



AGENTUR FÜR  
QUALITÄTSSICHERUNG DURCH  
AKKREDITIERUNG VON  
STUDIENGÄNGEN E.V.

## FINAL REPORT

UNIVERSITAS SRIWIJAYA

### **CLUSTER LANGUAGE EDUCATION**

INDONESIAN LANGUAGE AND LITERATURE EDUCATION (BACHELOR OF EDUCATION)

ENGLISH LANGUAGE EDUCATION (BACHELOR OF EDUCATION)

LANGUAGE EDUCATION (MASTER OF EDUCATION)

March 2023



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## DECISION OF THE AQAS STANDING COMMISSION ON THE STUDY PROGRAMMES

- “ENGLISH LANGUAGE EDUCATION” (BACHELOR OF EDUCATION)
- “INDONESIAN LANGUAGE AND LITERATURE EDUCATION” (BACHELOR EDUCATION)
- “LANGUAGE EDUCATION” (MASTER EDUCATION)

### OFFERED BY UNIVERSITAS SRIWIJAYA, PALEMBANG, INDONESIA

Based on the report of the expert panel and the discussions of the AQAS Standing Commission in its 16<sup>th</sup> meeting on 27 February 2023, the AQAS Standing Commission decides:

1. The study programmes “English Language Education” (Bachelor), “Indonesian Language and Literature Education” (Bachelor) and “Language Education” (Master) offered by Universitas Sriwijaya, 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 March 2024**. 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 March 2029**.

#### Conditions:

##### All study programmes

1. The university needs to assure that any measures resulting from QA activities are implemented and that this can be shared with relevant stakeholders. Documentation of measures implemented with aggregated results must be submitted in English.

##### English language education (Bachelor)

2. The study programme has to compile more accurate assessments of each programme learning outcome (PLO), as this will help the programme to evaluate the achievement of the different aspects stated in the programme learning outcomes more clearly.

##### Language education (Master)

3. The study programme has to revise the course description including the learning materials and the learning activities indicated in the intended learning outcomes to be in line with the level of Master’s programmes in the Indonesian Qualification Framework (level 8).

4. The study programme has to compile more accurate assessments of each programme learning outcome (PLO), as this will help the programme to evaluate the achievement of the different aspects stated in the programme learning outcomes more clearly.
5. Possibilities in academic careers for the graduates must be made more transparent and visible to the prospective students.

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

All study programmes:

1. All study programmes should include subjects developing both soft and hard skills such as drama performance subject as models to develop a wider offer, especially in the English track.
2. To strengthen the international dimension, it is recommended to provide incentives for undergraduate students to do their internship abroad.
3. Stakeholders from other industries such as tourism or media should be approached in order to diversify the job opportunities, as they could be interested in employing students trained in the field of languages.
4. All study programmes should communicate with students on the weekly workload and assignments in a more concrete approach.
5. To improve the quality of distant learning, it is recommended to have a more transparent assessment of this learning method for both students and teaching staff of all study programmes.
6. The efficiency of how theoretical and practical aspects correspond to each other in each course should be more systematically analysed and evaluated.
7. It is recommended that the faculty break down each component of the examination assessment into different competencies and provide a detailed explanation of the grading scale.
8. Examination formats and the process of retaking an examination should be transparently communicated with students.
9. The university should consider setting more inclusive teaching and examination standards.
10. All study programmes should explore and establish similar student exchange cooperation with universities beyond the regional boundaries to magnify the image on the quality of the study programmes and facilitate the students to experience and establish wider global exposure and networking.
11. The university should issue the diploma in both Indonesian and English to facilitate graduates in entering the regional and global job markets or pursuing further studies overseas.
12. The faculty should assess the effectiveness of the existing research projects conducted by the academic staff.
13. The university and the faculty should offer a special training for the teaching staff in terms of publication on reputable and indexed international journals as well as reconsider the incentives for lecturers who manage to publish in renowned international journals as a reward for their efforts.
14. The websites of the university and the faculty should contain more complete and integrated information accessible to the public and include the English version beside the standard Indonesian version as well as the browsing should be better streamlined.

Indonesian language and literature education (Bachelor)

15. A workshop to present intended learning outcomes (ILOs) and desired qualifications in a simplified and concrete way should be organised for the teaching staff and students to help them get a better understanding of the ILOs.
16. The study programme should apply the local focus in two courses, namely Sociolinguistics (semester 4) and Psycholinguistics (semester 6) and incorporate studies on Indonesian and Malay cases into both courses.

English language education (Bachelor)

17. The study programme should conduct socialisation activities to ensure that the students understand and are willing to achieve the PLOs effectively, and the labour market is informed of the PLOs and willing to contribute more effectively to the programme.
18. The quality of the rubrics should be improved because some courses are not accompanied with rubrics, some are accompanied with inappropriate rubrics, and only very few that have appropriate rubrics.

Language education (Master)

19. The study programme should conduct socialisation activities to ensure that the students understand and are willing to achieve the PLOs effectively, and the labour market are informed of the PLOs and willing to contribute more effectively to the programme.
20. The quality of the rubrics should be improved because some courses are not accompanied with rubrics, some are accompanied with inappropriate rubrics, and only very few that have appropriate rubrics.
21. A reflection on how to better present the research-oriented curriculum should be engaged and the particular expertise offered should be more apparent.
22. The teaching staff should be encouraged and supported to do their PhDs and to publish in nationally accredited journals indexed in SINTA (the Indonesian platform for recognised indexed journals).
23. Research conducted by the teaching staff and its outcomes should be integrated into the curriculum in order to reflect the level of the research and how sciences are applied, as the university aims to become a leading research-based university.

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

**EXPERTS' REPORT****ON THE STUDY PROGRAMMES**

- “ENGLISH LANGUAGE EDUCATION” (BACHELOR)
- “INDONESIAN LANGUAGE AND LITERATURE EDUCATION” (BACHELOR)
- “LANGUAGE EDUCATION” (MASTER)

**OFFERED BY UNIVERSITAS SRIWIJAYA, PALEMBANG, INDONESIA**

Visit to the university: 26 – 29 September 2022

**Panel of experts:**

<b>Jun.-Prof. Dr. Elsa Clavé</b>	University of Hamburg, Faculty of Humanities, Languages and Cultures of Southeast Asia
<b>Prof. Dr. Didi Suherdi</b>	Universitas Pendidikan Indonesia, Faculty of Language and Literature Education, Department of English Education
<b>Gunar Yadi</b>	Deputy Head of the Indonesian School in Den Haag, The Netherlands (representative of the labour market)
<b>Maria Magdalena Mannai</b>	Student of St. Gallen University of Teacher Education (student representative)
<b>Coordinator:</b>	
Ronny Heintze	AQAS, Cologne, Germany
Vi Le	AQAS, Cologne, Germany

## I. Preamble

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AQAS – Agency for Quality Assurance through Accreditation of Study Programmes – is an independent non-profit organisation supported by more than 90 universities, universities of applied sciences and academic associations. Since 2002, the agency has been recognised by the German Accreditation Council (GAC). It is, therefore, a notified body for the 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 academic studies and higher education institutions' teaching. In line with AQAS' mission statement, the official bodies in Germany and Europe (GAC and EQAR) approved that the activities of AQAS in accreditation are neither limited to specific academic disciplines or degrees nor a particular type of higher education institution.

## II. Accreditation procedure

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This report results from the external review of the Bachelor's programmes "**English Language Education**" and "**Indonesian Language and Literature Education**" and the Master's programme "**Language Education**" offered by Universitas Sriwijaya.

### 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 January 2021. The university produced a Self-Evaluation Report (SER). In November 2021, the institution handed in a draft of the SER together with the relevant documentation on the programmes and an appendix. 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 17 December 2021. The final version of the SER was handed in January 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 April 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, a site visit to the university took place on 26–29 September 2022. On site, the experts interviewed different stakeholders, e.g., the management of the higher education institution, the programme management, teaching and other 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 27 February 2023. 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 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

Universitas Sriwijaya (UNSRI) was established in 1960 as a state university and is based in the South Sumatra province in Indonesia. Prior to that the university worked as a private university under the name Sakyakirti University. Starting with one campus located at Palembang, the university opened a second campus in Indralaya (50 kilometres from Palembang) in 1995. Following the self-evaluation report provided by the university, the university has ten faculties and one graduate school (opened in 1996). The university offers diploma programmes (five), three-year non-degree programmes (three), *sarjana 1* study programmes (comparable to Bachelor's programmes; 56), professional programmes (equivalent to a professional master), master's programmes (26), and PhD programmes (three). As of 2021, the university has faculties in economics, law, engineering, medicine, agriculture, teacher training and education, social and political sciences, mathematics and natural sciences, computer sciences, and public health. It is stated that all programmes are nationally accredited, being a requirement within the Indonesian higher education system. The study programmes which are to be accredited within this cluster are located at the Faculty of Teacher Training and Education (FTTE). The faculty was established as the Bandung Institute of Teacher Training and Education in 1961, and was merged into UNSRI in 1969, and became what is today the FTTE in 1989. It is outlined that the faculty is the biggest faculty at UNSRI concerning the number of study programmes (15 undergraduate programmes, five graduate programmes, one PhD programmes, and one professional programmes) and the number of enrolled students (5,156 students as of December 2021). The FTTE has currently four departments (Language and Arts Education, Mathematics and Natural Sciences Education, Education Sciences, and Social Sciences Education). In total, FTTE has 201 permanent lecturers (out of which 49 hold a PhD degree, and 152 hold a master's degree), and 37 administrative staff members. The lecturers are classified in the documentation as eleven professors, 84 associate professors, 65 assistant professors, 24 junior lecturers, and 17 staff members.

The vision and mission of the university underlines their ambition to become a leading research-based university with research output that can be applied in sciences and technologies and for the well-being of the community. The strategic plan of UNSRI covers four levels focusing on enhancing the quality of their programmes, expanding public access to higher education, improving the higher education governance, and to foster the role of UNSRI within the community.

### 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**

##### **Common structure to Bachelor's and Master's programmes**

The self-evaluation report focuses on a general perspective on the curriculum development process for study programmes at UNSRI. The three programmes follow the Indonesian Qualifications Framework (*Kerangka*

*Kualifikasi Nasional Indonesia*; KKNi). The Bachelor's programmes follow level 6 according to the KKNi, and the Master's programme level 8. The curricula are based on the national standards for higher education (*Standar Nasional Perguruan Tinggi*, SNPT) and the guidelines for curriculum development in Indonesian Higher Education. Following a new policy of the Ministry of Education and Culture in Indonesia, all programmes were reviewed in 2020 to accommodate the so-called *Merdeka Belajar- Kampus Merdeka* (MBKM, Freedom to Learn – Independent Campus – elective courses). This policy strives to enable more flexible learning paths for students. Together with this amendment, UNSRI introduces like most of Indonesian universities, a credit transfer opportunity which allows students to take similar courses in different Indonesian universities.

The general structure on the Bachelor's level, differentiates between university-level core courses (8 SKS), the discipline-specific core courses (136 SKS for the "English Language Education", and 123 SKS for the Indonesian Language and Literature Education programme), and elective courses (15 SKS for the Bachelor's programme "English Language Education" and 13 SKS for the Bachelor's programme "Indonesian Language and Literature Education"). The discipline-specific core courses differentiate between educational courses, content knowledge and skills courses, and pedagogical courses. The courses on character building include courses on religion, civics education, *pancalisa* education (being the five principles in Indonesian state philosophy) and Indonesian language courses for academic purposes. It is stated that all Bachelor's students have to take an internship relevant to their field of studies. The internship can be done in the region (Palembang or Indralaya) or abroad (Thailand, Myanmar, Vietnam, or the Philippines).

The Master's programme has a general structure of 36 SKS in total, differentiating between university compulsory courses (3 SKS), faculty compulsory courses (4 SKS), study programme-specific compulsory courses (25 SKS), and elective courses (4 SKS).

At the end of the Bachelor's programmes and the Master's programme, students have to write a thesis, consisting of 9,000 – 12,000 words for the Bachelor's programmes, and 24,000 words for the Master's programme. In both cases the thesis is credited with 6 credits.

The study programmes follow the Indonesian higher education credit system called *Satuan Kredit Semester* (or SKS). The overall workload for 1 SKS (which is comparable to 1.75 ECTS according to the SER) consists of 700 minutes of lecture/seminar (14 weeks), 960 minutes of structured tasks (16 weeks), and 960 minutes of independent study (16 weeks) per credit. This sums up to an equivalent of 43.7 hours for one SKS credit. In consequence, it is stated that the Bachelor's programmes (144-146 SKS with 6,375.3 hours of work) are equivalent to 225 ECTS, while the Master's programme (36 SKS with 1,572 hours of works) is equivalent to 62.9 ECTS. The minimum length for the Bachelor's programmes is seven semesters and four semesters for the Master's programme.

It is said that the latest review of the programmes happened in 2021, adopting the outcome-based education (OBE) framework and the integration of the Independent Learning-Independent Campus policy (MBKM; implemented by the Indonesian higher education system). The MBKM policy focuses on the opportunity for undergraduate students to gain experience different to the one at their home university, meaning that students could also take courses at other Indonesian higher education institutions.

### **Experts' evaluation**

The Bachelor's and Master's programmes reflect both academic and labour-market requirements. They prepare students to become teachers of English or Indonesian language education in secondary schools, and to a lesser extent, to continue in the field of research and academia. To increase the interdisciplinary elements

in the curriculum, it is also recommended that subjects develop both soft and hard skills such as drama performance subject be taken as models to develop a wider offer, especially in the English track **(Finding 1)**. Finally, providing incentives for undergraduate students to do their internship abroad would be recommended to strengthen the international dimension of the programmes **(Finding 2)**. The existing internships in collaboration with Southeast Asian countries shall certainly be continued.

Those suggestions would help improve the curricula which are already well-tailored to the need of the labour market. Indeed, regular meetings with representatives enable the faculty members to update the proposed curriculum, in relation to the current needs. For example, Classical Malay was recently added based on the suggestion from labour market's representative, while another topic that was not considered desirable anymore has been suppressed. The fact that graduates find their first job shortly after graduation shows the appropriateness of labour market's feedback in tailoring the programmes and is therefore one of the strongest assets of the programmes. In the future, stakeholders from other industries such as tourism or media could be approached in order to diversify the job opportunities, as they could be interested in employing students trained in the field of languages **(Finding 3)**.

From the academic point of view, the examined Bachelor's and Master's theses meet the minimum requirements of the European Qualifications Framework. They are of acceptable length and show the ability of students in conducting research, articulating ideas in a clear and coherent way, and formulating conclusions. The Master's theses also show the premises of independent and innovative research. The curricula are designed in a progressive way with a slow increase of the language skills in English. For instance, a course on paragraph writing is given in the second semester before stepping up to essay writing in the fourth semester. In Indonesian, general knowledge in Classical Malay is introduced at the Bachelor's level and deepened through individual research and subject-related approach at the Master's level.

The courses are well-documented and of good or very good level with, in general, appropriate and up-to-date bibliography. The SER shows a clear overview of the course plan with the different characters for each course (university, faculty, pedagogical, study programme), and the compulsory or elective courses are also mentioned, but separately. A point of improvement concerns the workload which could probably be better exposed for each course. While the workload is given in the SER and the Course Description Book, the SER gives only an overall estimation of the weeks of work translated into minutes, which is rather abstract. A more concrete approach, in terms of weekly load and concrete assignments, would be more helpful for students to gain a clear picture of what is expected from them **(Finding 4)**.

Regarding distant education, 50% of the teaching activities were already given online (hybrid learning) before the Covid-19 outbreak. In that frame, videos were often used to present the assignments, which allows remote assessment. A learning management system, including a repository and a chat function where students communicate with each other, is operational and seems to have received positive feedback from students through a WhatsApp account (not documented). In the future, to improve the quality of distant learning, it is recommended to have a more transparent assessment of this learning method for both students and teaching staff **(Finding 5)**.

## Description

### Indonesian Language and Literature Education (Bachelor of Education)

The documentation on the Bachelor's programme outlines a total of 13 intended learning outcomes on the programme level, covering the mastering of pedagogical concepts in general and specifically for Indonesian language and literature pedagogy, theoretical concept of the discipline for primary and secondary education levels, the implementation and assessment of the discipline, and the knowledge to carry out relevant research

in the discipline. In addition, graduates of this programme will be able to make appropriate decisions in the context of problem-solving based on data analysis and innovate current pedagogical concepts of the discipline.

Translated into the curriculum, the SER outlines that students of the programme start in the first year with courses on the *Pancasila* education, a student development course, and courses on reading, reading comprehension, linguistics, literature theory, introduction to education or rhetoric. In the second year of the programme, students will be exposed to courses on history of literature, basic syntax, Indonesian semantics, drama performances, phonology, statistics, sociolinguistics, or classic Indonesian literature. Also, two pedagogical courses are integrated in this year. When approaching the third year of the study programme, students have a chance to specialise with elective courses and will expand their knowledge with courses on philosophy of education, school-based management, philology, literacy criticism or a course on research on Indonesian language and literature. Pedagogical components will also be expanded with courses on education research or evaluation of language and literature learning. In the last year, students will have the school-oriented internship, and courses on language development or Indonesian as a foreign language. Besides, students can further specialise with one elective course. At the end, students write a final thesis in semester eight. As a typical employment field of graduates, the department outlines that graduates usually are employed as Indonesian language and literature teachers at the secondary education level. Furthermore, it is stated that the curriculum follows level 6 of the Indonesian Qualifications Framework (IQF), which refers to level 6 of the European Qualifications Framework (EQF).

### Experts' evaluation

The Bachelor's degree in Indonesian Language and Literature focuses on preparing students to become schoolteachers. To fulfil such positions, upon completion of the degree, students need to have acquired several qualifications, which are clearly presented in the programme in relation to the intended learning outcomes (ILOs). However, during the campus visit, it appeared that some of the 13 ILOs remain abstracts both for the teaching staff and the students, and a few likely less assessed than others, for example, "Being able to apply pedagogy of language, literature, and Indonesian for Foreign Speakers (BIPA)". More active socialisation of the ILOs and related qualifications such as a workshop where ILOs and desired qualifications are presented in a simplified and concrete way would certainly help address this imbalance (**Finding 6**). A deep understanding of the ILOs is indeed necessary to ensure that students give relevant feedback regarding how successful the courses are, and if they need to be improved. Presently, the mechanism through which students communicate their feedback is well-thought and appropriate - they can either upload their report on an online platform or communicate via WhatsApp – what is therefore needed for the improvement.

The curriculum covers subject-specific, cross-subject knowledge as well as subject-related, methodological, and general skills in a very satisfactory way. It is presented in a comprehensive manner with all information clearly stated (types, compulsory or elective character of the curricular elements). It is complete, progressive, and has a focus on local forms of literature and performing arts. This "identity" of the programme is an important asset that distinguishes UNSRI from other universities in terms of offer and training in Indonesian Language and Literature. Particularly important are the courses related to drama in semesters 3 and 4 (drama appreciation and drama performance) which are interdisciplinary to train students in several domains such as oral expression, creativity, project management, and institutional cooperation. They also form a good foundation for the courses offered in semesters 5 and 6 (South Sumatran Oral Tradition and Palembang Language and Literature). It is recommended to apply this "local" focus in two courses, namely sociolinguistics (semester 4) and psycholinguistics (semester 6) (**Finding 7**). Presently, the bibliographies of those courses remain general. Including studies on Indonesian or Malay cases would be useful to help students grasp theories and abstract concepts (**see Finding 7**).

The Bachelor's theses which have been examined correspond to European standards. They follow academic conventions and show the ability of students to gather and organise information on a topic and to present them in an organised and articulated way. They concern precise cases in teaching or topics related to the Indonesian language and literature and illustrate well the formation given in the programme. The short waiting period from graduation to finding a job is achieved through field training in secondary schools which often offer students their first job. After graduation, students can teach anywhere but they need an extra year to obtain a separate certification and be officially recognised as schoolteachers. If they want to pursue a master, they can either study at UNSRI or choose another university.

The Bachelor's programme proposes a structured curriculum, using distance learning with efficiency and dedicating enough time (private consultation hours) and resources (online platform, direct contact through WhatsApp with professors) to communicate with students and ensure a good follow-up to questions and concerns.

### **Conclusion**

The criterion is fulfilled.

### **Description**

#### **English Language Education (Bachelor of Education)**

The SER outlines a total of eight intended learning outcomes on the programme level, differentiated in attitude, knowledge, general skills, and specific skills. Graduates of the programme will have, e.g., knowledge in English in accordance with the purpose and context of its use. They will master theories, concepts, and principles of English learning pedagogy. Also, they will be able to use up-to-date information and communication technologies in English when it comes to learning methods and research activities.

Starting with four university courses (following the national regulations) on the *pancasila* education, the study programme continues with courses on listening, grammar, reading, or pronunciation in the first year. In the second year, this will be extended in advanced courses on listening, translation, introduction to linguistics, essay writing, interpreting, and education courses in ICT in English Language Teaching or Literature in English Language Teaching. Also, students will have the opportunity to specialise with two elective courses in the second year. In the third year, students will have a stronger focus on English education courses, covering methodologies in Teaching English as a foreign language, curriculum analysis and design, a second language opportunity, or language assessment. Besides, faculty courses start in the third year covering courses on digital class management, and micro teaching. In addition, opportunity is given to specialise with two elective courses. The fourth-year cover courses on textbook analysis, an elective course, an internship, and the Bachelor's thesis. The SER outlines that the curriculum follows level 6 of the Indonesian Qualifications Framework (IQF). As the major field of employment, it is stated that graduates of this programme work as English Language teachers at secondary education level.

#### **Language Education (Master of Education)**

The Master's programme in Language Education lists 13 intended learning outcomes on the programme level. These ILOs include knowledge in language theory and pedagogical concepts, as well as the application in planning, implementing, and evaluation of language instruction concepts. Students of this programme will be able to develop critical thinking through scientific research in the discipline, and further develop the status quo of current language and literature studies. It is aimed that research findings should be useful for the research community and the society.

Following these ILOs on the programme level, the curriculum consists of a two-year programme that starts with courses on language acquisition and communication theories, teaching material development, philosophy of sciences, and courses on translation in language and literature, Malay literature, Indonesian as a foreign language, research methods, or education statistics and contemporary methods. In the second year of the programme, students have the chance to develop their own research topic for the thesis and will have a course on discourse analysis and pragmatics. The curriculum is based on level 8 of the Indonesian Qualifications Framework (IQF), being the equivalent to level 7 of the European Qualifications Framework (EQF). Graduates of this programme will be either language educators or researchers in language education.

### Experts' evaluation

#### Aspects referring to both Bachelors' programme in English Language and Master's programme in Language Education:

This evaluation applies to both, unless it is specifically indicated, Bachelor's programme in English Language Education and Master's programme in Language Education. The PLOs and CLOs as well as the interconnections between them are well-understood by the teaching staff. This is evident from the interviews and the relevant documents, such as the syllabi and lesson plans. Some efforts are, however, still needed to socialise the PLOs with students and stakeholders. From the interviews, it is evident that the students were not aware of the PLOs, neither were the labour market. Hence, it is suggested that socialisation activities be conducted to ensure that the students understand and are willing to achieve the PLOs effectively, and the labour markets are informed of the PLOs and willing to contribute more effectively to the programme (**Finding 8**).

The curriculum was developed based on the PLOs and its implementation in the classrooms are reported to be in accordance with the standard of process suggested by the ministerial regulation currently issued for Indonesian higher education. However, the assessment for each of the PLOs remains unclear. It is strongly recommended that the study programmes compile more accurate assessments, as this will help the programme to evaluate the achievement of the different aspects of students' learning stated in the PLOs more clearly (**Finding 9**). In this conjunction, assessment of each course also needs to be improved, especially by improving the quality of the rubrics of assessment for each course, because some courses are not accompanied with rubrics (both in the Bachelor's and Master's programmes), some are accompanied with inappropriate rubrics, only very few that have been by appropriate rubrics (in the English language education programme) (**Finding 10**).

#### Specific remarks on the Master's programme in Language Education:

The Master's programme in Language Education intends to train language educators and researchers in the field of language education. The programme concerns both the English and Indonesian languages and has therefore a hybrid character, which is not easily discernible based only on the SER.

As for learning materials, the difference between the width and the depth of learning materials among those subjects having the same names is not yet clear. For example, those of "Malay Literature" are not yet clearly referred to the difference of the levels of the two programmes in the Indonesian Qualification Framework (IQF, or KKNI). A clearer distinction of learning materials between the two levels of the programmes is strongly recommended (**Finding 11**). Furthermore, the "Indonesian" components of the curriculum including "Malay Literature" and "Teaching Indonesian to speakers of other languages" (semester 2) are understandable based on the desired qualifications to be gained for language educators, but they seem insufficient when one considers a career in research. A clearer presentation of the possibilities in terms of academic career after graduation would also be desirable (**Finding 12**). Another thing to re-consider is the learning activities as indicated in the CLO indicators and teaching-learning activities, since some are demanding low order thinking skills

(LOTS), such as lectures, which are not in line with the level of competences demanded for level 8 in IQF and the standard of process in the National Standards of Higher Education (NSHE, or SNPT) **(Finding 13)**.

In general, the research aspect of the Master's programme seems to be in development and should therefore be supported to reach its full potential in the coming year. The research conducted by the teaching staff deals with different topics, yet there is no clear research profile within the programme. A reflection on how to better present the research-oriented curriculum should be engaged and the particular expertise offered in the programme should be more apparent **(Finding 14)**. The two research programmes "The transformation of the Perang Menteng and the Awang Semaun verses: an effort to maintain and develop Malay literature based on response theory" (2022), and "Cross-Cultural Study: Comparison of pre-service teacher's beliefs regarding community engagement and orientation toward climate change in Indonesia, United States, and Turkey" (2022) could serve as a starter to such a reflection on the expertise provided by the faculty members. Students enrolled in the Master's programme and interested in pursuing a career in research should find their own specific research interest based on what have been represented in the programme. Besides, the teaching staff should be encouraged and supported to do their PhDs and to publish in nationally accredited journals indexed in SINTA (the Indonesian platform for recognised indexed journals) **(Finding 15)**. Time is of the essence, teaching reduction or semester sabbaticals should be therefore periodically arranged, in addition, to the already existing financial incentive to publish in peer-reviewed journals.

The Master's programme gives satisfactory training to students who start conducting independent research in language education. However, it seems that the research of the teaching staff is not always translated into the courses that are given, leading to the difficulty in assessing the nature and the level of research-led education. The experts therefore recommend that research conducted by the teaching staff and its outcomes should be integrated into the curriculum in order to reflect the level of the research and how sciences are applied, as the university aims to become a leading research-based university **(Finding 16)**.

## 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

It is outlined in the SER that the programmes are subject to external and internal quality assurance procedures. Reference has been given that the study programmes are currently accredited nationally by the relevant accreditation body BAN-PT. Following the national regulations (with last modification in 2015), the university have implemented two units to assure the quality of their programmes (Learning Development and the Education

Quality Assurance Institute unit; *LP3MP*, and the Internal Supervisory Unit; *ISU*). These units are responsible for the coordination, implementation, monitoring and evaluation of the learning activities offered in the university. The latter carries out the implementation of higher education at UNSRI.

It is stated that the programmes are following a PDCA cycle (called *PPEPP* in Bahasa Indonesian). The planning strives to integrate current national standards stated by the Ministry of Education, the vision, mission and goals of the university, and input from internal and external stakeholders. Based on these three pillars, the graduate profiles for each study programme are being compiled and implemented into the curriculum and teaching and learning methods for the specific programme. The evaluation of the programmes includes research activities, community services, support activities, and teaching and learning activities, which will be checked and, if needed, adjusted. In addition, feedback is integrated into the further development of the study programmes with a tracer study and alumni feedback. The supervision of the study programme and the academic performance lies with the Senate of UNSRI. The quality assurance activities cover standard operationalised procedures, such as study plan cards, lesson planning, internship planning, and the examination planning (educational activities), research grants and dissemination of results (on the research activities), community service activities including reporting, implementation and dissemination of results, and support activities, such as financial student support or facilities.

### Experts' evaluation

The PDCA cycle is the basis of continual improvement, and its mechanisms and workings should be transparent to every stakeholder involved. There are two levels of Quality Assurance at UNSRI, one is the more general LP3MP and then the Unit responsible for implementing Quality Procedures at programme level, the ISU. There are lecturers, that are assigned as Quality Assessors at the University level and they follow the guideline and standards set by the University, The Quality Assessors are internally and externally trained and are responsible to give training related to Quality Assurance to the other staff. They also provide training related to the teaching and learning process.

Most of the stages work well in the programmes, but some need improvement:

- Plan: The vision and mission of UNSRI are translated clearly to the programme level. The Programme Learning Outcomes are defined and translated to the courses. (More on that in the first criterion, Quality of the curriculum).
- Do: The teaching staff does their job well, as alumni from these programmes are highly valued by the labour market as they are perceived to have great language, technology, and teaching competencies and often take on leadership roles at their later employers' schools.
- Check: There is a lot of monitoring and evaluation: There are student questionnaires filled out for each course twice a semester. There are also tracer studies with the graduates, as well as a survey, interviews, and discussions with labour market representatives. Students can give feedback directly or anonymously via different ways to voice their concerns.
- Act: The results of the evaluation are discussed at the faculty level and then given to the study programme level and the dean to see what they have to work on based on the feedback given from students and other stakeholders.

The main finding regarding the PDCA cycle is that the results from the surveys and questionnaires were not made public. The experts learnt from the site visit that surveys on students' satisfaction on the teaching programmes are regularly conducted every semester, after students' assessments at the end of the semesters. It is also reported that the results of the survey were orally presented in the staff meetings. However, the fact that the students were not informed of the results (from students' interviews) and lack of written documents on the dispersion of the results (from the staff interview) of the surveys caused problems in terms of continuous quality improvement in the programme. Neither the students and alumni nor the labour market representatives



were informed about the results of the evaluations. Hence, it remains unclear to what extent an action/improvement is accordingly implemented based on the findings in the PDCA cycle. The university needs to assure that any actions resulting from QA activities be implemented and that this can be demonstrated and shared with relevant stakeholders as well (**Finding 17**). That is why the criterion is partially fulfilled with the condition being a clear documentation of how the A of the PDCA/ the last PP from PPEPP is implemented.

### 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

The teaching and learning activities include individual and group work, lecturers, and internship. It is said that during the pandemic the university shifted towards e-learning with support of the UNSRI e-learning system (including synchronous and asynchronous learning activities). Besides, students' presentation and classroom discussions are integrated in the learning process of students. The examination methods include an examination at the end of each course. All examination activities can be either written or oral tests. The academic calendar includes a mid and a final term examination. The examination organisation for the final project is for both undergraduate (paper) and postgraduate (thesis) language education programme students and conducted through oral examinations. The oral examination held by one examiner and one final project paper advisor for undergraduate programmes and chaired by an examination committee consisting of two advisors and three examiners for postgraduate programme. The scoring system for the course examination and final project paper/thesis are represented by the letters A (86 – 100), B (71 – 85), C (56 - 70), D (41 – 55), and E (below 41). As stated above, students have to write a Bachelor's and a Master's thesis at the end of the study programmes. The self-evaluation report outlines that this component strives to foster the critical thinking and the autonomous learning of students. At the Bachelor's level, students have to upload the final project paper in the UNSRI repository, while students of the Master's programme are required to publish an article in a nationally-accredited journal (SINTA indexed). When conducting research for the final paper, students are assigned to a supervisor (one for the Bachelor's programmes, and two for the Master's programme). It is said that students also might participate in current research activities of the teaching staff. To foster the academic background of students, it is said that students have to take courses on statistics for research and education research (for the Bachelor's programme), and courses on educational statistics and research methods, ethics and scientific publication for the Master's programme. The Master's programme also includes an independent study course, which strives to provide opportunities to explore own research ideas.

### Experts' evaluation

Globally, both Bachelor's and Master's programmes provide a student-centred learning environment. Diverse methods are used that support the acquisition of teaching outcomes: traditional lectures for theories and factual knowledge; exercises in a laboratory to train for the use of various software, and new technology; artistic

project to develop and apply soft skills. At the Master's level, fieldwork and occasional participation in research projects form also an additional and valuable training. Students are trained both theoretically and in practice, the latter being mostly done through an internship which enables them to experience real teaching conditions. Courses on acting prepare student to speak in front of audience and gain confidence. This transfer of knowledge, from the university classroom to working life experience, has been positively assessed by the faculty through the success of students who got hired – in the place of their field training – even before finishing their programme. Although this provides clear evidence of the efficiency of the training for students, a more systematic assessment would be desirable, in the form of an anonymous survey, to know the students' perspective on the competencies already acquired and the ones that could be improved, either by more practical training or through theories in the classroom. The interlacing of theoretical and practical aspects has been shown in the curriculum, but its efficiency should be more systematically analysed and evaluated (**Finding 18**).

For the examinations, assessment regulations and procedures are generally defined and communicated to students. The thesis examination forms list the components evaluated, the weight, and the score for each item. In total, five items are graded. The first component is “the quality of the background, problem formulation, literature review, results and discussion, conclusions and suggestions, as well as the relationships between these aspects”, which is graded as one item, on a scale of 10. Because of the various elements and their different nature, it would be recommended to break it down so that students could understand that this component includes different competencies. Their final score would be therefore more transparent. In addition, it is recommended to detail the items graded based on competencies (translated in learning outcomes) with an explanation of the grading scale (for example, what a score of 6 means for the literature review compared to 9) (**Finding 19**).

This said, students have the possibility to appeal in case of disagreement through the intermediary of academic advisors assigned to each student. If the issue cannot be resolved by the academic advisors, students can communicate with the study programme coordinator, the Head of the Department, or the Dean's office or the Rector's office.

The preparation for the different formats of examination (oral and written) is made during classes and reflect the general learning outcomes. An area of improvement would be to ensure the students are sufficiently familiarised with the range of examination formats before mid-term (it does not seem that any mechanism allows that at present) and that, in the case of illness, they can retake the examination without losing a semester (**Finding 20**). As in many universities, teaching and grading have been tailored to the need of “neurotypical” students, and although it suits the majority of the students, it does not consider the diversity of students' needs. Presently, nothing is planned for students having learning impairment caused by ADHD or dyslexia, which are commonly encountered among university students. Very different from physical handicaps, neurological differences impede the learning process, and a series of measures in the teaching and assessing of the tasks could greatly help students. New regulations to compensate for possible disadvantages are therefore encouraged. It will form an improvement and certainly enhance the reputation of the programme and the university for setting more inclusive teaching and examination standards (**Finding 21**). Special conditions/settings for examinations can be, for example, additional time, simplified presentation of the questions/topics, usage of a computer etc. For teaching, additional consultation hours, and the possibility to record, are also part of a set of common practices to help students in the learning process.

## 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

Student admission to the Bachelor programmes can take place within three different schemes. The National Selection of State Universities Admission (SNMPTN) scheme follows national regulations by the Council of Rectors of Higher Education Institutions of Indonesia and is based on the level of high school diplomas including both academic and non-academic achievements. The Joint Selection of State Universities Admission (SBMPTN) scheme is also a nationwide selection process and uses the results of a written test and a skill test to determine student admission. Finally, the internally-based selection scheme (USMB) follows UNSRI specific regulations and involves a written test and an evaluation of prior achievements. It is stated that SNMPTN and SBMPTN are the most common enrolment schemes, while a lower number of students enrol via the Independent Selection scheme.

The Master's programme follows just the USMB scheme, being typical for Master's programmes in Indonesia.

##### Progression

Monitoring of students' progression takes place via academic guidance. Each student is assigned an academic advisor who keeps track of their progression via SIAKAD and offers additional consultation if required. If issues cannot be clarified with the academic advisor, students can request assistance by the study programme coordinator or Head of the Department and, if the necessity should arise, also involve the Dean's office or the Rector's office.

##### Recognition

According to the UNSRI recognition of competences is facilitated by a credit transfer programme with regards to student mobility. This is based on a collaboration between UNSRI and other national HEIs and regulated by the national *Freedom to Learn – Independent Campus* programme (MBKM), which is implemented at UNSRI in the form of a *Homeland Student Exchange programme* (PERMATA). In these programmes, students can take between two and seven equivalent courses or activities per semester at another Indonesian HEI. In addition, students' participation in campus teaching programmes is recognised and may replace certain courses that are scheduled for the respective semester.

##### Certification

Upon graduation students receive three documents: the graduation certificate, an academic transcript, and a supplement diploma. The latter is referred to as graduate certificate accompaniment letter and contains a description of the student's learning outcomes and non-class activities.

#### **Experts' evaluation**

Similar to various major universities in Indonesia, UNSRI has implemented a steady system of admission for each study programme. The official and specific requirements as well as the procedures for admission are clearly defined and made available to the prospective students. Currently at the Master level, the specific prerequisites for entrance are in place to guarantee successful study completion. In the past, a slightly flexible admission conditions such as the linearity of previous study proved to be a contributing factor that shrank the

rate of study completion; therefore, it was decided to adjust the admission requirements to the present state. The mechanism, procedure, and activities to monitor and evaluate students' study progression are available.

Student mobility and teaching internship programmes have been heavily focused within country and regional partner institutions. As an addition to the local partners, for example, teaching internships for BPELE and BPILLE students have been available through partnership with diverse Southeast Asian higher education institutions. Student exchange programmes with credit transfers have taken place for several years with Universiti Teknologi Malaysia. Furthermore, MPLE has succeeded in establishing a mechanism of credit transfer for student exchange with the Philippines Normal University and has accepted students from Brazil and the US. However, adding up to the existing geographical cooperation in student mobility and credit transfer, the expert panel recommends the study programmes to explore and establish similar student exchange cooperation with universities beyond the regional boundaries to magnify the image on the quality of the study programmes and facilitate the students to experience and establish wider global exposure and networking (**Finding 22**).

Upon the completion of their study, the graduates are awarded with a diploma which is according to the regulation only made available in Indonesian language and diploma supplement which is bilingual (Indonesian and English). There has been no policy to directly accompany the diploma with the English translation. The translation is only available "by request". The experts have the confidence that an English translation of the diploma will facilitate graduates in entering the regional and global job markets or pursuing further studies overseas (**Finding 23**).

## 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**

UNSRI lists 24 teaching staff in the Bachelor's programme "English Language Education" including two lecturers, 19 assistant and 2 associate professors, and one full professor. In the Bachelor's programme "Indonesian Language and Literature Education" there are 18 teaching staff: three lecturers, six assistant and seven associate professors, and two full professors. The Master's programme "Language Education" lists 21 teaching staff including three full professors, six associated and nine assistant professors, and three lecturers.

UNSRI states that recruitment selection and assignment procedures are based on national laws and regulations. UNSRI's Statutes and its Education Guide include regulations on staff rights and a code of ethics. Onboarding is provided by the university centrally and by each individual unit; it includes guidance modelling by senior lecturers. According to the SER professional development training has been made partially compulsory for staff. Offers include training on learning media design, learning management system, research writing and community services, scientific writing, or research data analysis. UNSRI has introduced an incentives system for scientific and creative work as well as a programme to support innovation in teaching methods through grants. According to the SER lecturers are provided with scholarships when they wish to further their

studies (e.g. from Master to PhD). There are set amounts of yearly mandatory scientific production for staff. UNSRI mentions international research cooperation with institutions in Malaysia, Singapore, Thailand, and Italy.

### Experts' evaluation

The number of the teaching staff involved in three programmes accredited is sufficient in terms of quantity and qualifications. They were recruited through a well-established and documented procedure which is in line with the learning outcomes stated. The staff development is also well-conceptualised considering the number as well as the qualification demanded for the development of the programmes in the future. In this conjunction, efforts have also been made to help the teaching staff develop their career to higher ranks, including publication and professorship. Continuous education and training opportunities are provided by both the university and the faculty. This has resulted in the increasing number of staff with doctoral degrees and professorship. From the discussion during the site visit, it is evident that good academic atmosphere is one of the most motivating factors for the teaching staff to join the university. Despite the successes, improvement should be achieved with regards to the effectiveness of the endeavours. Many of those are active and trying to accomplish the required articles, but there are also failures. Hence, assessment of the effectiveness of the existing research projects is recommended; and alternative solutions and improvement need to be considered (**Finding 24**).

The staff productivity in terms of publication has been evident during the site visit. They can also be found in several indexed and referenced databases, especially Google Scholar and Scopus. However, the number of publications with the indexed quartile required for their rank promotion is barely significant. This has been a significant hindrance for the rank promotion, especially for professorship. Hence, a special training for the teaching staff in terms of publication on reputable and internationally indexed journals is recommended (**Finding 25**). Last but not least, incentives for lecturers who manage to publish in renowned international journals should be reconsidered as a reward for their efforts (**Finding 26**).

### Conclusion

The criterion is 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

Course descriptions are available to students via the SIAKAD system, where lecturers upload their semester lesson plans including objectives, activities, evaluations, and resources used in the courses. Furthermore, module descriptions are said to be published on the respective study programme's website

As described in the SER, the university offers various programmes and facilities to support student's wellbeing, study progression and/or mobility. Dormitories and medical facilities are provided on campus. The facilities of the faculty are also equipped with wheelchair-accessible buildings and braille plates. Further support for

students with special needs includes a Student Activity Unit called the Study Movement for Inclusion of Disability and a programme that recruits students to assist those with special needs. Scholarships are set in place to provide students from a lower socioeconomic background with the possibility to access higher education.

New students are supported by a university-wide as well as faculty-specific orientation programmes. Consultation services are not only provided by academic advisors, but also by lecturers and thesis supervisors. In addition, mentoring is offered in the form of a Student Creativity Programme, complemented by activities such as the National Student Scientific Week and guidance on article writing. Student organisations are integrated into the Department Student Association. Specialised consultation services are available at the Centre for Career Counselling and Academic Competency Guidance and, in the case of career guidance, the UNSRI Association Centre. The support of student mobility described in the SER concerns the recognition of credits obtained at other Indonesian universities and exchange programmes with universities in Thailand and Malaysia.

The learning sources at the university are used by students to conduct both academic and non-academic activities. First, central library is used by the students to discuss many academic things with their classmates and to discover the learning materials assigned by the lecturers as it provides not only printed sources but also the digital ones. Some lecturers move their classrooms to the library in order to get journal access easily. The central library, to achieve the desired learning outcomes, facilitates learning resources available in the library. Major papers, theses, and dissertations are available at the UNSRI central library and online accessible. Second, the university theatre building is used by both the students of English Language Education and Indonesian Language and Literature Education Study Programmes to perform plays.

The student centre is used by the students for workshops or training. The building which stands on two hectares of land has four floors consisting of a digital library room, a hall with a capacity of 1,000 people, lodging rooms, and a secretariat room which will reportedly be used by university organisations to facilitate the implementation of their work programmes. Other facilities are Al Ghozali Mosque which is used by students to do religious activities, Firdaus park is used to do non-academic activities or organisation, and Polyclinic serves the students' health, disability students, and students who have children.

Furthermore, language laboratory, multimedia laboratory, micro teaching building, reading room, mushollah, and multipurpose building, learning sources provided by the faculty, can also be utilised by language education cluster students. Meanwhile, the facilities in the study programme consist of a language laboratory, a mini theatre studio, graduate school library, and some classrooms. Each facility is equipped with adequate equipment supported by technical staff. The equipment in the multimedia laboratory and performance theatre is up to professional standards. Facilities are available regarding the space required for the number of students in the programme.

The university facilitates learning resources available in the library in the form of textbooks, papers, theses, dissertations, journals, research reports, and proceedings. The faculty also supports the study programmes by providing access to appropriate amounts of literature, journals, and academic resources. Learning resources that can be accessed by the students of the English Language Education Study Programme, for example, textbooks (1,457 titles: 1,534 copies), accredited national journals (10 titles; 1 copy), international journals (20 titles: 1 copy), proceedings (20 titles: 1 copy), thesis (785 titles: 2,355 copies), thesis (26 titles: 26 copies), dissertation (12 titles; 12 copies). The students of Indonesian Language and Literature Education Study Programme undergraduate and graduate school students have the following learning resources: 1,025 textbooks, five national journals, nine international journals, 31 proceedings, 749 papers, 200 theses, 50 dissertations.

Student support

Students are informed about the course contents at the beginning of the academic year. The information given in the academic manual includes the curricula, the course description for each course, and a more detailed description concerning the topics, teaching, and learning activities, assignments, and the assessment methods. It is said that the course descriptions are reviewed once a year in the department or study programme meetings. The dissemination of the course descriptions happens according to the self-evaluation report as hard copies and in electronic formats (faculty homepage and the study programme homepage).

**Experts' evaluation**Tuition fee and scholarship

The University has a policy on tuition fees that takes into account the student's socioeconomic background. Based on their parent's income, there are five monetary levels, from 500k IDR (~33 Euro) up to a maximum of 4.5 million IDR (~300 Euro) per semester. This allows students from all backgrounds to afford their studies.

In addition, students may qualify for many scholarships at the beginning of their second semester. There are both government scholarships (e.g., from the Ministry of Education or the Government of South Sumatra) and scholarships from institutions as well as scholarships from UNSRI. For very poor students, the scholarships also include the living cost. For the Master's programme, the students who are involved in research will get the tuition fee and the publication fee covered by UNSRI. Additionally, there are some competitive scholarships for Master's studies that have been obtained by some students.

E-learning infrastructure

The students report that they have easy access to E-Learning. It covers their needs and works well even when working remotely from home (especially during the pandemic). This is mostly because hybrid learning was introduced way before the pandemic, so it was already in use for some time, with the ratio normally being 50% online and 50% offline. This E-Learning includes teaching material, e-assessment (for example: uploading teaching videos, performing a drama via zoom) synchronous and asynchronous learning opportunities. During Covid-19, the Rector issued a policy where the tuition was reduced as compensation to pay for internet access.

Facilities

The facilities (libraries, language and multimedia laboratories, mini theatre, podcast room, etc.) are well used and highly appreciated by the students. They are well suited to support students in their studies. The facilities are well equipped and easily accessible. They also support students in achieving media competencies. The staff there is helpful and meets the student's needs.

Student mobility and internships

Every year, they have subjects which give students opportunities to get experience in Malaysia, Philippines, and Singapore. They visit schools and practice teaching there. When students get scholarships from government programmes, they can go to English-speaking countries. These programmes are very competitive, and few students manage to get in due to the limited capacity. UNSRI and especially the teaching staff also encourage students to participate in international programmes. For example, students are given information, and recommendation letters, as well as the fee needed for the English test for the mobility programme. When they come back, they are encouraged to share their experiences to inspire and help other students who want to participate in a mobility programme as well.

For the mandatory internships, these are organised by the faculty. Some students were able to do their internships overseas.

### Student support

At the beginning of their studies, students are assigned an academic advisor who helps them in the starting period of their studies and constantly supports them in whatever they need. Later on, they will be assigned to a well-fitted thesis supervisor for their research and final thesis. They have regular meetings with advisors/supervisors and can contact them personally via WhatsApp. Each lecturer in the role of academic advisor is responsible for around 10-12 students.

### Research support

Students are encouraged to get involved in the academic staff's research. This involvement helps them develop their own skills in this area and empowers them to write their final thesis. When a research proposal is made by a staff member, there will always be two to three students involved.

### Career support

Most students work as teachers in state or private learning institutions after graduation. Some students go to other fields of work such as Translation, Journalism or Business. UNSRI also offers courses on public relations, entrepreneurship, as well as tourism, which are included in teaching materials.

## **Conclusion**

The criterion is fulfilled.

## **7. 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 distribution for the general public at UNSRI abides to a university wide policy concerning open public information. It requires an institution to update public information periodically. The public information is mainly provided in the form of two Academic Guidelines Books published by universitas Sriwijaya and the Faculty of Teacher Training and Education. Both books are available for download.

The Academic Guidelines Books published by the university provide more general information that applies to all faculties, i.e., Academic Calendar, the university history, students' admission, academic and students' organisation, academic services, qualification awarded, and procedures of academic, students and alumni administration service. The faculty Academic Guidelines book delivers a more specific-to-the faculty public information, i.e., general information concerning the faculty, academic organisation, curriculum, programmes in the faculty, intended learning outcome, students' organisation in the faculty, etc. The public information concerning academic guidelines is updated yearly. The Rector and the Dean assign team at university and faculty levels to update the information in the Academic Guideline Books.

## **Experts' evaluation**

At the university level, two websites – the new and the old versions – serve as the official focal points to disseminate digital information to the public. However, neither of the websites has an English version or



translation. Moving towards internationalisation, the availability of public information in English is indispensable, while the information from the Bachelor's programme in English language education and the Master's programme in Language education is already available in English, the faculty website is accompanied with plugin translations in multiple languages including English. Additionally, the experts found that access to the new official university website is already secured but not yet well-streamlined and user-friendly. Well-streamlined institutional websites usually facilitate browsing experiences from the official university website straightforwardly to the websites of the faculties and down to the study programmes websites. Moreover, the current faculty website, nevertheless, was marked as unsecured connection, provided very basic and limited information. We found the downloadable academic handbooks in the university website, not from the websites of the faculty or the respective study programmes. The embedding of faculty video profile on its website has helped to compensate the shortfall in other aspects. We recognise that the state of limited availability of public information through the official websites and social media channels may be due to the transition process of constructing the more representative websites in terms of format and visibility, and of streamlining and user-friendliness. We recommend that the websites should contain more complete and integrated information that can be accessible to the public and the browsing should be better streamlined (**Finding 27**). Regarding the official university's website, the English translation beside the standard Indonesian version is necessary (**Finding 28**).

### **Conclusion**

The criterion is fulfilled.

## V. Recommendation of the panel of experts

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The panel of experts recommends accrediting the study programme **“Indonesian language and literature education” (Bachelor)** offered by **Universitas Sriwijaya (Indonesia)** with conditions.

The panel of experts recommends accrediting the study programme **“English language education” (Bachelor)** offered by **Universitas Sriwijaya (Indonesia)** with conditions.

The panel of experts recommends accrediting the study programme **“Language education” (Master)** offered by **Universitas Sriwijaya (Indonesia)** with conditions.

### Findings:

1. All study programmes should include subjects developing both soft and hard skills such as drama performance subject as models to develop a wider offer, especially in the English track.
2. To strengthen the international dimension of all programmes, it is recommended to provide incentives for undergraduate students to do their internship abroad.
3. Stakeholders from other industries such as tourism or media should be approached by all study programmes in order to diversify the job opportunities, as they could be interested in employing students trained in the field of languages.
4. All three study programmes should inform students about the weekly workload and assignments in a more concrete approach.
5. To improve the quality of distant learning, it is recommended to have a more transparent assessment of this learning method for both students and teaching staff of all study programmes.
6. A workshop to present intended learning outcomes (ILOs) and desired qualifications in a simplified and concrete way should be organised for the teaching staff of the Bachelor’s programme in “Indonesian language and literature education” and students to help them get a better understanding of the ILOs.
7. The Bachelor’s programme in “Indonesian language and literature education” should apply the local focus in two courses, namely Sociolinguistics (semester 4) and Psycholinguistics (semester 6) and incorporate studies on Indonesian and Malay cases into both courses.
8. The Bachelor’s programme in “English language education” and the Master’s programme in “Language education” should conduct socialisation activities to ensure that the students understand and are willing to achieve the PLOs effectively, and the labour markets are informed of the PLOs and willing to contribute more effectively to the programmes.
9. The Bachelor’s programme in “English language education” and the Master’s programme in “Language education” have to compile more accurate assessments of each PLO, as this will help the programme to evaluate the achievement of the different aspects stated in the PLOs more clearly.
10. The quality of the rubrics of the Bachelor’s programme in “English language education” and the Master’s programme in “Language education” should be improved because some courses are not accompanied with rubrics, some are accompanied with inappropriate rubrics, and only very few that have appropriate rubrics.
11. The Master’s programme in “Language education” has to revise the learning materials to the extent that can reflect the level of Master’s programmes in the Indonesian Qualification Framework (IQF).

12. Possibilities in academic careers for graduates from the Master's programme in "Language education" must be made more transparent.
13. The Master's programme in "Language education" has to revise the learning activities indicated in the CLOs as some of them are demanding low order thinking skills (LOTS), which are not in line with the level of competences demanded for level 8 in IQF and the standard of process in the National Standards of Higher Education (NSHE, or SNPT).
14. A reflection on how to better present the research-oriented curriculum should be engaged and the particular expertise offered in the Master's programme in "Language education" should be more apparent.
15. The teaching staff of the Master's programme in "Language education" should be encouraged and supported to do their PhDs and to publish in nationally accredited journals indexed in SINTA (the Indonesian platform for recognised indexed journals).
16. Research conducted by the teaching staff of the Master's programme in "Language education" and its outcomes should be integrated into the curriculum in order to reflect the level of the research and how sciences are applied, as the university aims to become a leading research-based university.
17. The university needs to assure that any actions resulting from QA activities be implemented and that this can be demonstrated and shared with relevant stakeholders as well.
18. The efficiency of how theoretical and practical aspects correspond to each other in each course should be more systematically analysed and evaluated by all the study programmes.
19. It is recommended that the faculty break down each component of the examination assessment into different competencies and provide a detailed explanation of the grading scale.
20. Examination formats and process of retaking examination of all study programmes should be transparently communicated with students.
21. The university should consider setting more inclusive teaching and examination standards.
22. All study programmes should explore and establish similar student exchange cooperation with universities beyond the regional boundaries to magnify the image on the quality of the study programmes and facilitate the students to experience and establish wider global exposure and networking.
23. The university should issue the diploma in both Indonesian and English to facilitate graduates in entering the regional and global job markets or pursuing further studies overseas.
24. The faculty should assess the effectiveness of the existing research projects conducted by the academic staff.
25. The university and the faculty should offer a special training for the teaching staff in terms of publication on reputable and indexed international journals.
26. The university and the faculty should reconsider the incentives for lecturers who manage to publish in renowned international journals as a reward for their efforts.
27. The websites of the university and the faculty should contain more complete and integrated information that can be accessible to the public and the browsing should be better streamlined.
28. The official website of the university should include the English version beside the standard Indonesian version.