AQAS

AGENTUR FÜR
QUALITÄTSSICHERUNG DURCH
AKKREDITIERUNG VON
STUDIENGÄNGEN E.V.

EXPERTS' REPORT

ENGLISH LANGUAGE EDUCATION (BACHELOR OF EDUCATION)

ENGLISH LANGUAGE EDUCATION (MASTER OF EDUCATION)

ENGLISH LANGUAGE EDUCATION (DOCTORATE OF EDUCATION)

GERMAN LANGUAGE EDUCATION (BACHELOR OF EDUCATION)

Universitas Pendidikan Indonesia

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HEI	**Universitas Pendidikan Indonesia**
Campus, if applicable	**Bandung**

Programme	**English Language Education**		
Degree	**Bachelor of Education**		
Extent	144 Semester Credit Units		
Length of studies	8 semesters		
Language	Indonesian/English		
Start Study programme (Date)	1954		
Maximum capacity of students	60	Per Semester ☐	Per Year ☒
Average number* of entering students		Per Semester ☐	Per Year ☐
Average number* of graduates		Per Semester ☐	Per Year ☐
* reference period:			

Concept accreditation	☐
First-time international accreditation	☒
No. reaccreditation	

Programme	**English Language Education**		
Degree	**Master of Education**		
Extent	38 Semester Credit Units		
Length of studies	4 semesters		
Language	Indonesian/English		
Start Study programme (Date)	1988		
Maximum capacity of students		Per Semester ☐	Per Year ☐
Average number* of entering students		Per Semester ☐	Per Year ☐
Average number* of graduates		Per Semester ☐	Per Year ☐
* reference period:			

Concept accreditation	☐
First-time international accreditation	☒
No. reaccreditation	

Programme	**English Language Education**		
Degree	**Doctorate of Education**		
Extent	39-55 Semester Credit Units		
Length of studies	8 semesters		
Language	Indonesian/English		
Start Study programme (Date)	2010		
Maximum capacity of students		Per Semester ☐	Per Year ☐
Average number* of entering students		Per Semester ☐	Per Year ☐
Average number* of graduates		Per Semester ☐	Per Year ☐
* reference period:			

Concept accreditation	☐
First-time international accreditation	☒
No. reaccreditation	

Programme	**German Language Education**		
Degree	**Bachelor of Education**		
Extent	144 Semester Credit Units		
Length of studies	8 semesters		
Language	Indonesian/German		
Start Study programme (Date)	1957		
Maximum capacity of students	60	Per Semester ☐	Per Year ☒
Average number* of entering students		Per Semester ☐	Per Year ☐
Average number* of graduates		Per Semester ☐	Per Year ☐
* reference period:			

Concept accreditation	☐
First-time international accreditation	☒
No. reaccreditation	

Responsible agency	AQAS e.V.
Responsible consultants	Dr. Dorothee Groeger, Alexandre Wipf

Content

Decision of the Standing Commission

on the programmes

"English Language Education" (Bachelor of Education)

"English Language Education" (Master of Education)

"English Language Education" (Doctorate of Education)

"German Language Education" (Bachelor of Education)

offered by

Universitas Pendidikan Indonesia, Indonesia

Based on the report of the expert panel and the discussions of the Standing Commission in its 9th meeting on 31 May 2021, the Standing Commission decides:

1. The study programmes "**English Language Education**" (**Bachelor or Education**), "**English Language Education**" (**Master of Education**), "**English Language Education**" (**Doctorate of Education**) and "**German Language Education**" (**Bachelor of Education**) offered by **Universitas Pendidikan Indonesia** are accredited according to the AQAS criteria for Programme Accreditation.

    The study programmes comply with the requirements defined by the criteria and thus the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and the European Qualifications Framework (EQF) in their current version.

2. The accreditation is given for the period of **six years** and is valid until **30 September 2027**.

The following **recommendations** are given for further improvement of the programmes:

1. The course descriptions of the English Language Education programmes should provide greater detail on the content of the courses and clearly depict the differences between courses I and II of each subject.

2. The experts recommend using more current and up-to-date literature in teaching – this should be documented in the course descriptions.

3. The panel recommends applying a consistent task-based approach in all university courses which will support the students' critical thinking about current educational issues.

4. Staff of the English Language Education programmes are strongly encouraged to teach all their courses through the medium of English.

5. The experts recommend hiring native speakers or inviting volunteers in order to provide more native English- and German-speaking input.

6. The English Language Education doctoral programme could be better aligned with the Bachelor's and Master's programme in terms of course structure and content.

7. The experts recommend increasing the targeted output levels of the German Language Education programme to at least B2, if not C1, according to the Common European Framework of Reference for Languages (CEFR) – this should be transparently documented in the programme learning outcomes.

8. The German Language Education programme should make use of the excellent support resources provided by German institutions (e.g. Goethe Institut, DAAD).

9. The experts recommend introducing a German Language Education Master's programme and, in this context, hiring a full professor.

10. The experts recommend including students in the governance of the programmes (e.g. by involving students in committees and decision-making processes).

11. It is recommended that assignments are distributed more evenly across the semesters.

12. Teaching staff should make sure that tasks for assignments are both transparent and grammatically correctly formulated with regard to their instructions.

13. The Diploma as well as further documents such as transcripts of record should also be provided in English.

14. The experts recommend providing release time and/or sabbaticals for academic staff in order to allow them to improve their research output.

15. The experts recommend providing further training development opportunities for teaching staff, preferably also abroad.

16. The experts recommend increasing the range of literature, such as international journals and recent publications, provided to students and staff.

With regard to the reasons for this decision the Standing Commission refers to the attached assessment report.

EXPERTS' REPORT

ON THE PROGRAMMES

"ENGLISH LANGUAGE EDUCATION" (BACHELOR OF EDUCATION)

"ENGLISH LANGUAGE EDUCATION" (MASTER OF EDUCATION)

"ENGLISH LANGUAGE EDUCATION" (DOCTORATE OF EDUCATION)

"GERMAN LANGUAGE EDUCATION" (BACHELOR OF EDUCATION)

OFFERED BY UNIVERSITAS PENDIDIKAN INDONESIA (UPI)

Visit to the university 12-18 March 2021

Panel of Experts:

Prof. Dr. Jörg Roche	LMU University Munich, Faculty of Languages and Literatures
Prof. Dr. Andreas Rohde	University of Cologne, Faculty of Arts and Humanities
Gunar Yadi	Sekolah Indonesia Den Haag / Indonesian School of The Hague, Netherlands (representative from the labour market)
Judith Schreier	Student of University of Leipzig (student expert)

Coordinators:

Dr. Dorothee Groeger, Alexandre Wipf	AQAS, Cologne, Germany

I. Preamble

AQAS – Agency for Quality Assurance through Accreditation of Study Programmes – is an independent non-profit organisation, supported by more than 90 member institutions, both higher education institutions (HEIs) and academic associations. Since 2002, the agency has been accredited by the German Accreditation Council (GAC). It is therefore a notified body for accreditation of higher education institutions and programmes in Germany.

AQAS is a full member of ENQA and also listed in the European Quality Assurance Register for Higher Education (EQAR) which confirms that our procedures comply with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), on which all Bologna countries agreed as a basis for internal and external quality assurance.

AQAS is an institution founded by and working for higher education institutions and academic associations. The agency is devoted to quality assurance and quality development of both academic studies and teaching in higher education institutions. The activities of AQAS in accreditation are neither restrained to specific academic disciplines or degrees nor to a certain type of higher education institution

II. Accreditation procedure

This report results from the external review of the Bachelor's, Master's and Doctorate programmes in English Language Education as well as the Bachelor's programme in German Language Education offered by Universitas Pendidikan Indonesia.

II.1 Criteria

The programmes are assessed against a set of criteria for accreditation developed by AQAS. The criteria are based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) 2015. To facilitate the review each criterion features a set of indicators that can be used to demonstrate the fulfilment of the criteria. However, if single indicators are not fulfilled this does not automatically mean that a criterion is not met. The indicators need to be discussed in the context of each programme since not all indicators necessarily can be applied to a programme.

II.2 Approach and methodology

The initialisation

The university mandated AQAS to perform the accreditation procedure in May 2019.

The university produced a Self-Evaluation Report (SER). In December 2019, the university handed in a draft of the SER together with the relevant documentation of the programmes and an appendix.

The appendix included e.g.:

- Overview over statistical data of the student body (e.g. number of applications, beginners, students, graduates, student dropouts)
- CVs of the teaching staff/supervisors
- Information on student services
- Core information on the main library
- Undergraduate/academic regulations.

AQAS checked the SER regarding completeness, comprehensibility and transparency. The final version of the SER was handed in February 2021.

The accreditation procedure was officially initialised by a decision of the AQAS Standing Commission on 29 May 2020.

The nomination of the panel of expert

The composition of the panel of experts follows the stakeholder principle. Consequently, representatives from the respective discipline/s, the labour market and students are involved. Furthermore, AQAS follows principles for the selection of experts of the European Consortium for Accreditation (ECA).

The Standing Commission nominated in December 2020 the before mentioned expert panel. AQAS informed the university about the members of the expert panel and the university did not raise any concerns against the composition of the panel.

The preparation of the site visit

Prior to the site visit, the experts reviewed the SER and submitted a short preliminary statement including open questions and potential needs for additional information. AQAS forwarded these preliminary statements to the university and to the panel members in order to increase transparency in the process and the upcoming discussions during the site visit.

The site visit

After a review of the Self Evaluation Report, a virtual site visit to the university took place on 12-18 March 2021. The experts interviewed different stakeholders, e.g. the management of the HEI, the programme management, teaching and other staff, as well as students and graduates, in separate discussions and consulted additional documentation as well as student work. The visit concluded by the presentation of the preliminary findings of the group of experts to the university's representatives.

The report writing

After the site visit had taken place, the expert group drafted the following report, assessing the fulfilment of the AQAS criteria for the programme accreditation. The report included a recommendation to the Standing Commission. The report was sent to the university for comments.

The decision

The report, together with the comments of the university, forms the basis for the AQAS Standing Commission to take a decision regarding the accreditation of the programmes. Based on these two documents, on 31 May 2021 the Standing Commission took its decision on the accreditation. AQAS forwarded the decision to the university. The university had the right to appeal against the decision or any of the imposed conditions.

In June 2021, AQAS published the report and the result of the accreditation as well as the names of the panel of experts.

III. General Information on the University

Universitas Pendidikan Indonesia (UPI) is a multi-campus university, whose main campus is located in Bandung, West Java. The university was founded in 1954 as a teacher education college and has since then expanded and developed into its current status as a state university. UPI offers a range of Bachelor's, Master's and doctoral programmes for both teacher education and other employment fields on 6 campuses. UPI is composed of 8 faculties and 1 postgraduate school. In total, the university offers 134 programmes to about 38,500 students (2021).

According to UPI the university strives to implement a "Tridharma" of higher education, that is education, research and community service interrelated. Research aims to develop educational sciences, educational disciplines and other discipline programmes in a cross-fertilisation approach.

Educational science study programmes have been designed to train teachers for specific subjects at early education, primary education and secondary education levels as well as non-teaching staff.

UPI formulates the following general aims: 1) training educators and educational staff, scientists and experts in all types and programmes of higher education, who have global competitive and comparative advantages; 2) producing, developing, and disseminating knowledge and technology to improve the welfare of the community; 3) creating community service programmes based on research results of vocational, technological, and engineering education and 4) developing both national and international collaborations with higher education institutions, research institutions, industrial services, professional associations, the government, and other scientific societies.

The Bachelor's programmes to be accredited are offered by the Faculty of Language and Literature Education located in Bandung. This faculty offers educational programmes as well as non-educational programmes, such as Indonesian or English Language and Literature programmes. The faculty is composed of 7 departments and offers 10 study programmes in total. The Master's programme and the doctoral programme are run by the School of Postgraduate Studies. A chairperson / head of study programme has been designated for each programme.

IV. Assessment of the study programmes

IV.1 Quality of the curriculum / Aims and structure of the doctoral programme

Bachelor's/Master's Degree	Doctoral Degree
The intended learning outcomes of the programme are defined and available in published form. They reflect both academic and labour-market requirements and are up-to-date with relation to the relevant field. The design of the programme supports achievement of the intended learning outcomes.	*The intended learning outcomes of the programme are defined and available in published form. They reflect both academic and labour-market requirements and are up-to-date with relation to the relevant field. The design of the programme supports the achievement of the intended learning outcomes.*
The academic level of graduates corresponds to the requirements of the appropriate level of the European Qualifications Framework.	*The academic level of graduates corresponds to the requirements of the appropriate level of the national qualifications framework or the European Qualifications Framework.*
The curriculum's design is readily available and transparently formulated. [ESG 1.2]	*The curriculum's design is readily available and transparently formulated.*

General aspects

UPI uses a local credit system for the tertiary education system in Indonesia. 1 credit (called Semester Credit Unit or SKS) covers 36 study hours per semester. The scope of an individual course ranges between 2 and 6 SKS. For each semester a maximum of 24 SKS can be reached.

UPI notes in its SER that in the context of an overall review of all curricula in the two years prior to submitting the SER a shift has been operated from a competence-based to an outcome-based curriculum. Within this review the university notes that the needs of relevant stakeholders were taken into account.

Within each programme UPI aims at delivering subject or content knowledge, pedagogical knowledge, pedagogical content knowledge as well as general or transversal knowledge. The university has developed programme expected learning outcomes that are presented as in line with the visions and missions of both the university and the faculty. In turn, course expected learning outcomes have been developed. The university outlines in its SER that learning outcomes at programme level are defined in four dimensions: attitude, knowledge, general skills and specific skills.

English Language Education (Bachelor, Master, PhD)

Description

The English Language Education Bachelor's programme was launched in 1954. It covers a total amount of 144 SKS over 8 semesters. At Bachelor level, students focus on the learning of language skills. The main aim of the programme is to train teaching staff for primary, secondary and tertiary education. The university also lists translator, education specialist or editor as possible occupations for the programme's graduates. The university states in its SER that the courses are designed to accommodate the employability demands of those areas.

In their first year of studies, students take 5 General Courses, 2 Fundamentals in Education Courses as well as 12 Core Professional Courses. The second year comprises 2 Fundamentals in Education Courses, 2 Faculty-based Professional Courses and 14 Core Professional Courses. As part of their third year of studies, students are to take 2 General Courses, 4 Major Specific Professional Courses as well as 8 Core Professional

Courses. In their fourth and final year, students complete a Field Practice Course and 10 Core Professional Courses. Elective Courses are to be taken in the third and fourth years, for a total of 16 out of 32 offered SKS. UPI states in its SER that students complete 8 credits worth of teaching preparatory courses and 4 credits as a teaching internship at an external education institution.

The <u>Master's programme</u> was established in 1988 and covers 38 SKS over 4 semesters. On the basis of competencies gained at Bachelor level UPI states in its SER that the emphasis at Master level lies on linguistics, pedagogical content knowledge and empirical research courses. Similar to the Bachelor's programme, UPI describes in its SER the development process of programme learning outcomes at Master level aligned to the visions and missions of the university and faculty. Graduates should i.a. demonstrate mastery in the philosophy of science related learning, language, literacy as the basis for the development of pedagogy of English as a Foreign Language as well as analyse, synthesise, develop knowledge related to the planning, methodology, and assessment of English learning to suit learner's characteristics, relevant knowledge and public services.

The curriculum of the Master's programme is composed of 3 Postgraduate Expertise Courses, 6 Core Study Courses and a Thesis. Additionally, students complete 2 Elective Subject-related courses (9 Electives are offered) in their first year of studies. Students with a non-linear background or those who have previously studied other subjects are to take up 4 *aanvullen* or bridging courses.

The <u>Doctoral programme</u> has been offered since 2010 and offers two tracks: a Doctorate by coursework and a Doctorate by research. The programme by coursework ranges, depending on the background of the candidates, from 39 to 55 SKS over a four-year period. The courses include 3 Postgraduate Expertise Courses, 4 Core Study Courses, 2 Elective Subject-related Courses and a final Dissertation. When required, candidates with a non-linear background or those who have previously studied other subjects have to complete 4 *aanvullen* or bridging courses in addition to the basis curriculum. Candidates in the programme by research complete 42 credits and focus on publications. After taking four basic courses they are expected to develop their research skills and publish four papers (nationally and internationally in different journals) as well as complete their final dissertation (15 credits as in the coursework-track).

UPI states in its SER that similar to the Master's programme the focus is put on linguistics, pedagogical content knowledge and research courses at doctoral level. According to the devised programme learning outcomes the graduates are expected, i.a., to demonstrate responsibility to manage and develop research contributing to the development of knowledge and society as well as effectively communicate the results of the study in either oral or written form at national and international level.

Experts' Evaluation

Based on the extensive curricular documentation and the discussions during the online site visit the experts conclude that the programmes are well balanced, including courses in language practice, pedagogy, linguistics and literary criticism. The programmes are well documented and made transparent through the different course types appearing in coloured panels. Judging from the titles of the courses and the content descriptions, the experts' overall impression is that all three English programmes (Bachelor, Master and PhD) are attractive and cover a multitude of topics and challenges in the above-mentioned content areas.

It is very positive to include seminars on statistics (IG515) and research methodology (IG579) as early as the Bachelor level as they cover important competencies oriented towards the needs of future graduates. It is also positive that there is a specific course dedicated to the topic of "Second Language Acquisition" (IG746). Especially the two latter courses highlight an orientation towards the important connection of theory and practice.

The experts carefully discussed the different learning outcomes and reviewed sample materials while also interviewing students and labour market representatives regarding the resulting qualifications. Consequently,

the experts can confirm that on the programme level the outcomes are achieved. This is true for all three English Language Education programmes. The programmes and their learning outcomes correspond to the respective level of the National Qualifications Framework.

Due to the overall structure of the programmes and the well-established curricula the expert panel had the opportunity to look carefully into the details of the learning experience in the department. As the result of extensive discussions between the experts' panel and students from UPI, the experts confirm that the study programme is feasible for the students within the allotted time frame (see Chapters 3 and 6).

Considering the required documentation of each curriculum it can be confirmed that the documentation allows to understand the content and structure of each programme. However, the descriptions of the course content are at times vague and arbitrary. For example, in "Trends and Innovations in TEFL" (no course number given), the course description is far too general to be useful and informative. Also, the documents reveal little as to the number and the extent of assignments and whether (and how) course content is examined in written or oral form. In a few cases (IG520) assignments are listed. Mostly, however, these are absent. In this regard it also has to be mentioned that for courses that consist of basic and advanced content it is not always clear to what extent a given course I (one) differs from an advanced course II (two) (e.g. IG240 and IG250). In another case, "Teaching English to Young Learners" is offered at both the Bachelor (IG522) and at the Master level (IG742). Judging from the course description the panel cannot see any substantial differences. This should be specified. In addition, in the self-evaluation report the learning objectives are emphasized rather than the content of the course. The course descriptions, however, defeat the purpose as they are content-oriented and neglect any learning objectives. In this case, the German programme is more coherent and should be taken as reference. The course descriptions of the English Language Education programmes should therefore be improved and should provide greater detail on the content of the course and clearly depict the differences between courses I and II of each subject (**Finding 1**).

As far as course contents are concerned, the experts recommend using more up-to-date literature in teaching (**Finding 2**). This literature should also be referred to in the course descriptions for more transparency. Along the same lines, the panel also recommends applying a consistent task-based approach in all university courses which will support the students' critical thinking about current educational issues (**Finding 3**).

Overall, there is a clear focus on language proficiency in the programmes, which was also reflected in the discussions with staff and in-service teachers. Based on the online discussions with students and staff, the expert panel has learnt that in some cases the proportion of courses actually taught in English may be lower than assumed by the panel (on the basis of the fact, that the course descriptions are in English). Even though the experts have learnt that almost all courses, about 90%, are in fact in English already, staff are strongly encouraged to teach *all* their courses through the medium of English (**Finding 4**).

The experts have noticed an absence of native speakers of English and therefore recommend hiring native speakers or inviting volunteers in order to provide more native English-speaking input (**Finding 5**, see also Chapter 5). The expert panel is aware that contact to English speaking countries may be difficult to establish, however, an improvement of contacts with businesses outside the school sector and the introduction of courses fostering English for professional purposes would be welcome. The use of digital media and general internet resources is also encouraged.

The doctoral programme has made a positive impression on the expert panel. The doctoral students whom the experts talked to especially praised the supervision of their projects and confirmed that the supervisors dedicate ample time to support the doctoral theses. Yet the panel has found that, in some cases, the doctoral programme could be better aligned with the Bachelor's and Master's programmes in terms of content (**Finding 6**). The students' pragmatic competence in English is a vitally important issue, therefore, a seminar such as "Pragmatics" (IG810) should ideally be offered earlier than the doctoral programme.

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Conclusion

The criterion is fulfilled. The experts give the following recommendations:

- The course descriptions of the English Language Education programmes should provide greater detail on the content of the courses and clearly depict the differences between courses I and II of each subject.

- The experts recommend using more current and up-to-date literature in teaching.

- The panel recommends applying a consistent task-based approach in all university courses which will support the students' critical thinking about current educational issues.

- Staff of the English Language Education programmes are strongly encouraged to teach all their courses through the medium of English.

- The experts recommend hiring native speakers or inviting volunteers in order to provide more native English-speaking input.

- The English Language Education doctoral programme could be better aligned with the Bachelor's and Master's programme in terms of course structure and content.

German Language Education (Bachelor)

Description

The German Language Education Bachelor's programme was first offered in 1957. It covers 144 SKS in 8 semesters and is matched at level 6 of the National Qualification Framework of Indonesia. The main aim of the programme is to train German teachers. The individual courses are expected to equip students with pedagogical, personal, social, and professional competences, which are described in the SER as the primary competences of German teachers.

The curriculum of the programme consists of 144 SKS, divided into 8 General subjects, 4 Pedagogical subjects, 2 Language Education subjects, 4 German-specific Educational subjects, one Practical practice and Core Subjects worth a total of 87 SKS (34 courses including the final thesis). According to the SER students complete between 19 and 21 SKS in their first six semesters, 12 SKS in their seventh semester and 10 SKS in their final and eight semester (comprising of their thesis, their defence and a teaching practice).

Experts' Evaluation

The experts met committed and highly motivated staff and a lively department that appears to have established an atmosphere of constructive cooperation among its members and a strong commitment to the university's mission. There also seems to be a good relationship with public schools and other teaching institutions. The group of experts also met a number of mature, confident and competent students who openly shared their views with the committee. Detailed and informative course descriptions were available and were illustrated during the visit – although detailed syllabi were only partially available.

The self-evaluation document lists a few achievements of the students in the German language classes: according to that list just one student attained the C1 level (according to the Common European Framework of Reference for Languages, CEFR), a few the B2 level but most remained on the B1 level or below after 4 years of instruction. Since B1 is the level to be achieved it appears that there are students with prior knowledge of German or students who advance faster (those students could ideally be used as resources (assistants) for teaching). In comparison to international standards, a general B1 level after 4 years of instruction at a university is too low. While an A2 level should normally be reached within one term/semester (without prior knowledge of the language), upper levels take more time. Still, B1 could be reached within another 2 semesters leaving

enough time to reach B2 by the end of term 5 or 6 at the latest. Students could then move onto the C1/C2 levels in the last 2 semesters. That level corresponds to TestDaF 3/4, generally required as a minimum for entry into study programmes at German universities. TestDaF is the most reliable and internationally respected language test for academic purposes. Its levels should be used as benchmarks for the German language programme at UPI. The experts encourage UPI to continue and intensify its quest for top quality in its programmes; and in order to achieve those goals, the experts recommend to increase the targeted output levels of the language programme to at least B2 if not C1 according to the CEFR (**Finding 7**). This appears necessary as academic discussions, e.g. in the academic courses of the German programme, below a sound B2 level must remain on a superficial level. Courses in the current programme often require much higher competences if the literature mentioned is in fact read in German and if the discussions are held in German. Thus, the current programme/curriculum is proof in itself of the fact that a B1 level is set too low. Further, if the German programme is also supposed to prepare students of other fields for studies in Germany (as mentioned during the site visit), then TestDaF levels 3 and 4 are even more required. The German programme already uses the onSET (provided by the same institution that offers TestDaF) as a placement procedure. It is thus familiar with the TestDaF approach and philosophy. If graduates of UPI operate on the B1 level only, once they are employed as teachers, their students will likely remain below that level. Such levels would therefore not be sufficient for communication in the foreign language. At the same time the job market requires competences at a level higher than B1 in all qualified areas, including teaching, but also in tourism, automotive areas, engineering etc. For translation and interpreting purposes levels below C1 are considered marginal. The language programme could possibly offer reading and listening courses with a special emphasis on those languages for special and professional purposes that are of particular relevance for the region. Focussing on receptive language competencies allows for a much faster progression than speaking and writing. Online-based and print materials for such courses are available and could be accommodated to UPI's needs. Already, there are students with knowledge of the German language on a higher than the B1 level in the programme. If school levels improve, so will admission levels to UPI. There will be more students entering UPI with advanced levels of German. The programme should take advantage of that while at the same time offer those advanced students advanced courses.

As with the English programmes, the German language courses are geared towards the teaching of skills rather than focussing on integrated competences. In upper courses, instructors also use projects to enhance students' competencies. The teaching staff is open towards task-based and other modern approaches to language teaching (task-based approaches are already used in some courses). There is a contradictory statement as to an alleged difference between competence and output orientation. Generally speaking, in research and pedagogy these are considered synonymous with respect to modern teaching goals. The different treatment of those terms has not been sufficiently explained by UPI and seems to be in contrast with the course descriptions which display a rather skill-based approach to language teaching. Judging by the examples given by faculty during the site visit it seems that competence-oriented methods are partially employed. The information provided by the course descriptions offers some general insights into the course orientation/course goals. However, there is no explicit reference to pragmatic approaches to language teaching, such as task-based learning, content-based learning, immersion, and action orientation (*Handlung).* Also, it is not always clear how the competencies would be assessed. Applying a consistent task-based approach in all courses (starting with the beginner levels) and by supporting the development of critical thinking and encouraging more autonomous learning in all courses will automatically lead to higher competence levels (**Finding 3**). By employing a stringent approach to "*Handlung*" according to the principle of the complete task cycle teaching and learning results will normally improve, motivation, interest and fun will increase as will autonomous learning and critical thinking. Burn-out effects will be reduced. In both the language classes and the academic/pedagogical courses the German (as well as the English) programme(s) should develop from a rather *additive approach* (where subject

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matter is taught in form of more or less independent context) into an *integrative framework* which is geared to developing solutions (including in language teaching) rather than collecting encyclopaedic knowledge.

The university and the department ought to do everything they can to improve the language proficiency of their students by e.g., introducing immersion courses and more task-based approaches (also using more digital media in teaching and connecting UPI students to peers in German-speaking countries), by hiring native speakers of German as lecturers and/or inviting volunteers etc. (**Finding 5**, see also Chapter 5)), by providing more exposure and access to the language via native speakers (e.g. invite foreign assistants, exchange students, use the Internet for Tandem programmes and the like), by offering more exchange opportunities with German-speaking countries, and by improving contacts with businesses outside of the school sector (internships, inviting company representatives to classes etc.).

The programme already offers exchange opportunities, though they should be increased. Mobility should be enhanced in both directions and by use of the internet. Language courses should accommodate even more than now the communicative needs of the community. The programme should make use of the excellent support resources provided by German institutions (e.g. Goethe Institut, DAAD, *Zentralstelle für das Auslandsschulwesen*, German businesses, German exchange programmes, fellowships) (**Finding 8**). Currently, those resources seem to be underused by UPI. UPI should attempt to get a DAAD-lecturer and language assistant.

It appears that individual courses often attempt to cover a huge spectrum of relevant theories, models and aspects. However, that ambition often leads to an encyclopaedic approach where elements are collected rather than thought through and applied (see above). The literature found in the course descriptions is often fairly old. Not much recent literature is found and there is hardly any mentioning of second language acquisition research, cognitive linguistics, text linguistics or pragmatics, all relevant to language learning and teaching. In order to develop a more progressive output-oriented, that is, task-based/*Handlung* approach to teaching across the board, more up-to-date literature should be used in the academic courses as well as for professional development purposes (**Finding 2**). Literature on language acquisition research, pragmatics and cognitive linguistics would be very helpful. In terms of pedagogical and methodological literature on language teaching German research literature and didactic frameworks (DAF) offer more immediate potential than generic literature from English as a second language field.

There are many reasons why UPI should – and can – increase the targets, and there are several means (mentioned above and below) by which this can be achieved fairly easily. UPI is an ambitious university and wants to further improve its ranking; at the same time UPI is by far the most important institution in the education of teachers of German in the country.

Introducing a Master's programme in German Language Education could be a catalyst for the quality increases listed above. The introduction of a Master's programme is required to increase the academic standing of the German programme in the whole region and it seems to be more appropriate for a reputable teacher education programme (e.g. compared with English Language Education). At the same time, it would also offer new outside funding opportunities and increase the employability of graduates of UPI. The Master's programme could both take advantage of, and contribute to, cross-listed courses with other departments. Establishing a Master's programme has implications for staffing: the Master's programme would have to be led by a full professor (**Finding 9**, see also Chapter 5).

In the long run, the department could be involved in initiating the establishment of a German School (*DSD-Schule*) in the area and, as a consequence, in establishing close ties to its graduates – similar to but more intensified as is currently done with several PASCH-schools. DSD-graduates attain a very high level of German and – often – a graduating diploma comparable to the German *Abitur*. This allows them to take up studies at any German university without further admission requirements or language tests. Advanced students of contributing schools could also benefit the overall quality of the German programme at UPI.

Conclusion

The criterion is fulfilled. The experts give the following recommendations:

- The experts recommend increasing the targeted output levels of the German Language Education programme to at least B2, if not C1, according to the Common European Framework of Reference for Languages (CEFR).

- The panel recommends applying a consistent task-based approach in all university courses which will support the students' critical thinking about current educational issues.

- The experts recommend hiring native speakers or inviting volunteers in order to provide more native English- and German-speaking input.

- The German Language Education programme should make use of the excellent support resources provided by German institutions (e.g. Goethe Institut, DAAD).

- The experts recommend using more current and up-to-date literature in teaching.

- The experts recommend introducing a German Language Education Master's programme and, in this context, hiring a full professor.

IV.2 Procedures for Quality Assurance

Bachelor's/Master's Degree	Doctoral Degree
The programme is subject to the higher education institution's policy and associated procedures for quality assurance, including procedures for the design, approval, monitoring, and revision of the programmes.	*The programme is subject to the higher education institution's policy and associated procedures for quality assurance, including procedures for the design, approval, monitoring, and revision of the programmes.*
A quality-oriented culture, focusing on continuous quality enhancement, is in place. This includes regular feedback mechanisms involving both internal and external stakeholders.	*A quality-oriented culture, focusing on continuous quality enhancement, is in place. This includes regular feedback mechanisms involving both internal and external stakeholders.*
The strategy, policies, and procedures have a formal status and are made available in published form to all those concerned. They also include roles for students and other stakeholders.	*The strategy, policies, and procedures have a formal status and are made available in published form to all those concerned. They also include roles for students and other stakeholders.*
Data is collected from relevant sources and stakeholders, analysed, and used for the effective management and continuous enhancement of the programme.	*Data is collected from relevant sources and stakeholders, analysed, and used for the effective management and continuous enhancement of the programme.*
[ESG 1.1, 1.7 & 1.9]	*[ESG 1.1, 1.7 & 1.9]*

Description

The university has established a quality management system based on national policies (e.g. National Standards of Higher Education) and its overall University Quality Standard. Accordingly, this system covers the areas of teaching and learning, research, community service as well as university governance. Quality assurance is also part of the university's latest Strategic Plan, whereby quality assurance should support the accomplishment of the university's vision. Within the framework of its strategic plan the university has devised Key Performance Indicators and equivalent targets at university, faculty and programme level, i.a. number of citations,

number of professors, or time spent after graduation before finding a job. According to the SER, each indicator is considered within a Plan-Do-Check-Act cycle. UPI identifies in its SER areas that have already been improved by implementing its quality management system, e.g. the percentage of the graduates with a GPA of 3.5.

At university level a Quality Assurance Division is tasked with the implementation of the university's quality management system, while at faculty/school level Quality Control Units have been created and at study programme level Quality Control Groups are tasked with this role. Central quality assurance guidelines have been issued, covering 9 areas, i.e. education, research, community service, student affairs, informational system, facilities and infrastructure, human resources, planning and development, and reporting. Internal quality assurance audits are carried out annually whereas external quality assurance audits are carried out every five years. Mandatory external quality assurance is carried out by the National Accreditation Agency for Higher Education of Indonesia, additional external reviews have been carried out in the framework of ISO certifications as well as with regional and international quality assurance agencies.

According to the SER, stakeholder views are gathered through questionnaires, meetings and interviews. UPI outlines in its SER that the English Language Education programmes have also carried out surveys to assess their graduates' accomplishment of learning outcomes from the point of views of users: questionnaires and interviews are regularly carried out at their place of employment. The evaluation team receives the findings for future consideration. A formal monitoring system regarding graduates' career development is in development. According to the SER, online evaluations are carried out at the end of each course or semester. Further, the programme expected learning outcomes, especially for the English Language Education programmes, are to be developed and further adapted using comprehensive surveys of stakeholders and alumni while taking the targeted graduate profile into consideration.

Quality assurance processes, especially in the German Language Education programme, are described as following three stages: Quality Awareness Phase, Quality Commitment Phase, Quality Behaviour Phase. The main areas of focus in the German Language Education programme lie, according to the SER, in the development of a sustainable quality improvement especially with regards to curriculum development, learning process improvement and the use of information technology.

Experts' Evaluation

The experts are convinced that UPI has a policy for quality assurance in place in which responsibilities and targets are clear and accessible. The system is transparent for students of the Bachelor's, Master's and doctoral programmes. The quality assurance system covers course evaluations, programme evaluations, evaluations of student workload, and other criteria. The results of the evaluations are shared with teaching staff and students alike. From the perspective of the experts, the results of evaluations are employed to improve the programmes. Even though the quality assurance system in place is well-functioning and transparent, the experts recommend including students in the governance of the programmes (e.g. by involving students in committees and decision-making processes) (**Finding 10**). Increased involvement of the student body would surely increase the quality of UPI's programmes.

UPI stays in touch with its graduates and collects data on their career paths. During the site visit, the experts received sufficient information regarding the labour market, employment sectors, composition of the student body, the duration, completion, and non-completion rates etc. As a result, it can be confirmed that UPI adequately manages its information systems in this respect.

Conclusion

The criterion is fulfilled. The experts give the following recommendation:

▪ The experts recommend including students in the governance of the programmes (e.g. by involving students in committees and decision-making processes).

IV.3 Learning, Teaching and Assessment of Students / Learning and Assessment of Students

Bachelor's/Master's Degree	Doctoral Degree
The delivery of material encourages students to take an active role in the learning process. *Students are assessed using accessible criteria, regulations, and procedures, which are made readily available to all participants and which are applied consistently.* *Assessment procedures are designed to measure the achievement of the intended learning outcomes.* *[ESG 1.3]*	*The form of supervision and/or course structure is adequate and corresponds with the intended learning outcomes.* *Students are assessed using accessible criteria, regulations, and procedures, which are made readily available to all participants and which are applied consistently.* *Assessment procedures are designed to measure the achievement of the intended learning outcomes.* *[ESG 1.3]*

Description

The overall learning, teaching and assessment methods of the university are defined in the University Academic Guideline. According to the overall academic regulations of the university, the amount of credits taken from the second semester onwards depends on the students' grade-point average (GPA) from the previous semester.

For the English Language Education programmes the university lists lecture, project and/or tutorial, seminar, practicum (internship), workshop, field work, research, community service programme, block system, module-based learning, dual mode, hybrid learning, technology and information-based learning and instruction as teaching and learning methods. According to the SER, these modes have been chosen to ensure the effective attainment of the defined learning outcomes at programme and course level.

For the German Language Education programme the university indicates that a balance of theoretical and practical studies leads to the fulfilment of the expected learning outcomes.

Furthermore, the university is aiming at developing ICT-based teaching modes, through online facilities based on the university's own Integrated Online Learning System and a comparable nationally developed platform. Flipped classrooms, a combination of online and face-to-face modes are given as examples of ICT-based teaching modes. Examples of courses that are using these methods are given in the SER for the English Language Education programmes. According to the SER, this development comes as an answer to stakeholders' feedback. Another focus, especially in the English Language Education programmes, lies in the implementation of a student-oriented learning in order to improving students' learning outcomes. Each course plan is required to include student-oriented learning.

The university states in its SER that in each course students sit a mid-semester and a final examination. In between these examinations, various forms of assessment are conducted, including progress tests, quizzes, research and project-based papers, reports, etc. Classroom participation and tests are given as the main two types of examination in the English Language Education programmes. Quizzes, tasks, middle tests, practicum,

class participation, and final tests are the methods of examination in the German Language Education pro-gramme. According to the SER, examination methods are chosen based on the intended learning outcomes.

Experts' Evaluation

In general students have praised the facilities, the learning atmosphere, and the teaching staff at UPI. Most of the students manage to complete their studies within the official timeframe.

The experts have learnt in the discussion with students, however, that the workload may be unevenly balanced in some semesters so that it is in fact skewed and too many assignments may have to be tackled simultane-ously in relatively little time whereas in other semesters the situation is considerably more relaxed. This situa-tion is complicated by the fact that, according to the University Academic Guideline, students with a GPA less than 2.50 can only take 16 credits at most, whereas GPAs higher than 2.50 do not vary that strongly in the number of possible credits (21-24 credits). It is therefore recommended that assignments are distributed more evenly across the semesters and that students with GPAs lower than 2.50 should be allowed to take at least 18 credits or more the following semester (**Finding 11**).

Course contents appear to be based on older and at times outdated literature and research. The use of digital media and general internet resources is also encouraged. As far as course contents are concerned, the experts recommend using more up-to-date literature in teaching (see Chapter 1, Finding 2). Much of the current liter-ature can be found online and thereby should be relatively easily accessible. The methods of teaching and learning are deemed to be generally appropriate by the panel of experts, they enable the attainment of the intended learning outcomes and can be considered to be student-centred in general. Yet, the panel also rec-ommends applying a consistent task-based approach in all university courses which will support the students' critical thinking about current educational issues (see Chapter 1, Finding 3).

The expert panel had access to online sample materials, both of learning material and of assessments. While these were generally deemed good and adequate there were a few samples of tasks that included grammar errors in their wording and the instructions were not always transparent enough so that it was questionable whether the students had really understood what was expected of them. Teaching staff should therefore make sure that tasks for assignments are both transparent and grammatically correctly formulated with regard to their instructions (**Finding 12**). The general design of the assessments and variations in the modes of assess-ment in all programmes is suitable to assess students' progression and learning. The regulations concerning assessments are laid down transparently in the University Academic Guideline.

As mentioned in this report, the supervision provided to Doctoral candidates is highly satisfactory (see Chap-ters 1 and 6). PhD research is supervised by several academics and candidates benefit from a very timely support und feedback from their advisors.

Conclusion

The criterion is fulfilled. The experts give the following recommendations:

- It is recommended that assignments are distributed more evenly across the semesters and that students with GPAs lower than 2.50 should be allowed to take at least 18 credits or more the following semester.

- Teaching staff should make sure that tasks for assignments are both transparent and grammatically cor-rectly formulated with regard to their instructions.

IV.4 Student Admission, Progression, Recognition and Certification / Legal Status, Admission and Certification

Bachelor's/Master's Degree	Doctoral Degree
Consistently applied, pre-defined, and published regulations are in place which cover student admission, progression, recognition, and certification. *[ESG 1.4]*	*The institution is entitled to award a doctorate.* *Consistently applied, pre-defined, and published regulations are in place which cover student admission, progression, recognition, and certification.* *[ESG 1.4]*

Description

Student admission at UPI is based on three distinct paths: State Higher Education National Selection (based on students' prior academic achievements), State Higher Education Joint Selection (a nationwide test-based admission system) and UPI's own Selection Process (a test-based admission system managed by UPI). A fourth path has been recently added to grant access to higher education based on special achievements.

For the English Language Education Bachelor's programme students must be graduates of senior high school and must have completed one of the mentioned entry examinations. Entry to the English Language Education Master's and Doctoral programmes are conditioned by a previous degree in a relevant discipline (a Bachelor's degree for the Master's programme and a Master's degree for the Doctoral programme), a minimum GPA (2.75 for the Master's programme, 3.00 for the Doctoral programme) and the completion of an additional selection process including a scholastic aptitude test, a test of English competence and an interview. Students with non-linear backgrounds or who have studied other subjects must complete *aanvullen* or bridging courses. According to the SER, these courses are mostly language skills-oriented at Bachelor level and mostly research-oriented at Master and doctoral level. Admission to the German Language Education Bachelor's programme is based on the generic entry pathways at UPI.

The University Academic Guideline contains provisions as to the recognition of knowledge and skills. According to the SER, these provisions cover credit transfer both internally within UPI and externally with other higher education institutions as well as regulations as to recognition and transfer in double and joint degrees. Upon completion of their studies students are awarded a diploma at the relevant level, either a Bachelor, a Master or a Doctorate of Education, as well as an academic transcript and a diploma supplement.

Experts' Evaluation

Contested against the indicators on student admission, progression, recognition, and certification, the submitted evidences and the virtual site visit assured that the four programmes have sufficiently applied and met the required measures. While it might be too early to assert the comparability of credit recognition worldwide, the university has indeed established the regulations on credit transfers and a framework for implementation with the partner institutions in regard to the degrees awarded and the focus on competences. From the previous successes in the area of credit transfers to support student mobility at domestic and international levels, the experts gained the impression that the programmes are meticulously and resolutely working on the area of credit recognition in order to be part of the global league of educational centres of excellence. This promising trajectory, however, calls for a sustainable endeavour to create greater opportunities for the students to experience immersion programmes in English or German-speaking countries or communities (see Chapter 1).

The experts noticed as well that the admission requirements have been well-aligned with the four programmes' objectives and very adaptive to the growing trends such as the accommodation of the *Prestasi Istimewa* (special achievement entry path) into the existing Bachelor admission channels.

In general, the university has taken necessary measures to boost inclusivity and diversity; nevertheless, it is advisable that the inclusion of the physical health certificate into the general admission requirements at UPI deserves gradual reconsideration as it might diminish the chance for the applicants to access the programmes at Bachelor level. Such a requirement may, however, be justifiable for admission into specific programmes that strongly obligate full physical fitness.

Furthermore, in a foreign language teaching context, the English aptitude grade (for entry into the Master's and Doctoral programmes) on the theoretical and practical knowledge and skills might have been set at a higher level as the experts believe the university has the capability to reach a higher level.

As an addition, it has been evidenced that the programmes have also sufficiently provided the graduates with the degree credentials covering information on the achieved qualifications and concise additional relevant descriptions. That the diploma supplements are bilingual is a very commendable progress. Still, it may be even better if the diplomas themselves and academic transcripts were to be officially bilingual and issued by the university withal as it would offer graduates greater transparency and more opportunities in the international academic and work environment (**Finding 13**).

The information on formal requirements and procedures for admission into all levels of the assessed programmes have been publicly and easily accessible, for example, from the university's institutional website. Most quantitative and qualitative data on the admission procedures of preceding batches are also available. Furthermore, during the virtual site visit a representative of the programmes informed the experts panel that the university was in the process of introducing mechanisms related to the recognition of prior learning in the admission process. Details about this positive plan and the implementation of these mechanisms will have to be considered in a future assessment procedure.

With respect to the doctoral level, the Indonesian government has legally designated the university to offer the doctoral programme. The entitlement confirms that the programme has satisfactory capacity and modality to operate as expected by the regulations and standards applicable in the country.

Thus, the experts conclude that the four programmes have adequately met all criteria in this section. Considering – among others – the potentials, the achievements, the enthusiasm of the *civitas academica* at large, the university and the programmes have a handsome range to steadily advance forward through continuous improvement and recalibrating the already finely attained quality in this setting, inter alia, by referring to some recommendations shared above.

Conclusion

The criterion is fulfilled. The experts give the following recommendation:

▪ The Diploma as well as further documents such as transcripts of record should also be provided in English.

IV.5 Teaching Staff / Academic Level of Supervisory Staff

Bachelor's/Master's Degree	Doctoral Degree
The composition (quantity, qualifications, professional and international experience, etc.) of the staff is appropriate for the achievement of the intended learning outcomes.	*The composition (quantity, qualifications, professional and international experience, etc.) of the staff is appropriate for the achievement of the intended learning outcomes.*
Staff involved with teaching is qualified and competent to do so.	*Staff involved with teaching is qualified and competent to do so.*

Q

Transparent procedures are in place for the recruitment and development of staff. [ESG 1.5]	Transparent procedures are in place for the recruitment and development of staff. [ESG 1.5]

Description

UPI stipulates in its SER that the recruitment of teaching and academic support staff is based on government regulation as well as the relevant University Guideline. The recruitment procedure for teaching staff includes a national public selection, language competence tests, an interview and a teaching/working simulation.

According to the SER, the University Guideline also includes policies for staff development and further qualification as well as the required minimum level of qualifications for teaching at specific programme levels (e.g. lecturers of programmes at Master's and doctoral level should hold a Doctorate). Mentoring programmes for new lecturers are described in the SER.

UPI indicates in its SER that based on the needs of each programme it intends to fill every expiring position. Teaching hours are assigned to each lecturer according to central university policy. Teaching staff is encouraged to conduct research. According to the SER, this research contributes to improvements in the curriculum and in teaching methods.

The English Department comprises of 7 Professors and 16 Associate / Assistant Professors, who teach in all English Language Education programmes. 6 further Associate / Assistant Professors and 6 additional lecturers are involved solely in the Bachelor's programme. 1 further lecturer is active in both the Master's and the Bachelor's programmes.

In the Department of German Language Education, there is a total of 11 teaching staff, consisting of 7 Associate Professors, 2 Assistant Professors and 2 lecturers.

Experts' Evaluation

The number, qualifications, and role of all teaching staff in the four programmes are fully documented. The experts estimate that the overall number of teaching staff is adequate for the student numbers in each of the programmes. Yet, the situation of the German Department stands out as no Full Professor has been recruited. Representatives of the university made clear during the site visit that the overall amount of staff and their qualifications have proven adequate for the German Language Education Bachelor's programme. Based on the discussions with the representatives of UPI and the university-wide regulations the panel of experts follows this argumentation for the Bachelor level. As mentioned previously, the experts would, however, suggest introducing a Master's programme in German Language Education and in this context recommend hiring a full professor for the German Department (see Chapter 1, Finding 9).

Staff is qualified for the different levels taught, including the Doctoral programme in English Language Education. It is notable that several lecturers completed their own education and training abroad. Yet it is also somewhat striking that no native speaker of either English or German is listed in the documents of UPI – this was confirmed during the site visit. The experts recommend hiring native speakers in English/German in addition to inviting foreign lecturers and assistants for limited periods of time (e.g. DAAD lecturer and research fellows) (see Chapters 1 and 3, Finding 5). It should be mentioned that, during the discussions, the representatives of UPI acknowledged the importance of involving and exchanging with native speakers for both students and staff. This goal can also be supported by faculty members taking the lead in ensuring a vastly increased access of their students to foreign language resources, such as online courses, tandem programmes, journals, supportive teaching materials, learning and communication platforms. Faculty should also actively and pro-actively support UPI's management (e.g. the International Office) in increasing exchange programmes with English-

and German-speaking countries and their organisations as well as in recruiting foreign resources (e.g. fellowships, partner institutions) and foreign faculty members.

The overall workload of staff is regulated, and faculty members are allocated specific amounts of time for various tasks. Generally, it can be said that the allocated workload to teaching activities is adequate. Yet research by academic staff seems to be limited due to time constraints, not due to financial support. Therefore, the experts recommend UPI provide release time and/or sabbaticals for academic staff in order to allow them to improve their academic/research output (**Finding 14**). This will feed back into UPI's quest for higher rankings and it will benefit the teaching at UPI. Generally, staff should focus on achieving more publications in peer-reviewed journals (e.g. instead of conference proceedings). In turn that output should more actively be used in faculty's own teachings.

Recruitment procedures for staff at all levels are defined and comprehensible. Staff is also offered training opportunities. Generally, the experts consider that teaching staff should continue to be actively, that is, pro-actively, involved in the governance of the university in order to encourage academic discourse and to foster the quality assurance of the language education programmes. This would contribute to their professional training in a broad sense. The experts also recommend providing further training development opportunities for teaching staff, preferably also abroad (**Finding 15**). E.g. on the basis of such training, faculty should take initiatives to implement new approaches to teaching languages and academic courses as mentioned in this report. Lecturers, especially in the German Language Education programme, should use the resources and opportunities for professional development offered outside of the university more actively (e.g. free courses offered by the Goethe Institut in Germany).

Conclusion

The criterion is fulfilled. The experts give the following recommendations:

- The experts recommend providing release time and/or sabbaticals for academic staff in order to allow them to improve their research output.

- The experts recommend providing further training development opportunities for teaching staff, preferably also abroad.

IV.6 Learning Resources and Student Support / Support and Research Environment

Bachelor's/Master's Degree	Doctoral Degree
Appropriate facilities and resources are available for learning and teaching activities.	*Appropriate facilities and resources are available for learning and research activities.*
Guidance and support are available for students which includes advice on achieving a successful completion of their studies.	*Guidance and support are available for students which include advice on achieving a successful completion of their studies.*
[ESG 1.6]	*[ESG 1.6]*

Description

UPI is a state university funded centrally by the government and through tuition fees due in each programme. The SER indicates that the university's infrastructure is funded centrally by the university as a whole, while learning aids are funded by each study programme individually.

The SER lists computers, laptops, literature and classroom support facilities as well as classrooms, library (with access to international standard literature and journals), computer and group workplaces at a self-access centre and language laboratories as learning aids. Technical support is to be offered by a staff member at the self-access centre. UPI considers its facilities and equipment to be sufficient for the achievement of the intended learning outcomes. Specific to language education programmes UPI cites an on-campus school lab supporting students in developing their teaching practice.

Subject-specific counselling regarding courses or study progress is provided to students by academic advisors. UPI also indicates in its SER that it offers special support to its students in finding teaching placements in the undergraduate programmes through cooperation with nearby schools.

The university offers a range of generic support services as well as specific services to students with special needs. The number of concerned students with special needs in the programmes under review remains low but is expected to rise in the future. The Student Service Divisions, the Career and Guidance Units as well as the Office of International Education Relations are listed as possible contact points for students. The overall infrastructure of the university is considered to be ready for a more diverse student population. Orientation activities are offered to new students over a period of three months. Further support is provided by students' associations according to the SER, e.g. the English Student Association, which organises orientation and introductory events.

Experts' Evaluation

Overall, the group of experts views the learning resources, student support, the support and research environment at UPI as satisfactory. Regarding the Bachelor's and Master's programmes, the students receive their syllabi and course/module descriptions in due time and are well-informed about the available resources. As reported earlier, the course descriptions in the English Language Education programmes should be more precise and specific in order to give all the information the students need to make informed decisions about their course selections (see Chapter 1, Finding 1). The students did not report any time overlaps and, even though the workload in some semesters may be skewed (see Chapter 3), the students can complete their studies within the expected study period without any delays.

The students stated that they are very well-equipped with a functioning internet connection across campus. UPI managed to switch to online teaching due to the pandemic without (more significant) limitations for the student body. UPI is well-equipped with language laboratories, dedicated workspaces, and classrooms appropriate for the number of students in each programme – this supports the students in reaching their learning goals. For the library services of UPI, the experts recommend increasing the range of literature, such as international journals and recent publications, provided to students and staff (**Finding 16**). A more extensive range of literature would ensure that students and staff stand the fast development of language education internationally.

The students are aware of whom to consult when advice is needed, and the staff offers consultation hours and is readily available to students. Support is offered for students who want to do an internship or to study abroad. Only a few students go abroad or do an internship so it would be advisable to create more specific and targeted offerings and advertise them more widely. UPI credibly established that diversity is considered when allocating, planning, and providing learning resources and student support.

For the doctoral students, the supervisory and support arrangements are equally appropriate and transparent. The doctoral candidates receive sufficient guidance, and they also receive access to a support system regarding finances and other resources. Information about scholarships and tuition fee waivers are given. Concerning the doctoral programme, UPI established that diversity is considered when allocating, planning, and providing learning resources and student support. It is outstanding that up to four supervisors can guide the students,

and their supervision is clearly regulated. In terms of the research environment, the doctoral students are also well-supported. As stated above, it would be very beneficial to increase and improve access to recent and international literature. UPI showed that doctoral candidates receive opportunities to develop and (re)define their research skills. Many teach undergraduate classes and cooperate with (language) schools outside of UPI. The concept of "freedom to learn/independent campus" primarily supports the students in making informed decisions about their career paths and becoming scholarly leaders inside and outside academia.

Conclusion

The criterion is fulfilled. The experts give the following recommendation:

- The experts recommend increasing the range of literature, such as international journals and recent publications, provided to students and staff.

IV.7 Information / Public Information

Bachelor's/Master's Degree	Doctoral Degree
Impartial and objective, up-to-date information regarding the programme and its qualifications is published regularly. This published information is appropriate for and available to relevant stakeholders. *[ESG 1.8]*	*Impartial and objective, up-to-date information regarding the programme and its qualifications is published regularly. This published information is appropriate for and available to relevant stakeholders.* *[ESG 1.8]*

Description

UPI indicates in its SER that the relevant information on all four programmes under review is available on the website of the university, this includes programme descriptions, course overviews and learning outcomes as well as entry requirements.

Experts' Evaluation

Information on the four programmes is available and up to date on UPI's website and the individual pages of the faculty/departments. Course descriptions and lesson plans are made available. The course descriptions of the English Language Education programmes would however benefit from a more detailed depiction of the content of each course (see Chapter 1, Finding 1).

Conclusion

The criterion is fulfilled.

V. Recommendations of the panel of experts

The panel of experts recommends to accredit the study programme "**English Language Education**" (Bachelor of Education), "**English Language Education**" (Master of Education), "**English Language Education**" (Doctorate of Education), "**German Language Education**" (Bachelor of Education) offered by **Universitas Pendidikan Indonesia**.

Findings:

1. The course descriptions of the English Language Education programmes should provide greater detail on the content of the courses and clearly depict the differences between courses I and II of each subject.

2. The experts recommend using more current and up-to-date literature in teaching.

3. The panel recommends applying a consistent task-based approach in all university courses which will support the students' critical thinking about current educational issues.

4. Staff of the English Language Education programmes are strongly encouraged to teach all their courses through the medium of English.

5. The experts recommend hiring native speakers or inviting volunteers in order to provide more native English- and German-speaking input.

6. The English Language Education doctoral programme could be better aligned with the Bachelor's and Master's programme in terms of course structure and content.

7. The experts recommend increasing the targeted output levels of the German Language Education programme to at least B2, if not C1, according to the Common European Framework of Reference for Languages (CEFR).

8. The German Language Education programme should make use of the excellent support resources provided by German institutions (e.g. Goethe Institut, DAAD).

9. The experts recommend introducing a German Language Education Master's programme and, in this context, hiring a full professor.

10. The experts recommend including students in the governance of the programmes (e.g. by involving students in committees and decision-making processes).

11. It is recommended that assignments are distributed more evenly across the semesters and that students with GPAs lower than 2.50 should be allowed to take at least 18 credits or more the following semester.

12. Teaching staff should make sure that tasks for assignments are both transparent and grammatically correctly formulated with regard to their instructions.

13. The Diploma as well as further documents such as transcripts of record should also be provided in English.

14. The experts recommend providing release time and/or sabbaticals for academic staff in order to allow them to improve their research output.

15. The experts recommend providing further training development opportunities for teaching staff, preferably also abroad.

16. The experts recommend increasing the range of literature, such as international journals and recent publications, provided to students and staff.