



AGENTUR FÜR  
QUALITÄTSSICHERUNG DURCH  
AKKREDITIERUNG VON  
STUDIENGÄNGEN E.V.

## RECONSIDERATION REPORT

UNIVERSITAS BRAWIJAYA

### **CULTURAL SCIENCE I**

JAPANESE LITERATURE (BACHELOR)

CHINESE LITERATURE (BACHELOR)

JAPANESE LANGUAGE EDUCATION (BACHELOR)

February 2025



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

- “JAPANESE LITERATURE” (BACHELOR)
- “CHINESE LITERATURE” (BACHELOR)
- “JAPANESE LANGUAGE EDUCATION” (BACHELOR)

### OFFERED BY UNIVERSITAS BRAWIJAYA, INDONESIA

Based on the report of the expert panel and the discussions of the AQAS Standing Commission in its 24<sup>th</sup> meeting on 24 February 2025, the AQAS Standing Commission decides:

1. The study programmes “Japanese Literature” (Bachelor), “Chinese Literature” (Bachelor) and “Japanese Language Education” (Bachelor) offered by Universitas Brawijaya (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 2026**, provided that the conditions above are fully met. Otherwise, the accreditation may be withdrawn.
3. The accreditation is given for the period of **six years** and is valid until **31 March 2031**.

#### Conditions:

##### For all study programmes:

1. An action plan must be handed in that clearly describes the timeline and current state of recruiting academic staff qualified to teach the required language skills in Japanese and Chinese.
2. An action plan must be handed in that describes the steps taken how to qualify current and new teaching staff to reach a higher academic level and - where necessary - a higher language proficiency level and to foster their own academic teaching abilities.

##### For the Japanese study programmes:

3. Care must be taken to ensure the correct use of the Japanese language. The correct Rōmaji transcription of the Japanese language must be used in special expressions, such as Nihongo kyōju hō („Methods in Teaching Japanese“, 日本語教授法).

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

For all study programmes:

1. The experts recommend that the complete website of UB is also offered in English to show the seriousness of their attitude towards internationalization.

For the study programmes “Japanese Literature” and “Japanese Language Education”:

2. The increased library resources are rated positively, but they should be included in the basic annual budget.

For the study programme “Japanese Literature”

3. More courses on Japanese linguistics, literature, and culture are included now. However, the overall number is still quite low so that these type of courses should be increased in the future.

For the study programme “Chinese Literature”:

4. It is not clear, however, whether the level HSK 5 has been introduced as mandatory into a new curriculum. UB should provide evidence that the language level was adapted to level HSK 5.

For the study programme “Japanese Language Education”:

5. UB should reconsider the frequency of supporting measures of students to achieve the intended language competencies.

## EXPERTS' REPORT

### ON THE STUDY PROGRAMMES

- “JAPANESE LITERATURE” (BACHELOR)
- “CHINESE LITERATURE” (BACHELOR)
- “JAPANESE LANGUAGE EDUCATION” (BACHELOR)

### OFFERED BY UNIVERSITAS BRAWIJAYA

Visit to the university: 21<sup>st</sup> – 25<sup>th</sup> March 2022; written review in January/February 2025

#### Panel of experts:

<b>Prof. Dr. Junko Majima</b>	Institute for East Asian Studies, Department of Japanese Studies, University of Cologne, Germany
<b>Prof. Dr. Harald Meyer</b>	Department of Japanese and Korean Studies, University of Bonn, Germany
<b>Prof. Dr. Hans Kühner</b>	Institute for Chinese Studies, Ludwig-Maximilians University Munich, Germany

#### Coordinators:

Doris Herrmann, Annette Büning	AQAS, Cologne, Germany
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## 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 programmes “Japanese Literature”, “Chinese Literature”, and “Japanese Language Education” offered by Universitas Brawijaya.

### 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 the programme since not all indicators necessarily can be applied to a programme.

### 2. Approach and methodology

#### *Initialisation*

The university mandated AQAS to perform the accreditation procedure in April 2021. The university produced a Self-Evaluation Report (SER). In October 2021, the university 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 drop outs),
- the CVs of the teaching staff/supervisors,
- information on student services,
- core information on the main library,
- academic regulations.

AQAS checked the SER regarding completeness, comprehensibility, and transparency. The final version of the SER was handed in January 2022. The accreditation procedure was officially initialised by a decision of the AQAS Standing Commission on 6<sup>th</sup> December 2021.

*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 February 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 21 to 25 March 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.

*Postponement of decision*

The report, together with the comments of the department, 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 29 August 2022. AQAS forwarded the decision to the university. The university had the right to appeal against the decision or any of the imposed findings.

The AQAS Commission decided to give the programmes additional 18 months for the further enhancement of the quality of the programmes. The deadline for the submission of the revised documents was 31 March 2024.

*Reconsideration*

The university submitted further evidence in 2024, and thus, in the given timeframe, for the reconsideration process. The documents were forwarded to relevant key stakeholders in the experts' panel. The expert group drafted this follow-up report on the consideration, assessing the fulfilment of the AQAS Criteria. The report includes a short description of the situation when the programmes were assessed firstly, the evaluation by the expert panel which formed the basis for decision taking in 2022, the assessment of the situation on the basis of the additional documents provided in 2024 and a recommendation to the AQAS Standing Commission.

*Decision*

The report forms the basis for the AQAS Standing Commission to take a decision regarding the accreditation of the study programmes. The AQAS Standing Commission took its decision on the accreditation on

24 February 2025. AQAS forwarded the decision to the university. The university had the right to appeal against the decision or any of the imposed conditions.

### III. General information on the university

Universitas Brawijaya (UB) was established in 1963 and is located in Malang, Indonesia. UB is composed of 15 faculties and one postgraduate school. In total, the university offers undergraduate and postgraduate programmes to about 69,319 students (October 2021). According to UB, the strategic plan of 2020 focuses on the improvement of the quality of education, research and community service, students and graduates, and institutions and cooperation.

The study programmes to be accredited are offered at the Faculty of Cultural Studies, which was established in 2009 and offers ten study programmes in the area of languages, literature, fine arts, and anthropology. As of July 2021, 3,171 students and 135 foreign students are enrolled in both undergraduate and postgraduate programmes. The faculty's vision stated in the SER is to (1) provide quality education and teaching in the fields of humanities and culture, (2) to conduct research and community service that excels in the fields of humanities and culture, (3) to disseminate knowledge and facilitate its use in the context of improving people's lives. The faculty is headed by a Dean, who is supported by a Vice Dean for Academic Affairs, a Vice Dean for General Affairs and Finance, and a Vice Dean for Student Affairs. In addition to four supporting units (Research and Community Service Agency, ICT Centre, Journal Publishing Agency, and the Quality Assurance Team), the faculty consists of three departments (Department of Language and Literature, Department of Language Education, Department of Arts and Anthropology), and a Division of Administrative Affairs.

### 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 of 2022**

##### General remarks

As explained in the SER, which formed the basis for the assessment in 2022, curriculum development and revision involves three steps which include input from lecturers, a consortium of the respective academic field, and a labour market need analysis: (1) formulation of graduate profiles and intended learning outcomes, (2) formulation of study and learning materials as well as courses and credit loads, and (3) course organisation, including semester learning modules, task plans, and evaluation plans. The study programmes to be accredited have been recognised by national (BAN-PT) and international (AUN-QA) accreditation. Following the Tridharma approach of Indonesian higher education, the achievement of intended learning outcomes is interlinked with research and community service applying to both lecturers and students. As stated in the SER,



this includes two strategies: (1) obtaining research and social service grants, and (2) publishing research and social service reports in (inter)national journals or conferences.

All study programmes are designed for a study period of four years and follow the same overall structure: (1) national content courses (including courses on religion, Indonesian, citizenship, and Pancasila), (2) university courses (including English, entrepreneurship, Community Service, and the final thesis), (3) faculty courses (including professional ethics, philosophy, and Indonesian culture), (4) subject courses (including introductory courses and courses on research methodology), (5) core courses of the respective study programmes, and (6) elective courses. Upon completion of the programmes, the achievement of the intended level of qualification can be demonstrated by a final thesis or by the publication of scientific articles.

#### **a. Japanese Literature (Bachelor)**

##### **Description of 2022**

The graduate profiles formulated for the Japanese Literature programme (SPJL) include translator, representatives of Japanese/Indonesian governments, officer employees in government or private institutions, researchers, Japanese teachers, and entrepreneurs. The SER further lists eight intended learning outcomes for this study programme: students are said to acquire the ability to

- demonstrate listening, speaking, reading, and writing skills,
- apply Japanese linguistic, literary, and cultural concepts and theories,
- communicate in Japanese at JLPT N3/CERF B1 level,
- apply, examine, compile, and communicate the results of their studies to the public in both Indonesian and Japanese,
- analyse Japanese language, literature, and culture with appropriate research tools,
- apply Japanese work culture with full responsibility in the work environment both independently and in a team whilst taking into account religious values and local wisdom,
- communicate ideas in a team with various cultural and scientific backgrounds, and
- think critically, innovatively, and creatively in order to solve individual and social problems.

In addition to the general courses provided by the national curriculum (8 credits), the institutional curriculum (14 credits), and the faculty curriculum (8 credits), core courses of the study programme are distributed across specialised courses in linguistics, literature, and culture (8 credits), Japanese general courses (8 credits), and Japanese language skill courses (74 credits). Elective courses cover areas such as interpreting/translation (6 credits), and tourism, business, journalism, education, communication, or IT, amongst others (18 credits). Descriptions for these courses are available.

#### **Experts' evaluation**

##### **a) Evaluation in 2022**

The curriculum is not focused as much on literature as one expects from a study programme called “Japanese Literature” and not adequate for this name. Interdisciplinary knowledge is well represented and taken into account. However, compared to the area of “Tourism/Business/Journalism/Education/Communication/IT/Creative Writing/Other Foreign Language”, to which 18 credits are assigned, the subject-specific core areas “Linguistics/Literature/Culture” with only 8 credits is not sufficiently represented. Furthermore, to reflect the content taught in this programme appropriately, the experts come to the conclusion that the programme must be re-named to “Japanese Language and Cultural Studies”. If the title of the study programme has to be maintained, the course offers in Japanese literature and culture must be increased extensively.

The consideration of academic-scientific learning objectives is less pronounced in relation to the preparation for the requirements of the labour market. The focus on general aspects of Japanese culture and society makes sense and is balanced with interdisciplinary, general courses.

The Japanese language training seems to be designed as an intensive course, but to ensure that graduates of this programme meet the requirements of the labour market and as are formulated in the graduate profiles, it must be geared at least to the N2 level of the Japanese Language Proficiency and reach this level.

One measure can be to create synergies between the “Japanese Literature” programme and the study programme “Japanese Language Education” in order to combine forces and guarantee a more intensive language training. Also, more links between the four competencies of listening, writing, reading, and speaking should be created to provide opportunities for students to practice their productive skills.

The adequacy of the courses seems to be demonstrated on a rather broad level, with evaluations as well as graduate surveys and feedback from the labour market apparently being involved. The language training in Japanese seems to only just meet the learning outcomes and requirements of the corresponding level of the European Qualifications Framework. Here, some more work needs to be done to raise the level of Japanese language proficiency, even among Bachelor students.

A Bachelor thesis is part of the curriculum, but with only 6 credits it is not strongly emphasized and appreciated in comparison to Bachelor theses at European universities. However, this can still be considered acceptable.

The study programme is clearly structured and learning in stages appears to be possible. This also provides development opportunities for the students. The topics “studying in Japan” or “exchange stays” as well as internships are not strictly integrated in the curriculum. Like longer internships or exchange programmes with Japanese universities they should be made more visible and should be expanded.

The individual courses are defined in terms of their functions: “Language Skill Courses,” “Content Courses” (“Elective Courses, Introduction to Specialized courses, Specialized Courses”) and “General Courses”. However, it was not possible to find a real ideal-typical study plan. One can only assume that a regulated course of studies, clearly defined for the students, is well planned and absolutely guaranteed. Organizational problems are not even remotely apparent. The number of credits seems to be well-defined.

#### **b) Reconsideration evaluation in 2024/25**

The University of Brawijaya has made considerable efforts to remedy, as far as possible, the deficiencies and inadequacies listed in the final AQAS report of August 2022.

It is quite reasonable to collaborate and team-teaching between SPJL and SPJLE as the two programmes have certain contents in common. It is unique to organize courses for the Odd or Even semesters, so that the students would not get confused. It is somewhat disturbing, however, that the correct Rōmaji transcription of the Japanese language is not used in special expressions such as Nihongo kyōju hō („Methods in Teaching Japanese“, 日本語教授法), especially since care should have been taken here regarding the correct use of the Japanese language (**Finding 2**), but this is just a detail. Moreover, the low number of „12 students taking Culture and Media courses at SPJL“ according to the documentation is quite worrying but lies within the responsibility of the university.

The focus on increased language practice makes sense.

The documentation shows that the curriculum has been successfully expanded (establishment of “Classic Japanese Literature-based reading course,” “Modern Japanese Literature-based reading course,” “Japanese Business Conversation course,” and “Japanese Socio-culture Conversation course”). The fact that the recommended renaming of the study programme from “Japanese Literature” to “Japanese Language and

Culture” has not yet been implemented is rather regrettable, but has to be understood as a consequence of the hierarchical structures on site, as explained in the report. More courses on Japanese linguistics, literature, and culture are included now. However, the overall number is still quite low so that these type of courses should be increased in the future (**Finding 1**). Raising the language level to JLPT N2 also seems to have been recognized as the main goal in this course, as required. Appropriate optimizations in the curriculum could be made quite credibly, although these attempts should be evaluated in a few years.

With regard to exchange activities, the situation can be assessed as fundamentally positive, but appear to be more specialized.

## Conclusion

The criterion is partially fulfilled.

### b. Chinese Literature (Bachelor)

#### Description of 2022

As stated in the SER, graduates of the Chinese Literature programme (SPCL) are qualified for employment as Chinese language and culture professionals (translators/interpreters, teachers, journalists), management staff (management trainee, public relations, HR, marketers), and creative workers (entrepreneurs, content writers, freelance writers). The study programme formulates ten intended learning outcomes. Graduates are said to be able to

- identify and apply spoken and written communication techniques in Mandarin on an intermediate level (HSK 4 and KSKK),
- apply concepts and theories of Chinese language, literature, and culture according to the latest developments in science and technology,
- analyse and demonstrate aspects of Chinese language, literature, and culture to solve societal problems,
- apply ideas in entrepreneurship and non-entrepreneurial activities in the fields of language, tourism, as well as business and offices,
- behave and communicate well and contribute to cross-cultural and international teamwork,
- comprehend ethical and professional responsibilities in the application of science and technology and their impact on the natural and social environment,
- apply logical, critical, systematic, and innovative thinking in the context of the development of science and technology,
- demonstrate, maintain, and develop quality performance independent or in groups,
- make appropriate decisions in the context of problem-solving based on the results of data analysis,
- take the responsibility of the achievement of work results, execute a self-evaluation process of the work group, and manage continuous learning independently.

The curriculum includes university compulsory courses (6 credits), national compulsory courses (8 credits), faculty-based basic courses (15 credits), and language and literature courses (8 credits). These are complemented by core courses on Mandarin language skills (79 credits), core courses on business and office Chinese (5 credits), extension courses on literature/language and tourism (18 credits), as well as extension courses on Chinese language/culture and digital information technology (7 credits). Descriptions for these courses are available.

## Experts' evaluation

### a) Evaluation in 2022

The four-year programme of the SPCL offers courses in oral and written Mandarin as well as in Chinese history, literature, and culture. In addition, students are offered mandatory and extension courses in other academic fields as well as internship programmes within the framework of the national MBKM program (*Merdeka Belajar Kampus Merdeka, Freedom to Learn Independent Campus*).

Labour market needs are reflected in the design of the programme. Tracer studies and surveys among students and graduates are conducted and their results serve as guidelines for improvement of the programme. However, since the programme was only recently established there appears to be a low input of new developments in Chinese Studies in general, but especially of new approaches in didactics of Chinese language teaching and in Chinese linguistics (also see the chapters on teaching staff and research support).

In general, the curriculum is geared towards the desired learning outcomes and the overall academic goals. It provides training in subject-specific competences, but also offers courses in other relevant disciplines. Regarding the level of competence in the Chinese language, the aim of attaining HSK level 4 upon graduation is insufficient with a view to the level of competence required in professional life.

According to an evaluation of the German Society for Chinese Language Teaching (Fachverband Chinesisch), for example, HSK 4 does not correspond to level B2 of the Common European Framework of Reference for Languages (CEFR), especially because in HSK 4 reading and writing skills are not sufficiently represented. This should also apply to the Indonesian labour markets and its needs in language competences of graduates. It is strongly recommended that the programme should set the aim of attaining a higher level (e.g. HSK 5). This should be possible within the framework of a four-year programme.

The curriculum offers four courses (8 credits) on Chinese history, literature, culture, and society. Compared to the curriculum of the study programme in Japanese Literature, the proportion of courses on general cultural knowledge is significantly smaller in the Chinese Literature programme. This is clearly insufficient to provide students with the general cultural knowledge required for meaningful communication with Chinese counterparts and for understanding, interpreting, and translating Chinese texts. Therefore, the number of courses offered on general cultural knowledge (history, literature, society, etc.) must be raised. The experts assume that this deficiency can be corrected through the integration of one or more courses on Chinese cultural topics leading to another 4-6 credits. It is suggested that the additional course/s should be offered preferably in the sixth and/or seventh semester. In these courses, students should be given time and opportunity to deepen the acquired knowledge and to apply and develop independent, critical, and creative thinking and the capacity of independent research.

Since the curriculum contains only two courses with two credits each on Chinese literature (of a total of 149 credits), the name "Study Programme of Chinese Literature" clearly does not reflect the actual content being taught. Therefore, it must be changed to "Chinese Language and Cultural Studies" or equivalent. The programme can lead to a degree that is equivalent to other Bachelor's degrees on international level after the improvements and modifications in the curriculum have been made that are indicated above. The competences acquired are demonstrated by a final thesis.

The curriculum itself and the Intended Learning Outcomes in general are transparently documented and the workload is appropriately allocated to the different courses. Mandatory and elective courses are clearly defined. It is further recommended that the curriculum should contain provisions concerning study programmes in Chinese speaking regions to enhance the mobility of students. It should define the number of transfer credits that can be acquired by study achievements at other universities. Studies abroad should be strongly encouraged.

### b) Reconsideration evaluation in 2024/25

The name change could not be realized yet because the decision on a change of name lies beyond the university's jurisdiction. However, a bureaucratic process has been started with the Central Administration so that the intended change of name has some chance of being realized.

As for the recommendations, the responses of UB shows that SPCL has already put a great deal of effort into the improvement of its work. For example, the report in 2022 had recommended that the language proficiency level required for graduation should be raised to HSK 5, that more courses on cultural topics should be offered, that students should be offered more courses fostering independent critical thinking, and students should be given time and opportunity to pursue independent projects. International input into the design of the curriculum seems to be appropriate.

Thus, it can be observed that efforts have been made to raise the students' language proficiency level by introducing additional courses and internships. It is not clear, however, whether the level HSK 5 has been introduced as mandatory into a new curriculum. UB should provide evidence that the language level was adapted to level HSK 5 (**Finding 5**).

### Conclusion

The criterion is fulfilled.

### c. Japanese Language Education (Bachelor)

#### Description of 2022

As explained in the SER, graduates of the Japanese Language Education (SPJLE) programme are supposed to be qualified for employment as Japanese language educators, researchers in the field of Japanese language and education, Japanese translators, and entrepreneurs in Japan-related contexts. The report lists the following intended learning outcomes: Students are said to

- show a religious attitude as well as tolerance towards other religions, ethnicities, nations, and cultures,
- show a responsible attitude with regards to law, ethics, and norms in relevant communities,
- master the Japanese language at an intermediate level or equivalent to N3 (JLPT) / B1 (CEFR),
- have knowledge on pedagogical theory in the areas of educational psychology, methodology, media, Japanese language, and teaching Japanese as a foreign language,
- master principles of entrepreneurship and management in the field of Japanese language,
- apply logical, critical, systematic, and innovative thinking to various contexts, including the development and implementation of science and technology relevant to the field of Japanese language education, and
- apply both pedagogical and linguistic theory to research and publication activities, using an inter- and multidisciplinary approach to solve problems related to teaching Japanese as a foreign language.

The curriculum includes national/university/faculty/department compulsory courses (39 credits), compulsory language skills courses (86 credits), and 20 credits consisting of compulsory courses in education, culture, linguistic, and research methods as well as elective courses.

## Experts' evaluation

### a) Evaluation in 2022

The overall curriculum is targeted to provide students of the SPJLE programme with qualifications to be achieved in a transparent system, and the learning outcomes are adequately and transparently documented. They include academic as well as aspects relevant for the labour market. The programme provides training to enable students to become high school Japanese language teachers, and it is acceptable under the status quo that Japanese language proficiency of N3 level on the JLPT is guaranteed as a graduation requirement. However, it is not particularly high when the standard is the same for Indonesian universities as a whole. Considering the rather low language skills graduates with a N3 level have and international comparability, it is, therefore, necessary to guarantee Japanese language attainment to the extent that the majority of SPJLE students reaches N2 or even N1 to be able to teach Japanese themselves in the future.

It is also suggested that, especially in the area of language courses, the teaching staff of the programmes of Japanese Language Education and Japanese Literature should discuss potential collaborations and exchange possibilities to enable students to link the four major language competencies of listening, speaking, reading and writing to one another as well as practice their active language skills more. Furthermore, there is still room for development and improvement in terms of internationalization with the target of enhancement of language and culture education, such as cooperation or collaborations with Japanese universities, and the opportunities for students to come into direct contact with Japanese people. This could also be achieved by providing students with more opportunities to conduct longer internships and/or a longer exchange period spent at a Japanese university.

### b) Reconsideration evaluation in 2024/25

The policy of revising the curriculum and setting the JLPT N2 as the target to be achieved upon graduation from the undergraduate course is quite ambitious and certainly meets the accreditation criteria. JLPT N2 can be considered absolutely sufficient for a BA degree in Japanese Studies.

To achieve such a high goal, the university has made several efforts to foster the students' language competence in four skills, emphasizing the active use of the language with the Japanese partners and with Japanese universities, as advised. The university has increased the frequency of organizing the special Benkyokai (study club) for all the students to study towards achieving their goals. It is, however, increased from once to twice a year, which seems marginal in the long process of acquiring the language (No.1-2). It is uncertain how effective it would be, and if it is, whether this will become a regular event to be continued or increase the frequency in the future. UB should reconsider the frequency of supporting measures of students to achieve the intended language competencies (**Finding 7**).

An integration through team teaching of the SPJLE and SPJL areas seems to have been implemented as recommended by the Commission. It is somewhat disturbing, however, that the correct Rōmaji transcription of the Japanese language is not used in special expressions such as Nihongo kyōju hō („Methods in Teaching Japanese“, 日本語教授法) (**Finding 2**), especially since care should have been taken here regarding the correct use of the Japanese language, but this is just a detail. Moreover, the low number of „5 students of the SPJLE taking Linguistics I courses“ according to the documentation is quite worrying but lies in the responsibility of the university. The focus on increased language practice makes sense.

In the study programmes of Japanese Language Education, it can be seen that various efforts have been made to internationalize the programme. It is remarkable that they go through the International Credit Transfer (CT) programme. The increase in the number of international students to/from Japanese universities, including the two UB students selected as MEXT scholarship students, is excellent. It is also commendable that four students participated in the exchange programme and internship in Japan in 2024. It is encouraging that more



students get opportunities to become exchange students to the partner universities in Japan. It is also good to see financial supports to go to Japan for study abroad and/or internship.

## 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 of 2022

As outlined in the SER, all programmes adhere to external and internal quality assurance mechanisms. External QA procedures are conducted by the National Accreditation Board for Higher Education (BAN-PT), as well as by international accreditation and international certification bodies. Internal QA procedures follow the Indonesian National Standard of Higher Education (SN Dikti) and are carried out by the Quality Assurance Centre (PJM) at university level, as well as by QA units at the department (UJM) and study programme (GJM) levels. The central instrument for internal QA procedures is an internal quality audit (AIM), in which both the system (i.e. adequacy, quality, and standards of the QA mechanisms) and the performance (i.e. the implementation of the QA system) are evaluated. The AIM process thus checks the conformity between the university's quality standards and their implementation in the respective academic, financial, and administrative quality management activities. Audits are performed with regards to the quality of the faculties, departments, study programmes, and laboratories as well as to the bureaus, institutions, central laboratories, technical executive units, and business agencies. Results of the AIM are said to be communicated to the individual study programmes in the form of a quality improvement plan with regards to the adherence to the tridharma approach and lecturers' qualifications.

In addition to the QA audits, the university also reports data collection involving relevant stakeholders. This includes an annual online tracer study by which data is collected from alumni and the labour market with regards to the waiting period for graduates to be employed, the field of employment, and the required qualifications. As stated in the SER, the results of these tracer studies are used to revise and improve the curriculum of the respective study programmes. In addition, every four years a curriculum evaluation is said to be performed. Tracer studies are complemented by community satisfaction surveys (SKM), which address lecturers, students, staff, and external partners of the faculty which are related to QA services. Students' feedback to specific courses is collected via the academic information system (SIAM). The results of students' satisfaction surveys are communicated to the individual lecturers online. Results of other satisfaction surveys concerning the overall study programme are said to be published online on the university homepage and are communicated to stakeholders in regular study programme/department meetings at the beginning and the end of every

semester. Finally, the SER also mentions a suggestion box and e-complaint tool which can be accessed on the university website.

Further data collected by the university involves the profile of the student population, students' progression, completion rates, graduates' employability, and learning resources. With regards to academic integrity, the SER states that the faculty has a mechanism to check for plagiarism in both lecturers' and students' publications.

### Experts' evaluation

#### a) Evaluation in 2022

UB seems to be very committed to ensuring proper and high standard quality assurance. Adequate procedures on various levels are in place and working. There is programme evaluation, curriculum evaluation, evaluation of progression and completion rates, to name just a few.

Quality assurance procedures also involve alumni, whose feedback is collected via so-called tracer studies, conducted by the university and in some cases by the departments as well. Thanks to these studies there seems to be a fair amount of information on the sectors graduates get employed in, the requirements of the labour market and on the number of graduates continuing their studies. This information, indeed, leads to concrete measures and changes in the curriculum. Nevertheless, it is recommended to intensify efforts to contact graduates to ensure a higher participation rate of graduates in these tracer studies.

However, the system seems to be very much focused on the employability of students rather than academic achievements. Moreover, since the university is striving to "achieve competitiveness at the global level", the system of quality assurance should not only be measured against the national standards of higher education but against international standards as well. This concerns for example language proficiency levels of comparable programmes or curricular structures, amongst others. As such, the university is strongly advised to seek more external and international input concerning curricular structures and intended learning outcomes.

#### b) Reconsideration evaluation in 2024/25

It is positively assessed to have more graduating students to involve in the tracer studies, so that the UB will be able to grasp the effectiveness and opinions for improvement of the programmes. It is important to grasp dropout rates of the programmes to see if or what the problems are.

### Conclusion

The criterion is 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 of 2022

In the SER, UB highlights its commitment to student-centred learning, referring to the respective standards formulated in national (SN-DIKTI) and international (CEFR) frameworks. As such, the university lists several



teaching methods in addition to lectures to foster students' active participation as well as their critical and creative thinking abilities. These include tutorials, research projects, group discussions, simulations, cooperative learning, project-based learning, problem-based learning, and professional placement (internships and/or community service). The study programmes under accreditation further employ the immersion method to support students' linguistic and cultural learning processes. This includes exposure to the respective languages as much as possible by addressing listening, speaking, and writing skills, as well as providing literary, epistemological, and cultural input. The two educational programmes are supposed to also include the opportunity for teaching practice at middle, high, and vocational schools. In addition, students are said to be encouraged to participate in extracurricular activities and to be introduced in research activities such as mini research projects, and publications. During the COVID-19 pandemic, teaching activities took place online both synchronously and asynchronously by employing various software (e.g., Zoom, Google Meet, Google Classroom) and the university's learning management system (VLM2 UB).

Following the university's policy as an Inclusive Campus, teaching activities are said to consider the diversity of students and their respective needs. This includes for example the assurance of classroom accessibility for students with physical disabilities, assigned interpreters for hearing impaired students, and assistance as well as digitisation services for students with visual impairment. Furthermore, the university states that all students are offered tutorial services in report writing, Indonesian language training, and English language training.

Assessment of students' achievements include quizzes (15% of the course grade), structured assignments (20%), practical activities (10%), a mid-term exam (25%) and a final exam (30%). With regards to the Bachelors' thesis, three components are integrated into the final grade: the thesis proposal seminar (25%), result seminar (25%), and thesis examination (50%). Students are said to be informed of the assessment regulations by the faculty's academic manual, semester plans, the thesis manual, and an online thesis information system (SISO). The examination guidelines are available in the current academic handbook. Student appeals are reported to be discussed with the responsible lecturer directly.

## **Experts' evaluation**

### **a) Evaluation in 2022**

The SER mentions a variety of teaching methods, including group discussion, cooperative learning, Project Based Learning, and Problem Based Learning among others. Assessment regulations are published and generally documented in a comprehensible way for students. The students did not report any problems in the organization of teaching and assessment.

However, the experts noticed that the description of Project Based Learning in the university's SER does not fully represent the key ideas of Project Based Learning, which are to solve a specific problem, or address a complex issue by working on a project over a lengthy period of time. Therefore, attention should be paid to the realization of these methods in teaching, so that the problem is introduced first without teaching the students relevant material. Instead, teaching relevant material and subsequently having students apply the knowledge to solve problems, the problem is supposed to be presented first, often by creating a case.

It is also recommended to increase Project Based Learning, especially Project Based Learning teaching and learning formats in the study programmes to foster students' critical thinking abilities. Furthermore, it is recommended that especially the Chinese Literature programme offers more opportunities for students to conduct independent projects on their individual areas of interest (e.g. in semester 7).

The infrastructure of having the micro-teaching classroom and teaching internships at high schools are reasonable as the application of the linguistic and pedagogical knowledge and skills can be demonstrated and multidisciplinary approaches can be used in solving problems in the field of language education. As such, the

individual programmes should consider increasing the use of the faculty's micro-teaching laboratory and language laboratory in the teaching activities.

Students are encouraged to carry out extracurricular activities and engage in research activities. In the case of publications resulting from research-based activities involving lecturers and students, the published results should specify the methodology of the project and provide information on the respective share that the various participants contributed to the publication, both students and lecturers.

It has been noted that in the Japanese Language Education programme teaching materials are generally not the most up-to-date to teach JFL the most efficiently. It is desirable that plans should be made to revise teaching materials and teaching methods. To attain the goal of reaching at least an N2 level in Japanese, and to stay in touch with current developments on foreign language and Japanese language teaching around the world, it is necessary to incorporate the latest information, teaching materials and methods in the coming years.

#### **b) Reconsideration evaluation in 2024/25**

The students are encouraged to take up independent project-based classes, and, they join the Independent Learning Program (MBKM) organized by the Ministry of Education, Culture, Research, and Technology, after 5th semester. The collaborative learning approach for developing of the course modules seems to be appropriate.

### **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 of 2022**

#### Admission

UB offers four admission tracks to prospective students: (1) the National Selection for State University Admission (SNMPTN), (2) the Joint Selection for State University Admission (SBMPTN); (3) Independent Selection Test of UB (SMUB); (4) Independent Selection of People with Disabilities (SPKPD). The first admission scheme (SNMPTN) is regulated on a national scale and involves the evaluation of high school report cards, the score in the national examination (Ujian Nasional), as well as the consideration of academic achievements, alumni tracks, and school accreditation levels. The second admission scheme (SBMPTN) selects students according to their performance in a written exam in which their basic academic potential with regards to the respective field of study is assessed. The SMUB scheme is organised according to UB's standards and involves a computer-based written examination and students' high school report cards. Finally, the Independent Selection of People with Disabilities takes into account individual cases and is combined with the opportunity to receive a scholarship. The SER further demonstrates that data is collected on the distribution of past cohorts with regards to the individual pathways.

#### Progression

As stated in the SER, student progression is monitored by academic advisors with whom they meet three times per semester. In addition to academic guidance and recommendation to students, academic advisors also

consult with faculty leaders in case of severe problems in students' progression and may also contact students' parents. Students' performance in the courses and exams as well as their workload are said to be documented.

#### Recognition

Following the national policy Kampus Merdeka (MBKAM), students have the right to take courses outside of their study programme. This may also include independent student exchanges, campus teaching activities, and internships.

#### Certification

Students are said to receive a diploma, a transcript of records, a diploma supplement, their TOEFL certificate and a document on Information and Communication Technology upon graduation.

### **Experts' evaluation**

#### **a) Evaluation in 2022**

The admission procedure is transparent and follows a consistent pattern. The university gathers data on the admission procedures of previous cohorts. However, it is not fully clear why admission and graduation rates fluctuated during the past years. The university should pay special attention on gathering additional data on the proportion of dropouts in the next years to find out where these fluctuations derive from.

Communication between students and their academic advisors seems to be frequent and familiar. A support system for students who struggle with their workload or orientation is in place. It is recommended to continue these efforts.

For the SPCL and SPJL, language competence in Chinese or Japanese is not a prerequisite. Nevertheless, there are students who already possess language skills or are native speakers. The university encourages these students to provide their classmates and the teaching process with support. This is a useful source of advancement.

The university recognises their students' academic and non-academic accomplishments in a well-established manner. Regulations and criteria are comprehensible.

More attention could be directed to stays abroad since the students seem to profit highly from this experience. The experts encourage the university to increase the students' mobility by establishing and implementing further mechanisms to recognise and foster these study stays in other countries.

The documents handed out to graduates are appropriate and provide adequate information on the study programme.

#### **b) Reconsideration evaluation in 2024/25**

As mentioned beforehand, it is important to continuously grasp dropout rates of the programme to see if or what the problems are.

### **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 of 2022**

Teaching staff at UB may be employed either as civil servants or non-civil servants. The former group is selected according to the Regulation of the Head of the National Civil Service Agency, while selection of the latter group is regulated by the university's guidelines. The recruitment of academic staff is said to follow a standard operational procedure, which involves an analysis of the position, workload, the employee's prospective needs, and a distribution programme. Required qualifications of academic staff include the necessary academic qualification and competence, educator qualifications, physical and mental health, as well as the ability to implement national educational goals.

The SER lists the following academic staff for the programmes to be accredited:

- Japanese Literature: 21 lecturers; five lecturers hold a PhD; five additional external lecturers
- Chinese Literature: ten lecturers; five native speakers; three lecturers are currently pursuing a PhD; five additional external lecturers
- Japanese Language Education: nine lecturers; one lecturer holds a PhD; five additional external lecturers

The average teaching workload of lecturers is said to be 16-18 credits per semester. In addition, each lecturer carries out at least one research project and one community service activity every year. Staff development in the field of didactics and teaching methods is offered in the form of a lecturer certification programme, which is organised by the Ministry of Education and Culture. Furthermore, the SER lists additional trainings that are available to lecturers to enhance their social and professional qualifications. Also, academic staff holding an MA degree is said to be encouraged to pursue their doctoral studies.

### **Experts' evaluation**

#### **a) Evaluation in 2022**

The lecturers that met with the panel of experts during the site visit were highly committed to both deliver high quality teaching as well as to further develop their academic qualifications. The terms of contracts of the permanently employed staff members are long enough to ensure teaching for the next decade. The recruitment procedures for the permanent staff are clearly defined and transparent. External and guest lecturers are qualified to teach in the programme. The university and faculty appear to be fully aware of the need for staff development and further training in their subject and regarding teaching and assessment methods. A plan has been designed for lecturers to consecutively study in doctoral programmes. However, it is recommended for the teaching staff of all programmes under review that the university encourages and supports lecturers pursuing a PhD not only to study at national but also international universities and publish their research not only in Indonesian but also international journals in order to gain international visibility.

It must be pointed out that the documents prepared for the evaluation of the SPJL and SPJLE programmes, including some of the publications of the staff, were not free from Japanese linguistic errors. This indicates that there is still room for improvement in order to achieve the high international standard and reputation that the programme is aiming for. The number of high school Japanese language teachers needed in Indonesia fluctuates.

tuates and cannot be controlled by the programme, and only about half of the students trained in SPJLE want to become teachers. In addition, excellent students often find employment in Japanese companies, so it is understandable that SPJLE provides students flexibility in their career paths. In any case, it is clear that all stakeholders, including students and the society, expect graduates of this programme to have acquired advanced Japanese language proficiency among other outcomes. In this context, measures to improve the Japanese language proficiency of teaching staff (this does not necessarily mean a PhD), support by native Japanese speakers and partnerships with Japanese universities should be further pursued. The programme must ensure that the language proficiency of its non-native Japanese teaching staff is as high as near native level or high enough such as JLPT N2 or N1, or CEFR C1 or C2, for example. It is also the programmes duty to provide information concerning its staff's proficiency transparently to all stakeholders, e.g., through their academic CVs.

The experts noted that the number of native speakers of Japanese/Chinese differs across the individual programmes. For example, while SPJL employs native Japanese-speaking teachers, SPJLE does not have any. The two curricula are independent and SPJLE seems to have some limitations due to the absence of native speakers, such as monitoring the accuracy and appropriateness in both teaching and publishing research results in Japanese. In general, it is necessary to increase the number of native speakers in the Chinese and the two Japanese programmes. The university must develop a timeline until which date this additional staff can realistically be established in the programme. This would allow for more intensive language training and some more direct contact with the respective language areas and cultures. It would be advantageous if the international cooperation with universities in China and Japan could also lead to an increased assignment of native speakers as lecturers. Particularly regarding Chinese language training, a one-sided reliance on the support offered by the Confucius Institutes does not seem sufficient. Efforts in the direction of broader support have been communicated to the experts.

Furthermore, the university should also consider including more High School teachers in the pool of practitioners of SPJLE and invite them not only to give guest lectures but also to (team)teach complete courses.

The site visit, the results of the tracer studies and the oral statements of students and graduates have convincingly demonstrated that the staff of the SPCL is highly motivated, eager to improve the students' skills and has adequate and good qualifications for the teaching of Mandarin. It is noteworthy that the majority of lecturers have acquired their B.A. and/or M.A. degrees in Chinese universities. Thus, the qualification of the teaching staff is assured by the seconding institutions, namely reputable universities in Mainland China. There are, however, now, no lecturers with a doctoral degree, and also no full professors. Furthermore, the number of lecturers permanently employed by the university appears to be inadequate in the long term for the requirements of the programme (teaching, research, administration) and the size of the student body. Compared to the other study programmes under review, especially the SPJL, the SPCL is underequipped with respect to teaching personnel. Given the fact that the Chinese Literature programme has been established quite recently, this explains the lower number of teaching staff for the programme. However, the experts see a need for an increase in the number of qualified lecturers to complement and further support the highly ambitious and dedicated teaching staff that is currently teaching in this programme. It is therefore obvious that the size of the teaching staff is not sufficient to give them enough time for original research, for participation in international scholarly communication and for following recent developments in Chinese studies and the didactics of Chinese language teaching. The information on the staff's research activities and their publications shows deficits in these respects. This could be solved by a closer integration into the international networks of researchers and a higher degree of participation in international scholarly communication. In other words, the number of full-time staff as well as the number of assistant professors for the programme must be increased.

## b) Reconsideration evaluation in 2024/25

### Japanese study programmes:

The UB has made effort to increase native speakers of Japanese as their teaching staff. This includes accepting internship students in teaching from Japan at the UB, having a guest lecturer from Japan, and having an online lecture from a Japanese university. Native Japanese lecturers and non-native lecturers have been recruited in 2024 and 2025, which will theoretically strengthen the programme. Positive results in terms of the students' achievement are expected to be seen; it is recommended that the University keeps an eye on the results in a long-term basis (**Finding 6**). The online student exchange and lectures by Japanese university lecturers in collaboration with multiple Japanese universities are also excellent, as the number of exchange universities in Japan is quite high and makes sure that probably almost all students will be able to study also in Japan. It is understood that the teaching staff is to include more native speakers of Japanese, if the new contracts are fulfilled.

### Chinese Literature:

The increase of the permanent teaching staff did not take place due to a number of objective reasons, among them, firstly, the competition on the labour market for qualified personnel, and secondly, because the hiring of full-time staff is under central (government) control. However, the university's claim that it will continue its efforts in this respect is credible. In any case, the number of assistant professors has already increased from 5 to 7. With respect to the number of native speakers within the teaching staff, the number has increased, but not significantly. Nevertheless, the study programme's claims to continue its efforts are credible. The timeline for the increase of the teaching staff is plausible. For reasons of bureaucratic procedure on which the university has no influence, this timeline rather has the character of a declaration of intent. However, the university is putting credible efforts into remedying the findings; this is rated very positively. Anyhow, the university should hand in an action plan on how the increase of qualified teaching staff will take place in the upcoming three years (**Finding 6**).

It seems quite unique and productive to have high school teachers involved in teaching as practitioners, as advised. It may be difficult to collaborate with the high school teachers, and/or invite them to teach, but it could stimulate the students who wish to become a high school teacher as a role model in many ways.

It can also be seen that the teachers are making efforts to promote their research and obtain their degrees, which is commendable. However, one or two years is too short a time to see whether sufficient results will be achieved, or whether this will become a permanent feature of the university's academic culture. Teacher's promotion and pursuit of higher degree is quite important but time-consuming. It is understandable that the university needs time, and it should not be in a rush or under a tremendous pressure.

## 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 of 2022

UB is a state university funded centrally by the government and through tuition fees due in each programme. Scholarships are set in place to support students from Papua, students from an underprivileged background, and students with high academic achievements. UB states that it has implemented a high standard IT infrastructure which allows for online services, including online attendance, e-complaint forms, e-journals, e-library, and general e-learning activities. The SER also mentions a Microsoft Campus Agreement to provide both students and lecturers with necessary software. The faculty provides public computers which are maintained and managed by the so-called PSIK unit. All IT facilities are said to be monitored and updated on a regular basis. Students of the study programmes have access to 25 classrooms which accommodate between 30 and 50 students. Each classroom is said to be equipped with an LCD, a sound system, and air-conditioning. In addition, students are provided with working spaces and five exam rooms for their proposal exams and results seminar. The educational programmes also offer a microteaching laboratory in which teaching practice can take place. All four programmes further have access to a multimedia room, a movie room, and an art studio. All facilities are said to be accessible to students with disabilities. Additional rooms are available for counselling and religious activities. Further facilities mentioned in the report include sports facilities, an International Affairs Centre, the BSS Junior and Senior High School for teaching and learning activities in the educational programmes, post offices, canteens, dormitories, guest houses and a Centre for Information, Documentation, and Complaints.

As stated in the SER, UB's central library provides access to 9,219 book titles. In addition, students have access to a faculty library, which provides access to learning resources, such as textbooks and national and international journals

Student support is provided by the Centre for Disability Studies and Services, which organises volunteer support, counselling, and digitalisation of learning material. Furthermore, students with disabilities are provided with mentors who assist them in their learning process. Student counselling takes place at the university's Centre for Academic and Professional Education Development, in the form of face-to-face or online meetings. In addition, academic advisors provide support, counselling, or may refer students to the faculty's counselling bureau. The university also offers free health facilities, including health counselling. Special career guidance is said to be provided to students who are about to graduate.

Students' mobility is said to be supported by the study programmes' individual exchange programmes. These include a one year study period in Japan in collaboration with the Japanese Ministry of Education, Culture, Sports, Science and Technology, a short term exchange programme with the Kumamoto University, Japan, a joint degree programme with the Changzhou Institute of Technology, China, a collaboration with the Confucius Institute scholarship, participation at a winter or summer school at Guangxi Normal University, China, and a student exchange programme with Tidar University and Malang State University in Indonesia. Students are also said to be supported in participating in national and international conferences or competitions.

Introductory events for new and potential students are said to be carried out by the individual programmes.

## Experts' evaluation

### a) Evaluation in 2022

Information on course descriptions, learning outcomes, methods of learning and teaching, forms of assessment and the expected workload is provided to students through online channels, the introductory events mentioned above, and, presumably, through personal communication with the lecturers. Courses are designed in a way to enable the students to complete their studies within the expected period of time. However, during the virtual site visit, it was not possible to get information about the average duration of studies in the past years. The infrastructure with respect to finance, computer workplaces, rooms, etc. was shown to be adequate.

As the university is well equipped with facilities like a microteaching lab and a language lab, it is recommended to increase the use of these in the teaching process. The IT infrastructure appeared to be well equipped and staffed by competent personnel. During the virtual site visit, it was not possible to verify whether the facilities are sufficient to accommodate the number of students present. The general impression was, however, that regarding workplaces and space as well as sanitary installations, the university and faculty are well equipped.

With respect to national and international literature and other academic sources, in the field of Chinese Studies, the resources of both the University Library (UL) and the Self-Access Room (SAR) are not sufficient. The same is true for both Japanese studies programmes in question. International publications on Japanese and Chinese literature and language, state, society, and history are few and incomplete both in the UL and the SAR. Apparently, no effort has been made to acquire internationally recognized standard works on the subjects mentioned above. The experts could also observe that representative works of Chinese and Japanese literature in the original as well as in Indonesian or English translations are missing. It is essential for the education of the students that at least a limited number of such books and reference materials are made available to students and teaching staff to enable them to acquire basic and reliable knowledge about the respective civilizations and their histories, but also in order to enable them to acquire the competence to use internet information and internet sources and to develop criteria for evaluating the reliability and trustworthiness of such sources. The university must develop a timeline until which date these additional learning resources can realistically be acquired.

The university provides special facilities for students with disabilities. A health care system is in place. However, it is recommended to increase student support in the area of mental health and communicate this support to students in need in a more efficient way.

Students receive academic and career advice which seems to be successful according to the presented data on post-graduate employment. During the pandemic, the university has made efforts to reduce tuition fees for the majority of students. However, no data was presented to give insights into how successful these efforts were so far and how high of a percentage of students benefited.

It is difficult to evaluate the situation and to formulate suggestions concerning students' mobility and their participation in exchange programmes with universities abroad due to the special conditions of the pandemic. It is obvious that the study programmes are aware of the need for students of Chinese and Japanese to have extended periods of study or internships in the respective country. However, in the last two years, due to the unusual situation of the pandemic, it was not possible for students to actually attend courses in Japan, China, Hongkong or Taiwan. The short-term online summer courses mentioned in the SER cannot be a permanent compensation for actual periods of study in Japan or Chinese-speaking regions. It is, therefore, strongly recommended that in the future (i.e. once the situation of the pandemic is under control), students should receive additional financial, organisational, and advisory support to study abroad for at least one semester.

#### **b) Reconsideration evaluation in 2024/25**

The received grant by the Japan Foundation of 200 books in 2023 and the number of journals also seems to provide a basis for Japanese language education for both programmes, SPJLE and SPJL as well. The increased library resources are rated positively, but they should be included in the basic annual budget (**Finding 3**).

The timeline for the acquisition of resources in the SPCL programme is very modest with respect to volume, scope of thematic fields and country or region of origin. The increased number of relevant literature for the study programme seems to be appropriate.



It is rated positively that the Micro-teaching room and its use have been improved, as is the improvement of the learning materials. It is good that the UB puts emphasis on the policy to recognize the students need to be cared from various points of view, including mental health care.

### 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 of 2022

UB states that all necessary information on the study programmes is available online on the university, faculty, and study programme websites. This includes information for prospective students, the UB curriculum, scholarships, programme missions, student procedures, academic calendars, student affairs, and contact information. In addition, the faculty and the study programmes use several social media accounts (Instagram, Facebook, Twitter, YouTube) to disseminate further information on, e.g., current events.

### Experts' evaluation

#### a) Evaluation in 2022

General information about the university and the study programmes is made available through a variety of channels. The university, faculty and study programme websites are the primary sources of information.

The websites are clearly structured and offer a wealth of information. The primary language is Indonesian. Much can be found in English as well. The information includes admission, staff, learning strategies, evaluation, intended learning outcomes, and much more. There are links to tracer studies for both alumni and other external stakeholders as well as links for filing e-complaints. Judging from the "Headline News" and "Recent posts", the information is updated regularly.

However, the university should make sure that all English content on the individual websites, including ILOs, graduate profiles, and curricular information, is not only up to date but also correctly translated from Indonesian.

#### b) Reconsideration evaluation in 2024/25

The English contents on the websites have been proofread by professional proofreaders.

The experts recommend that the complete website of UB is also offered in English to show the seriousness of their attitude towards internationalization **(Finding 1)**.

### Conclusion

The criterion is fulfilled.

## V. Recommendation of the panel of experts

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The panel of experts recommends to accredit the study programme “Japanese Literature” offered by Universitas Brawijaya without conditions.

The panel of experts recommends to accredit the study programme “Chinese Literature” offered by Universitas Brawijaya without conditions.

The panel of experts recommends to accredit the study programme “Japanese Language Education” offered by Universitas Brawijaya without conditions.

### Findings:

#### For all study programmes:

1. The experts recommend that the complete website of UB is also offered in English to show the seriousness of their attitude towards internationalization.

#### For the study programmes “Japanese Literature” and “Japanese Language Education”:

2. The correct Rōmaji transcription of the Japanese language is not used in special expressions such as Nihongo kyōju hō („Methods in Teaching Japanese“, 日本語教授法), especially since care should have been taken here regarding the correct use of the Japanese language
3. The increased library resources are rated positively, but they should be included in the basic annual budget.

#### For the study programme “Japanese Literature”

4. More courses on Japanese linguistics, literature, and culture are included now. However, the overall number is still quite low so that these types of courses should be increased in the future.

#### For the study programme “Chinese Literature”:

5. It is not clear, however, whether the level HSK 5 has been introduced as mandatory into a new curriculum. UB should provide evidence that the language level was adapted to level HSK 5.
6. The university should hand in an action plan on how the increase of qualified teaching staff will take place in the upcoming three years.

#### For the study programme “Japanese Language Education”:

7. UB should reconsider the frequency of supporting measures of students to achieve the intended language competencies.