AQAS

AGENTUR FÜR QUALITÄTSSICHERUNG DURCH AKKREDITIERUNG VON STUDIENGÄNGEN E.V.

FINAL REPORT

UNIVERSITAS PENDIDIKAN INDONESIA (INDONESIA)

CLUSTER LANGUAGE EDUCATION

INDONESIAN LANGUAGE AND LITERATURE EDUCATION (BACHELOR OF EDUCATION)

SUNDANESE LANGUAGE EDUCATION (BACHELOR OF EDUCATION)

ARABIC LANGUAGE EDUCATION (BACHELOR OF EDUCATION)

JAPANESE LANGUAGE EDUCATION (BACHELOR OF EDUCATION)

January 2023

Content

DECISION OF THE AQAS STANDING COMMISSION

ON THE STUDY PROGRAMMES

- **"INDONESIAN LANGUAGE AND LITERATURE EDUCATION" (BACHELOR OF EDUCATION)**

- **"SUNDANESE LANGUAGE EDUCATION" (BACHELOR OF EDUCATION)**

- **"ARABIC LANGUAGE EDUCATION" (BACHELOR OF EDUCATION)**

- **"JAPANESE LANGUAGE EDUCATION" (BACHELOR OF EDUCATION)**

OFFERED BY UNIVERSITAS PENDIDIKAN INDONESIA (INDONESIA)

Based on the report of the expert panel, the comments by the university and the discussions of the AQAS Standing Commission in its 15th meeting on 05 December 2022, the AQAS Standing Commission decides:

1. The study programmes "**Indonesian Language and Literature Education**" (**Bachelor of Education**), "**Sundanese Language Education**" (**Bachelor of Education**), "**Arabic Language Education**" (**Bachelor of Education**), "**Japanese Language Education**" (**Bachelor of Education**) offered by **Universitas Pendidikan Indonesia (Indonesia)** are accredited according to the AQAS Criteria for Programme Accreditation (Bachelor/Master).

   The accreditations are conditional.

   The study programmes essentially comply with the requirements defined by the criteria and thus the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and the European Qualifications Framework (EQF) in their current version. 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 December 2023**. The confirmation of the conditions might include a physical site visit within the time period of twelve months.

3. The accreditation is given for the period of **six years** and is valid until **31 December 2028**.

Conditions:

1. An action plan to enhance the English competencies in the curricula for the Bachelor's programmes "Indonesian Language and Literature Education", "Sundanese Language Education", and "Japanese Language Education" must be drafted.

2. To align with the faculty's mission to become the driving force in teacher education, the Bachelor's programme "Arabic Language Education" has to develop and include courses on Arabic language pedagogy into the curriculum.

3. Evidence must be provided that the roadmap of a higher percentage of graduates of the "Japanese Language Education" achieving the aimed language proficiency level (N2) is implemented. If the programme

maintains the language proficiency N2 for graduates, evidence of the department's strategy to systematically strengthen the language competencies of staff must be provided.

4. Evidence on the effectiveness of the key performance indicators for all programmes must be given to demonstrate the working PDCA cycle at the faculty.

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

1. The Bachelor's programmes "Indonesian Language and Literature Education" and "Sundanese Language Education" should integrate international curriculum competencies into the curricula.

2. The tracer studies should also include graduates employed in non-teaching fields to follow trends systematically.

3. The faculty should strengthen international cooperation to increase the research output further.

4. A systematic enhancement roadmap for acquiring English language competencies of teaching staff should be implemented to connect valuable research output with the international community.

5. Reconsideration of the effectiveness of research in line with the department's goals and the integration of the research results into teaching, and vice versa, should be made to make the Tri Dharma of Education smoother.

6. An institutionalised approach to connect graduates to the job market (teaching and non-teaching) should be implemented for all programmes.

7. The Bachelor's programme "Arabic Language Education":

   a. The department should consider the implementation of teaching Arabic dialects to reflect the rich diversity of the language.

   b. Internship opportunities in the teaching context should be an integral part of the programme.

8. The Bachelor's programme "Arabic Language Education":

   a. Teaching staff should strengthen their research lines regarding Arabic-Indonesian teaching material.

   b. An institutionalised approach to exposing students to native speakers should be further developed.

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

EXPERTS' REPORT

ON THE STUDY PROGRAMMES

- "INDONESIAN LANGUAGE AND LITERATURE EDUCATION" (BACHELOR OF ED-UCATION)

- "SUNDANESE LANGUAGE EDUCATION" (BACHELOR OF EDUCATION)

- "ARABIC LANGUAGE EDUCATION" (BACHELOR OF EDUCATION)

- "JAPANESE LANGUAGE EDUCATION" (BACHELOR OF EDUCATION)

OFFERED BY UNIVERSITAS PENDIDIKAN INDONESIA (INDONESIA)

Visit to the university:14 – 16 September 2022

Panel of experts:

Prof. Dr. Sebastian Maisel	University of Leipzig (Germany), Faculty of History, Art and Area Studies, Institute for Oriental Studies
Prof. Dr. Mikihiro Moriyama	Nanzan University (Japan), Faculty of Global Liberal Studies
Prof. Dr. Diana Kartika	Bung Hatta University (Indonesia), Faculty of Humanities
Dr. Svann Langguth	RWTH Aachen University (Germany), Project management for the Asian region (special focus on Indonesia HEI research projects) (representative of the labour market)
Maria Magdalena Mannai	Student of St. Gallen University of Teacher Education (Switzerland) (student expert)

Coordinator:

Patrick Heinzer & Vi Le	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 limited to specific academic disciplines or degrees nor to a certain type of higher education institution.

II. Accreditation procedure

This report results from the external review of the Bachelor's programmes "Indonesian Language and Literature Education"", "Sundanese Language Education", "Arabic Language Education", and "Japanese Language education" offered by Universitas Pendidikan Indonesia (Indonesia).

1. Criteria

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

2. Approach and methodology

Initialisation

The university mandated AQAS to perform the accreditation procedure in February 2021. The university produced a Self-Evaluation Report (SER). In October 2021, the institution handed in a draft of the SER together with the relevant documentation on the programmes and an appendix and statistical data on the programmes. The appendix included e.g.:

- an overview over statistical data of the student body (e.g. number of applications, beginners, students, graduates, student dropouts),
- the CVs of the teaching staff/supervisors,
- information on student services,
- core information on the main library,
- as well as academic regulations.

AQAS checked the SER regarding completeness, comprehensibility, and transparency. The accreditation procedure was officially initialised by a decision of the AQAS Standing Commission on February 2022. The final version of the SER was handed in August 2022.

Nomination of the expert panel

The composition of the panel of experts follows the stakeholder principle. Consequently, representatives from the respective disciplines, the labour market, and students are involved. Furthermore, AQAS follows the principles for the selection of experts defined by the European Consortium for Accreditation (ECA). The Standing Commission nominated the aforementioned expert panel in August 2022. 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.

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 all panel members in order to increase transparency in the process and the upcoming discussions during the site visit.

Site visit

After a review of the SER, an online site visit to the university took place on 14-16 September. The experts interviewed different stakeholders, e.g. the management of the higher education institution, the programme management, teaching staff, as well as students and graduates, in separate discussion rounds 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.

Reporting

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

Decision

The report, together with the comments of the university, forms the basis for the AQAS Standing Commission to take a decision regarding the accreditation of the programmes. Based on these two documents, the AQAS Standing Commission took its decision on the accreditation on 5 December 2022. AQAS forwarded the decision to the university. The university had the right to appeal against the decision or any of the imposed conditions.

In January 2023, 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

In its earliest form, Universitas Pendidikan Indonesia (UPI) was established in 1954 as a Teacher Education College and underwent several changes until it became a Legal Entity State University in 2014. According to the SER, the university's vision is to produce educators, education staff, scientists, and experts in all types and programmes of higher education with a focus on global competitive and comparative advantages as well as to produce, develop, and disseminate science and technology with the goal to improve welfare. The so-called tri dharma (three services in higher education which includes education, research, and community service) serves as the basis to implement and achieve this vision.

The university is led by the Rector and four Vice Rectors: Vice Rector 1 oversees academic and student affairs, Vice Rector 2 is in charge of resource and financial management, Vice Rector 3 is in charge of planning, organisation, and information systems, and Vice Rector 4 is in charge of research, international, cooperation, and business affairs.

UPI has 8 faculties (Faculty of Education, Faculty of Language and Literature Education, Faculty of Economics and Business Education, Faculty of Social Science Education, Faculty of Mathematics and Science Education, Faculty of Sports and Health Education, Faculty of Arts and Design Education, and Faculty of Technology and Vocational Education), one Postgraduate School, one Teacher Professional Education as well as 5 District Campuses. Currently, UPI offers a total of 134 study programmes with 38,508 students, an academic staff of 1,250, and a supporting staff of 760. The four programmes in this cluster are all part of the Faculty of Language and Literature Education which in turn makes up 9,27 % of the whole student body at UPI.

IV. Assessment of the study programmes

1. Quality of the curriculum

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

Description

General

The structure of the curriculum of all four programmes is divided into various subjects groups: general courses, fundamentals in education courses, faculty-based professional courses, study programme-based elective professional courses, study programme-based core professional courses, study programme-based elective professional courses, and field practice courses.

The workload/credit system of the study programmes is based on the higher education system in Indonesia and given as so-called Semester Credit Units (SKS), with 1 SKS being equivalent to 36 hours/semester consisting of scheduled lecture activities, structured and independent assignments. The SER includes a conversion table from SKS to ECTS for each study programme (36:25 x amount of SKS = amount of ECTS).

Curriculum reviews and preparations are carried out every five years. However, reviews and revisions may also be carried out outside of this timeframe, e.g. due to policy changes. The SER emphasises the development of an outcome-based education which focuses on graduate outcomes. The curriculum review itself is carried out via discussions and is also based on national education standards. It involves lecturers and alumni and implemented through the following mechanisms: conducting tracer studies, processing data from said tracer studies, holding internal study programme meetings to form a curriculum development team; the team then reviews the curriculum based on the results of the tracer studies and adjusts it to the vision and mission; holding a curriculum review workshop by inviting curriculum experts; preparing a curriculum change draft, which is discussed in a plenary meeting attending by all lecturers of the programme and then submitted to the university curriculum development team.

3.1 Indonesian Language and Literature Education (Bachelor)

The Bachelor's programme Indonesian Language and Literature Education is an 8-semester-programme with a total of 144 SKS (equivalent to 207 ECTS) and is on level 6 of the national qualifications framework.

It aims to produce graduates with knowledge and skills of Indonesian education, language, and literature by conducting innovative and applicable research on a local, national, and international scope. The SER features a matrix allocating the learning outcomes to the respective courses. Learning outcomes are formulated by taking into account international, national, and local guidelines as well as the vision and mission on a study programme, faculty, and university level and are divided into the following aspects: attitude, knowledge, general as well as specific skills with an aim to Indonesian language internationalisation by taking into account the Common European Framework of Reference for languages.

Teaching material mentioned in the SER include learning modules, which are provided on practicum subjects (e.g. literature performances, field practicums such as sociolinguistics, visits to newspaper offices for journalistic concentration subjects). The curriculum also includes research and community service activities which all lecturers take part in, and which may also involve students in some capacity.

Experts' evaluation

The curriculum of this programme is well designed to meet the intended leaning outcomes, national academic requirement and labour market, in particular prospective teachers at various level of schools. The integrated curriculum has achieved UPI's vision and mission, that is to educate students with careful attention so that they have produced qualified graduates. As a proof all students have to complete their study with a mandatory graduation thesis to show their qualified result of four year's/eight semester's learning. Another proof is that graduates are strongly suggested to obtain a certificate of Indonesian Language Proficiency Test to show their proficiency in spoken and written Indonesian. The appropriateness of the contents and structure of curriculum and its target is shown in respective data such as student evaluations, graduate's survey and feedback from the labour market. The quality of graduate accords with the national qualification framework. The workload of student in the programme is appropriately allocated and transparently shown in the curriculum and also a correct number of credits are assigned to all elements of the curriculum.

In the curriculum the programme includes subject-specific elements properly, however it can be recommended to include more English courses to enhance students' competence in English as mandatory course in the early semesters at least for a year or two. And it is also desired to add a couple of subject-specific classes in English as elective course to enhance their English competence so that the quality of graduates will meet more the demand of labour market, in particular non-teacher market (**Finding 1**).

Of course, the direction of internationalization of programme is not only in terms of language competencies, but students are expected to learn multiple perspectives and critical thinking through integrated international curriculum. For instance, classes with active learning or interactive learning and effective discussion on the

basis of equivalent knowledge of present issues in this globe. The programme should be modified with international curriculum competencies (**Finding 2**).

The necessary information for students such as syllabus and course description are properly distributed via student portal or well-organized information technology system. Students have no difficulty to access any information provided by programme. Reversely, students can also register courses by using this student poral system easily. The well-organized system is very efficient and has especially been made use of under Covid-19 restriction so that student's learning has been largely guaranteed. Next to this distributing information system, e-learning has been introduced such as MOOC system though the full implementation is still on the way.

As to internship and learning outside campus, the programme has effectively integrated a programme *Merdeka Belajar Kampus Merdeka* (Independent Learning and Independent Campus) provided by Ministry of Education and Culture in their curriculum and encouraged students to obtain extra knowledge and experience to enhance their ability and to meet labour market. For this goal, the programme has established a special team for curriculum development to conduct a review and make adjustment to the curriculum.

Conclusion

The criterion is partially fulfilled.

3.2 Sundanese Language Education

The Bachelor's programme Sundanese Language Education is an 8-semester-programme and consists of a total of 144 SKS (207 ECTS). Credits are divided on the course types as follows: pedagogical competences subjects consist of 20 SKS, expertise programme subjects consist of 106 SKS, general knowledge courses consist of 18 SKS, and elective courses consisting of 32 SKS. The SER outlines five groups of expertise into which the elective subjects are divided: language, literature, language proficiency, Sundanese culture, and methodology.

The graduate profile is divided into three categories: pre-service teachers (educators/teachers of the Sundanese language at primary and secondary education levels), research assistants, and practitioners (e.g. as editors, consultants, journalists) with the aim of producing graduates with pedagogical, personal, social, and professional competencies in the field of Sundanese language education. The study programme is in line with level 6 of the national qualifications framework.

The SER features a matrix allocating the learning outcomes to the respective courses. Teaching materials mentioned include books and learning modules, with books being used as the basis of theory and learning modules focussing on practicum subjects (e.g. literary performances, field practicum, library tour, cultural tourism).

Each semester has a workload of approximately 18-22 SKS, with the first two semesters taking up 20 SKS each. According to UPI regulations, students are permitted to take more credits based on their learning outcomes or GPA from the previous semester. The field practice courses take place in the final semester. Students are required to take four credit hours of practicum.

Experts' evaluation

The Bachelor Programme of Sundanese Language Education of Universitas Pendidikan Indonesia is one of the unique programmes established only in the Province of West Java to provide a qualified curriculum to the youth who mostly wish to become a Sundanese teacher at all levels of school in the province. The other two programmes are the Programme of Sundanese Language and Literature of Universitas Padjadjaran (since 1957) and recently established Programme of Regional/Sundanese Language and literature of Sekolah Tinggi

Keguruan dan Ilmu Pendidikan Muhammadiya Kuningan (since 2009). The former is focussing on more linguistics and the latter is closely working together with the UPI programme. The programme of UPI has exclusively been educating qualified teachers so that it has succeeded to supply existing 11000 schools with 9000 teachers.

The curriculum of this programme is well designed to meet the intended leaning outcomes, national academic requirement and labour market, in particular prospective teachers at various level of schools as mentioned above. The integrated curriculum has achieved UPI's vision and mission, that is to educate students with careful attention so that they have produced qualified graduates. As a proof all students have to complete their study with a mandatory graduation thesis to show their qualified result of four year's/eight semester's learning. The appropriateness of the contents and structure of curriculum and its target is shown in respective data such as student evaluations, graduate's survey and feedback from the labour market. The quality of graduate accords substantially with the national qualification framework. The workload of student in the programme is appropriately allocated and transparently shown in the curriculum and a correct number of credits are assigned to all elements of the curriculum as well.

In the curriculum the programme includes subject-specific elements properly, however it can be recommended to include more English courses to enhance students' competence in English as mandatory course in the early semesters at least for a year or two. And it is also desired to add a couple of subject-specific classes in English as elective course to enhance their English competence so that the quality of graduates will meet more the demand of labour market, in particular non-teacher market (**see Finding 1**). Graduates will be able to transmit Sundanese cultural heritage in English to global audience. Of course, the direction of internationalization of programme is not only in terms of language competences, but students are expected to learn multiple perspectives and critical thinking through integrated international curriculum (**see Finding 2**). For instance, classes with active learning or interactive learning and effective discussion based on equivalent knowledge of present issues in this globe. The programme needs to be modified with international curriculum competencies.

The necessary information for students such as syllabus and course description are properly distributed via student portal or well-organized information technology system. Students have no difficulty to access any information provided by programme. Reversely, students can also register courses by using this student poral system easily. The well-organized system is very efficient and especially has been made use of under Covid-19 restriction so that student's learning has been largely guaranteed.

As to internship and learning outside campus, the programme has integrated a programme *Merdeka Belajar Kampus Merdeka* (Independent Learning and Independent Campus) provided by Ministry of Education and Culture in their curriculum since the latest revision of curriculum in 2021 and encouraged students to obtain extra knowledge and experience to enhance their ability and to meet labour market especially non-teachers fields such as event organizer, entrepreneur, journalist and owner of *sanggar adat* (traditional art centre). For this demand elective courses are designed to provide learning for students of non-teachers track.

Conclusion

The criterion is partially fulfilled.

3.3 Arabic Language Education

The bachelor's programme Arabic Language Education is an 8-semester-programme, consists of a total of 144 SKS (207 ECTS) with a maximum of 24 SKS per semester and is in accordance with level 6 of the national qualifications framework.

The elective courses of the study programme are divided into two so-called studies packets, namely the Islamic Studies Packet and the Translation Packet. The SER outlines a transpositional curriculum implementation model to provide transpositional knowledge between Arabic knowledge developed by Arabic language experts (i.e. scholarly knowledge), Arabic which must be taught based on the curriculum (i.e. knowledge to be taught), Arabic knowledge taught (i.e. taught knowledge), and learned knowledge of Arabic.

According to the SER, the curriculum adheres to the principle of cross-verification and cross-pollination between Arabic and Arabic language education via advanced Arabic language courses to refine students' ability to think as Arabic linguists.

The SER features a structure outlining the transpositional relationships between the different groups of subjects which lead to curriculum and learning courses, research seminar, education unit introduction programme and an essay.

Experts' evaluation

The Bachelor's programme "Arabic Language Education" at UPI is part of the language and culture series section that started in 1964 and has since then developed into an extensive programme primarily focused on training teachers of Arabic. The enrolment per academic year is about 100 students whom 15 teaching staff members teach. The total enrolment in the programme is at the site visit 795 students. That equals a teacher-student ratio of 1:53, which is a very high number. The programme fulfils an essential professional need, training teachers of Arabic for Indonesian schools. However, not all graduates go into teaching. The discussion showed that graduates opt for other career paths in which they can apply the skills they learned. Although no information on the gender of graduates was provided, it was noted that most applicants and students are female, which reflects very positively on the issue of equality. Thus, it is recommended to include this information in a future tracer study among the programme alumni (**see Finding 8**).

The curriculum of ALE is designed along with specific intended learning outcomes on the programme level, enabling the programme graduates to work in the professions mentioned above. Judging by the success rate of graduates in the job market, this concept seems to work. According to the SER, the ALE curriculum was changed last year (2021) from a competency-based approach to an outcome-based curriculum. This is supplemented with a theoretical concept of transpositional knowledge acquisition, which was not clearly reflected in the statements or interviews. Currently, the new components seem to provide an international scientific cover for an already well-developed and tested curriculum used over the past decades. The panel of experts encourages carefully rooting these modifications in the curriculum or with the faculty.

The curriculum structure follows the international standards of teaching Arabic to non-native speakers. In addition, several required thematic and education-related courses are offered. The workload and allocation of courses and credits are transparent. The majority of these courses are language-related, some in linguistics and some even in translation studies. Pedagogy courses are also offered. However, no courses on Arabic language pedagogy are offered (as it is, for example, in the JLE program). This is a crucial emittance. Thus, it has to be ensured that such courses are developed and incorporated into the curriculum either by expanding the Study Program-Based Elective Professional Courses (MKKPS courses) or provide more courses in that regard in the Elective Courses (MKKPP courses). (**Finding 3**).

Currently, the curriculum includes two tracks that students can choose from (Islamic Studies and translations). Both tracks have to be seen mainly as an add-on on top of the Bachelor's programme "Arabic Language Education" because these tracks are less linked to the origin of the programme, the acquisition of teacher competencies for the Arabic language. However, a particular track for Arabic pedagogy could very well become the signature track of the programme. At the same time, the other two should remain in place to provide additional skills for those graduates who do not wish to become teachers of Arabic.

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When examining these two tracks of the programme, it became evident that currently, Arabic dialects are underrepresented at this moment. The discussion showed an interest in offering courses in Arabic dialects. Thus, it could be considered that courses on specific Arabic dialects are implemented as electives (**Finding 4**). From here, additional collaborations with Arab countries and universities could be established, ultimately offering much-needed study-abroad opportunities for ALE students. At this point, the international contacts of the programme are minimal. It is recommended to increase opportunities for both students and faculty to travel, study and research in Arabic-speaking countries and to invite or hire native speakers from there.

The experts understood that the Indonesian higher education system has recently implemented the MBKM option for students, which will strengthen internship opportunities for students. The experts see that currently, the programme does not consistently address the issue of practical and professional experience. A mandatory internship course for credits and under the supervision of the programme should be incorporated into the programme and adequately defined in the curriculum (**Finding 5**). This can be either achieved by making that compulsory or a clear communication about the MBKM option for students.

The information on quality assurance for the ALE programme following the national model and standards of other programs was sufficient. It is recommended, however, to consult with international experts to improve those standards and bring them to the next level. This also holds for the reform of the curricula, the administering of proficiency tests and the development of new teaching material. While there is ample provision of physical and digital learning resources, checking with international experts on teaching Arabic to non-natives would be a recommended step towards applying state-of-the-art teaching materials. Many valuable ideas and tools have been developed outside Indonesia, especially in Europe and the USA.

Conclusion

The criterion is partially fulfilled.

3.4 Japanese Language Education

The Bachelor's programme Japanese Language Education is an 8-semester-programme, consists of 145 SKS (207 ECTS) and is in accordance with level 6 of the national qualifications framework It was developed due to the growing cooperation between Indonesia and Japan, particularly in the fields of Japanese language education, technology, culture, and economy.

The curriculum divides courses into different categories: general courses (14 SKS), fundamentals in education courses (8 SKS), faculty-based professional courses (4 SKS), study programme-based core professional courses (96 SKS), field practice courses (4 SKS), study programme-based elective professional courses and study programme-based instructional skill courses (consisting of 12 SKS). The programme offers two concentrations via their elective courses: Japanese for Education (consisting of courses on pedagogical theories and practice related to the field of Japanese language education) and Japanese for Business (consisting of courses on practical Japanese language for business purposes). Concentrations are available from semester 5 onwards and 16 SKS are allocated to each concentration.

Modules in the programmes cover e.g. language skills, linguistics knowledge, and Japanese language skills for business and date obtained from tracer studies is said to be used for the continuous improvement of the programmes. The graduate profile mentioned in the SER includes mainly teachers in government institutions such as high schools, private language school, and training institutions as well as employees and translators in companies and industries. The programme also invites guest lecturers from other universities and the labour market. Students are said to be involved in research and are provided with career guidance as well as opportunities for short-term exchange programmes (between 3 weeks to 2 months) at various universities in Japan.

The programme aims to produce graduates with knowledge and skills in the fields of Japanese language education, Japanese for business as well as graduates with skills to conduct innovative and applicable research on a local, national, and international scale.

Courses are divided to serve learning outcomes around attitude, knowledge, general as well as specific skills. The SER uses a matrix allocating courses to the respective learning outcomes and detailing the interrelation of courses.

Experts' evaluation

The experts appreciate the development of the Bachelor's programme "Japanese Language Education", especially the publication output of staff which is integrated into the programme. During the site visit, it became clear that this output fosters the programme to a good amount (60 research articles in international journals and nationally accredited journals in one year). This is an outstanding achievement for the study program, especially conducted by lecturers. The current curriculum reflects the national regulations on "Japanese Language Education" on the Bachelor's level. The curriculum consists of general courses, compulsory courses, compulsory study programme courses, field courses, internship courses, and optional concentrated courses based on the students' interest. During the site visit evidence has been shown that the curriculum had been subject of regular revision based on internal and external stakeholder feedback (through meetings and surveys). The curriculum has been updated and the ILOs has been changed according to the needs of the labour market. The programme relies on clear structural processes following ISO 9001 certificate and is nationally accredited in the highest category by the national accreditation agency BAN-PT. The documentation of changes has been clearly stated in the self-evaluation report. It supports students in understanding the course content sufficiently. The documentation includes an allocation of student workload, which raises the awareness of that topic. The experts conclude that the curriculum reflects up-to-date standards of the discipline which are in line with the labour market needs. The discussion also included some success stories of graduates of the programmes, who are successfully working in Japan in non-teaching occupations.

However, the experts have seen several obstacles that must be addressed and improved. The experts have learned that the intended learning outcomes (ILOs) on the programme level are developed based on the graduation profile. The ILOs are meaningful and cover the adequate level according to the Indonesian Qualifications Framework (KKNI). As explained by the lecturers of the programme and also stated in the SER, the ILOs determine that each student must pass at least the Japanese Language Proficiency Test (JLPT) with a score of N2. Currently, only 15% of the total students get a score of N2 in the JLPT. The rest of the students of the Japanese language education study programme at UPI Bandung only passed the JLPT test with a score of N3 and below. The experts acknowledge that typically Bachelor's programmes in Japanese Language Education that are taught outside Japan, usually strive to impart N3 on that level. Thus, the experts highly appreciate the aspiration of the programme offered by UPI. However, the low number of students reaching that aim, has an impact on the student competence. Students are said capable to write scientific articles in Japanese if they pass the JLPT test with a minimum score of N2. In addition, if this condition remains it shows that the target of the study programme to make all students pass the JLPT test with an N2 score before graduation is not achieved. This should be taken as a big concern for the study programme. Understanding that the Indonesian higher education system had a strong shift towards the academisation of staff in the last decade, it is understandable that this development is not finished yet. The history of the department showed that many lecturers started their PhDs in 2010, and at that time there was only one full professor. In consequence, the programme was handled predominantly by Master's degree lecturers, which is not uncommon in Indonesia. This might not have been the ideal situation for students to develop their competencies as indicated in the ILOs. The experts believe that this issue is already tackled by the department, and the department has drafted a roadmap on how more lecturers earn a PhD and a professorship in the future. Consequently, the experts believe that the ambitious language target of JLPT N2 can be reached in the future. However, the department must provide

milestone evidence that the roadmap is successfully implemented (**Finding 6**). If not, the department should consider taking N3 as the language proficiency goal.

Language competencies play an essential role for the programme and the department is fully aware of that fact. Apart from the Japanese language proficiency described above, the experts also believe that English competencies might be crucial for the students. The discussion showed that a considerable number of graduates stayed at the department. Thus, the experts see that as a strong potential to develop strong research lines tailor made to the department's needs. Also, graduates of the programme get good positions outside Indonesia, and a good command of English might be helpful. The experts believe that opportunities to further strengthen English competencies within the curriculum will be a strong asset for the programme to stand out in the future. Consequently, future graduates will be equipped with competencies that can be used to develop reflective research outputs on the discipline in addition to research output for the discipline. Thus, an action plan on how to integrate these language competencies must be draft (**see Finding 1**).

Conclusion

The criterion is partially fulfilled.

2. Procedures for quality assurance

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

Description

As stated in the SER, quality assurance policies at UPI are based on national and internal regulations. UPI has implemented a strategic plan 2021-2025 to achieve the university's vision to become a world class university. Nine interrelated standards have been set by a Rector's regulation covering the topics of education, research, community service, student affairs, information systems, facilities and infrastructure, human resources, planning and development, and reporting.

According to the SER, the quality assurance system at UPI is led by the Head of the Quality Assurance Division (QAD or SPM) at the university level, the Head of the Quality Control Unit (QCU or SKM) at the faculty level, and the Head of the Quality Control Group (QCG or GKM) at the study programme level. QAD coordinates all university units in implementing and coordinating both internal as well as external quality assurance audits every five years (through e. g. national and international accreditation procedures).

UPI conducts tracer studies with alumni and graduates to follow potential fields of employment, and student satisfaction and lecturer performance questionnaires to further develop their programmes.

On the study programme level, quality assurance policies are described in UPI's Standard Operating Procedures (SOP) including Graduate Competency Standards, Content Standards, Process Standards, Educators and Education Personnel Standards, Education Management Standards, and Education Financing Standards.

Some of the quality assurance processes carried out are the preparation and development of the curriculum, the implementation of learning activities, the writing of scientific papers, the determination of lecturers, and the financing of education. The SER furthermore states that data from various stakeholders is collected in order to facilitate analysis and follow-up actions.

Experts' evaluation

During the online visit, the experts got more in-depth details on UPI's quality assurance (QA) measurements and levels. As standard at Indonesian universities, a well-structured QA system developed nationally by the Directorate of Higher Education (DIKTI) is implemented at various levels of the university administration.

However, the documentation by the SER revealed some details, the traceability of which could only be clarified by asking more detailed questions in the discussions during the online meetings. This primarily relates to the Key Performance Indicators (KPI) table entries. This table includes some numbers that could not be realistic or contradict the study programme's activities description. The explanation and statements during the assessment refer mainly to old data still included in the table or an information and data gap due to the covid-19 pandemic. However, all points could be clarified during the discussions, and more recent information was provided. The mismatching numbers in the KPI table point either to a weak spot in the faculty administration or to slow and not up-to-date data provided by the study programmes. Thus, evidence of the effectiveness of the key performance indicators for all programmes must be given to demonstrate the working PDCA cycle (**Finding 7**).

The UPI completed the formal change from a pure pedagogical institution to a full-range university a few years ago. Nevertheless, UPI's main target is still teachers' education and training, and an overwhelming proportion of students are actually becoming school teachers or teachers at other institutions. Therefore, the results and outcomes of the tracer studies and alumni evaluation were not given additional input for necessary curriculum revisions. The meeting with the labour market representatives supports this insight and the overall positive rating of the graduates' skills and capabilities by individuals not from the educational working sphere. Aspects of skills for non-pedagogical professional fields are implemented in the curriculum through elective courses, and the graduates are prepared for work in other fields.

The documentation does not support the impression that regularly occurring events at the university give the students a chance to meet professionals from other occupational fields. However, looking at the aim of educating teachers, the necessity of such a possibility is not very urgent besides the multiple occasion of carrier fairs in the city of Bandung organized by many universities there. However, the structure and categories used in the tracer studies should be further explored. This is also intended in the structure of the questionnaire by DIKTI and is, therefore, an ongoing process. It would be beneficial to follow non-teaching graduates' paths closely, where needed (e.g., for the Bachelor's programme "Arabic Language Education") (**Finding 8**).

Conclusion

The criterion is partially fulfilled.

3.   Learning, teaching and assessment of students

> **Bachelor's/Master's degree**
> *The delivery of material encourages students to take an active role in the learning process.*
>
> *Students are assessed using accessible criteria, regulations, and procedures, which are made readily available to all participants and which are applied consistently.*
>
> *Assessment procedures are designed to measure the achievement of the intended learning outcomes.*
>
> *[ESG 1.3]*

Description

UPI is said to follow a student-centred learning approach with academic activities promoting active learning processes to actively engage students in discussions, presentations, and problem-solving as well as cooperative learning methods, inductive teaching and learning. The SER states that all study programmes are encouraged to implement problem-based learning, project-based learning, and scientific approaches.

Students are paired with an academic supervisor for the duration of their studies. Students have access to an online academic service hub detailing the students' academic achievements in each semester, which also calculates the appropriate workload for the upcoming semesters. Academic guidance, problems or complaints can also be dealt with via face-to-face discussions, which are scheduled for once per semester, but may also be done outside of that timeframe if needed.

According to the SER, next to their role as academic supervisors, lecturers are also responsible for compiling course modules/semester learning plan, carrying out lectures and assessments. The course modules are prepared in accordance with the guidelines set by the university with the overall process being conducted on a regular basis before the start of lectures in a new semester.

Credit load of students is determined through their corresponding GPA, with the maximum between 16 and 24 credits per semester.

Lecturers are said to consider four aspects when selecting learning strategies: learning objectives, content, availability of learning resources, and participants and environmental conditions. Especially during the COVID 19-pandemic, lecturers carried out distant learning activities and are mostly using a blended-learning approach with synchronous (e.g. through video conference media with expository, discussion, and presentation methods) and asynchronous (e.g. through the learning management system developed by UPI, which includes features for self-study activities, discussions, assignments, and training methods) learning modes.

The SER states that international students are supported in their studies through special orientation sessions, providing students' buddies and tutors, and being coordinated by the Directorate of International Affairs of UPI.

Main assessment methods used are observation in simulation-based practice, simulation-based assessment, peer review, and written examination. Formative assessment is used alongside the learning process and summative assessment is conducted twice per semester (midterm and final examination). Test materials of general courses and fundamentals in education courses are collected and managed by the directorate of education of UPI while test materials of the other courses are managed by the respective study programmes. Test results are then submitted into an online system by lecturers and made available to students through an online platform. If students are unable to take an exam, a re-exam can be scheduled according to the schedule of the academic calendar.

Experts' evaluation

In the last decades, Indonesian universities have gone through various revisions of the curriculum structure resulting in a new modern curriculum focusing on outcome-based education with a student-centred teaching approach.

The study programmes assessed here have implemented modules that consider the diversity of students' needs, enable flexible learning paths and stimulate student motivation, self-reflection, and engagement in the learning process. Especially the latest initiative of the Ministry of Education of open and accessible study modules, the so-called "Merdeka Belajar Kampus Merdeka" (Independent learning and Independent Campus / MBKM), beneficial for the students to engage in activities following their personal preferences.

The before-mentioned reformation of the administration and, even more, the establishment of digital infrastructure has resulted in publicly accessible and openly available information on the results of applications and tests through the multifunctional IT portal of the university. Through this portal, the students have permanent access to their study progress.

Information on the structure of the respective study programme is also available, as is the schedule of the mid and final-semester exams. The final exams and their corresponding dates are as well published with sufficient time in advance. Mechanisms to repeat exams reasonably can be applied. In case of student complaints or appeals, the university offers various ways to conduct such.

Regarding the aspects of learning, teaching and assessment of students, UPI shows itself as a modern open university which was made possible in particular by the fact that a well-functioning digital infrastructure was built, which the students have also accepted well.

Conclusion

The criterion is fulfilled.

4. Student admission, progression, recognition and certification

> **Bachelor's/Master's degree**
> *Consistently applied, pre-defined, and published regulations are in place which cover student admission, progression, recognition, and certification.*
> *[ESG 1.4]*

Description

Admission

Admission to undergraduate programmes at UPI is in accordance with national regulations and follows various selection modes: national selection (held through screening for academic achievements at senior high school level), state higher education joint selection (carried out with other state universities via written exams), as well as a selection designed independently by UPI itself. Additionally, UPI also accepts transfer as well as international students by screening the acceptance criteria set by the university itself. For students who excel academically or come from a low-income background, UPI provides scholarships. Scholarship selection is carried out by the respective study programmes.

Detailed information on admission requirements and selection processes are available on UPI's website.

Progression

Monitoring of the student life cycle is carried out through academic guidance by academic supervisors. This occurs online as well as face-to-face. Additionally, the head of programme has access to a webpage to monitor the progression of students. Monitoring processes include compiling information on the number of active students, students who have completed courses, distribution of final grades in all courses. The data serves as the basis for possible consultations regarding difficulties students might face.

Recognition and Certification

According to the SER, UPI offers student exchange and double degree programmes and aims to facilitate student mobility through support offered by the study programme. This includes assistance, motivation to carry out academic and non-academic achievements as well as financial support coming from the study programme fund.

UPI issues a diploma containing the academic title in correspondence with the respective study programme (Bachelor of Education), an academic transcript and a diploma supplement.

Experts' evaluation

The admission process at UPI follows a multilayered procedure that allows several options for applicants. The panel of experts learned that UPI has a very high reputation on the national level and the number of applicants is very high. Due to capacity limitations, UPI accepts only a portion of these applicants. The evidence provided to the experts indicate that only 5% of all applicants are enrolled for the Bachelor's programme "Indonesian Language and Literature Education", 8.5% for the Bachelor's programme "Sundanese Language Education" and the Bachelor's programme "Japanese Language Education", and 11.4% for the Bachelor's programme "Arabic Language Education". The experts believe that these indicators state clearly the relevance of the programmes with a good visibility in the national higher education system. The website of UPI provides future students with information on the study programs and the admission procedure. Currently, not all levels of information are available in English, which is not a problem at this stage since the targeted group of prospective students are Indonesians.

The admission procedures are nationally regulated and include the national selection (held through screening for academic achievements at senior high school level), state higher education joint selection (carried out with other state universities via written exams), as well as a selection designed independently by UPI itself. The selection held by UPI itself was normally carried out at UPI on-site. During the Corona pandemic, it was switched to an online test designed and conducted by UPI. The results of the online test showed comparable and expected results to the selection test done in previous years, so UPI was very satisfied with the procedure. For the admission criteria, UPI not only considers academic competence, but also non-academic achievements like sport achievements.

The tuition fee for students per semester is based on their parents' income with a big range from 500.000 IDR (around 33 Euros) up to 7.000.000 IDR (around 466 Euros). This allows students of a low-income background to study at UPI. Additionally, there are scholarships available for students who excel and those who come from low-income families. The selection of scholarship recipients is carried out by the respective study programs.

The students and staff have a website, where students can access their achieved credits, their GPA and where they can book their modules as well. This website is very clear and well structured. The teaching staff has access to this data as well. The students are provided with academic supervisors who meet with them face to face or online, who answer questions as well as support and advise the students in the progression of their studies.

Currently, the Bachelor's programme "Japanese Language Education" is the programme with the most international exchange cooperations amongst the four programmes in the cluster. The programme has currently twelve partner universities in Japan plus six industrial partners (e.g., Japan Foundation). The recognition procedures is usually based on learning agreements between the universities prior to the student exchange. The Bachelor's programme "Arabic Language Education" has currently minor exchange with Arabic universities. However, the programme strives to get students into contact with Arab speakers via online modalities. For the Bachelor's programmes "Indonesian Language and Literature Education" and "Sundanese Language Education" the possibilities for international exchange are of course limited. However, the experts fully support the MBKM modalities that allows students to have inter-university exchange within the Indonesian higher education system. This will give students additional options to specify in certain areas with courses that is not offered by their home university. The recognition procedures follow a clear equivalence checking.

At the completion of their studies, the students are given a diploma containing the academic title in correspondence with the respective study programme (Bachelor of Education), an academic transcript and a diploma

supplement. This enables them to work as teachers in their respective field. Some students go into other fields of work, for example journalism or translating. During their studies, some optional courses are available for students wanting to go into this direction.

Conclusion

The criterion is fulfilled.

5. Teaching staff

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

Description

Recruitment of teaching staff is regulated by governmental guidelines and based on setting up requirements, document submission, selection process (including written tests, interviews, and teaching practice), and the final decision making. The university itself may take part in the selection process by conducting the interviews and through teaching practice tests. Recruitment is publicly announced via the Ministry of Education's website, which also announces the process results and provides detailed information on the process and requirements.

Next to government recruitment, UPI also carries out recruitment on university level for non-tenure and tenure lecturers. The process is similar to that of the government route with setting up the requirements, required document submission, selection process, and final decision making. Detailed information on the process and requirements as well as results are published on UPI's website.

The assigned teaching hours of lecturers at UPI are said to be used in a polyvalent manner for other study programmes as well but are mainly designed to be allocated to the study programmes to be accredited in this cluster. The three services of higher education consisting of education/teaching, research, and community service must be carried out by all lecturers regularly and include publishing research projects on e.g. language learning, curriculum analysis and development, teacher education, teacher professional development, and language planning. According to the SER, many lecturers have also taken part in visiting lecturer spots in national and international institutions and are members of national and international professional associations.

University guidelines set out staff development and qualification policies with a Master's degree as the minimum educational degree for a lecturer position. Staff with minimum qualifications are then recommended and promoted for higher degree qualifications and can take further studies either at the university or outside of Indonesia with the support of study grants.

The Bachelor's programme **Indonesian Language and Literature Education** has 10 associate professors (all of whom hold a PhD title), 8 assistant professors, one instructor as well as one lecturer.

The Bachelor's programme **Sundanese Language Education** has 3 full-time professors, 7 associate professors, 5 assistant professors, and 2 lecturers.

The Bachelor's programme **Arabic Language Education** has 4 full-time professors, 3 associate professors, 2 assistant professors as well as 6 lecturers.

The Bachelor's programme **Japanese Language Education** has 9 associate professors, 8 assistant professors as well as one lecturer.

Experts' evaluation

The composition of staff is appropriate for the achievement of the intended learning outcomes in terms of professional experience and fits the size of student body in each programme. The ratios between student and teaching staff complies with the national regulations.

The recruitment process is appropriately and transparently conducted by four study programmes in line with the guideline of Ministry of Education and Culture. The qualification of teaching staff in each programme is largely appropriate viewed from the university's mission *Tridharma Perguruan Tinggi* (Three services in Higher education). However, the faculty and each programme are expected to consider strategy for strengthening the quality of teaching staff in order to provide their student with higher quality education.

In particular the faculty should consider strengthening international cooperation for the four study programmes to further increase of the research output (**Finding 9**). Teaching staffs in each programme need to have more academic experience internationally and conduct more research structurally to produce considerable outputs not only in the domestic but also international level. The competence of foreign language in particular English should be enhanced to make more academic contribution and to strengthen teaching ability fitting for international curriculum (**Finding 10**).

Next to internationalizing faculty structurally as an organization, the Japanese Language Education Programme should enable its teaching staff to further develop its language competencies structurally to accomplish its ambitious language target set for its intended learning outcomes. For this target the programme is expected to adopt a new strategy for faculty development (**Finding 11**). Likewise, the Arabic Language Education Programme should focus more intensively on research output concerning the Arabic-Indonesian teaching material, therefor considering a new strategy for faculty development would be beneficial (**Finding 12**). The teaching staff of ALE are highly motivated and qualified with many holding final degrees in their field or are currently working on obtaining those. The university and the programme provide clear guidelines on the faculty development. At this point four faculty member holds the rank of professor. It seems possible that the senior faculty members in charge of the two tracks reach that level too. Noteworthy is the absence of any native speakers, which remains critically important especially for courses on conversation, cultural immersion and translations. Inviting occasionally native guest speakers (as demonstrated by the programme) is a step in the right direction, however, this should be institutionalized and could be realized through hiring international faculty on the basis of cooperation agreements with universities from the Arab world (**Finding 13**).

On the other hand, it can be observed that the faculty and four programmes have been doing attempts for faculty development on a regular basis by giving various seminars and trainings including teaching methods and ICT literacy. However, more efforts and strategies are expected to enhance staffs' ability in term of research and academic contribution. The point is that an appropriate balance between teaching and research for the delivery of the programme should be reconsidered. The aim should be to have adequate research output that fits to the faculty's research lines instead of carrying out research for the need to produce research. A self-assessment should be effectively built in the faculty development and result of assessment of teaching and research of teaching staff should be systematically made visible for further development (**Finding 14**).

It seems necessary to mention a general tendency of the situation in terms of workload of teaching staff in universities in Indonesia. Most of teaching staffs have quite heavy administrational and teaching workload to provide a qualified education and accomplish intended learning outcomes. As a result of this tendency, teaching staffs are often not able to allocate their time and energy for their research. Considering this general

situation in Indonesian universities, teaching staffs in the four programmes in Universitas Pendidikan Indonesia have made a considerable effort and achieved appropriate outcomes as SER shows.

Conclusion

The criterion is partially fulfilled.

6. Learning resources and student support

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

Description

As a state-funded university, UPI charges tuition fees for its programmes, with the amount depending on the students' parents' income. Funds are allocated to the respective faculties and programmes and depend on the number of students admitted to the respective study programme.

Shared facilities at UPI mentioned in the SER include classrooms, laboratories (e.g. microteaching, theatrical simulation, language), library with access to books, e-books, national and international journals (both in print as well as online form) as well as online access to these, an academic information hub, a meeting/paper defence/guest room, language centre, the Integrated Services Unit, Centre for Counselling and Guidance (offering counselling services for students with learning difficulties or to offer e.g. aptitude tests).

Students with special needs or disabilities are supported through consultation, and assistance as well as appropriate infrastructure such as elevators and ramps. International students are offered consulting and support through the Office of International Education and Relation (e.g. Indonesian language courses).

According to the SER, student support also takes place through regular consultation hours by the teaching staff to discuss academic problems and offer advice on completing studies successfully. Furthermore, UPI details several online support and learning platforms for students and lecturers. Students are paired with an academic advisor.

To facilitate teaching internship placements for undergraduates, UPI collaborates with several high schools in the area to distribute the students to schools as well as the teaching staff to supervise said students during their internship period.

Information on the study programmes, courses, facilities, and activities are provided via the study programme website as well as the student orientation programme.

Experts' evaluation

Learning resources
In the past years, all universities have faced uncertain conditions since the pandemic. Many aspects of life are changing, the world of education being one of them, and force us to keep up with changes likes applying information technology in education. The online site visit demonstrated that UPI has attempted to apply IT in the teaching and learning process, and the administration of their programmes. This can be seen in the portal made for students and lecturers in online learning. It has been stated that this portal had been in place already before the pandemic, and the reaction to the pandemic happened rather quickly. The experts commend this

forward-looking planning. Moreover, students can also get resources such as books and journals, and modules on the UPI Bandung library website page and through the UPI Bandung repository. Students can also choose courses and consult with academic advisory lecturers through the portal which can be accessed through their accounts. On the other hand, lecturers can also enter students' course grades through their account. Through their accounts, lecturers can assist students related to information about the assignment and advise them related to courses to be taken on the integrated platform. Not only supporting information technology (IT) for online learning, UPI also provides various facilities to support face-to-face learning such as a language and computer lab and a micro-teaching lab for teaching simulation practice. It shows that the facilities to support the teaching and learning process are sufficient.

Apart from the strengths in the learning and teaching process for each study programme, there are also some things to consider. Based on the site visit, the experts conclude that the administrative part of the learning and teaching process is rather centralised and located at the central unit at UPI. This limits possibilities to try out new processes beyond the established processes. However, overall, the learning resources provided by each study programme are sufficient to meet the requirements to support the teaching and learning process.

Student support

During the student-life cycle, students of each programme have one assigned lecturer as an academic advisory lecturer and two final project supervisors for the thesis. Those lecturers provide academic guidance regarding what subjects students should take for each semester and discuss their final assignments so that they can complete their studies on time. The university also supports students in international activities such as scholarship opportunities information and student exchanges through the international technical implementing unit (UPT). The university also provides UPT as a community service facility for field work (KKN). As for scholarships, there are fully funded and partially funded scholarships. University also provides research facilities in the Institute for Research and Community Service (LPPM) to support students' activities in research and join community service with lecturers.

The support mentioned above are good enough, but there are still concerning notes. The study programme and university should also guide students to face challenges in finding work and challenges post-study. Although the university has a career development centre (CDC), it does not run optimally to guide students to be ready to face competition in finding jobs. It should establish cooperation with companies to hold job recruitment events (**Finding 15**). As for the study programme, even though there is already a tracer study, it only focuses on quality control. It would be better if the tracer study is used to explore what students must prepare to face the job search competition and what positions are mostly needed by companies.

Conclusion

The criterion is fulfilled.

7.   Public Information

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

Description

Public information is provided online through UPI's website which contains an information centre with links to all units, faculties, and study programmes.

Information on study programmes, learning outcomes, curriculum, graduate profiles, lecture processes, assessment procedures, student affairs, alumni, journals, collaborations, teaching and administrative staff, guidelines and news are accessible online via the respective study programmes' website. The SER features a table containing all links to the studyu programmes.

Additionally, UPI offers printed information in the form of brochures and booklets as well as public lectures, webinars, workshops, campus and school visits aimed at prospective students. UPI also uses social media channels such as YouTube and Instagram to inform the public about new developments and achievements.

Experts' evaluation

It became clear from the experts' assessment and the responses from the stakeholders that all of the relevant information about the studies programs were adequately and transparently displayed. The various stakeholders echoed this sense we interviewed during the site visit. These comments came from representatives from the job market as well. The digital representation of the universities and the study programs were well-received and deserved praise. The information presented through films, websites or brochures was provided in good English and in a professional style. This will increase the university's international recognition.

While all programs had their introductory films and online presence (websites), the quality of the representation varied from programme to programme, with some content not available to the reviewers. However, it was noted that the information on the programmes' websites was presented in three languages (Bahasa Indonesia, English, and the respective Foreign Language), which is a handy tool for improving the outreach and spreading of public information. However, it was also noted that the lack of general knowledge of English impedes the spread of information.

The content of those sites reflected all necessary information. Assurances were made to the process of updating and objectively displaying the information.

Additional information and content on social media match international standards.

Conclusion

The criterion is fulfilled.

V.   Recommendation of the panel of experts

The panel of experts recommends accrediting the study programme "**Indonesian Language and Literature Education**" (**Bachelor of Education**) offered by **Universitas Pendidikan Indonesia (Indonesia)** with conditions.

The panel of experts recommends accrediting the study programme "**Sundanese Language Education**" (**Bachelor of Education**) offered by **Universitas Pendidikan Indonesia (Indonesia)** with conditions.

The panel of experts recommends accrediting the study programme "**Arabic Language Education**" (**Bachelor of Education**) offered by **Universitas Pendidikan Indonesia (Indonesia)** with conditions.

The panel of experts recommends accrediting the study programme "**Japanese Language Education**" (**Bachelor of Education**) offered by **Universitas Pendidikan Indonesia (Indonesia)** with conditions.

Findings:

1. An action plan to enhance the English competencies in the curricula for the Bachelor's programmes "Indonesian Language and Literature Education", "Sundanese Language Education", and "Japanese Language Education" must be drafted.
2. The Bachelor's programmes "Indonesian Language and Literature Education" and "Sundanese Language Education" should integrate international curriculum competencies into the curricula.
3. To align with the faculty's mission to become the driving force in teacher education, the Bachelor's programme "Arabic Language Education" has to emphasise the didactics of the Arabic language by either expanding the MKKPS courses or providing more courses in that regard in the MKKPP courses.
4. The department of the Bachelor's programme "Arabic Language Education" should consider the implementation of teaching Arabic dialects to reflect the rich diversity of the language.
5. Internship opportunities in the teaching context should be an integral part of the Bachelor's programme "Arabic Language Education".
6. Evidence must be provided that the roadmap of a higher percentage of graduates of the "Japanese Language Education" achieving the aimed language proficiency level (N2) is implemented.
7. Evidence on the effectiveness of the key performance indicators for all programmes must be given to demonstrate the working PDCA cycle at the faculty.
8. The tracer studies should also include graduates employed in non-teaching fields to follow trends systematically.
9. The faculty should strengthen international cooperation to increase the research output further.
10. A systematic enhancement roadmap for acquiring English language competencies of teaching staff should be implemented to connect valuable research output with the international community.
11. If the Bachelor's programme "Japanese Language Education" maintains the language proficiency N2 for graduates, evidence of the department's strategy to systematically strengthen the language competencies of staff must be provided.
12. The Bachelor's programme "Arabic Language Education" teaching staff should strengthen their research lines regarding Arabic-Indonesian teaching material.
13. An institutionalised approach to exposing students to native speakers should be further developed for the Bachelor's "Arabic Language Education" programme.
14. Reconsideration of the effectiveness of research in line with the department's goals and the integration of the research results into teaching, and vice versa, should be made to make the Tri Dharma of Education smoother.

15. An institutionalised approach to connect graduates to the job market (teaching and non-teaching) should be implemented for all programmes.

Q