



AGENTUR FÜR
QUALITÄTSSICHERUNG DURCH
AKKREDITIERUNG VON
STUDIENGÄNGEN E.V.

EXPERTS' REPORT

**INDONESIAN LANGUAGE EDUCATION
(MASTER)**

APPLIED LINGUISTICS (MASTER)

APPLIED LINGUISTICS (DOCTORATE)

HISTORY EDUCATION (MASTER)

Jakarta State University

February 2022



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DECISION OF THE AQAS STANDING COMMISSION ON THE PROGRAMMES

- “INDONESIAN LANGUAGE EDUCATION” (MASTER)
- “APPLIED LINGUISTICS” (MASTER)
- “APPLIED LINGUISTICS” (DOCTORATE)
- “HISTORY EDUCATION” (MASTER)

OFFERED BY

JAKARTA STATE UNIVERSITY, INDONESIA

Based on the report of the expert panel and the discussions of the AQAS Standing Commission in its 12th meeting on 21st February 2022, the AQAS Standing Commission decides:

1. The study programmes “**Indonesian Language Education**” (Master), “**Applied Linguistics**” (Master), “**Applied Linguistics**” (Doctorate), and “**History Education**” (Master) offered by **Jakarta State University, Indonesia** are **accredited** according to the AQAS Criteria for Programme Accreditation (Bachelor/Master) and the AQAS Criteria for Doctoral Programme Accreditation (PhD).

The accreditations are **conditional**.

The study programmes essentially comply with the requirements defined by the AQAS Criteria for Programme Accreditation (Bachelor/Master) and the AQAS Criteria for Doctoral Programme Accreditation (PhD) 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. The required adjustments can be implemented within a time period of twelve months.

2. The conditions have to be fulfilled. The fulfilment of the conditions has to be documented and reported to AQAS no later than **31 March 2023**. The confirmation of the conditions might include a physical site visit.
3. The accreditation is given for the period of **six years** and is valid until **30 September 2028**.

Conditions:

For all programmes:

1. An up-to-date diploma supplement is required to increase transparency about the received qualification.
2. It has to be transparently demonstrated either how the transfer of the local SKS system into ECTS is done, or the ECTS allocation to the respective courses has to be added to the course descriptions.

For the programmes “Applied Linguistics” (Master) and “Applied Linguistics” (Doctorate):

3. The intended learning outcomes need to be reformulated to align with the European Qualifications Framework (level 7 and 8) respectively and be more specific with regards to competencies/skills/qualifications at the respective level.
4. The faculty must assure that a solid Applied Linguistics foundation, including knowledge of historical roots, current issues, applied linguistics approach to pedagogical problems, as well as skills of critical reflection

on language-related problems and critique of current (critical) Applied Linguistics research is either part of the curricula or assured through admission criteria.

For the programme “History Education (Master)”:

5. The faculty must assure that graduates of the programme also possess the required field-specific competencies in history either through admission criteria or as part of the curriculum.

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

1. For the Applied Linguistics (Master) and Applied Linguistics (Doctorate) programme, the faculty should consider revising their graduate profile as part of their continuous improvement process in order to better align intended learning outcomes with the graduate profiles.
2. For the Applied Linguistics (Master) and Applied Linguistics (Doctorate), the curriculum should include more content and resources in the field of Applied Linguistics Philosophy, and research methods and existing overlaps should be remedied.
3. For the History Education (Master) programme, the intended learning outcomes should be more specific with regards to the field of application.
4. For the History Education (Master) programme, the faculty should consider modifying the curriculum in favour of historical content to further support the didactical concept of the programme.
5. For all programmes, the faculty should define how student workload impacts the credits and how the implemented credit system translates into ECTS in a uniform way.
6. For all programmes, the student-centred paradigm should be better reflected in the semester lesson plans/course descriptions, specifically in terms of student-centred learning, teaching and assessment.
7. For the Applied Linguistics (Master) and Applied Linguistics (Doctorate), the experts recommend revising the semester lesson plans/module descriptions to reflect how the aligned learning-teaching-assessment methods contribute to the achievement of the course/module intended learning outcomes.
8. For the Language Education (Master), course descriptions and also the teaching and assessment practice should include the use of authentic/contextual, alternative assessments in line with OBE, a more flexible and digital teaching and learning delivery, and a stronger engagement of students with up to date/current technology tools for personalised learning.
9. For all programmes, staff sustainability and succession plans should be monitored with increased attention to capacity and capability building measures.
10. For all programmes, public information should also consider international audiences by increasing the availability of bilingually available information including programme specific information.

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

**EXPERTS' REPORT
ON THE PROGRAMMES
INDONESIAN LANGUAGE EDUCATION (MASTER)
APPLIED LINGUISTICS (MASTER)
APPLIED LINGUISTICS (DOCTORATE)
HISTORY EDUCATION (MASTER)
OFFERED BY JAKARTA STATE UNIVERSITY**

Visit to the university: 11th – 15th October 2021

Panel of Experts:

Prof. Dr. Nurahimah Mohd. Yusoff	Universiti Utara Malaysia (Malaysia), English Language Teaching, Director of Academic Excellence Development Unit
Prof. Dr. Gülşen Musayeva Vefali	Cyprus International University (North Cyprus), Former Vice Rector for Academic Affairs (Final International University) & Chair of English Language Education Department (Eastern Mediterranean University)
Univ.-Prof. Dr. Wolfgang Hasberg	University of Cologne (Germany), Chair of Didactics of History
Günter Neuhaus	Director Goethe Institute Düsseldorf (representative from the labour market)
Elif Benli	Student of Languages at University of Düsseldorf
Coordinators: Ronny Heintze / Dr. Melanie Brück	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 programmes in Language Education (Master), Applied Linguistics (Master), Applied Linguistics (Doctorate), and History Education (Master) offered by Jakarta State University.

1. Criteria

The programme is assessed against a set of criteria for programme 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 the programme since not all indicators necessarily can be applied to a programme.

2. Approach and methodology

The initialisation

The university mandated AQAS to perform the accreditation procedure in November 2020.

The University produced a Self-Evaluation Report (SER). In February 2021, the university handed in a draft of the SER together with the relevant documentation of the study programme and an appendix.

The appendix included e.g.:

- CVs of the teaching staff
- Information on student services
- Core information on the main library
- Academic regulations
- Transcripts of records and diploma supplements

AQAS scrutinized the SER regarding completeness, comprehensibility and transparency.

The accreditation procedure was officially initialised by a decision of the AQAS Standing Commission in May 2021 after which the final version of the SER was delivered to AQAS.

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 the before mentioned expert panel in August 2021. 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 site visit to the University took place from 11th – 15th October 2021. On site, the experts interviewed different stakeholders, e.g. the management of the HEI, the programme management, teaching 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 Faculty, forms the basis for the AQAS Standing Commission to make a decision regarding the accreditation of the programme. Based on these two documents, in February 2022 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 April 2022, 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

Jakarta State University (*Universitas Negeri Jakarta*; UNJ) is a public state university founded in 1963 and located in Jakarta. The self-evaluation report states that since the very beginning of the higher education institution the faculty of teaching training and education was one of the founding elements of the HEI. With the aim to become a reputable HEI in the Asian region, UNJ has designed its mission statement focusing on education, research, and community service. On a national level, UNJ has received a superior accreditation from the national accreditation board for higher education (BAN-PT), which is valid until 2026. UNJ's organizational structure comprises a rector, and four vice-rectors (academic affairs, student and alumni affairs, cooperation and planning, and finance and personnel). Currently UNJ consists of eight faculties and one

postgraduate programme institution (education, languages and arts, mathematics and natural sciences, social sciences, engineering, sports sciences, economics, psychological education, and the faculty of postgraduate programmes). In 2021, UNJ offers a total of 104 study programmes at Bachelor (S1), Master (S2), and PhD level (S3), which has a total of 23,540 students. The Master and PhD programmes are managed by the faculty of postgraduate programmes at UNJ, which account for 6 % of the student body at around 1,420 students.

The UNJ postgraduate unit was founded in 1978. Its vision stipulates that these programmes shall strive to become a research-based learning centre at postgraduate level with a high reputation in the Asian region. Parallel to the Bachelor programmes, the programmes shall follow UNJ’s mission and the three pillars (education, research, and community service). By 2021, the SER outlines that UNJ offers ten Master programmes and nine PhD programmes in different disciplines.

IV. Assessment of the study programmes

1. Quality of the Curriculum / Aims and structure of the doctoral programme

Bachelor/Master Degree	Doctoral Degree
<p><i>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 academic level of graduates corresponds to the requirements of the appropriate level of the European Qualifications Framework.</i></p> <p><i>The curriculum’s design is readily available and transparently formulated.</i></p> <p><i>[ESG 1.2]</i></p>	<p><i>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 with the requirements of the appropriate level of the national qualifications framework or the European Qualifications Framework.</i></p> <p><i>The curriculum’s design is readily available and transparently formulated.</i></p>

General Remarks

The SER states that all Master programmes at UNJ are in accordance with level 8 of the Indonesian National Qualifications Framework, and all PhD programmes are in accordance with level 9. The curriculum for both Master and PhD programmes is divided into general courses, expertise courses, elective courses, matriculation courses (depending on the programme), and a thesis/dissertation.

1.1. Indonesian Language Education (Master)

Description

According to the SER, UNJ strives to continuously evaluate and update the curriculum following feedback and developments from internal and external stakeholders, review experts in the field of language education, associations, the industry, and developments in science and technology related to the field of study as well as user needs and policy updates, with the curriculum of 2020 referring to the latest policy updates from the national Ministry of Education and Culture. As part of this, the “Language Education” Master programme reviewed the following aspects: vision and mission, core and common competencies, learning outcomes, map



of graduate competencies, mapping of study materials, semester learning plan, teaching materials, and learning media.

The SER identifies seven intended learning outcomes (ILOs) on the basis of tracer studies results and latest developments. It is explained that students will be:

1. able to develop pedagogical, linguistic, literary, cultural, and literacy theories, with the benefits of information technology. In language and literature, education improves the quality of education for humans' benefit through an interdisciplinary and multidisciplinary approach.
2. able to apply logical, critical, systematic, and innovative thinking in language and literature education to find a beneficial solution to society's sustainable welfare.
3. able to solve language and literature education problems to develop alternative solutions through proven scientific methods with an interdisciplinary or multidisciplinary approach based on educational values, norms, and ethics.
4. able to implement solutions to language and literature education problems by developing language and literature education through tested and up-to-date research and gaining recognition at the national and international levels.
5. able to develop innovative learning by applying didactic-pedagogical concepts and principles in language and literature education by utilizing science and technology, which is oriented towards life skills and contributes to improving education quality.
6. able to apply professionalism sustainably in language and literature education by researching reflective, evaluative, and programme development actions.
7. able to disseminate research results in language education and literature that are up to date with an interdisciplinary and multidisciplinary approach recognized by the language and literature education community at the national and international level.

The graduate profile is outlined in the SER with possible careers as language and literature educators, researchers in language and literature education, developers in language and literature education, and entrepreneurs in language and literature education.

Experts' Evaluation

The Language Education (Master) programme is now known as Pendidikan Bahasa Indonesia. The panel of experts find that the courses offered strongly match with the expected programme nomenclature. Clearly among the major strengths of all the programmes offered at the Jakarta State University (UNJ) is the unique *Tridharma* observation in which Education is aligned with Research and Community agenda. The experts strongly support this approach and welcome its representation in the programme.

From the experts' point of view the programme is in line with and supportive of the vision, mission, and goals of the UNJ. The needs assessment/survey conducted for the programme helped to show the career pathways for the students. Not only will they become language instructors in local context, but also teaching Bahasa Indonesia as a foreign language abroad. There appeared to be constructive alignment of the programme educational objectives, learning outcomes, learning strategies, and assessment via the course syllabuses that were carefully reviewed by the experts. During the interviews with teaching staff, this constructive alignment process was highlighted by some instructors when raised by the auditors. Other evidence such as the thesis, students' course evaluations, and assessment rubrics were provided and support this positive impression.

The academic degree has been accredited according to the Indonesian Quality Assurance Standards/ Master level. The study programme has met the European Qualifications Framework as the curricular structure supports the learning outcomes achievement and thus supports the learners' progression. International students

in the past have joined the programme under the student mobility programme and the panel of experts believes that in the future the programme would benefit from more international students attending the programme as full-time students or part-time with at least a year of residency period to enrich the programme intake. This might impact teaching and learning experiences increase diversity and also allow to increase diversity beyond the current student body. The solid structure of the curriculum and its well implemented operationalization create a solid basis for enhanced learner experiences through increased internationalization.

Conclusion

The criterion is fulfilled for the Language Education (Master) programme.

1.2. Applied Linguistics (Master) and Applied Linguistics (Doctorate)

Description

The SER explains that applied linguistics itself is by its nature an interdisciplinary field of study that connects language studies (theoretical) with real practice (empirical studies), which places language as a central issue. While in the 1980s, applied linguistics was identified as the field closely juxtaposed with teaching, learning, and language acquisition. However, in its development, applied linguistics is no longer limited to these three studies. It is explained to intertwine with other disciplines, such as the media (for example, in media discourse and media communication), translation, language planning, law, etc. Following the SER it adopts a language study perspective, such as (critical) discourse analysis, linguistic ethnography, sociocultural theories, literacy, stylistics, and sociolinguistics. Applied linguistics draws its studies from scientific traditions, such as cognitive linguistics, corpus linguistics, generative linguistics, and systemic functional linguistics.

For the Master programme - based on these conceptual thoughts, the following learning outcomes were developed. Upon completion of the programme, the graduate should be:

1. able to master the philosophy of linguistics, language theory, research methodology, translation studies, language and literature teaching studies, and language and cultural studies;
2. able to analyse scientific theories/conceptions/ideas and contribute to the development and practice of science and technology in applied linguistics by proffering and implementing humanities values;
3. able to formulate scientific and technological arguments and solutions in applied linguistics based on academic ethics as well as a critical view of facts, concepts, principles, or theories that can be scientifically accounted for;
4. able to produce research in applied linguistics based on scientific methodology and logical, critical, systematic, and creative thinking;
5. able to develop research road maps with inter/multi/transdisciplinary approaches, based on the previous relevant studies;
6. able to disseminate the results of research in applied linguistics through accredited national journals and reputable international or non-electronic mass media;
7. respect pluralism, diverse cultures, religions, and beliefs, as well as the original opinions or findings of others;
8. able to internalize academic values, norms, and ethics;
9. able to actively communicate and participate in the development of professional networks.

The Applied Linguistics Doctoral Programme's input is explained to come from the master graduates of education programmes in various languages ranging from Indonesian, English, French, German, Arabic, Japanese, to Mandarin. These graduates are expected to have mastered the subject of the target language based on the results of the tracer study. To meet the graduates' needs, the Applied Linguistics Doctoral Programme

focuses on the study of learning and teaching Indonesian, second languages, foreign languages, and studies on language and linguistics related to issues of language education, literature, translation, dictionary, speech, cultural studies, innovative learning of language and literature, forensic linguistics, literacy, and neuro-psycho-linguistics.

Based on the definition on a graduate profile, the SER identifies seven intended learning outcomes (ILOs). It is explained that graduates will be:

1. able to develop pedagogical, linguistic, literary, cultural, and literacy theories by utilizing information technology in language and literature learning to improve the quality of education for the humans' merit by adopting interdisciplinary and multidisciplinary approaches.
2. able to apply logical, critical, systematic, and innovative thinking in applied linguistics in language and literature learning to discover a solution beneficial to society's sustainable welfare.
3. able to solve problems in applied linguistics in language and literature learning to develop various scientifically proven alternatives by adopting interdisciplinary or multidisciplinary approaches based on theoretical values, norms, and ethics.
4. able to implement solutions to problems in applied linguistics in language and literature learning following the needs for developing education of language and literature education through tested and current research and gain recognition at the national and international levels.
5. able to develop innovative learning by applying didactic-pedagogical concepts and principles in the field of applied linguistics in language and literature learning by utilizing science and technology, which is oriented to life skills and contributes to improving the quality of education.
6. able to apply professionalism sustainably in applied linguistics in language and literature learning by researching reflective, evaluative, and programme development activities.
7. able to disseminate contemporary research results in applied linguistics in language and literature learning by adopting interdisciplinary and multidisciplinary approaches recognized by the community of applied linguistics in language and literary learning at the national and international levels.

Experts' Evaluation

The expert panel carefully reviewed the programme cohesion and overall programme coherence by looking at programme description, course outlines/synopsis, semester lesson plans, as well as academic guidelines. In this respect a clear focus was to assess to which extent curricula and their intended learning outcomes are up-to-date and relevant, and the academic level of graduates corresponds to the requirements of the European Qualifications Framework (EQF).

Overall, the panel found both programmes to be well established and building on experience of engaged staff that transfers to the student body. The SER of both programmes states that the major difference between the Master Programme in Applied Linguistics and Doctoral programme in Applied Linguistics is the final project-thesis and dissertation respectively. Therefore, to a certain extent, the experts support that with regard to the fields of competencies comparable intended learning outcomes (ILO) were formulated for both programmes. However, the current phrasing of the ILO does not indicate clearly enough the respective level of the EQF in a way that it becomes obvious that the extent/degree of knowledge/skills/abilities is highly specialized for the Master (level 7), most advanced for the Doctoral (level 8) programme. In their current version, the intended learning outcomes for the Master and Doctoral programmes in Applied Linguistics and respective graduate profiles are still too general and vague. Since both postgraduate programmes seek an international accreditation, their intended learning outcomes need to be reformulated to align with the European Qualifications Framework (level 7 and 8) respectively (**Finding 1**). In this regard, it will also be advisable to aim at a stronger alignment of the programme ILO's with the graduate profiles presented in the institutional documentation.

When reformulating the ILO, the departments should continue the already implemented reflection of the different dimensions of competencies and skills to be covered. Consequently a recommended reformulation of learning outcomes for the Doctoral/Master programme in Applied Linguistics, for example, should include: (a) develop most advanced (Doctoral programme)/highly specialized (Master programme) theoretical knowledge in Language/Literature Education and other areas of Applied Linguistics; (b) develop most advanced (Doctoral programme)/highly specialized (Master programme) factual knowledge in Language/Literature Education and other areas of Applied Linguistics; or (c) acquire most advanced (Doctoral programme)/highly specialized (Master programme) reflective, critical thinking and analytical skills for Applied Linguistics practice and research, and so on.

To the panel of experts, the two graduate profiles, stated in the programme documentation, appear to be an Applied Linguistics practitioner in language teaching and an Applied Linguistics practitioner in literature teaching. Yet another graduate profile, an Applied Linguistics researcher, unless intended to mean “a professional researcher”, is already incorporated in the other two profiles in that Applied Linguistics practitioners are supposed to continuously conduct research in order to ameliorate language-related problems in work/study contexts. It is noteworthy that in order to train graduate candidates for other profiles (e.g. an Applied Linguistics practitioner in translation-interpretation) more than one relevant elective course is required for providing postgraduate students with relevant knowledge and skills as well as for enhancing their ability to apply these in practice. In the light of these insights, the department might consider revising their graduate profiles as part of their continuous improvement process in order to better align the intended Learning Outcomes with the graduate profile (**Finding 2**).

For the postgraduate programmes in Applied Linguistics, an idealized typical course plan envisages accumulation of 47 local credits for the Master candidates and 59 local credits for the Doctoral candidates through completion of the postgraduate course work and Master Thesis /Doctoral Dissertation respectively. The respective curricula include an adequate number of general courses (4 in each programme), expertise courses (7 and 8 respectively) and elective courses (1 in each programme) as well as Master Thesis and Doctoral Dissertation research. However, some general courses in the Master and Doctoral Applied Linguistics Programmes are not relevant to the field, overlap and do not appear to provide postgraduate candidates with an introduction to Applied Linguistics. Prior to the expertise and elective courses, postgraduate candidates require a solid Applied Linguistics foundation, including knowledge of historical roots, current issues, applied linguistics approach to pedagogical problems, as well as skills of critical reflection on language-related problems and critique of current (critical) applied linguistics research. This might be included to some programme components or might already be covered by prior education e.g. as part of undergraduate education and then respective enrolment requirements. Despite a thorough analysis of the SER and detailed interviews during the site visit, the panel could not obtain adequate information on how these key areas are covered either by prior education or the respective programme itself (**Finding 3**).

As already discussed during the site visit in some areas the curriculum offer room for development as currently the general courses in either programme do not provide postgraduate candidates with enough knowledge of the Applied Linguistics philosophy and research methods (e.g. Davies & Elder) while the instructional resources of some general courses (e.g. (Advanced) Research Methods and Indexed Scientific Article Writing) offered to both Master and Doctoral candidates overlap. In addition, the (Advanced) Research Methods courses predominantly offer the quantitative research methods, which should be complemented by a variety of other research methods aligned with required resources (**Finding 4**). In this regard, since both postgraduate programmes seek an international accreditation in Applied Linguistics, they should to a larger extent employ core, classic and contemporary, resources by leading international Applied Linguistics scholars (e.g. Allen and Corder, Widdowson, Davies and Elder, Ellis, Cook and Seidlhofer, McCarthy, Grabe, and Schmitt). It also warranted attention that the resources for such Master courses in Applied Linguistics as Semantics and

Pragmatics, Sociolinguistics, Critical Literacy, Introduction to Systemic Functional Linguistics and Translation are not presented in the respective semester lesson plans/module descriptions, and same resources are given for such Doctoral courses in Applied Linguistics as Literacy and Language Learning as well as Cultural and Literary Studies.

Besides these manifold insights for further improvement the experts found that the provided sample Master thesis as well as Doctoral dissertation prove to be adequate for the respective level of the Qualifications framework. The multiple insights also create the context for the afore-mentioned reflection on ILO specification and required adjustments to the curriculum. Regarding some aspects, it is the documentation that requires updates and as regards other aspects it is the incorporation of additional content, methods and resources that is required to offer an internationally competitive curriculum in both programmes.

Conclusion

For the Applied Linguistics (Master) and Applied Linguistics (Doctorate) programme the criterion is partially fulfilled.

1.3. History Education (Master)

Description

Based on the information provided in the SER, the student obtains historical essence focusing on Indonesian History. The historical essence application in education needs the supporting subject, for example, the development and evaluation of historical education design, process, and the result of historical education as the compulsory subject. Therefore, the historical education curriculum in the master programme deepens the theory in the bachelors of the historical education programme.

Programme learning outcomes of historical education programme is knowledge, skills, and graduates' competencies. The learning outcomes are as follows: Upon completion of the programme, the graduate will be able to

1. develop the theory of pedagogy, literacy, information, and technology advantages in historical education based on ethics, criteria, fundamentals, idea, concept, and history's objective fact. Therefore, the solution of enhancing educational quality occurs for human benefit through an interdisciplinary or multidisciplinary approach.
2. produce historical knowledge from logical, serious, systematic, and innovative ideas as the application of historical education creative model development, media, learning design based on expertise in historical education technology with social awareness, society and environmental concern.
3. produce valuable knowledge in history as the reflection of logical, serious, systematic, and innovative ideas as the development of historical education innovative model, media development, historical education design based on the professional in historical education with social awareness, society and environmental concern.
4. solve the contemporary issues in historical education as the information from the past and character building.
5. apply the rationale of historical education based on curriculum development needs brings the national struggle energy to build nationalism and patriotism in reliable research with novelty, which recognizes nationally and internationally. Apply an innovative historical education with the didactic- pedagogic concept and implement science and technology for life-skills and nationalism.
6. apply sustainable professionalism in historical education by research to develop historical and digital literacy.

7. disseminate contemporary research and development product in historical education with interdisciplinary and multidisciplinary approach which recognize nationally and internationally in the historical education community.
8. disseminate contemporary research and development products in historical education with the interdisciplinary and multidisciplinary approach recognized nationally and internationally in the historical education community.

Experts' Evaluation

At first view, the conception of the Master of *History Education* programme is a coherent and, in its structure, a clearly designed programme, which is in many ways related to the other MA-programmes and therefore uses resources in teaching and studying together with them. The intention of the programme is not to train historians who deal with the past and its transmission in a historiographical way, but experts in history education. As it was explained by the teaching staff, history education is regarded as a special component of educational sciences, which the experts found an interesting conceptualization which to a certain extent still remained nebulous to the experts. The experts understood that the programme is not only about the training of history teachers, but of specialists for the conception of teaching-learning-arrangements, which are able to promote historical learning in different areas of historical culture and can thus take over a social function, which rests on a scientific foundation. Therefore, the focus is directed on the ability to develop concepts of historical education.

To a certain extent the assessment of the Master programme required intense oral exchange of the panel of experts with the faculty due to a lack of contextualization as the Master Programme builds on prior undergraduate programmes. With regard to the study programme MA *History Education*, it should be noted that there was no information given in the course handbook or easily publicly available about the BA study programmes in the field of history (whether with or without reference to the teaching profession). This, quite naturally, was a challenge and limitation of the process only to review the Master programme. Strategically thinking, in case further internationalization is intended, this situation will apply to any outsider who is potentially interested to study, intends to employ a graduate or has to recognize a qualification of the faculty.

Consequently, and on a very positive note, during the review process and interviews, the relevant information was made available to the reviewers. According to this, the BA- programme is already focused on history education (not history). Nevertheless, it includes special courses on all epochs of Indonesian history as well as on the history of other world regions (Asia, Africa, Australia ...) and on local history. In addition, special courses on historiography as well as, for example, on historical geography and the philosophy of history must be attended by the BA-students. In this way, the BA-programme establishes a profound foundation for the Master's programme, in which "real history" plays a rather marginal role as a subject.

The presented materials as well as the discussions during the meeting made transparent that the graduation in a BA-programme in history or history education is not an indispensable prerequisite for admission to an MA-programme in history education. Although the curriculum makes it clear that epistemological aspects of the subject history are included, the subject content "history" is only considered in an optional course. Also, it is not clear why the matriculation courses only refer to "Fundamentals of Education". This seems debatable if the students have not already studied history in the BA-programme. Thus, the question arises how gaps in knowledge are compensated for and omissions (e.g., regarding historical method) made up for. These circumstances indicate the necessary that subject-specific scientific content is either a) to be integrated into the curriculum for the MA-programme in History Education (which seems desirable in principle, so that the MA-programme does not appear to be a mere add-on to the BA programme) to a greater extent, or b) the successful completion of a (BA) degree in History (World and Indonesian History) is made obligatory as a prerequisite for the MA programme History Education, or c) appropriate courses are established within the Matriculation

Courses-module and made compulsory for those who do not have a BA-degree in history or history education. The experts believe that it is up to the faculty to decide which path to choose and potentially existing mechanisms require increased transparency and visible implementation. However, the Faculty has to assure that graduates of the programme also possess the required field-specific competencies in history (**Finding 5**).

Overall, the MA-programme in *History Education* is clearly structured, coherent, and aligned with the formal requirements, also with regard to the derived objectives and competence requirements. It is well structured for students also in the respective documentation in the course handbook, so that the studies can be planned easily. That is particularly important because the curricula are not overloaded in terms of time and the teaching is designed to be methodologically variable. Objectives are formulated for each subject according to the programme learning outcomes, including history. This has the advantage of good clarity, but to a certain extent also the disadvantage that the wording is not always very precise (i.e. subject-specific). This is true with regard to the formulation of concrete goals as well as with regard to formulations such as “to become a developer of historical educational models” (Learning achievement No. 1). Should the students not first understand and apply existing models of historical learning and, above all, be able to analyse them before developing them further (cf. *ibid.* No 5)? Overall, however, they are formulated on the basis of a critical conception of history, so that history is obviously viewed as a construct rather than as a past entity. The methodological goals are appropriate to this approach and correspond to the epistemological standards of historical theory that have been established in the Western world. Consequently, the comments on a more precise and field specific wording of the learning outcomes does not constitute a shortcoming as of now but should be considered for the future development of the programme (**Finding 6**).

Obviously, the concepts for historical learning aim to correspond to this understanding of history, so that a critical approach to history is acquired by the students. The panel of experts generally supports this approach as it can then indeed lead to the fact that the handling of history becomes a social benefit, as it is part of the intention of the course of studies. The structure of the courses is deductive, insofar as one proceeds from the (formal) epistemology via the epistemology of the subjects to the contents. Thereby, however, the subject contents (here: history) currently are underrepresented (see Finding 5). The question arises, at which point the students acquire historical knowledge, because thinking historically and dealing with history can hardly be taught without historical content. Local history only appears in the elective courses, but only as one of three alternative courses that students have to take (cf. above). The basically successful epistemological framing of History Education – even if it is hardly defined – does not correspond to the formally clear and stringent structure of the course in terms of content. Consequently, the faculty should strongly consider – despite the reflection on history content as prerequisite above – to modify the curriculum in favour of historical content to further support the didactical concept of the programme (**Finding 7**). Clearly the detailed implementation will depend on the faculties approach on historical prerequisites as explained above.

The individual steps, e.g. colloquium, proposal seminar and preparation of the final MA thesis are described in great detail which contributes to transparency and also comparability in the implementation. This also covers the process of approvals for the individual tests, including the prerequisites as well as the final certification. The importance of the Master thesis with an amount of 15 SKS out of 45 SKS clearly demonstrate the high importance given to the project and at least from the European point of view is at the upper end of the scale of weighing this curricular element.

Overall, the expert panel concludes that the MA- programme is primarily designed to produce scholars who are dedicated to teaching history in a pedagogical orientation. This leaves room to define to what extent the programme is also of interest to candidates who wish to enter other professional fields rather than academia. E.g. a development towards the goal to qualify graduates to teach history in schools, would imply a different, curricular focus, and the competencies sought would then also have to be more focused on teaching history.

A question that clearly cannot be ignored is the level of internationalization and readiness of the programme towards it which at this time is rather limited. As the panel learned during the discussions up to now hardly any

or no students from outside Indonesia have taken up the programme and that the courses are taught in Indonesian, so that there are clear limits of internationality. While this does not prevent the programme from delivering a good quality, also in the field of History Education moderate openings (e.g. regarding to the language of teaching) should be considered and from the experts' point of view are desirable. This will enable some/more foreign students to be included and support mobility not only within Indonesia but also within the ASEAN region and beyond.

While the different epistemological approach to history education in comparison to the Western scientific discourse is in no way objectionable at this point, because it corresponds to cultural traditions and – if the exchange of student populations can be realized in the future – can stimulate scientific discourse, this does not apply in the same way to the different calculation of credit points and workloads that the experts found to be non-uniform between different courses. As part of transparent and consistent documentation the faculty should define how student workload impacts the credits and how the implemented credit system translates into ECTS in a uniform way. While being an area of development in the other programmes too, this challenge was also obvious in the History Education programme (**Finding 8**).

Concluding, and particularly important to outline in light of the above-mentioned comments for further improvement is the confirmation of the panel of experts that overall the programme manages to demonstrate achievement of the Master level of the EQF and that the panel believes that in some areas adjustments in deed seem required while in other areas, e.g. in internationalization, the faculty is encouraged to become more active and define their own approaches.

Conclusion

For the History Education (Master) the criterion is partially fulfilled.

2. Procedures for Quality Assurance

Bachelor/Master Degree	Doctoral Degree
<p><i>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.</i></p> <p><i>A quality-oriented culture, focusing on continuous quality enhancement, is in place. This includes regular feedback mechanisms involving both internal and external stakeholders.</i></p> <p><i>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.</i></p> <p><i>Data is collected from relevant sources and stakeholders, analysed, and used for the effective management and continuous enhancement of the programme.</i></p> <p><i>[ESG 1.1, 1.7 & 1.9]</i></p>	<p><i>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.</i></p> <p><i>A quality-oriented culture, focusing on continuous quality enhancement, is in place. This includes regular feedback mechanisms involving both internal and external stakeholders.</i></p> <p><i>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.</i></p> <p><i>Data is collected from relevant sources and stakeholders, analysed, and used for the effective management and continuous enhancement of the programme.</i></p> <p><i>[ESG 1.1, 1.7 & 1.9]</i></p>

Description

UNJ’s quality assurance is divided into internal and external quality assurance systems. The external one is aiming to assess and determine the feasibility and general quality of study programmes and tertiary institutions. These are in turn based on the criteria set by the National Higher Education Standards. National external quality assurance is carried out by the National Accreditation Board for Higher Education and by the International Accreditation Agency, with accreditation being carried out once every four years. Aspects of the assessment include the assessment of the quality assurance system of study programmes and tertiary institutions in academic and non-academic fields, public accountability in administration of HEI, quality ranking of study programmes and universities, input for policies to foster and improve said quality. As a result, programmes and universities receive a ranking. Rankings for the programmes discussed in the SER are as follows: “Language Education” Master programme: A, “History Education” Master programme: A, “Applied Linguistics” Master programme: B and “Applied Linguistics” Doctorate programme: A.

According to the SER, internal quality assurance systems can be developed by the universities. UNJ does this by referring to mandatory requirements set by Indonesian education law whereby quality assurance is based on five steps (PPEPP): determination, implementation, evaluation, control and improvement of Higher Education Standards. The SER uses a diagram to visualise this process and the HEI has established an Internal Quality Assurance System document (Postgraduate Internal Quality Assurance System Policy Document, the Postgraduate Internal Quality Assurance System Manual Document, the Standard Document Postgraduate Internal Quality Assurance System, and Postgraduate System Quality Target Documents). The implementation of standards is periodically evaluated.

The programmes work under a Quality Assurance Group which is responsible for maintaining, monitoring and evaluating quality implementation in academic and non-academic fields. Academic quality is monitored and evaluated by controlling the implementation of lectures (e.g. lecture attendance, curriculum, assessment). To achieve this, the SER states situation analysis, regular curriculum developers, the monitoring of lecture

evaluation processes (via input from lecturers, students and the academic community), follow-ups and improvement as quality assurance measures.

On a programme level, UNJ aims to update lecture planning regularly with corrections being made to ensure the inclusion of the latest developments in the fields of study. Likewise, evaluations of higher education standards are used as input to change and improve said standards in a planned and sustainable fashion.

The National Accreditation Board evaluates based on the success of the curriculum implementation (via the Grade Point Average of graduates, length of study and drop-out-level). Stakeholders' and graduates' input and feedback on competencies and learning outcomes in the labour market are also used as a control mechanism to achieve curriculum implementation.

The SER states that course requirements are regulated in the Postgraduate Academic guidelines, which include information on attendance in lectures (at least 80 & face-to-face). Other requirements are the production of so-called mini-research as part of the course assessment in each course, the review of 10 international journal articles as part of the final project, a research proposal including at least thirty journal articles as references, preparation of a research report including at least sixty journal articles as references.

The SER identifies various task forces and activities within the HEI structure for the assessment of standard-setting mechanism: revision of learning assessment; establishment of learning assessment standards through the Rector, Vice-Rector, Educational and Learning Development Institute, the Quality Assurance Center (QAC) coordinator and Vice-Rector to introduce learning assessment standards; lecturers trainings through the Educational and Learning Development Institute to ensure the correct assessment of students via their lecturers in order to achieve the ILO's of the respective study programmes; the Quality Assurance Group (QAG) to monitor the evaluation of assessments by lecturers (via student feedback documented in the Academic Information System) the results of which are shared with faculty and study programme leaders as well as lecturers in order to improve standards.

In order to assess the assessments correctly, UNJ aims to achieve this by monitoring the learning process (at the beginning, middle and end of lectures), with the results of these used to provide input to lecturers and study programmes. Results are also shared with the Director of UNJ Postgraduate programmes and there is a follow-up policy in place the following semester.

The HEI carries out graduate tracking via tracer studies of graduates and alumni two years after graduation in order to determine the outcome of education from graduation to labour market. Tracer studies are carried out annually using survey techniques.

Experts' Evaluation

From the experts' point of view the university has a sensible policy for quality assurance which it uses effectively. There are course evaluations in regular intervals, the results of which are shared not only with the teachers/staff but to different extents also with the students.

As the experts learned not only from the SER but also during the interviews with students and stakeholders, they are actively involved in the quality assurance procedures. Focus points are, for example, student workload, completion rates, learning environment etc. The university derives new quality-assurance procedures from the collected data to improve specific factors.

The students are also able to give feedback directly to their teachers in an unbureaucratic way, e.g. when the faculty staff is being encouraged to improve their teaching methods. Labour market requirements are constantly taken into account as the university tries to adapt as quickly as possible to changes of those market requirements. As part of this strong connection to the labour market, the university tracks the post-graduation

experiences of alumni, i.e. in which sectors they are employed or in which postgraduate studies they enrol in, in order to find areas of potential improvement for the study courses. This also includes information about those who do not finish their studies and why they did not do so. It can also be confirmed that information about potential future employment is being made available to the students.

From the experts' point of view, it became obvious that the university puts emphasis on the experience of student representatives and their internal quality assurance benefits from good exchanges between students and faculty. The overall quality assurance procedure is well-planned and working effectively, supporting constant improvements of the study courses.

Conclusion

The criterion is fulfilled.

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

Bachelor/Master Degree	Doctoral Degree
<p><i>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]</i></p>	<p><i>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]</i></p>

Description

Learning process standards at UNJ are based on national guidelines and regulations and include the characteristics, planning and implementing of the learning process as well as the student learning load. Mechanism for setting said standards are ensured by analysing current developments in science and technology on a global scale, societal needs, stakeholders' needs, business and industry, and self-evaluation. Academic regulations related to curriculum implementation guidelines are the basis for all study programmes at the HEI and align with the vision, mission, goals and objectives of UNJ. UNJ Internal Quality Assurance Standards on Educational Standards and curriculum documents by study programmes are developed in the Semester Plan Learning. The Educational and Learning Development Institute conducts outreach and provides direction on study programmes related to curriculum implementation, preparation of the Semester Learning Plan, learning models in higher education, and learning tools, with each study programme carrying out the Semester Learning Plan preparation with the assistance of the Educational and Learning Development Institute team. Newest trends in learning models and the implementation of the learning process are also considered. Tracer studies are carried out and documented through self-evaluation. Assessment and development of learning systems are handled by different organisational units at the university, faculty, and study programme with the desired goal to implement learning that follows the curriculum objectives and achieves the ILOs set.

According to the SER, UNJ follows a student-centred learning method, which includes small-group discussions, case studies, and contextual introduction. Assessments are carried out in summative and formative



ways, with the summative including an assessment at the end of the semester to measure students' learning outcomes for that semester. Formative assessment estimates student learning outcomes to improve the learning process and includes assignments in lectures in which students receive feedback to improve their educational performance. UNJ identifies different assessment methods for different functions, e. g. exams for summative assessment and essays for formative assessments. Other evaluation methods used include interactive learning, general/specific questionnaires, group discussions, lecturer-student discussions, observation of fellow lecturers and advisers, evaluation of assessment results, portfolio and reflective comments, diary and session reports, audio or video recordings, and discussions. This assessment also takes into account assessment principles, techniques, instruments, mechanisms, procedures, implementation, reporting, and student graduation.

Qualification and comprehensive examinations for the Master and Doctorate programmes are carried out via written examinations, with the comprehensive exam being a condition to attend the colloquium. UNJ offers the possibility of re-taking the exam up to two times in that same semester. Final course grades are released as study results cards and are accessible online. Referring to the thesis/dissertation proposal seminar, these can be conducted together with the colloquium.

Experts' Evaluation

Overall, the methods used in the teaching and learning fit well and do lead to the intended learning results being achieved. These methods are flexible enough to properly account for the wide range of diverse students and student needs. This includes supporting students' self-motivation, self-improvement, and their active engagement in learning.

The study programme requires students to take part in exams in a way that ensures that a sufficient range of examination types is covered throughout the programme, in particular, if more than one method of examination is available for a particular exam, that choice is made in a way that aligns with this requirement. Information about the specific requirements for a given exam, as well as the grading system, is made accessible to the students. As the experts confirmed during the interviews, the examination rules are not changed without documentation or explanation. Details regarding responsibilities around the organisation and execution of the exams are well defined and clear to all parties involved. The experts also found that exams are scheduled in a way that accounts for student needs. In particular, the scheduling is announced reasonably ahead of time and students can re-take exams that are offered in a suitable manner. The experts particularly welcome that reasonable grading adjustments are made for students facing special hardships. This is particularly important for students with special needs.

Overall, the exam structure and organization support a good interaction between theory and praxis. In the institutional documentation, the postgraduate programmes under accreditation are presented as outcomes-based and student-centred which was reiterated in the interviews with the academic staff and students.

However, the alignment of the postgraduate curricula with the student-centred paradigm is not very well reflected in the semester lesson plans/course descriptions, specifically in terms of student-centred learning, teaching and assessment. Also, the semester lesson plans do not demonstrate how the alignment supports the interface between the theoretical and practical programme components and contributes to achievement of course/module intended learning outcomes. Consequently, the panel encourages to consider these considerations when updating the semester lesson plans and course descriptions the next time (**Finding 9**).

Master/Doctorate programmes Applied Linguistics

The programme assessment criteria, regulations and related procedures are published in various institutional documents, made available to postgraduate students, and reported to be applied consistently. Especially comprehensive Master Thesis/Doctoral Dissertation research procedures and the assessment of the final outcomes, publication and defence, provide evidence of candidates' completion of the respective graduation requirements. Co-operation and collaboration between the academic staff ensure close monitoring of the research process and required assessment. Especially at the Doctoral level, the procedure related to Dissertation completion is rigorous and comprises multiple stages commencing with Research Topic verification and concluding with Doctorate promotion.

During the site visit interviews, the Master and Doctoral candidates reported to be encouraged by their professors to actively participate in their graduate classes. They also found the Thesis/Dissertation guidance on the part of the programme teaching staff constructive and helpful for them to make progress in their academic learning and meet the programme objectives.

However, the current lesson semester plans/module descriptions for the postgraduate courses do not present how teaching methods of lecture-discussion and question/answer (as part of discussion?) or case study align with the assessment methods of paper-report-discussion (no per centage breakdown for formative and summative assessment methods, exam type and format are given). Thus, the semester lesson plans do not show how the aligned learning-teaching-assessment enable postgraduate students to develop, acquire and autonomously apply, upon successful completion of a given course, Applied Linguistics knowledge and skills, hence achieve the course intended learning outcomes respectively. Thus, the experts recommend to revise the semester lesson plans/module descriptions of the Master/Doctorate programmes in Applied Linguistics to reflect how the aligned learning-teaching-assessment methods contribute to the achievement of the course/module intended learning outcomes (**Finding 10**).

Graduate candidates' formal appeal procedure has been established; most appeals are reportedly dealt with internally. The institutional regulations provide students with additional assessment options in the event of mitigating circumstances.

Master programme Language Education

In addition to the generally positive assessment on that criterion and more specifically for the Master programme in Language Education the experts' found that the course descriptions and probably also the teaching and assessment practice might benefit from the use of authentic/ contextual, alternative assessments in line with OBE, a more flexible and digital teaching and learning delivery, and a stronger engagement of students with up-to-date/current technology tools for personalised learning (**Finding 11**). Based on the interviews during the site visit the panel believes that the faculty has gained manifold experience as an impact of remote teaching due to the pandemic and should now move towards benefiting from the lessons learned.

When samples of theses were verified, it was found that assessors/examiners are qualified in the areas of specialisation and are familiar with the assessment processes and procedures. During the students' interviews, all of them seemed to be familiar with the examination requirements. Documents such as the Programme Handbook and Guidelines are available, while currently not in a bilingual form. The experts found appropriate indication for the programme to enable students to transfer their knowledge to situations outside the university context. Methods of teaching, learning, and assessment support both the theoretical and practical aspects. An aspect for future consideration for this programme could be to regularly conduct an effectiveness study to gauge whether the learning outcomes are achieved particularly amongst the programme major stakeholders. This would add an additional dimension to the assessment of learning outcomes not with an impact on

individual grading bit to identify room for improvement for the development of assessment methods and adjustments of ILOs.

Master programme History Education

The programme uses a variety of teaching methods and also encourages independent studies. In addition to face-to-face instruction, forms of blended learning are generally planned. This appears to be favourable (not only in times of the pandemic, but also) in view of the domestic spread of the student population in light of topographic conditions in Indonesia. At the same time, the presence time of the students is clearly predefined (80%), which is conducive to the coherence of the course, but also to the learning of the students. Lectures as a form of teaching are obviously not provided within the programme. However, as lectures are a very efficient way of imparting knowledge, but also of presenting different approaches to research, the application of this teaching format could be considered. There is a good balance between independent and guided learning. In particular, the colloquium in the MA-programme as well as the supervision of the master's theses is well regulated, because close supervision is obviously provided, right up to the publication of the findings.

Due to different kinds of teaching and examinations, the curriculum is quite variable, which is beneficial for promoting the different abilities of the students. The study- or examination-plan stipulates that the students deal with scientific literature themselves, are examined on it and that they have to hold and prove a "Proposal seminar". From the expert's perspective this is a good practice as it allows students to apply and test the knowledge and skills they have acquired.

Mentorship of the literature colloquium and of writing the master's thesis is clearly regulated and promises close supervision in terms of content. This is also very beneficial for the research output. However, whether all MA theses should be published - as intended - could actually be decided depending on their quality.

Conclusion

For all programmes the criterion is fulfilled.

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

Bachelor/Master Degree	Doctoral Degree
<p><i>Consistently applied, pre-defined, and published regulations are in place which cover student admission, progression, recognition, and certification.</i> [ESG 1.4]</p>	<p><i>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.</i> [ESG 1.4]</p>

Description

The SER describes the student admission selection as a rigorous and transparent process, with each study programme following certain requirements based on the field of study. These include e. g. a degree in a field relevant or related to the desired field of the study programme, language tests (such as the TOEFL), and Academic Potential Tests. Prospective students must reach a certain score in order to meet the requirements set by the programmes.



Students' progression is evaluated in three stages and based on national regulations. The first stage is at the end of the second semester, whereby students receive a first warning letter if their Semester Credit Units are below a certain number. The second stage takes place at the end of the third semester and follows the same principle, with students either receiving a first or second warning letter to improve their academic performance. The third stage takes place at the end of the fourth semester and follows the aforementioned pattern, with students risking to lose their status as students at the HEI. The warning letters are addressed to the respective students, their parent/academic advisor, and copied to the faculty and study programme. Furthermore, the programmes carry out a students' thesis or dissertation completion progress. Supervision is carried out by checking the students' supervision record administratively.

Students are issued a diploma, a title or a designation, and a diploma supplement certificate upon graduation. The diploma supplement certificate refers to national regulations and recognises students' active participation in academic and non-academic fields and contains information on said activities, social behaviour, and qualification following the national qualifications framework. The certificate is issued in both Indonesian and English.

Experts' Evaluation

In all programmes, the individual steps of admission, progression, and recognition have been described in detail. This also applies to the individual levels and the sequence of the study elements as well as their distribution over the various semesters. The formal requirements for admission as well as the selection procedure follow defined criteria that are publicly available. While admission is clear, the curricular implications for the programme in some cases might cause challenges as discussed above when assessing the quality of curricula.

The selection for the respective course of study is based on the fields of study. The basis for admission can be a degree in a field that is relevant to or related to the degree programme. Language certifications (e.g. TOEFL) also favour admission, but are not mandatory. Since the admission requirements stipulate that a degree was primarily obtained in a course of study relevant to the degree programme, they sustainably (with above mentioned restrictions) support the objectives of the degree programme. This also ensures that no wrong decisions are made by the applicants.

With regards to the MA programme Language Education, it is unclear if there is any requirement for international students to achieve certain levels of Bahasa Indonesia if they were to apply. As this is a Master programme, a minimum level of Bahasa Indonesia is somehow expected while (as it seems international students are not a defined target group) it is not explicitly defined and therefore should be included.

Qualitative and quantitative data on previous graduates are available and were discussed as part of the virtual site visits. Graduates were interviewed to incorporate their experience and their contributions facilitated the understanding of the panel of experts. Also, alumni groups are seen as stakeholders of the institution.

With regards to the recognition of competences gained at other HEIs, the documentation confirms that applicants come from different parts of the country and from different universities. The degrees are recognized. Also, with the implementation of Academic Potential Test, previous learning and informal and non-formal learning are considered as part of the recognition. During the interviews it was confirmed that learning agreements are used to facilitate mobility of students which however at this time is still very limited.

Graduates receive a Diploma Supplement. Since the vast majority of students already have an employment contract usually in the public sector at the time of graduation, the Diploma Supplement is not seen as a priority, as the hiring authorities certainly know the course contents, especially since they are often the scholarship provider for the students. Consequently, the programmes are well embedded and connected to society. At the

same time this strength decreases the awareness of opportunities coming with an increased regional / international exchange. Vital prerequisites facilitating mobility like a clear and consistent translation of the local SKS system to ECTS could not be found. Even with the potential increase of intra ASEAN mobility – which will be of benefit not only for UNJ but for the society – the institutional readiness for internationalisation should be increased. For the programmes under review the specific cases with relevance for this criterion is the need for a diploma supplement (**Finding 12**) as well as a transparency about either the transfer of the local SKS system into ECTS or the ECTS allocation to the respective courses (**Finding 13**).

With regards to the Doctorate programme in Applied Linguistics, it can be confirmed that as a state-controlled university, the university is entitled to award doctorates. The academic framework for the awarding of doctoral degrees is fixed. Collaborative doctoral programmes are currently not offered. The doctoral candidates are legally clearly integrated into the institution. The authorisation procedures are clearly regulated and publicly accessible and the admission requirements include a Master's degree, a state examination, or other special conditions (e.g. TOEFL). Furthermore, the procedures of the doctorate, in particular the supervision during the doctorate, are clearly defined.

Conclusion

For all programmes the criterion is partially fulfilled.

5. Teaching Staff / Academic Level of Supervisory Staff

Bachelor/Master Degree	Doctoral Degree
<p><i>The composition (quantity, qualifications, professional and international experience, etc.) of the staff is appropriate for the achievement of the intended learning outcomes.</i></p> <p><i>Staff involved with teaching is qualified and competent to do so.</i></p> <p><i>Transparent procedures are in place for the recruitment and development of staff.</i></p> <p><i>[ESG 1.5]</i></p>	<p><i>The composition (quantity, qualifications, professional and international experience, etc.) of the staff is appropriate for the achievement of the intended learning outcomes.</i></p> <p><i>Staff involved with teaching is qualified and competent to do so.</i></p> <p><i>Transparent procedures are in place for the recruitment and development of staff.</i></p> <p><i>[ESG 1.5]</i></p>

Description

Standards of teaching staff at UNJ refer to national guidelines and regulations. Therefore, all lecturers of PhD programmes fulfil the following requirements: permanent lecturer at UNJ with a National Lecturer Identification Number, has a doctoral education qualification in the relevant field, has an educator certificate, has an academic position (at least Head Lecturer), has expertise in the scientific field of material to be taught, has at least one scientific article published in any reputable journal or other forms of work recognised by an expert group, or are professional practitioners with expertise in the scientific field of the study programme.

The recruitment process for hiring teaching staff is based on needs and follows two recruitment paths: civil servant lecturers and contract lecturers. Civil servant lecturers go through a national selection, while contract lecturers are selected by the university. Recruitment begins at the level of the head of study programmes, who informs the Postgraduate School management of the qualifications needed for a prospective lecturer. In addition to teaching, full-time lecturers are also required to carry out research and community service. Based on



the respective needs of the study programmes, part-time lecturers coming from the respective work fields/practitioners in said field are also recruited. Lecturers are assigned as course lecturers, supervisors and examiners in the thesis defence examination and are assigned according to their respective areas of expertise and research track records.

The SER states that all lecturers must carry out research activities and community service at least once a year, with 10—15% of the funds and budget of the postgraduate programmes going into lecturer research, and another 5—10 % going into community service activities. All proposals regarding research and community are reviewed in terms of content and budget, with a research monitoring in place to ensure the progress of research projects.

The SER illustrates the respective programme's teaching staff's qualifications through a table including name, position, recent research projects, publications, and (if applicable) collaborations with other institutions.

The teaching staff of the Master and Doctorate programmes in "Language Education" has 13 professors, six associate professors, and six assistant professors, all of whom hold a PhD title. For the Master programme, the ratio between lecturers and students is 1: 4.

The Master programme "History Education" has two assistant professors, two associate professors and one lecturer, all of whom hold a PhD title. The ratio between lecturers and students is 1: 5.

The teaching staff of all study programmes is assisted by administrative staff that is trained annually to improve student services.

Experts' Evaluation

Considering the quality and quantity of staff overall the situation can be assessed as satisfactory. The ratio between instructor and student is currently sufficient. Academic staff members are qualified and are given the courses taught according to their expertise. The experts particularly welcome that a focus is set on staff training and development according to the Key Performance Indicators (KPI). The seven KPIs include teaching, research, publication, supervision, consultation, seminar/conference presentation, and conducting community services. Following the discussions with the different departments and also analysing staff structure the panel believes that staff sustainability and succession plans should be monitored to assure the programmes will continue to develop positively. In the same line of thinking the panel welcomes the importance given to staff development through KPI and encourages the university to continuously follow capacity building and capability building as one of the main agendas in this section. The balance between those with doctoral degrees and non-doctoral degrees, as well as between junior and senior professors should be subject to careful monitoring **(Finding 14)**.

Information on staff promotion and staff development provided in the documentation was rather spare and also during the interviews the topic was hard to reflect together with the UNJ staff. The experts positively recognized that regulations are in place and that there are clear structures also for hiring and promotion that also are strictly implemented. However, it was not possible to receive clear opinions to what extent these policies also facilitate to address current needs and help staff to enhance their skills. The panel very carefully discussed this issue and concluded that to a large extend this impression resulted from limitations coming with the virtual format of the site visit and strong needs of interpretation during it. At the same time the panel found no indication to doubt that any of these policies are not practiced or not helpful while clearly the panel had wished to receive more information and personal experience and reflection during the site visit to consolidate this impression. The panel learned that attention is paid also to staff wellbeing which is of high relevance especially during the pandemic crisis.

Careful reflection was also given to the fact that the teaching staff of the MA programme History Education does not include a full professor and is well equipped with assistant and associate professors. Based on the actual and expected student numbers surveyed during the site visit, the number of lecturers and the resources available for teaching and examinations appear to be sufficient. During the discussion rounds and with the help of information provided in the SER and on the university website, it became clear that the teaching staff of this programme have completed quite different training courses. Among them are different experts, among others for learning with new media. Most of them are experts in historical learning as well as in history. This seems to be a good way to compensate the smaller challenges in the curriculum. Relevant teachers have a doctorate (in different fields) and are therefore able to teach scientific work.

Conclusion

For all programmes the criterion is fulfilled.

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

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

Description

According to the SER, policies were made and implemented at UNJ concerning higher regulations, including the development of student services such as guidance and counselling, development of reasoning, interests, and talents, development of soft skills, scholarship services, career and entrepreneurship guidance, and health services. Additionally, UNJ strives to pay special attention to student development programmes including character building. The centralized student service is available for all students of the Master and PhD programmes.

In the SER, the financial resources are carefully outlined. During the site visit, the University Leadership and the Postgraduate School Management stated that the central level of UNJ secures finances for learning resources and student support. This includes a range of orientations, extra-curricular events, and activities for students to further develop and expand their competencies.

The visit included a virtual tour of the institutional library, various buildings, laboratories, centres and classrooms. The documents provided by UNJ indicate that the university library offers a total of 76,950 titles, a total of titles by Medium/GMD being 66,990, including 3,531 texts, 3,316 dissertations, 3,047 theses, 10,391 textbooks, 520 references, and a number of databases.

Experts' Evaluation

Learning resources and student support provided to the students enrolled in the postgraduate programmes under accreditation include a range of the institutional instructional as well as extra-curricular resources, activities, and services. The teaching-learning resources, specifically the course descriptions (actually synopses), semester lesson plans (module descriptions), curricula documents and academic guides are made available



to candidates in published form by their respective programmes. The module related documents comprise statements of intended learning outcomes, local credits and description of teaching-learning and assessment methods.

In the SER, the financial resources are made transparent, which are obviously sufficient, especially since they depend not least on the tuition fees of the students. During the site visit, the University Leadership and the Postgraduate School Management stated that the institution secures finances for learning resources and student support. This includes a range of orientations, extra-curricular events, and activities for students to further develop and expand their competencies. The virtual tour of the institutional library, various buildings, laboratories, centres and classrooms demonstrated that these facilities meet the professional standards, cover sufficient space, are adequately equipped and run by qualified staff who make these available to students for campus work and online studies. Thus, Master and Doctoral candidates have access not only to the conventional and e-resources but also to the theses/dissertations to date for their research work.

In their interviews, the professors and the postgraduate students reiterated that institutional procedures are in place, from commencement of the coursework towards completion of Master Thesis/Doctoral Dissertation research; these ensure provision of constructive guidance and support for students to meet the graduation requirements. The practical phases are reportedly part of the regular instruction. According to the postgraduate candidates, advisory services are regularly provided, individualized support is offered to disabled students, and teaching staff are helpful and constructive during consultation hours. Most students are reported to complete their graduation studies within the time period stipulated in the curriculum and institutional regulations.

In addition to the postgraduate coursework, rigorous and comprehensive procedures related to Master Thesis/Doctoral Dissertation research, commencing with a research topic verification and concluding with publication and defence of articles based on research in SCOPUS indexed journals, provide students with an environment conducive to research interest and activities in their current as well as prospective study/work contexts. Thus, the procedures in place for the postgraduate candidates to conduct their Thesis/Dissertation related research enable them to apply the acquired knowledge and skills to their research work under the umbrella of the Institutional Research Master Plan. Also, the university supports graduate candidates' attendance and participation in various national and international seminars and conferences so that they can share their research endeavours with academic and professional communities.

At present many postgraduate students, mostly local intake, reported to receive scholarship from the Ministry of Higher Education. The institution did not report presence of exchange students on the postgraduate programmes during the site visit, however the teaching staff in their interviews stated that in previous years the international students enrolled in the postgraduate programmes were offered instruction in English and their course studies and research work were guided accordingly.

Clear regulations for studies support the students during their studies. The mandatory requirement of making study cards every semester helps students to orient themselves in their studies. There is sufficient information in the curricula about measures to support the students in the different courses, but less about how the learners can be supported beyond that (tutorials, etc.). It should be emphasised that there are clear rules for the fulfilment of the necessary studies and especially the intensive support by the teaching staff. The discussions with the students showed that there was great satisfaction with the courses and the opportunities offered by the university in all areas (premises, study materials, but also leisure and recreation opportunities).

Conclusion

For all programmes the criterion is fulfilled.

7. Information / Public Information

Bachelor/Master Degree	Doctoral Degree
<i>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.</i> [ESG 1.8]	<i>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.</i> [ESG 1.8]

Description

Information on curriculum structure, news, services, achievements, human resources, available facilities, infrastructure, academic manuals and calendars, research, domestic and foreign cooperation as well as scholarships can be accessed online via the HEI’s website. Additionally, UNJ offers flyers, brochures and information via their front office services to prospective students. Furthermore, each faculty and institution (including the library) have their own webpages with specific information. These websites include information on major activities such as new student admissions.

Experts’ Evaluation

Comprehensive public information is available. The panel found that different audiences have good understanding what is happening in the programmes, what are expected outcomes and what are the respective requirements. Overall, there was great alignment between staff, students and labour market perspective so that the expert conclude that relevant information is shared in formats that meet the requirements of the respective audiences. This does not at all contradict some concerns of the panel regarding the documentation of the programme as consequently specifications in the ILO of programmes will also impact the published information.

At the same time the panel cannot ignore that very strongly it seems that information is addressed towards a domestic audience. While clearly it can be questioned to what extend language or history education, as well as linguistic programmes are typical frontrunners of internationalization. It cannot be ignored that all programmes under review are post graduate and this naturally aim to attract a more academically mature student body which is not necessarily limited to be recruited from domestic sources. While the panel is aware that of course there is a strategic element in the decision to internationalize, at this point the publicly available information does not facilitate international exchange and visibility. This impacts not only student mobility but of course as well opportunities of academic staff as well as recognition of qualifications across borders. As UNJ aspires to open up internationally, the university website and official documentation should be prepared in dual languages, that is in Bahasa Indonesia and the English language. This will be very useful for marketing/advertising and auditing purposes (**Finding 15**).

Conclusion

For all programmes the criterion is fulfilled.



V. Recommendations of the panel of experts

The panel of experts recommends the study programme “**Language Education (Master)**” offered by **Jakarta State University** with conditions.

The panel of experts recommends the study programme “**Applied Linguistics (Master)**” offered by **Jakarta State University** with conditions.

The panel of experts recommends the study programme “**Applied Linguistics (Doctorate)**” offered by **Jakarta State University** with conditions.

The panel of experts recommends to accredit the study programme “**History Education (Master)**” offered by **Jakarta State University** with conditions.

Summary of findings:

1. For the Applied Linguistics (Master) and Applied Linguistics (Doctorate) programme the intended learning outcomes need to be reformulated to align with the European Qualifications Framework (level 7 and 8) respectively and be more specific with regards to competencies/skills/qualifications at the respective level.
2. For the Applied Linguistics (Master) and Applied Linguistics (Doctorate) programme the faculty consider revising their graduate profile as part of their continuous improvement process in order to better align intended learning outcomes with the graduate profiles.
3. For the Applied Linguistics (Master) and Applied Linguistics (Doctorate) the faculty must demonstrate how a solid Applied Linguistics foundation, including knowledge of historical roots, current issues, applied linguistics approach to pedagogical problems, as well as skills of critical reflection on language-related problems and critique of current (critical) applied linguistics research is assured to be part of the programmes or prior education.
4. For the Applied Linguistics (Master) and Applied Linguistics (Doctorate) the curriculum should include more content and resources in the field of Applied Linguistics philosophy and research methods and existing overlaps should be remedied.
5. For the History Education (Master) programme the faculty must assure that graduates of the programme also possess the required field-specific competencies in history.
6. For the History Education (Master) programme the intended learning outcomes should be more specific with regards to the field of application.
7. For the History Education (Master) programme the faculty should consider to modify the curriculum in favour of historical content to further support the didactical concept of the programme.
8. For all programmes the faculty should define how student workload impacts the credits and how the implemented credit system translates into ECTS in a uniform way.
9. For all programmes the student-centred paradigm should be better reflected in the semester lesson plans/course descriptions, specifically in terms of student-centred learning, teaching and assessment.
10. For the Applied Linguistics (Master) and Applied Linguistics (Doctorate) the experts recommend revising the semester lesson plans/module descriptions to reflect how the aligned learning-teaching-assessment methods contribute to the achievement of the course/module intended learning outcomes.

11. For the Language Education (Master) course descriptions and also the teaching and assessment practice should include the use of authentic/ contextual, alternative assessments in line with OBE, a more flexible and digital teaching and learning delivery, and a stronger engagement of students with up-to-date/current technology tools for personalised learning.
12. For all programmes an up to date diploma supplement is required.
13. For all programmes transparency about either the transfer of the local SKS system into ECTS or the ECTS allocation to the respective courses is required.
14. For all programmes staff sustainability and succession plans should be monitored with increased attention to capacity and capability building measures.
15. Public information should also consider international audiences by increasing the availability of bilingually available information including programme specific information.