunity information. The service is under the coordination of the UNDIP Career Centre (UCC), which is managed at the University level.

Counseling services for the careers of students and alumni are prepared over a long period of time and are carried out regularly by UNDIP Career Center (UCC) through Career Counseling, Career Expo, and Career Jam Session at the university level. Students and alumni have access to HEI-affiliated company networks. At the Faculty of Humanities, Career Counseling activities are carried out by inviting UCC which aims to introduce the career world to individual students and alumni as well as to promote their working skills. Student career counseling support is not only provided by UCC, but also by University Student Counseling Committee (BKMU). Student career counseling services are also actively facilitated by establishing the Faculty Student Counseling Committee (BKMF) responsible for helping students who face problems in their study by involving competent people to make resolutions to the problems (psychologists and counselors).

The UNDIP Career Centre (UCC) provides counselling services with psychologists and career professionals in the fields of career development psychology, industrial and organisational psychology, and human resource management psychology. Career counselling can be accessed both offline and online. In addition, the UNDIP Career Centre provides one to three months internship services at the alumni network companies. UCC also provides access to alumni network companies through career expo events and career online applications.

UCC conducts skills training including:

- Job recruitment and selection training: This training helps job seekers to create attractive curriculum vitae that suit their condition. In addition, this training also helps individuals to be able to make good cover letters.
- Job seeking strategy training.
- Job Interview Training: This training helps job seekers understand and be able to apply job interview strategies, understand the importance of personal presentation for job interviews, understand and be able to apply skills to communicate their curriculum vitae eloquently, and understand tips and tricks when facing job tests.
- Work Attitudes Training: This training helps job seekers have good performance in the job market, master good communication skills, and have good leadership skills and practice them during their career.

UNDIP Career Centre regularly conducts socialisation, especially to new students, and through the website <https://uccareer.id/>.

Alumni Activities

UNDIP alumni are members of UNDIP Alumni Family Association (IKA UNDIP) established in 1987 and based in Jakarta. IKA of UNDIP oversees the alumni association at the faculty and

study programme levels. At the faculty level, alumni of Bachelor of Library Science and Master of History are also members of Faculty of Humanities Alumni Association (IKA FIB) established since 2018. IKA FIB actively supports the activities of the faculty or study programme in the form of organization of seminar, entrepreneurship training, and provision of assistance to students, especially during the pandemic.

Graduates of Bachelor of English Literature have an alumni association called English Literature Community (ELC), Master of Linguistics have UNDIP Master of Linguistics Alumni Community (UMLAC), Master of History have Alumni Association called IKAMAS UNDIP. The alumni have contributed significantly to the development of the study program by organizing various activities, such as support from alumni in updating the curriculum, assessment of the study program, reviewers, and resource people in training for the development of student soft skills. The alumni actively contribute books to enrich the study programme library collection.

Appraisal:

Career counselling and placement services are offered to a sufficient extent from UNDIP Career Development Centre counselling and placement services to the students and graduates to promote their employability. UNDIP provides sufficient resources as well as well UNDIP alumni organisation has been set up with the aim of developing an alumni network.

Yearly gatherings for students are organised at university level. The panel was very impressed by the regular contact the University has with its alumni. The sustainable alumni network supports assessing and evolving the study programme.¹⁸

| | | 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)

Based on the Regulation of the Government No.52/2015 on the Statute of Universitas Diponegoro, as a Legal Entity State University, UNDIP has freedom in implementing and developing good governance of the University. This autonomy includes freedom in organisational management, financial management, manpower and personnel management, student affairs management, and infrastructure management.

There are three types of income sources:

- income from the state budget and BOPTNBH funds;
- income from student tuition fee (UKT) and Institutional Development Contribution (SPI); and

¹⁸ See chapter 5

- income from Revenue Generating Activities (RGA).

Funding from the state budget is used to finance the payment of salaries of lecturers and staff with civil servant status. The BOPTNBH fund is used to improve campus facilities. Revenue from RGA is used to finance UNDIP commercial projects. Lastly, income from student tuition fee and Institutional Development Contribution (SPI) is used to finance educational operations.

Funding for academic and non-academic interests at the Faculty of Humanities is obtained from two sources including State Budget (abbreviated as APBN) and non-State Budget (abbreviated as non-APBN) (UNDIP). APBN is a source of funding obtained from the Ministry of Education and Culture of the Republic of Indonesia. Meanwhile, non-APBN funding is obtained through Single Tuition Fee (UKT) and Institutional Development Contribution (SPI); dividend from UNDIP-owned enterprises; dividend from cooperation with companies and or institutions owned by UNDIP; sale of UNDIP's assets; utilization of UNDIP assets by third parties. The determination of student tuition fee is carried out according to the economic background which consists of nine groups of tuition fees adjusted to the total family income and expenses. The fund management system is carried out in a centralized and decentralized manner. The centralized system is only implemented under the coordination of the university, while the decentralized system is implemented under the faculty fund received from students. Budget planning uses a budget planning system based on the results of the Faculty Work Meeting (RKF). Accountability for the use of funds is excellent in accordance with applicable regulations. Scholarships from the government, university or agencies or companies, private sector, and alumni are given to students with underprivileged backgrounds.

Cross subsidies can be taken from other study programmes under the FIB. In addition, cross subsidies are also obtained from Non-APBN Funding, Institutional Funding Contribution (SPI); share of profits (dividend) from UNDIP-owned enterprises; share of profits from cooperation with companies and or institutions owned by UNDIP; profits from the use of UNDIP's assets; utilization of UNDIP assets by third parties. To support students to complete their studies on time, UNDIP provides scholarships (UNDIP scholarships), scholarship recommendations (e.g. LPDP, BPI), payment delay policy and tuition fee UKT reduction.

Appraisal:

As a state university, UNDIP provides sufficient funds related to the programme to ensure that each cohort of students starting within the accreditation period can complete the study programmes.

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

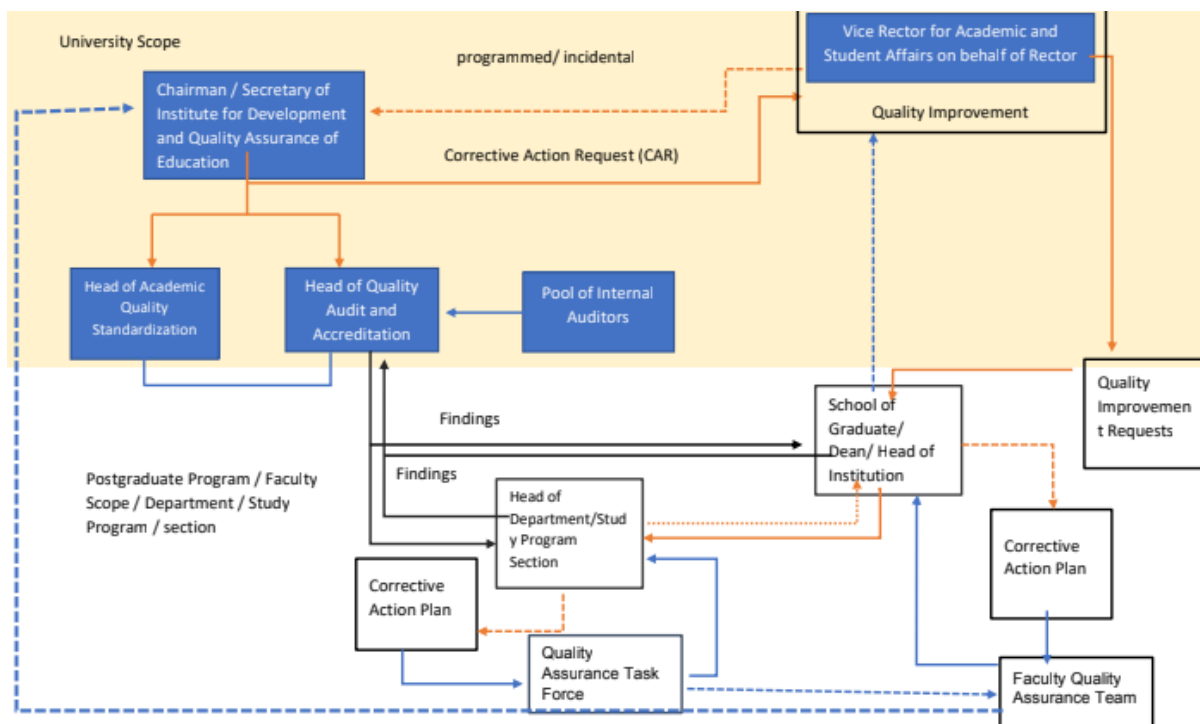
5. Quality assurance and documentation

At the University level, the implementation of quality assurance is under the direction of the Institute for Development and Quality Assurance of Education (LP2MP), which in its implementation coordinates with all elements of UNDIP Internal Quality Assurance System stakeholders, consisting of: University Senate, University Leadership (Rector and Vice Rectors), Internal Supervisory Unit (SPI), Institute for Research and Community Service (LPPM), Faculty Quality Assurance Team (TPMF), and Quality Assurance Task Force (GPM). The following is a depiction of the Higher Education Quality Assurance Cycle at Universitas Diponegoro.

Quality assurance and quality development with respect to contents, processes and outcomes

At the University level, the implementation of quality assurance is under the direction of the Institute for Development and Quality Assurance of Education (LP2MP), which in its implementation coordinates with all elements of UNDIP Internal Quality Assurance System stakeholders, consisting of: University Senate, University Leadership (Rector and Vice Rectors), Internal Supervisory Unit (SPI), Institute for Research and Community Service (LPPM), Faculty Quality Assurance Team (TPMF), and Quality Assurance Task Force (GPM). The following is a depiction of the Higher Education Quality Assurance Cycle at Universitas Diponegoro.

Figure 1: Higher Education Quality Assurance Cycle at Universitas Diponegoro



At the faculty level, the quality assurance is under the coordination of the Faculty Quality Assurance Team (TPMF) and at the study programme level, the quality assurance is under the coordination of the Quality Assurance Task Force (GPM).

Universitas Diponegoro has a complete document related to UNDIP Quality Assurance, the preparation of which is based on:

- Regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia No. 62 of 2016 on Quality Assurance System for Higher Education,
- Regulation of the Minister of Education and Culture No. 3 of 2020 on National Standards for Higher Education,
- Regulation of the Rector of Universitas Diponegoro Number 22 of 2016 on Internal Quality Assurance System of Universitas Diponegoro.

In the Regulation of the Minister of Education and Culture No. 3/2020, the national standards for higher education are divided into:

- 1) education national standards,
- 2) research national standards, and
- 3) community service national standards.

In the **education national standards**, the Regulation of the Minister of Education and Culture (SNDikti) No. 3/2020 stipulates eight educational standards:

- Graduate Competency Standard,
- Learning Content Standard,
- Learning Process Standard,
- Learning Assessment Standard,
- Learning Facilities and Infrastructure Standard,
- Learning Management Standard,
- Learning Financing Standard,
- Academic Atmosphere Standard.

Research Standards in accordance with SNDikti are:

- Research Result Standard,
- Research Content Standard,
- Research Process Standard,
- Research Assessment Standard,
- Researcher Standards,
- Research Facility and Infrastructure Standard,
- Research Management Standard,
- Research Financing Standard.

Community Service Standards (PKM) in accordance with SNDikti are:

- PKM Results Standard,
- PKM Content Standard,
- PKM Process Standard,
- PKM Assessment Standard,
- PKM Implementation Standard,
- PKM Facilities and Infrastructure Standard,

- PKM Management Standard,
- PKM Financing Standard.

Documents related to Internal Quality Assurance of UNDIP are stipulated in the Rector Regulation No. 22/2016 regarding the Quality Assurance System of Universitas Diponegoro. As a Legal Entity State University (PTNBH) since 2016, the performance of UNDIP is not only related to SNI in general, but there are additional obligations in the form of Special Performance of PTNBH (IKU PTNBH).

Therefore, Universitas Diponegoro stipulates eight additional standards going beyond the quality standards of the national system. These are:

- Student Admission Standard,
- Student Affair Standard,
- Cooperation Management Standard,
- Governance and Leadership Standard,
- Quality Assurance System Standard,
- Lecturer and Education Personnel Standard,
- Financial Management Standard,
- HR Planning and Development Standard.

The implementation of the quality assurance system conducted by Universitas Diponegoro is under the responsibility of LP2MP. The data completion carried out in each study programme is contained in the Academic Quality Assurance Information System (SIPMA). The Internal Quality Assurance System (SPMI) score is put in by uploading the data regarding the national educational standards. Furthermore, each standard is monitored by a set of indicators (see table below).

Evaluation of the implementation of higher education standards is conducted by uploading evidence of data by each study programme on the Academic Quality Assurance Information System (SIPMA) (see table below).

To plan and assess quality assurance and development procedures, the faculty and students participate in committees or in a meeting held at the end or beginning of each semester to evaluate and provide improvements in a discussion forum or workshop. In addition, students are given the opportunity to evaluate the learning process conducted by each lecturer in the SIAP system. To complete the audit follow-up process, graduates and business representatives (graduate users) are included in the planning process of quality assurance, quality assessment, and curriculum development.

The consistency of the implementation of UNDIP Research Standards can be seen from the research output, both in the form of articles in national accredited journals, as well as in international journals indexed by Scopus and/or WOS. In addition, the evidence of the implementation of Research Standards can also be seen from the improvement in accreditation of journals published by UNDIP, as well as the acquisition of IPR from scientific works produced by the lecturers.

The evidence of the implementation of quality standards in the Community Service (PkM) can be seen from the increasing amount of UNDIP funds allocated for PkM and the increasing number of PkM titles that qualify for funding in UNDIP.

The amount of funding indicates the implementation of Facilities and Infrastructure Standards as well as Funding and Financing Standards in PkM. Meanwhile, the number of PkM titles that qualify for funding indicates the implementation of other PkM quality standards (Results Standards, Content Standards, Process Standards, Assessment Standards, and Community Service Implementation Standards). It is because to qualify for funding, the PkM must be reviewed by referring to the PkM Standards.¹⁹

Evaluation of the Implementation of Quality Standards

Monitoring and evaluation of the implementation of quality standards is carried out in stages and periodically through the following activities:

- Internal quality audits conducted by LP2MP once a year. Internal quality audits conducted by Internal Auditors who have competence in audit. Internal quality audit using instruments that measure the achievement of quality standards applicable in UNDIP (36 Quality Standards).
- Routine performance evaluation based on BAN PT and/or LAM criteria. This evaluation is conducted based on the performance data that refers to BAN PT and/or LAM accreditation assessment reported by the Head of Study Programme online every year on the LP2MP page.
- Monitoring the evaluation of PBM activities conducted twice a year through an online learning and teaching process evaluation survey (EPBM) to students.
- Monitoring and evaluation of lecturer performance in the field of *Tridharma*, support, and strategic tasks conducted every six months. This monitoring and evaluation are conducted at the faculty level and the results are associated with remuneration and penalties that will be received by lecturers.
- Internal Audit specifically for Facilities and Infrastructure and Finance conducted by SPI and the UNDIP Audit Committee.
- External Audit specifically for Facilities and Infrastructure and Finance conducted by Audit Board of the Republic of Indonesia (BPK) and an Independent Public Accountant.
- Monitoring and evaluation of grants received by study programmes, faculties and grants received individually (lecturers). This monitoring and evaluation are carried out on all components of financing both from internal (UNDIP) and external sources (domestic and foreign aid), including:
 - Non-Tax Revenue Grant of Universitas Diponegoro;
 - Decentralisation Grant (Ministry of Research and Technology/BRIN /BRIN);
 - National Competitive Grant (Ministry of Research and Technology /BRIN);
 - Innovation Grant (Ministry of Research and Technology /BRIN);
 - Rispro Grant (Ministry of Finance);
 - Ministry of Agriculture Grant;
 - Ministry of Finance Grant
 - Partnership/collaboration grants with various institutions;
- Monitoring and evaluation of Key Performance Indicators (IKU) of Higher Education Institutions conducted quarterly in the working units.

¹⁹ See p. 33 ff. self-evaluation report

- Evaluation of Laboratory quality performance done through KAN accreditation external audit activities (SNI ISO/IEC 17025: 2017).
- Evaluation of the performance of external audit bureau/institution/faculty in Universitas Diponegoro by TÜV Rheinland Group.
- Research and PkM Monev by LPPM, especially on research and PkM that receive funding, both from internal and external UNDIP.
- Monitoring and evaluation of student service standards through online student satisfaction surveys carried out at both University and faculty levels annually.
- Internal monitoring and evaluation of Governance Standards and Cooperation through the signing of absolute responsibility for each rupiah of funds sourced from Universitas Diponegoro used by lecturers and educational personnel for *Tridarma* activities.
- External monitoring and evaluation of Financial Governance by Audit Board of the Republic of Indonesia /BPK, Inspectorate General, Public Accounting Firm/KAP, and Finance and Development Supervisory Agency /BPKP.

Standard Control

Standard Control is carried out by formulating a follow-up plan through a Management Review Meeting (RTM) and monitoring the implementation of the follow-up plan. The RTM carried out at UNDIP aims to formulate the follow up according to the guidelines of the Management Review Meeting of Universitas Diponegoro. The guidelines regulate the procedures for management review meetings to discuss issues related to the implementation of the quality system or other issues related to quality at Universitas Diponegoro. UNDIP has two types of Management Review Meeting (RTM):

- RTM at the University level: attended by all university leaders, faculty leaders, institutions and units or other related parties;
- RTM at the faculty level: attended by faculty leaders, study programmes, heads of laboratory, and other related parties.

The follow-up formulated at the faculty level RTM is an agreement between the head of the study programme or audited unit, internal auditors, as well as TPMF and GPM. The results of RTM at the faculty level will be submitted to LP2MP. The Internal Quality Audit process at the Faculty is declared finished and complete after the study programme and the auditor agreed and submitted a Correction Request Report (PTK), RTM report and Internal Quality Audit Closing to LP2MP.

Meanwhile, RTM at the university level begins with the process of studying the standard control report results and then continues with the holding of a meeting to discuss the results of the RTM report. RTM of Quality Assurance at the Faculty level regularly schedules and discusses internal audit results, feedback, process performance and product suitability, status of preventive and corrective actions, follow-up of previous management review meetings, changes that may affect the quality assurance system, and recommendations for improvement.

Improvement of Quality Standards

The results of the Internal Quality Audit of UNDIP draw conclusions of the achievement of the standards set by UNDIP. The standards that have been achieved are considered for quality improvement. The standard improvement is shown through the improvement of IKU achievement targets. Achievement targets indicating the standards will be improved if:

- The target/standard has been achieved and internal and external analysis allows for improvement of target/standard.
- The target/standard has not been achieved, but internal and external analysis as well as recent developments allow for the improvement of target/standard.
- There are changes in government policies and/or regulations.
- There are developments that require the target/standard to be improved.

The following table shows the 1) educational standards (eight national standards plus four additional educational standards set by UNDIP) with their respective indicators and evidence documents.²⁰

²⁰ blue are national education standards and orange the additional educational standards set by UNDIP

| Standards | KPIs | Evidence |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Graduate Competency Standard | <ul style="list-style-type: none"> • availability of guidelines for the preparation of graduate profiles of study programmes, • the availability of qualification documents of study programme graduates in the form of graduate learning outcomes (CPL), • Graduate Learning Outcomes refer to the respective KKN level, • the availability of graduate learning outcomes that have involved similar programme forums and external parties, alumni and graduate users. | <ul style="list-style-type: none"> • Curriculum Guidelines; • Lesson Plan; (RPS) • minutes of the workshop; • Graduate Learning Outcomes (CPL) document; • graduate profile document; • study programme profile document and • meeting document. |
| Learning Content Standard | <ul style="list-style-type: none"> • the availability of Curriculum guidelines for Study Programmes, • the conformity of curriculum guidelines with Graduate Achievement, • Curriculum Guidelines have utilised the Results of Research and Community Service, • study programme has guidelines and is implementing study period and student load in the credits in accordance with the requirements specified by SN Dikti, • the availability of Curriculum Monitoring documents, • the availability of evaluation documents for teaching and learning process (PBM), • evaluation process involves internal and external parties. | <ul style="list-style-type: none"> • curriculum guidelines; • excel sheet from SIAP related to assessment weight and documents of academic regulation (Perak); • PBM (teaching and learning process) monitoring documents in the form of attendance list recap on SIAP system; • approval sheet of research report, undergraduate thesis, Final Project (TA), Thesis, Dissertation; • Recap of scores obtained from SIAP; • RPS; • attendance list of lecturers on taught course; • minutes of study programme meeting; • minutes of the curriculum workshop; • minutes of the workshop on faculty guidelines. |
| Learning Process Standard | <ul style="list-style-type: none"> • conformity of PBM (teaching and learning process) implementation with the characteristics of the learning process in SN-DIKTI, | <ul style="list-style-type: none"> • Faculty guidebook; • RPS; • curriculum guidelines; • minutes of the study programme meeting; |

| | | |
|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> • the availability of Semester Learning Plan (RPS) for all courses in the study programme, • the Conformity of Course Learning Outcomes in RPS with the rules of Learning Outcomes, • the availability of learning contracts at the beginning of the study and uploaded to SIAP, • the availability of learning monitoring document, • the availability of RPS review and update document, • the availability of research-based learning process document, • the availability of community service-based learning process document, • the availability of learning method monitoring document, the availability of learning form monitoring document, the availability of learning process monitoring document related to credits (SKS) | <ul style="list-style-type: none"> • minutes of the workshop curriculum; • matrix for course change; • study plan (IRS) and study result cards (KHS); • form of internship assessment of the external party. |
| Learning Assessment Standard | <ul style="list-style-type: none"> • availability of assessment instrument of learning processes and outcomes, • the availability of monitoring and evaluation documents for the assessment of learning processes. | <ul style="list-style-type: none"> • data instrument on SIAP; • final semester assessment results. |
| Learning Facilities and Infrastructure Standard | <ul style="list-style-type: none"> • facilities for disabled, • parking lots, • classrooms, • laboratories, and • buildings in the faculty | <ul style="list-style-type: none"> • parking lots, classrooms, main building and laboratory; • supporting application for learning activities (Ms Teams, Zoom, etc.). |
| Learning Management Standard | <ul style="list-style-type: none"> • the relationship between the academic community (lecturers, students, and education personnel) is well established, | <ul style="list-style-type: none"> • Quality Assurance Group - GPM quarterly report;²¹ |

²¹ <https://siap.undip.ac.id/> reports only accessible via SSO, last access of website on October 24, 2023

| | | |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> • implementation of periodic monitoring and evaluation activities, • the implementation of periodic learning programme results reports, • the implementation of learning in accordance with the type and programme of education in accordance with graduate learning outcomes, • availability of guidelines for improving the quality of management of study programmes in accordance with the vision and mission of UNDIP, • implementation of monitoring and evaluation activities of study programmes in carrying out learning activities. | <ul style="list-style-type: none"> • online learning and teaching process evaluation survey - EPBM Document; • GPM quarterly Report, RPS, study programme manual procedures, minutes of the study programme meeting, performance reports and activity reports; • Key Performance Indicators (IKU) document of study programme. |
| Learning Financing Standard | <ul style="list-style-type: none"> • education financing using integrated tuition fee (UKT) through SSO. | <ul style="list-style-type: none"> • SSO of UNDIP; • guidelines of General Cost Standard (SBU) of UNDIP; • Budget plan of each faculty; • PMB (admission of new students) Guidelines; • Guidelines for the Management of the Fund; • PMB evaluation Document; • KHS; • Decree on Capacity; • Decree on Student Activity Unit (UKM) instructor. |
| Academic Atmosphere Standard | <ul style="list-style-type: none"> • availability of extra-curricular programmes, • the involvement of lecturers and students in research and community service, • the availability of scheduled seminar activities or the like of lecturers and students, • the availability of feedback and evaluation questionnaires. | <ul style="list-style-type: none"> • workshop report; • academic regulation document; • ODM Documentation; • KKL/KKN/PKL/Internship/Company Visit reports; • document for organising seminars or the like, • number of Student Publication, |

| | | |
|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | <ul style="list-style-type: none"> • student evaluation questionnaire at the internship/kkl location. |
| Student Standard | <ul style="list-style-type: none"> • availability of student performance monitoring systems, • the availability of student activity monitoring facilities, • the availability of student participation in the learning process, • student participating in extracurricular activities, and • student organisations. | <ul style="list-style-type: none"> • academic guidance books, • Student Lounge, • student attendance list, • Decree (SK) of the Dean of student activities. |
| Lecturer and Education Personnel Standard | <ul style="list-style-type: none"> • the number of lecturers with S3 (doctoral) qualifications, • the number of lecturers with educator or lecturer certification, • the number of lecturers who meet the lecture load (BKD), • the availability of student final project monitoring documents, the availability of monitoring and evaluation documents for final project supervision of at least eight times. | <ul style="list-style-type: none"> • lecturer certificates; • computer database programme; • Decree (SK) of lecturer homebase; • Consultation sheet, Faculty staff documents. |
| Academic Information System Standard | <ul style="list-style-type: none"> • implementation of information system/Updating of information system. | <ul style="list-style-type: none"> • integrated information system; • amount of the faculty budget for the development and maintenance of information systems. |
| Educational Cooperation Standard | <ul style="list-style-type: none"> • implementation of educational cooperation. | <ul style="list-style-type: none"> • Cooperation Decree, • MOU with other agencies, and • Cooperation Decree. |

To plan and assess quality assurance and development procedures, the faculty and students participate in committees or in a meeting held at the end or beginning of each semester to evaluate and provide improvements in a discussion forum or workshop. In addition, students are given the opportunity to evaluate the learning process conducted by each lecturer in the SIAP system. To complete the audit follow-up process, graduates and business representatives (graduate users) are included in the planning process of quality assurance, quality assessment, and curriculum development.

Evaluation by faculty

Lecturers can provide feedback about learning through regular meetings at the beginning and end of each semester. The evaluation is carried out by the Faculty Quality Assurance Team (TPMF). TPMF together with Quality Assurance Task Force (GPM) monitor and evaluate teaching and learning activities involving lecturers, students, and education personnel. The evaluation is carried out by filling out an online form. The results of filling out the evaluation of the teaching and learning activities are submitted to Vice-Dean for Academic and Student Affairs for follow-up. Each study program also fills out evaluation data through the Academic Information System at the end of the academic year. The results of the evaluation are used as guidelines in evaluating the learning process.

The head and secretary of the study program formally evaluate and provide solutions for every issue raised by the lecturer. They are also assisted by the coordinator of the specialization courses. Informally, lecturers can also provide analysis and solutions to problems that arise. The results of the analysis of the evaluation of teaching and learning activities are used as a reference in evaluating the learning process.

Evaluation by Students

Every student is obliged to evaluate teaching and learning activities before filling out the Study Plan (Bachelor of English Literature, Master of Linguistics, Master of History). The evaluation is conducted on the assessment of course materials, assessment of lecturer competencies, learning processes, administrative services and facilities and infrastructure, evaluation of the process of academic independent study, and academic evaluation exams and students' workloads. The evaluation that has been carried out will be assessed by looking at the suitability of the values that have been determined. Evaluation of student learning is also carried out by the Faculty Quality Assurance Team (TPMF) through the Teaching and Learning Process Evaluation (EPBM) instrument. One example of learning evaluation instruments was performed during a pandemic through the Online Learning Survey. The Head of the study program and the quality assurance taskforce (GPM) to observe the compatibility between the study load (number and duration of meetings) and the number of credit hours (semester credit units) through the implementation of learning monitored at SIAP. From the evaluation results, an analysis is conducted by the Quality Assurance Taskforce and Head of the study program. The evaluation results and measures that have been taken are informed to students through the entries in the SIAP (Academic, Research, and Community Service Information System) which can be accessed via SSO (Single Sign On).

Evaluation by alumni, employers and third parties

Bachelor of English Literature [BL]

Evaluation of the quality assurance of the teaching and learning process is also carried out through several activities, such as curriculum workshops and alumni gatherings involving stakeholders. The purpose of the activity is to adjust curriculum content and the needs of employment sectors. External Quality Assurance is also carried out by the National Accreditation Agency for Higher Education every five years. The Bachelor of English of Literature has applied for accreditation to BAN PT and received an A rating for the period 2019-2024. The results of the evaluation serve as input for the Head of the study program, the Secretary, and GPM to improve the performance of teaching and learning services in the study program. The evaluation results are promoted by the study programme through the study program and faculty website.

Master of Linguistics [ML]

Alumni and graduate users are involved in evaluating study programmes through curriculum workshops, alumni and graduate user's gatherings, in order to discuss the suitability of the curriculum and lecture materials with the needs of alumni in employment sectors. Input from students, alumni and graduate users are used as the basis for developing curriculum and lecture materials. In addition to alumni and graduate users, higher education accreditation institutions (BAN-PT) and higher education rating agencies both at the national and international levels are also involved. The Master of Linguistics has applied for accreditation to BAN PT and received an A rating for the period 2019-2024. The results of the analysis from the evaluation of external parties are carried out by the head of the study program, GPM, and lecturers. Then, external parties can find out information with the certificate of accreditation of study programmes that are socialized through meetings with stakeholders and the results of ratings from higher education rating agencies, both at the national and international levels which can be accessed through mass media.

Master of History [MH]

Evaluation by alumni and users is made online through the Form Office on SSO to the related parties (evaluation form formulated by Master of History). The evaluation results cover five aspects which include reliability, responsiveness, assurance, empathy, and tangible. Based on the results the level of student, alumni, and user's satisfaction with the service can be measured. Evaluation by graduate users is also conducted when a curriculum review and accreditation application by National Accreditation Agency (BAN-PT). The results of the evaluation by alumni and users become the basis for improving certain aspects of the performance of the study program which are still less than optimal. External Quality Assurance is carried out by the National Accreditation Board for Higher Education every five years. Recently, Master of History applied for accreditation to National Accreditation Agency and received the excellent category for 2022-2027. Comments for improvement from assessors of BAN PT become the basis for improving the performance of Master of History.

Programme documentation

Programme description

Academic information is documented and informed to new students through the academic guideline book. The academic guideline book contains the student curriculum for each semester, academic rules, ethical guidelines, and standard operating procedures for student academic activities. It is also available digitally on the FISIP UNDIP website so that students and lecturers can refer to the documents at any time. For the preparation of scientific papers,

students also receive a guidebook for writing scientific papers compiled by the Faculty's scientific writing team.

Information about the description of study programmes such as vision and mission, curriculum, academic rules and guidelines, can be accessed through the FISIP website and the study programme website. The Faculty website contains information about vision, mission, and objectives, lecturer profiles, curriculum, guidebooks, student activities, cooperation with partners, lecturer code of ethics, alumni, and facilities. The faculty also provides study programme flyers containing an overview of the study programme, brief curriculum, brief lecturer profile, student exchange opportunity profile, and admission procedures.

Information on activities during the academic year

Information about academic activities of the study programme can be accessed by the public through the Faculty and University websites. The information related to academic activities includes lecture schedules, announcements, regulations, other academic and non-academic activities. There is an annual report in the form of Quality Assurance Report (AIMA), Government Agency Performance Accountability Report (LAKIB). At the University level, the media relation function is carried out by the Public Relations division. One of the strengths of MCS is the number of relationships with journalists based on alumni relations and good relations with the media.

Bachelor of English Literature [BL]

Study programme documentation is carried out through leaflets, brochures, campus expo, study programme websites, faculty websites, and university website related to academic information activities of the curriculum of the study programmes, tri dharma activities by the lecturer, student activities, SIAP applications for data and student names, student-lecture attendance, evaluation of student lecture assessments, KULON and MS Teams applications for online class activity data per course in each semester. Learning materials, lesson plans, and end-of-semester evaluations are documented in the form of modules, hand-outs, textbooks, ppt, and soft files uploaded to the KULON application. The curriculum of the Bachelor of English Literature is documented through a study programme guidebook which is complemented by faculty-level academic guidebook and university-level academic guidebook as well as university academic regulations. Information on the Bachelor of English Literature can be accessed at Bachelor of English Literature, Faculty of Humanities, and Universitas Diponegoro.

Master of Linguistics [ML]

Those interested in seeking information about the Master of Linguistics can obtain information from the website of the study programme, brochures, and admin of the study programme. The published information contains the vision and missions of the study programme, history of the study programme, study programme objectives, accreditation status, names of courses, lecturers, alumni, tuition fees, website address, admission path and schedule, and contact persons. The website also provides information related to curriculum and course descriptions of the study programme. In addition to the study programme page, the faculty page also provides information related to the Master of Linguistics programme, particularly information and download administrative forms.

Master of History [MH]

Matters related to the profile of the study programme, vision, missions, curriculum, assessment system, and academic calendar can be accessed through Faculty of Humanities homepage. The website is always updated, and its contents are adapted to the latest data and information. Through the website, the entire academic community can also access the Faculty of Humanities Guidebook. Meanwhile, parties interested in getting information about Master of History can access the information through UNDIP Homepage and Department of History's social media accounts, including YouTube, Instagram, and Facebook. Information that can be accessed are study program profile, curriculum, courses offered, academic calendar, scholarships, lecturers' works, and Study Programme activities. Hence, students can find out and review the lesson plans in each meeting. All documents related to the process of academic activity are updated periodically and easily accessible for interested parties in printed and digital forms in a transparent manner.

Appraisal:

At UNDIP, a systematically defined quality assurance and development procedure monitors and develops the quality of all study programmes. It considers the contents, processes and outcomes through the PDCA cycle. The success rate and graduate employment as well as the real students' workload are evaluated and analysed. Responsibilities are clearly defined

Evaluations by students, by the faculty, by alumni and employers are carried out regularly and according to a predefined procedure and provide input for the quality development process. However, the panel misses more formal measures to close the loop of the student surveys. Thus, while the results and measurements are shared informally with the students, the panel **recommends** that a concrete **process be considered to actively inform students** about the **evaluation results** and the quality assurance measures to be derived from them or to inform them specifically where they can view results/reports.

The **panel also stresses the focus** on the very technical/quantitative oriented surveys. This format is based on the requirements for the national accreditation procedures. To gain better insight into student's experiences at UNDIP, the panel suggests asking for more qualitative feedback. To satisfy all stakeholders (national and international accreditation boards) and acknowledging the limited amount of time and human resources available, the panel suggests to just include one open end question or comment section in the surveys, where students can express themselves freely.

A tracer study with alumni is carried out yearly and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process. All stakeholders are also invited to curriculum evaluation forums for this purpose.

The study programmes publish their content, curriculum and examination scheme on different platforms. Lecturers hand materials out to students, like course plans and assignments.

UNDIP regularly publishes current news and information – both quantitative and qualitative – about the study programme.

| | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--------|-----------------------------------------------------------------------------------------------------------------|-------------|------------------------------|----------------------------|------------------------------------|------|
| 5.1* | Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion) | | | 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 Diponegoro (UNDIP), Indonesia

Bachelor / Master programme: Bachelor of English Literature S.S [BL]
Master of History M.Hum [MH]
Master of Linguistics M.Li. [ML]

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

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|-------------------------------------------------------------------------------------------------------------------------------------------|-------------|------------------------------|----------------------------|------------------------------------|------|
| 3.2.1* Modular structure of the study programme (Asterisk Criterion) | | | X | | |
| 3.2.2* Study and exam regulations (Asterisk Criterion) | | | X | | |
| 3.2.3* Feasibility of study workload (Asterisk Criterion) | | | X | | |
| 3.2.4 Equality of opportunity | | | X | | |
| 3.3 Didactical concept | | | | | |
| 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 | | ML | BL/MH | | |
| 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 | | | ML | BL/MH | |
| 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 | | | | | |

| | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------|------------------------------|----------------------------|------------------------------------|------|
| 4.3.1(*) | Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes) | | | X | | |
| 4.3.2(*) | Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes) | | | X | | |
| 4.4 | Facilities and equipment | | | | | |
| 4.4.1* | Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion) | | X | | | |
| 4.4.2* | Access to literature (Asterisk Criterion) | | X | | | |
| 4.5 | Additional services | | | | | |
| 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 | | |