

# Decision of the FIBAA Accreditation and Certification Committee



10<sup>th</sup> Meeting on June 21, 2023

## PROGRAMME ACCREDITATION

<b>Project Number:</b>	22/044
<b>Higher Education Institution:</b>	Sanata Dharma University
<b>Location:</b>	Yogyakarta, Indonesia
<b>Study Programmes:</b>	Bachelor of English Education (S.Pd.) Master of English Education (M.Pd.) Bachelor of English Letters (S.S.)
<b>Type of Accreditation:</b>	initial accreditation

The FIBAA Accreditation and Certification Committee has taken the following decision:

According to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from January 1, 2021, the study programmes are accredited with two conditions.

Period of Accreditation: June 21, 2023 until June 20, 2028.

Conditions:

- **Condition 1:** The University updates the literature lists in the course descriptions.
- **Condition 2:** The University implements a student workload evaluation system for each course which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures.

Proof of meeting these conditions is to be supplied by March 20, 2024.

The FIBAA Quality Seal is awarded.



## Assessment Report

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**Higher Education Institution:**

Sanata Dharma University, Indonesia

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**Bachelor/Master programme:**

1. Bachelor of English Education
2. Master of English Education
3. Bachelor of English Letters

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**Qualification awarded on completion:**

1. Bachelor of English Education  
(Sarjana Pendidikan, S.Pd.)
2. Master of English Education  
(Magister Pendidikan, M.Pd.)
3. Bachelor of English Letters  
(Sarjana Sastra, S.S.)

# General information on the study programme

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## **Brief description of the study programmes:**

The **Bachelor of English Education (BPEE)** is a 4-year programme that aims to educate English edupreneurs who demonstrate scientific, critical and reflective knowledge in English linguistics, English literature and pedagogy.

The **Master of English Education (MPEE)** is a 1.5 to 2-years programme that aims to educate graduates with a broad knowledge base and awareness of contemporary educational theories and research in the field of English education, and demonstrate the skills and ethical capabilities to design, implement and evaluate English Language Teaching (ELT) and curriculum.

The **Bachelor of English Letters (BPEL)** is a 3.5 to 4-years programme that aims to educate graduates who demonstrate comprehension of concepts and theories of the English language, literature and its culture in local, national and global perspectives. They demonstrate mastery of concepts, theories, formats, contents and ethics in writing, communication in English and in conducting research on language, literature and culture.

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## **Type of study programme:**

BPEE: Bachelor programme

MPEE: Master programme

BPEL: Bachelor programme

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## **Projected study time and number of ECTS credits / national credits assigned to the study programme:**

BPEE: 4 years/ 8 semesters, 144 sks credits/ 248 ECTS credits

MPEE: 1.5 – 2 years/ 3 – 4 semesters, 38 sks credits/ 102.6 ECTS credits

BPEL: 3.5 – 4 years/ 7 – 8 semesters, 144 sks credits/ 242.5 ECTS credits

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## **Mode of study:**

For all programmes: full-time

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## **Didactic approach:**

For all programmes: study programme with obligatory class attendance

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## **Double/Joint Degree programme:**

For all programmes: no

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## **Scope (planned number of parallel classes) and enrolment capacity:**

BPEE: 160 per year

MPEE: 30 per year

BPEL: 200 per year

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**Programme cycle starts in:**

BPEE: winter semester

MPEE: winter semester

BPEL: winter semester

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**Initial start of the programme:**

BPEE: 1955

MPEE: 2016

BPEL: 1993

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**Type of accreditation:**

For all programmes: initial accreditation

# Procedure

A contract for the initial accreditation of the Bachelor of English Education (S.Pd.), Master of English Education (M.Pd.) and Bachelor of English Letters (S.S.) was made between FIBAA and Sanata Dharma University on May 10, 2022. On June 28, 2022, the HEI submitted a self-evaluation report, which included a detailed description of the programmes and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel<sup>1</sup>. The HEI has agreed with the chosen experts. The panel consisted of:

## **Dr. Rudolf Camerer**

elc-European Language Competence, Frankfurt, Germany

Head of elc-European Language Competence

(Foreign Language Requirements in International professional contexts, Intercultural Communication Skills)

## **Prof. Dr. Andrea Dlaska**

Middlesex University London, United Kingdom

Professor em. of Language Studies

(Language Teaching and Languages for Specific Purposes, Language Assessment, Courses with English as the language of instruction, Internationalization, Intercultural Communication)

## **Prof. Dr. Juliane House**

University of Hamburg, Germany

Professor em. of Language Teaching Research

(Translation Theory, Contrastive Pragmatics, Discourse Analysis, Intercultural Communication, Misunderstanding in Intercultural Discourse, English as a lingua franca)

## **Elisa Knief**

University of Bremen, Germany

Student of English-Speaking Cultures & Hispanistik (B.A.)

(English/American Studies, English Literature, Hispanic Studies)

## **Prof. Dr. Usep Suhud**

Universitas Negeri Jakarta, Indonesia

Vice Dean for Academic Affairs

(Marketing, Tourism marketing, Consumer behaviour, Blended learning, Social media marketing, Digital marketing, Digital leadership)

FIBAA project manager:

Friderike Uphoff

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<sup>1</sup> The panel is presented in alphabetical order.

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel and an online conference. The online conference took place on January 17, 18 and 19, 2023 via the video conferencing tool *Zoom*. At the end of the online conference, the panel has given a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on May 19, 2023. The statement on the report was given up on May 29, 2023. It has been taken into account in the report at hand.

## Summary

The **Bachelor of English Education and the Bachelor of English Letters** offered by Sanata Dharma University fulfil with few exceptions the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on June 21, 2023 and finishing on June 20, 2028, under conditions. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The **Master of English Education** offered by Sanata Dharma University fulfils with few exceptions the FIBAA quality requirements for Master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on June 21, 2023 and finishing on June 20, 2028, under conditions. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects<sup>2</sup>: content of the course descriptions, study and exam regulations and course materials. They recommend the accreditation on condition of meeting the following requirements:

- **Condition 1:** The University updates the literature lists in the course descriptions (see chapter 3.3).
- **Condition 2:** The University implements a student workload evaluation system for each course which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures (see chapter 5).

Proof of meeting these conditions is to be submitted by March 20, 2024.

Furthermore, the quality requirement that has not been fulfilled

– Internationality of the student body (see chapter 3.4) –

is not an asterisk criterion and therefore does not lead to a condition. The measures the HEI takes to solve the identified problem are to be considered during the re-accreditation.

The panel members also identified several areas where the three programmes could be further developed:

- Increasing the language level for admission gradually (see chapter 2.),
- Including more contents on English as a Lingua Franca (see chapter 3.1),
- Revising the translation courses (see chapter 3.1),

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<sup>2</sup> These aspects are asterisk criteria which means that they are essential for the study programme.

- Considering a modularisation of the courses (see chapter 3.2),
- Introducing a comprehensive concept to attract international students (see chapter 3.4),
- Including the acquisition of communication skills according to the Council of Europe's CEFR (2020) in the University's foreign language education (see chapter 3.5),
- Intensifying the connection with alumni (see chapter 4.5).

For the BPEE and MPEE additionally:

- Integrating more and wider professional qualifications into the curricula (see chapter 1.1).

The measures that the HEI takes in order to implement the recommendations of the panel members will have to be considered during the re-accreditation.

There are a number of criteria in which the programmes exceed the quality requirements:

- Ethical aspects (see chapter 3.1),
- Logic and plausibility of the didactical concept (see chapter 3.3),
- Pedagogical/ didactical qualification of faculty (see chapter 4.1),
- Student support by the faculty (see chapter 4.1),
- Programme director (see chapter 4.2),
- Process organisation and administrative support for students and faculty (see chapter 4.2),
- Information on activities during the academic year (see chapter 5.).

For the Master of English Education additionally:

- Methods and scientific practice (see chapter 3.1).

There is also one criterion in which the programmes are exceptional:

- Internal cooperation (see chapter 4.1).

For the overall assessment of the programme, please refer to the quality profile at the end of this report.



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# Information

## Information on the Institution

Sanata Dharma was founded on December 17, 1955 as a Teacher Education College (*Perguruan Tinggi Pendidikan Guru*), which changed its status to the Faculty of Teacher Training and Education (*Fakultas Keguruan dan Ilmu Pendidikan*) in November 1958. In September 1965, the institution became the Institute of Teacher Training and Education (*Institut Keguruan dan Ilmu Pendidikan*). In 1993, it became Sanata Dharma University (SDU) with six faculties. SDU aims to educate the youth by integrating academic excellence and humanistic values, rooted in the universal Christian values and humanity as stated in Pancasila (the Ideology of the Five Principles) so that young people would obtain academic abilities following their major, as well as high integrity.

The Bachelor of English Letters, Bachelor of English Language Education and Master of English Language Education programmes were established based on SDU vision of integrating academic excellence and humanistic values and as a response to the needs of the society for English educators, communicators, writers and researchers. Established in 1955, BPEE aimed to provide English teachers throughout Indonesia. Then in 1993, the Faculty of Letters, with the BPEL was established to equip graduates with English skills to work in the wider job markets. MPEE was established in 2016 as the further development of the BPEE to provide researchers, educators and edupreneurs that would work in higher educational institutions in addition to working as teachers at schools.

The University has five campuses in Yogyakarta including nine faculties and schools. SDU manages 39 study programmes and has in total 10,880 active students.

**Table 1: Study programmes at SDU**

No	Programme Level	Number of Programmes	Active Students	BAN-PT Accreditation				
				A	B	Very Good	Good	New Programme
1	Diploma (3 year Associate Degree programme)	3	391		3	-	-	-
2	Bachelor	24	9.973	15	6	1	2	-
3	Master	8	268	2	6	-	-	-
4	Doctorate	1	11	-	-	-	-	1
5	Profession	3	237	1	-	-	1	1
Total		39	10.880	18	15	1	3	2

SDU has 396 lecturers (faculty members) and 320 permanent administrative staff. Amongst all SDU lecturers, 83.8 % have been certified as professional educators. Overall, the University has a lecturer-student ratio of 1:27. The curricula are developed using outcomes-based education to ensure graduates' employability. As Jesuit University, SDU draws from the Ignatian Pedagogy, whose foci are geared to equip graduates with critical and reflective skills. The facilitation of learning innovations is carried out by *Pusat Pengembangan dan Inovasi Pembelajaran* (PPIP)/Teaching and Learning Development and Innovation Centre.

**Table 2: Distribution of staff at SDU**

	Number	Programme					Faculty Status			
		High School	Diploma (3 year Associate Degree programme)	Bachelor	Master	Doctorate	Lecturer	Senior Lecturer	Associate Professor	Full Professor
Faculty member	396	-	-	-	255	141	162	165	60	9
Administrative staff	320	206	25	80	9	-	-	-	-	-

The goal to earn international accreditation has been stated in the SDU strategic plan (*Renstra* 2018-2022). Amongst 39 programmes offered by SDU, the three programmes which focus on the study of English, namely: Bachelor Programme of English Education (BPEE), Master Programme of English Education (MPEE) and Bachelor Programme of English Letters (BPEL), shall be accredited internationally and take international students. All three programmes have been accredited by BAN-PT (Indonesian Accreditation Board).

## Further development of the programme and statistical data

SDU is required to update its curricula, instructional deliveries, facilities and infrastructure to support teaching and learning activities and take into account recent developments. The lecturers are required to undergo lifelong learning and to adapt to the learning needs of the future, which encourages knowledge transformation, not just knowledge transmission.

At national level, SDU's performance is reflected by the achievement of all nine standard performances (in accordance with the National Accreditation Board of Indonesia). However, SDU still faces several problems or challenges that are triggered by internal and external factors. SDU will carry out a series of follow-up actions to overcome these challenges with programmes that are in line with the medium- and long-term plans as stated in the Master Development Plan 2020-2045. The programmes of activities are:

1. Conducting learning innovations by utilising advances in digital technology for all study programmes to make them more attractive to the public (Digital Learning Innovations).
2. Increasing the scope and intensity of Tridharma (Teaching, Research and Service) activities using an integrative perspective (Intensification of Integrative Tridharma).
3. Providing facilitation and assistance for international accreditation and in 2021-2022 for three study programmes, namely the Bachelor Programme of English Education (BPEE), Master Programme of English Education (MPEE), Bachelor Programme of English Letters (BPEL).
4. Accelerating digital governance transformation (Digital Transformation).

The curricula are reviewed every five years. Since its establishment, **BPEL** has reviewed its curriculum five times: (1) 1993 Curriculum (adopting the curriculum of Gadjah Mada University, the supervisory university for Universitas Sanata Dharma), (2) 2000 Curriculum (adding work-oriented courses to prepare the graduates for better and broader employment, (3) 2010 Curriculum (adding courses expected to be the plus points and the distinguishing quality for the graduates),

(4) 2016 Curriculum (adjusting the curriculum to the OBE (Outcome-Based Education) and the Indonesian National Qualification Framework (KKNI, Kerangka Kualifikasi Nasional Indonesia), (5) 2021 Curriculum (reorienting and readjusting the graduate profile, learning outcomes, and courses due to the digital era, and at the same time implementing the Indonesian government's programme for “freedom of learning” (MBKM policy: *Merdeka Belajar – Kampus Merdeka*).

**Table 3: Statistical data BPEE**

Data		Cohort					
		2016	2017	2018	2019	2020	2021
#Study Places offer by HEI		160	160	160	160	160	160
#Applicant	Total	1102	1045	997	1005	671	578
	f	773	683	715	703	488	416
	m	329	359	282	302	183	162
Application Rate		688.75	653.13	623.13	628.13	419.37	361.25
#First Year Student	Total	149	165	171	166	143	148
	f	101	105	131	117	103	110
	m	48	60	40	49	40	38
Rate of female students		67.79	63.64	76.61	70.48	72.03	74.32
#Foreign Student	Total	0	1	0	3	0	0
	f	0	0	0	2	0	0
	m	0	1	0	1	0	0
Rate of foreign student		0	0.61	0	1.81	0	0
Percentage of occupied study place		93.13	103.13	106.89	103.75	89.38	92.5
Graduate	Total	126	111	103	0	0	0
	f	90	80	88	0	0	0
	m	36	31	15	0	0	0
Success rate		93.96	98.79	100	0	0	0
Dropout rate		6.04	1.21	0	4.22	1.40	3.38
Average duration of study		8.61	8.41	8.21	N/A	N/A	N/A
Average grade of final degree		3.45	3.56	3.62	N/A	N/A	N/A

**Table 4: Statistical data BPEL**

Data		Cohort					
		2016	2017	2018	2019	2020	2021
#Study Places offer by HEI		160	160	200	200	200	200
#Applicant	Total	1314	1392	1575	1522	1119	1206
	f	865	905	1048	1016	755	823
	m	449	485	527	506	364	383
Application Rate		821.25	870	787.5	761	559.5	603
#First Year Student	Total	169	176	179	199	184	224
	f	113	124	120	123	119	144
	m	56	52	59	76	65	80
Rate of female students		66.86	70.45	67.04	61.81	64.67	64.29
#Foreign Student	Total	1	1	0	0	0	0
	f	1	0	0	0	0	0
	m	0	1	0	0	0	0
Rate of foreign student		0.59	0.57	0	0	0	0
Percentage of occupied study place		105.62	110	89.5	99.5	92	112
Graduate	Total	126	111	91	0	0	0
	f	93	84	76	0	0	0
	m	33	27	15	0	0	0
Success rate		92.31	93.75	96.64	0.00	0.00	0.00
Dropout rate		7.69	6.25	3.35	3.02	0.00	3.57
Average duration of study		8.98	8.14	7.90	NA	NA	NA
Average grade of final degree		3.31	3.44	3.61	NA	NA	NA

**Table 5: Statistical data MPEE**

Data		Cohort					
		2016	2017	2018	2019	2020	2021
#Study Places offer by HEI		30	30	30	30	30	30
#Applicant	Total	21	22	23	18	20	27
	f	12	15	16	12	15	22
	m	9	7	7	6	5	5
Application Rate		70	73.3	76.6	60	66.67	90
#First Year Student	Total	21	22	23	16	20	19
	f	12	15	16	10	15	16
	m	9	7	5	6	5	3
Rate of female students		57.14	68.18	69.57	62.50	75.00	84.21
#Foreign Student	Total	0	0	1	1	1	2
	f	0	0	0	0	0	0
	m	0	0	1	1	1	2
Rate of foreign student		0	0	4.35	4.35	4.35	9.09
Percentage of occupied study place		70	73.33	76.67	53.33	66.67	63.33
Graduate	Total	18	20	20	15	15	0
	f	12	13	15	10	12	0
	m	6	7	5	5	3	0
Success rate		85.71	90.91	95.65	100	95	0
Dropout rate		14.29	9.09	4.35	0	5	0
Average duration of study		5.56	5.05	4.4	4	3.53	N/A
Average grade of final degree		3.55	3.75	3.76	3.76	3.72	N/A

## Appraisal

The two Bachelor programmes show high application rates, which exceed by far the number of study places offered. For the **MPEE**, there are 30 study places each year and the applications rates vary. Almost all study places are occupied in every year in all programmes, also showing the high requirements and entry restrictions to ensure successful graduation of the students. There is a relatively low drop-out rate in all three programmes, which is below 4 % on average in the **BPEL**, below 3 % on average for the **BPEE** and 5.5 % on average for the **MPEE**.

For the **BPEL**, the number of study places was increased from 160 in 2017 to 200 since 2018.

The average final grade of final degree is stable in all three programmes, being around 3.5. The same applies to the average duration of study, which is a bit higher than the regular duration of 8 semesters for the Bachelor programmes and 4 semesters for the Master.

There are few foreign students in **all three study programmes** (between 0 – 5 %).

The rate of female students is over 50 % in **all three programmes**, between 60 – 84 %.

All variations in the number of applicants, the number of foreign students, drop-outs and changes in duration of study and average grade are thoroughly evaluated by the University. Appropriate measures based on the results of these evaluations are being taken.

# Programme Description and Appraisal in Detail

## 1. Objectives

### 1.1 Objectives of the study programme (Asterisk Criterion)

SDU has a vision of “Becoming a humanistic and excellent seeker of truth for the promotion of a better society”.

Meanwhile, the SDU Missions are formulated as follows:

1. Administering a holistic education system that integrates academic excellence and human values through personal-care-oriented (*cura personalis*), dialogic, pluralistic, and transformative approaches,
2. Cultivating a scholastic community that respects academic freedom and intellectual autonomy, values interdisciplinary cooperation, fosters profound preferences for the broad scientific insights in striving for truth through education, research, and community services; and
3. Enlightening and sharpening the mind of the society through scientific publication resulting from activities in education, research, and community services, by encouraging cooperation with diverse collaborators with common visions and concerns, and by empowering graduates to develop tangible commitments in the society.

In addition, the core values of SDU are:

1. Pursuing truth,
2. Preserving social justice,
3. Respecting diversity,
4. Upholding human dignity.

#### Bachelor Programme of English Education (BPEE)

Concerning the qualification objectives of the study programme, BPEE sets three Programme Learning Outcomes (PLOs) which are based on the requirements of the Indonesian National Qualification Framework (*Kerangka Kualifikasi Nasional Indonesia*), ASEAN Qualification Reference Framework (AQR), Tuning Academy, Comparing Achievements of Learning Outcomes in Higher education in ASEAN (CALOHEA) and Outcome-Based Education. The involvement of BPEE lecturers in international research with the Tuning Academy and CALOHEA projects to formulate the graduate qualifications of teacher's education programmes have benefited the study programme to make use of the research findings to set BPEE PLOs. The Indonesian National Qualifications Framework (KKNI) level 6, as the basis for the undergraduate qualification objective, provides a minimum level of graduate competencies as follows:

1. The students should master the theoretical concepts of general knowledge (e.g., citizenship) and specific knowledge (English and pedagogy) and be able to formulate procedural problem-solving steps.
2. The students can apply English language skills and pedagogy through Information technology, solve problems, and adapt to the situation at hand.



The qualification objectives of BPEE Bachelor Programme are formulated in the PLOs of BPEE as follows.

1. Prepare English edupreneurs who demonstrate scientific, critical and reflective knowledge in English linguistics, English literature, and pedagogy based on the principles of the Ignatian Pedagogy paradigm.
2. Prepare English edupreneurs to demonstrate the skills in communicating in English and managing English learning based on Technological, Pedagogical Content Knowledge (TPACK) in the context of learning that is scientific, professional, generous, loves students and respects students' diversity.
3. Prepare English edupreneurs to demonstrate collaborative, reflective, critical, and innovative knowledge, skills and entrepreneurial attitudes in the creative industry of English learning by taking into account the diversity of religions, views, social and cultural realities.

Based on the objectives in the PLOs, BPEE pursues the knowledge, skills and attitude of the graduates. The language proficiency of the students is equivalent to at least Level C1 of the Common European Framework of Reference (CEFR). This language proficiency is measured by IELTS-like tests integrated into some courses such as Public Speaking, Academic Writing, Advanced Listening and Speaking, Advanced Reading and Writing. Other than the qualification of language ability, the students are to have pedagogical skills and entrepreneurial attitudes to become English edupreneurs. BPEE systematically bases the qualification objectives on the specific requirements of the target group. The qualification objectives are documented in detail in the semester course plans. They are constantly reviewed every year to be updated accordingly.

The students' comprehensive employability is measured by the Standardised Teachers Competency Test course (in the fifth semester) and pedagogical courses. The subject-specific qualification objectives are represented in the study programme and faculty courses.

#### Master Programme of English Education (MPEE)

The qualification objectives of MPEE are stipulated in its programme's graduate profile as follows: Graduates of the MPEE possess and demonstrate the attitudes, knowledge, and skills as educators, researchers and edupreneurs emanating from the 4Cs of Ignatian Pedagogy, namely competence, conscience, compassion and commitment. It is then elaborated in the MPEE's aspired qualifications:

1. Educators: Graduates have a broad knowledge base and awareness of contemporary educational theories, and demonstrate the skills and ethical capabilities to design, implement, and evaluate English Language Teaching (ELT) and curriculum.
2. Researchers: Graduates have a broad knowledge base and awareness of contemporary research in the field of English education and demonstrate the skills and ethical capabilities to conduct their investigations.

3. Edupreneurs: Graduates have a broad knowledge base and awareness of the most recent technologies, and demonstrate the skills and ethical capabilities to design, apply and evaluate TPACK in various educational settings.

MPEE develops its qualification objectives (Programme Learning Outcomes) based on a similar framework as that of the BPEE. The 2020 curriculum was developed based on several qualification frameworks such as the Indonesian National Qualification Framework Level 8 (KKNI), the Association of English Language Study Programmes (APSPBI), TUNING Academy and ASEAN Qualification Reference Framework (AQRf).

The Programme Learning Outcomes include the following:

1. The students can develop knowledge, technology, and or art in English education and edupreneurship, or other professional practices through research, to produce innovative and verified works.
2. The students can solve problems of science, technology, and or art in English education and edupreneurship, through an inter- or multidisciplinary approach.
3. The students can manage research and development that is beneficial to society and science and able to get national or international recognition.

The target group is students who have completed their Bachelor programmes, mostly in English education. MPEE students are educated in the field of education, research, linguistics and literature. Edupreneurship is included through academic literacy skills, group work and presentations, individual projects, discussions, research and publications. MPEE curriculum has consistently undergone several reviews to increase its adequacy, quality and relevance with study programme objectives and the workplace through workshops and tracer studies, sharing moments and semester evaluations resulting in the change of the 2016 curriculum to the 2020 curriculum.

#### Bachelor Programme of English Letters (BPEL)

BPEL equips students with sound knowledge of English literature, language and culture and general intellectual and life skills that facilitate them for employment in various fields such as communicators, writers and art practitioners, associate researchers and English instructors. BPEL prepares its graduates to have the following attributes: critical thinking, independent and collaborative (team) work skills, responsibility, creativity and compassion.

The programme has been developed in line with the Indonesian National Qualification Framework (KKNI). BPEL prepares the students' employability by enabling students to conduct research on (English) language, literature and culture from local, national and global perspectives. BPEL also provides local, regional and international labour market with qualified graduates to work in varied fields related to language, literature, and culture in accordance with the national qualification framework. BPEL Curriculum is reviewed every five years taking into account suggestions and evaluations from students, alumni and stakeholders.

The BPEL has the following qualification objectives:

1. Able to apply their field of expertise and utilise related technology in solving problems, and able to adapt to the situation they are in.
2. Able to demonstrate mastery of the theoretical concepts of their specific field of knowledge and formulate procedural problem-solving.
3. Able to make right decisions based on information/data analysis and able to guide in choosing various alternative solutions, both independently and in groups.
4. Responsible for their individual work and able to accept responsibility for the achievement of the organisation's work.

Based on the qualification framework above, after completing BPEL, graduates should be able to:

a. Knowledge:

1. Demonstrate comprehension of concepts and theories of the English language, literature, and its culture in local, national, and global perspectives;
2. Demonstrate mastery of concepts, theories, formats, contents, and ethics in writing, communication in English and other languages, and in conducting research on language, literature and culture;

b. Specific Skills:

1. Produce scientific and popular writings;
2. Communicate effectively in English, both in written and oral forms;
3. Conduct and present in English research on language, literature and culture;
4. Apply basic skills in teaching language, literature, and culture in English;
5. Produce and present artworks (language, literature, and culture) for the public;
6. Apply ICT (Information and Communication Technology) in the fields of language, literature and culture;

c. General Competencies (Soft Skills):

1. Demonstrate religious, nationalist, compassionate, and mutual respect qualities.
2. Think critically, logically, systematically, and innovatively.
3. Work independently and collaboratively.
4. Make a decision appropriately and contextually.

The objectives are implemented in the spirit of *cura personalis* by which each student is treated as a unique individual. Those objectives are ensured by the regular checking of the syllabus and semester learning plan by the lecturers. BPEL also attempts to enhance students' individual personalities by implementing Ignatian pedagogy-based education that develops and integrates students' competence, conscience, compassion and commitment.

## Appraisal:

The qualification objectives of the programme are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality based on Ignatian values. However, regarding the graduate profiles of the

**BPEE** and **MPEE**, the panel is of the opinion that the tracer studies could be taken more into account. The profile of the two programmes is mainly to work in the educational field which is supported by tracer study findings. Therefore, the panel **recommends** integrating more and wider professional qualifications into the curricula. The panel feels that preparing students to use the *Design Thinking framework* exclusively in the context of Service Program Design does not seem satisfactory.

**For all study programmes**, the subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation. They take into account the requirements of the national qualification framework.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.1* Objectives of the study programme (Asterisk Criterion)			X		

## 1.2 International orientation of the study programme design (Asterisk Criterion)

### Bachelor Programme of English Education

Based on the 2018-2022 SDU Strategic Plan and the 2019 - 2023 Faculty of Teachers Training and Education Strategic Plan, BPEE has taken some actions to face the development and competitiveness at the national and international levels. BPEE takes part in international collaborations, such as education, research and community service. SDU is part of the International Association of Jesuit Universities (IAJU) which consists of more than 250 universities. SDU is also part of the Association of Jesuits Colleges and Universities – Asia pacific (AJCU-AP) with 21 member universities. As part of an international network that shares the same vision and mission, SDU establishes international cooperation in the fields of education, research and community service. Two other associations in which SDU is an active member are the Association of Christian Universities and Colleges in Asia (ACUCA) and The Association of South-East and East Asian Catholic Colleges and Universities (ASEACCU).

The BPEE curriculum was developed with reference to the basic values of Jesuit universities, the Indonesian Qualifications Reference Framework (KKNI) and the ASEAN Qualifications Reference Framework to enable graduates to work as English teachers in the ASEAN region. In addition, the BPEE curriculum has been reviewed for three years with 21 universities in Southeast Asia and Europe in the TUNING project in which BPEE lecturers have been participating in the project from 2016 to 2024. This Tuning Project is partially funded by Erasmus+, European Union. All the curricular and extracurricular activities aim to align graduate learning competencies to increase international employability and handle international tasks.

As part of the IAJU and AJCU-AP, BPEE can carry out educational, research and community service programmes. The existing international programmes are credit-bearing for student exchange programmes (e.g., HAN University in the Netherlands), international teaching practice programmes (Xavier Learning Community and several schools in Thailand; St. Aloysius Gonzaga, Taunggyi in

Myanmar) and service-learning programmes (throughout AJCU members). BPEE also provides non-credit-bearing international programmes to equip students with international collaboration and cultural experiences.

BPEE emphasises the programme design on internationality in teaching and study by sending lecturers to study abroad and take part in international academic activities. 70 % of BPEE lecturers graduated from reputable overseas universities and all lecturers have experience in academic events such as international seminars, conferences and publications.

### Master Programme of English Education

The MPEE curriculum contents are conceptualised and structured by the academic staff that hold doctoral degrees from universities abroad and have practical overseas experiences which aim to meet the demands of the current world and global developments and to impart knowledge and skills that will enable graduates to competently handle international tasks. In so doing, the curriculum includes the integration of information technology in language learning and various cutting-edge learning methods and media, mastery of English and its teaching, the integration of character values, and knowledge, skills and attitudes in teaching and research adopting a multidisciplinary approach under the principles of Ignatian pedagogy.

In the process of curriculum development, the Programme considered feedback from various parties such as internal and external stakeholders, including international experts such as from the University of Illinois Urbana-Champaign (USA). The curriculum reflects Jesuit education tradition, collegial relationality, a series of conceptual, philosophical and epistemological beliefs held by this institution, which are then inherited and developed by the academic community of the SDU Master Programme. The curriculum and language of instruction is English to allow international students to participate in the programme without any complications. The students' involvement in the teaching practicum at the Xavier Learning Centre (Thailand) and St. Aloysius Gonzaga, Taunggyi (Myanmar), for example, demonstrates the capability of the Master Programme curriculum to handle international tasks.

### Bachelor Programme of English Letters

BPEL prepares the students and lecturers to get involved in international programmes. It focuses on building and strengthening global academic networks. The academic networks are expected to sustain collaborations and cooperation with many institutions and academic groups. It offers and designs several modules and courses in the curriculum to be ready for international students to take. It always opens its doors for international students to come and experience the exposure and immersive study. The study programme also encourages faculty members and lecturers to participate in international academic events and discussions. The lecturers are expected to always enhance and broaden their perspectives by joining and hosting academic events and discussions. Similarly, the students are also encouraged to join immersion programmes and events held by international institutions.

One of the targets of the 2018-2022 SDU Strategic Plan is to "increase the relevance and excellence of study programmes in accordance with the demands of a changing and increasingly complex era."

Therefore, one of the targets of the 2019-2023 BPEL Strategic Plan is to increase the competitiveness and quality of the study programme at national and international levels.

## Appraisal:

The programme designs appropriately take into account the required international aspects, with respect, too, to its graduates' employability.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.2*	International orientation of the study programme design (Asterisk Criterion)			X		

## 1.3 Positioning of the study programme

### Positioning of the study programme on the educational market

Since its establishment in 1955, the **Bachelor of English Education** has been nationally and internationally acknowledged. BPEE has been accredited "A" by the National Accreditation Board for more than 20 years<sup>3</sup>. BPEE has 710 students from 23 provinces in Indonesia. Current international students in BPEE who take credits and non-credit courses come from Timor Leste, Micronesia, the Netherlands. The longstanding accreditation status, the number of applicants and the students' demography show that BPEE has a stable position in the educational market and in society.

Graduates work in various national and international institutions, perform English language skills on a high level and have entrepreneurial skills and pedagogical skills in fulfilling their responsibilities. Many of the graduates hold leading positions in their respective institutions. It proves that BPEE orients its programme to the competitive international market. The study programme has qualified academic staff with vast and diverse knowledge and skills in English language and language teaching. They are actively involved in collaborative research, community service and academic organisations in the regional, national and international scope.

The **Master of English Education** has been received well by the educational market nationally, regionally and internationally in two ways. First, since its establishment in 2016, MPEE has attracted applicants from various parts of Indonesia and Southeast Asia. From 2016 to 2021, MPEE admitted between 16 and 24 students every year. This number is very competitive when compared with that in the same programme in the more established universities in Indonesia.<sup>4</sup> Second, MPEE graduate employability is competitive as evidenced by their ability to work as educators, researchers, and edupreneurs in many parts of Indonesia and even in Southeast Asia.

<sup>3</sup> see: self-evaluation report, p.16.

<sup>4</sup> see: self-evaluation report, p.16.

Furthermore, two MPEE lecturers receive long-term research grants for six years from Erasmus + from the European Union. MPEE has collaborated intensively from 2017 until now with 31 universities from 13 countries in Asia and Europe through AJCU and Calohea. The first tracer study (2019) on the alumni of the 2016 curriculum revealed the strengths of the curriculum in terms of the provision of the knowledge, skills and attitudes in English language teaching, education and research. They suggested the inclusion of linguistics, literature, and technology in English language teaching in the curriculum. Another tracer study on the alumni users indicates a very high level of satisfaction towards the alumni in the workplace in terms of moral and ethical integrity, professionalism, multidisciplinary outlook, leadership, teamwork, English skills, communication, technology use and self-development. The results of these tracer studies have been incorporated into the curriculum resulting in the change from 2016 to 2020.

The **Bachelor of English Letters** has become the targeted study programme for students interested in studying English literature, language and culture. In 2021, 1,206 applicants applied for BPEL students, with 224 (19 %) being accepted. The study programme has been accredited 'A' since its establishment. The alumni also contribute to the study programme's position in the educational market. The alumni work in various jobs in local, national and multinational workplaces.

BPEL aims at becoming the centre of literary studies in Indonesia. Currently, nationally, its students come from 24 provinces in Indonesia. It shows that this study programme reaches a wide area throughout Indonesia. In getting regional and national markets, it is also registered as a member of the English Studies Association in Indonesia (ESAI). Internationally, many participants from various academic institutions and groups participate in its annual international conference, Literary Studies Conference (LSC). This conference opens opportunities to strengthen its position in the education market through several collaborations. The conference also initiates faculty exchanges that contribute to the expansion of educational market targets.

#### Positioning of the study programme on the job market for graduates

The **Bachelor of English Education** programme regularly analyses the job market by conducting tracer studies, doing upward mobility programmes and consulting with employers and stakeholders. The Career Development and Alumni Centre of the University regularly conducts tracer studies for its alumni to identify the availability of the job market. The results are incorporated into the curriculum of BPEE. It is conducted to correspond to the job market and make sure that the graduates can find jobs after they finish their studies. Furthermore, it was also developed based on the results of a 3-year Tuning and CALOHEA projects, which aim to meet the needs of job markets in Asia and Europe and thus increase graduate employability in international job markets.

The careers for BPEE graduates include English teachers, content creators or English online teachers, journalists, interpreters and translators, English for Specific Purposes (ESP) trainers, linguists, hospitality industry operators and other professions requiring English and entrepreneurial skills. BPEE graduate employability at international level is high. The recent tracer study suggests that there are many graduates employed as English teachers in Singapore, the UK, Australia, and Thailand. Some work in higher education institutions as lecturers, researchers, and administrators. Some also work as entrepreneurs (English courses, translation services, and

graphic design). Some others work in non-educational fields, such as staff of diplomats, hoteliers and bank managers). These graduates work in other countries (Myanmar, Belgium, France, Germany, Oman, the US, Jedah). The tracer study shows that 56 % of the graduates got their first job in the first six months. Another 18 % of them within the first year upon the completion of their study at BPEE - making 74 % of them gain their jobs in the first year upon graduation.

BPEE also regularly incorporates several activities into the curriculum. To introduce the students to real school life, BPEE conducts a school experience programme, which focuses on school culture, students' characteristics and teacher identity, for third-semester students. In the seventh semester, the students have an internship programme, in which they plan lessons and conduct teaching practices to shape their understanding of English teaching in real classrooms. For non-educational fields, courses such as Translation, Interpreting and MMC, BPEE invites translators, professional interpreters and journalists to lecture students related to the prospects and potential of these professions so that students get a complete picture of the professions they can do after graduation. Entrepreneurial spirit is incorporated by courses, such as Service Programme Design (SPD) and CALL, which also invites practitioners to share their experiences.

The programme qualification objectives of the **Master of English Education** are outcome-based and have been developed and adapted to national qualifications (KKNi Level 8), Southeast Asian regional qualifications (AQRf) and international qualifications (Tuning Methodology), as well as incorporated tracer study results. The curriculum adjustment to the international standards was done through the involvement of lecturers in curriculum revitalisation research grants. The latest tracer studies (2022) on the alumni show that 71 % of the graduate's work as teachers and lecturers, 24.4 % are self-employed, and the rest works in various fields that are still in accordance with the established programme qualification objectives. Another recent tracer study (2022) on MPEE alumni users suggests that they are well-received by their employers with the satisfaction rate among employers reaching 90 %. Of all graduates, 70.9 % of them taking 0-6 months and 16.13 % of them needing 7-12 months to secure the first job after graduation. The other 12.97 % needed up to 24 months to find employment after graduation. The constant adjustment of the curriculum to national, regional and international qualifications and the provision of learning experiences through teaching practicum in Indonesia and abroad as well as the incorporation of the tracer studies ensure a high employability rate.

The **Bachelor of English Letters** adopts outcome-based education (OBE) curriculum, which corresponds to job market demand and prepares the graduates to work in various fields related to literature, language and culture. Reflected from the module learning outcomes, the courses taught in the programme shall provide students with analytical and practical skills to obtain employment in positions such as writers (journalist, author, editor, content writer, copywriter), communicators (translator, interpreter, human resources development officer, public relation officer), associate researchers (researcher in the field of language, literary, translation, and cultural studies), English instructors (school teacher, English instructor, lecturer), administrators (marketing staff, secretary, government officer), and literature, language and culture practitioners (director, actor/actress). The study programme also performed an extensive needs and acceptance analysis of the relevant employment markets for the graduates. Most of the users surveyed assessed the graduate's career and job opportunities as good to excellent, mainly due to the programme's course structure that



emphasises analytical, practical, and social skills orientation. Tracer studies data show that most alumni (39.2 %) get their jobs in less than one month, 20.6 % get jobs in 1-2 months, 7.9 % in 2-3 months and 9.5 % in 3-4 months. 22.8 % of graduates needed more than 4 months.

#### Positioning of the study programme within the HEI's overall strategic concept

The goal of the study programmes constitutes the strategic concept of the University. Based on the 2009 statute and 2018-2022 Strategic Plan, the formulation of the missions of **Bachelor of English Education** are as follows:

1. Developing and implementing an effective English education system which is excellent and humanist by implementing the Ignatian Pedagogy paradigm to produce educators who are professional, generous, and love students.
2. Carrying out research and community service in the field of education and English that contribute to the quality improvement of education in an attempt to find the truth.
3. Educating the community through the publication of the results of learning activities, research and community service.
4. Developing collaborative networks with various partners and empowering alumni.

Based on its history, BPEE is the oldest study programme, which was established in 1955. Up to now, BPEE is one of the leading programmes in the university. It has been awarded “A” accreditation status for 20 years. BPEE supports the financial sustainability of the University in general by having 710 students.

The **Master of English Education** is one of the Master programmes in the Faculty of Teacher Training and Education (FTTE). The opening of MPEE is necessary so that the dynamics of USD scholarship and its external services are increasingly sharp and scientifically deep. As a University where many disciplines must interact, USD feels the need to develop inter-, multi- and transdisciplinary interactions at various levels. In the FTTE and University overall strategies, MPEE is geared toward providing excellent quality educators, and researchers in high schools and higher education institutions in Indonesia, as well as edupreneurs in English language teaching and services. MPEE shall also foster the internationalisation strategy of the University.

The **Bachelor of English Letters** was founded to conduct an education system integrating academic excellence and human values and to create excellent English letters scholars who can demonstrate the mastery of knowledge and skills in the fields of English language, literature, and culture and show a humanistic dimension through high moral integrity, critical thinking, and Indonesian national concept. The study programme aims to produce knowledge through research and publication on language, literature, and culture, which become national or international references. Searching, finding, and revealing the truth become the basis of producing knowledge.

In the social context, this department also helps society solve the problems of language, literature, and culture. All these goals constitute the substance of the vision of SDU, which is to become a humanistic and excellent seeker of truth for the promotion of a better society through administering a holistic education system that integrates academic excellence and human values through personal-care-oriented, dialogic, pluralistic and transformative approach, enlightening and sharpening the mind of society through scientific publication, encouraging cooperation with diverse communities, and empowering graduates to develop tangible commitments in society.

BPEL has the following missions:

1. To provide Ignatian pedagogy-based education that develops students' competence, conscience, and compassion;
2. To enable students to integrate humanistic values and knowledge of (English) language, literature and culture from local, national, and global perspectives;
3. To conduct research in (English) language, literature, and culture from local, national and global perspectives;
4. To help society solve problems in the English language, literature, and culture based on local, national, and global perspectives;
5. To collaborate with external institutions to promote education, research and community service at local, national and global levels.

## Appraisal:

The reasons given for the positioning of **all three study programmes** in the educational market are plausible.

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth. **BPEE** graduates work primarily in the field of education, but also as journalists or in hospitality. **MPEE** graduates work as teachers or lecturers or are self-employed, **BPEL** graduates work primarily as writers, communicators or assistant researchers.

**All three study programmes** are convincingly integrated into the HEI's overall strategic concept. The study programme's qualification goals are in line with the HEI's mission and strategic planning for internationalisation.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market			X		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)			X		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			X		

## 2. Admission

The admission requirements and related information concerning the Bachelor's and Master's programme admissions are defined and documented in the Academic Handbooks of the University, faculty and respective study programmes, as well as on the website.

### Bachelor Programme of English Education

To apply for BPÉE, prospective students must meet the national requirements, i.e., being a graduate from senior high school. There are three trajectories to which applicants could apply: academic achievement, entrance examination and institutional collaboration.

1. The achievement trajectory consists of two, that is academic report achievement, and the arts and sports achievement:
  - a. In the academic report selection, applicants are nominated based on their academic reports including the English subject, which should be at least 75 or above depending on a student's comparative standing with other applicants.
  - b. In the academic achievement trajectory, applicants should be ranked from 1 to 10 in their respective classes, demonstrate a score of at least 80 in their majors including English and have outside school academic achievements. Applicants for the arts and sports achievement trajectory should achieve at least 70 for subjects within their majors and demonstrate their achievements in the certificates in the past three years.
2. Applicants through the entrance examinations must pass a certain passing grade, with 7 (out of 10) as a minimum score for the English subject.
3. Students are also admitted through the collaborations between SDU, schools and local governments. These collaborations are a part of the study programme's strategic goal and aim to give access to quality education to students coming from disadvantaged backgrounds.

### Master Programme of English Education

To apply for MPÉE, candidates must meet the following requirements:

1. Hold a Bachelor's degree from an English Education study programme, literature department, or other language departments
2. Show evidence of a GPA of at least 3.0, a TOEFL-like Score of at least 500.
3. Pass an interview and writing test. The interview and written test result should be at least 70 out of 100. Students getting less than the stipulated test scores are required to attend an English test-taking strategies class in the first semester (ETTS).
4. Provide two letters of recommendation from their previous lecturers or current employers.
5. Display motivation to join the study programme in a motivation statement.

For international applicants, they need to submit a special license and photocopy of diploma equivalency from the Embassy or Consulate General in their country of origin. More information about the application requirements can be found on the programme's website.

In both **Bachelor and Master's programmes in English Education**, prospective students should have a strong motivation to pursue the programmes and become excellent teachers, edupreneurs and researchers. For the Bachelor programme, prospective students should choose the programme as their first choice during the admission process. This indicates that they have a strong motivation to enter the study programme despite the presence of the other English Education study programmes in Yogyakarta or other cities. Applicants with professional experience in the **MPEE** may be considered as exceeding the admission requirement and are therewith admitted into the programme.

### Bachelor Programme of English Letters

BPEL provides information about admissions and requirements for prospective Indonesian students, are accessible online to prospective students and the public via the website<sup>5</sup>. Applicants for the BPEL must meet the following requirements:

1. Admission based on (high school) academic achievements. The passing score in this admission is 85 (out of 100). This is the average of their high school English scores in grades 11.
2. Admission based on the result of the admission test. The passing score is 8 (out of 10).
3. Admission based on institutional collaboration. The passing score for this admission is negotiable since the background of this admission is collaboration. The Bachelor Programme in English Letters has never received candidates from this institutional collaboration.

For international students, the information is accessible on the website of the study programme<sup>6</sup>. They need to hand in the following documents:

1. A certified copy of academic transcript,
2. A certified standardised English Language Proficiency Test Result (minimum score of 500 for TOEFL, 575 for TOEIC, and 6.0 for IELTS) for international students who will take English Education or English Letters
3. A recommendation letter from applicants' school/institution,
4. Statement letter medical expenses,
5. Health insurance,
6. Four recent colour photographs,
7. A financial guarantee statement enclosing a bank statement, indicating applicants' financial ability to undertake education in USD,
8. A law and employment declaration, stating that the applicants will not engage in a job and will obey the Indonesian laws and regulations.

### Counselling for prospective students

Prospective students of **BPEE**, **MPEE** and **BPEL** are counselled by the admission staff in the process of application. Counselling services for prospective students are offered and delivered in person and through email, landline telephones, mobile phones (WhatsApp and SMS) and social media. The phone numbers and email addresses are posted on the website for all programmes at the University

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<sup>5</sup> see: <https://pmb.usd.ac.id/> (last access April 4, 2023)

<sup>6</sup> see: <https://usd.ac.id/en/student-admission/> (last access April 4, 2023)

and on the websites of the study programmes. Prospective students are directed by the admission staff in the process of the application when deemed necessary and are allowed to meet and speak with the Bachelor and graduate programme chairpersons. Counselling can be done by phone calls or by setting an appointment to meet in person.

### Selection procedure

The selections of new students for the three study programmes are conducted once a year and promoted through the University's and programmes' websites<sup>7</sup>, brochures, leaflets, social media and alumni associations. The requirements, selection dates and other procedures are under the coordination of the academic administration bureau (BAA) and the heads of the study programmes. This information is accessible on the University's website and results are announced on the University's website. The selection results for the international applicants are announced through email and other personal communications.

**BPEE** applicants are considered to meet the requirements when they pass the selection process as indicated in the admission regulation. The selection procedure is coordinated by the Bureau of Academic Administration and the study programme chairperson. The number of bachelor programmes in English Education in Yogyakarta has increased over time and is 13 in total. BPEE still has high numbers of applicants. Applicants can do their entrance tests online from home. The details of the requirements are explained on the website. This procedure has been developed, so applicants from outside of Yogyakarta and outside of Java Island can access and do their entrance test from home. It is updated annually based on the previous years' intakes and updated study programme objectives.

The **MPEE** requires prospective students to display their motivation in a motivation statement, pass an interview, as well as provide evidence of at least 500 scores on the TOEFL-like test. Those achieving higher than the minimum scores in these tests and having professional experience are considered to exceed the expectation for their admission into the programme. The applicants are considered to meet the minimum requirements when they pass the selection process as stated on the website.<sup>8</sup>

In addition to the requirements stated on this website, the teaching staff meet regularly to discuss the selection process and whether these formal requirements have predictive power on the students' academic performance.

The selection of new students for **BPEL** is conducted once a year and promoted through the University's and programmes' websites. The selection procedures are under the coordination of the Bureau of Academic Administration (BAA) and the chair of the study programme. Information about the requirements, the schedule of selection, and the announcement of the selection results are posted on the two official websites above, which are accessible to the public. BPEL is one of the study programmes at Sanata Dharma University which is in demand by many prospective students. The University allows applicants to choose three study programmes which are ordered based on their priority. BPEL prioritises applicants who choose BPEL as the first choice. However, applicants

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<sup>7</sup> see: <https://usd.ac.id/en/student-admission/> (last access April 4, 2023)

<sup>8</sup> see: [English Education Master's Program - Apply \(usd.ac.id\)](#) (last access April 11, 2023)

who choose BPEL as the second or third choice might also be considered if they meet the requirements.

### Professional experience

Since the first intake in 2016, **MPEE** has admitted several students based on their professional experience. Students need a Bachelor degree of an English Education programme (or language or literature) as well as a letter from an employer or lecturer showing relevant professional experience.

For batch 2016, six out of 21 (28 %) students had professional experience as teachers. Six out of 22 students of the 2017 batch (27 %) were also accepted due in part to their professional experience. Ten out of 22 students of the 2019 batch (45 %) had previous professional experience. Six out of 16 students of the 2020 batch (37 %) had professional experience and seven out of 19 students of the 2021 batch (37 %) had professional experience. Six out of 9 (67 %) candidates for the programme from the first and second intakes in 2022 had professional experience.

### Language proficiency

**All three programmes** consider the English proficiency of the applicants and take certain measures to ensure the successful completion of their studies.

Applicants should meet English requirements for each admission scheme. For the **BPEE and BPEL**, applicants should demonstrate a score of at least 80 in their majors including English in their high school diploma. For the **MPEE**, applicants must show evidence of a TOEFL-like Score of at least 500.

### Transparency and documentation of admission procedure and decision

To maintain transparency and documentation of the admission procedure and decision, the University announces the procedure, requirements and the results of the **Bachelor programmes** application on the University's website. **MPEE** applicants could access the selection procedures at the University's website, as well as the admission procedures at the Programme's website and results<sup>9</sup>. International applicants for the Bachelor and Master programmes may access the University's English website<sup>10</sup>. Respective programmes may communicate the selection procedures and the results through personal communications such as emails and WhatsApp when deemed necessary. The public, including parents and any interested parties, can access the information and the results of new student admission on the University website or contact official numbers and email addresses on the website.

## Appraisal:

The admission requirements are defined and comprehensible. The national requirements are presented and taken into account.

Applicants can directly turn to a student counselling service via email, telephone, mobile phones (WhatsApp and SMS) and social media for clarification of specific questions, of personal aptitude and of career perspectives. Personal dialogue between applicants and the University is provided.

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<sup>9</sup> see: [Penerimaan Mahasiswa Baru \(PMB\) - Universitas Sanata Dharma \(USD\)](#) (last access April 11, 2023)

<sup>10</sup> see: [Student Admission – INTERNATIONAL OFFICE \(usd.ac.id\)](#) (last access April 11, 2023)

The selection procedure is transparent and ensures that qualified students are admitted.

Professional experience is not required for the **BPEL** and **BPEE**. For the **MPEE**, there is the possibility to access the programme if professional experience (particularly in teaching) is provided. A number of study places is available for this purpose.

The admission requirements (required language proficiency level or required result in a concrete language test) ensure that students are able to successfully complete the study programme (courses, additional literature, utilisation of counselling services and extracurricular activities). However, the panel is of the view that the English level at admission for all three programmes seems to be quite low (comparable to B1), considering that they are English study programmes, and **recommends** increasing the language level for admission gradually.

The admission procedure for **all three study programmes** is described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
2.1* Admission requirements (Asterisk Criterion)			X		
2.2 Counselling for prospective students			X		
2.3* Selection procedure (if relevant)			X		
2.4(*) Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)			MPEE		BPEE, BPEL
2.5* Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6* Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		

### 3. Contents, structure and didactical concept of the programme

#### 3.1 Contents

The University runs several academic and non-academic activities to ensure holistic growth of its students. In particular, all new students will join a two-semester Humanist-Intelligent Formation (*Formasi Cerdas Humanis/FCH*), following the tradition of Jesuit education. A recent evaluation of the implementation of FCH suggests that this programme is crucial in enhancing students' competency, skills and attitude development.

All three study programmes derive the values from the University in integrating academic excellence and humanistic values within the Ignatian Pedagogy paradigm (IP). This IP paradigm is incorporated in the programme learning outcomes (PLO) of the study programmes. The study programmes formulate the competencies based on the PLO and then derives them from course learning outcomes (CLO) and lesson learning outcomes (LLO). The strategy to ensure that the graduate profiles and the PLO can be achieved is to develop a set of courses that support the achievement of the PLO. The programmes held special meetings with the curriculum team and lecturers to map out the PLO and the distribution of the courses.

#### Bachelor Programme of English Education

To ensure that graduates from BPEE be successful on the job market, the curriculum team has been working since 2020 to integrate the government recommendations regarding the curriculum oriented towards the Freedom of Learning Policy (MBKM). This curriculum is considered to provide students with real-world learning and working experiences by studying outside of the study programme for three semesters with a maximum weight of 60 credits.

In the context of preparing this curriculum, BPEE also invites stakeholders to broaden the horizons of the job market (October 2020). The courses currently prepared also reflect the core and additional competencies. The courses are divided into five clusters: citizenship, pedagogy, English proficiency, research skills and edupreneurship. Those courses are also oriented to meet the requirements of the job market to enhance the graduates' employability, such as language translators and teachers of Indonesian for foreign language speakers.

The education courses, such as School Management, Psychology of Learning and Teaching, Introduction to Guidance and Counselling, are organised by the faculty. Other courses related to specific competence, skills and responsibilities of English teachers are organised by the study programme. Courses related to developing the students' social skills and attitudes are represented in the courses organised by the university such as Theology and Moral, Civics Education, State Philosophy of Pancasila, Religion Education, the Indonesian Language and Community Service Programme.

The extra-curricular qualification objectives and skills are developed and acquired through numerous extra-curricular activities. It is represented by the attainment of ten points by participating in various activities, such as seminars, committee members of a certain programme,



competitions, student activity units (students clubs) and other extracurricular activities. Students are encouraged to take part in regional, national and international competitions to train them to develop their critical thinking, creativity, problem solving, collaboration and independent skills.

**Table 6: Curriculum Bachelor of English Education**

<b>1<sup>st</sup> Semester</b>												
Modul No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester								Workload		
		1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self-Study	
M1	Religion Education	3,2									32	64
M2	Pancasila Education	3,2									32	64
M3	Vocabulary	3,2									32	64
M4	Pronunciation Practice	4,8									48	96
M5	Basic Grammar in Use	4,8									48	96
M6	Basic Listening and Speaking	6,4									64	128
M7	Basic Reading and Writing	6,4									64	128
<b>2<sup>nd</sup> Semester</b>												
M8	Bahasa Indonesia		4,8								48	96
M9	Introduction to Education		3,2								32	64
M10	Book Report		3,2								32	64
M11	Introduction to Educational English Literature		3,2								32	64
M12	Intermediate Grammar in Use		4,8								48	96
M13	Intermediate Listening and Speaking		6,4								64	128
M14	Intermediate Reading and Writing		6,4								64	128
<b>3<sup>rd</sup> Semester</b>												
M15	Psychology of Teaching and Learning			3,2							32	64
M16	School Management			3,2							32	64
M17	Internship Program-School Environment			2,7							48	32
M18	Prose in English Language Teaching			3,2							32	64
M19	Introduction to Educational English Literature			3,2							32	64
M20	Intermediate Grammar in Use			4,8							48	96
M21	Intermediate Listening and Speaking			6,4							64	128
M22	Intermediate Reading and Writing			6,4							64	128
<b>4<sup>th</sup> Semester</b>												
M23	Theology/Philosophy of Morality				3,2						32	64
M24	Civic Education				3,2						32	64
M25	Teaching Methods and Conventional Media				6,4						64	128
M26	Learning Program Design and Assessment				6,4						64	128
M27	Drama in ELT				3,2						32	64
M28	Grammar in ELT				3,2						32	64
M29	English for Young Learners				3,2						32	64
M30	Introduction to English Phonetics and				3,2						32	64

<b>5th Semester</b>											
M31	Introduction to Guidance and Counseling						3,2			32	64
M32	Digital Learning Media Development						4,8			48	96
M33	Micro Teaching						5,4			96	64
M34	Standardized Test						4,8			48	96
M35	Play Performance						4,8			48	96
M36	Creative Writing						3,2			32	64
M37	Service Program Design						8,1			144	96
M38	Cross Cultural Understanding						3,2			32	64
<b>6th Semester</b>											
M39	Community Service						8,1			144	96
M40	Internship Program-Classroom management						8,1			144	96
M41	Research Methods						4,8			48	96
M42	Theories and Practice of Translation						4,8			48	96
M43	English for Specific Purposes						6,4			64	128
M44	International Curriculum/ Discourse						3,2			32	64
M45	English for Creative Industry						3,2			32	64
<b>7th Semester</b>											
M46	Research Proposal							6,4		64	128
M47	Distance Learning							3,2		32	64
M48	Qualitative Data Analysis							3,2		32	64
M49	Statistics in ELT							3,2		32	64
M50	Textual Grammar/ Introduction to English Sociolinguistics/							3,2		32	64
M51	Introduction to English Morpho-syntax							3,2		32	64
M52	Mass Media Communication							3,2		32	64
M53	Consecutive Interpreting/ Register							3,2		32	64
M54	Korean Language/Mandarin Language							3,2		32	64
<b>8th Semester</b>											
P & EC	Paper (5.4 ECTS) & Enrichment Course								8,6	128	128
BA/IP	Bachelor's Thesis								11	196	128
<b>TOTAL</b>		<b>32</b>	<b>32</b>	<b>33</b>	<b>32</b>	<b>38</b>	<b>39</b>	<b>32</b>	<b>11</b>	<b>2820</b>	<b>4608</b>

### Bachelor of English Letters

The BPEL curriculum is in line with Level 6 of the Indonesian National Qualifications framework (*KKNI, Kerangka Kualifikasi Nasional Indonesia*) as the basis for the undergraduate qualification objective.

These outcomes are intended to be achieved through both the compulsory (46 courses) and elective subjects (four courses) offered by the BPEL. Electives are chosen in the sixth and seventh semester. Under the Indonesian government's policy on higher learning (*Merdeka Belajar Kampus Merdeka*), which gives a student the right to study independently outside their study programme), the 60 elective credits may be taken outside the BPEL.

The BPEL courses are classified into five different modules, which cover courses designed to prepare students to achieve learning outcomes. The classification is based on the coverage of courses. They are (1) Culture and Humanity, (2) Communication and Language Skills, (3) Literature, (4) Linguistics and Translation and (5) Research.

**Table 7: Curriculum Bachelor of English Letters**

1 <sup>st</sup> Semester											
Modul No.	Title of Module / Course Unit	Credit Points per Semester								Workload	
		1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self-Study
<b>M 1</b>	<b>Culture &amp; Humanities</b>	<b>4</b>								<b>64</b>	<b>128</b>
M 1.1	Pendidikan Agama (Religion Education)	2								32	64
M 1.2	Pendidikan Pancasila (Indonesian Ideology)	2								32	64
<b>M 2</b>	<b>Communication &amp; Language Skills</b>	<b>16</b>								<b>256</b>	<b>512</b>
M 2.1	English Grammar 1	4								64	128
M 2.2	English Composition 1	3								48	96
M 2.3	English Conversation 1	3								48	96
M 2.4	Bahasa Indonesia (Indonesian)	3								48	96
M 2.5	Japanese	3								48	96
2 <sup>nd</sup> Semester											
<b>M 1</b>	<b>Culture &amp; Humanity</b>		<b>8</b>							<b>128</b>	<b>256</b>
M 1.3	Teologi Moral (Moral Theology)		2							32	64
M 1.4	Filsafat Moral (Moral Philosophy)		2							32	64
M 1.5	Pendidikan Kewarganegaraan (Civic Education)		2							32	64
M 1.6	History of the UK & the US		4							64	128
<b>M 2</b>	<b>Communication &amp; Language Skills</b>		<b>13</b>							<b>208</b>	<b>416</b>
M 2.6	English Grammar 2		4							64	128
M 2.7	English Composition 2		3							48	96
M 2.8	English Conversation 2		3							48	96
M 2.9	French		3							48	96
3 <sup>rd</sup> Semester											
<b>M 1</b>	<b>Culture &amp; Humanity</b>			<b>7</b>						<b>112</b>	<b>224</b>
M 1.7	Introduction to Indonesian Culture			2						32	64
M 1.8	Cultural Theories			2						32	64
M 1.9	Culture of English-Speaking Nations			3						48	96
<b>M 2</b>	<b>Communication &amp; Language Skills</b>			<b>6</b>						<b>96</b>	<b>192</b>
M 2.10	ICT in Language Studies			2						32	64
M 2.11	Business Writing			2						32	64
M 2.12	Public Speaking			2						32	64
<b>M 3</b>	<b>Linguistics</b>			<b>3</b>						<b>48</b>	<b>96</b>
M 3.1	Introduction to English Linguistics			3						48	96
<b>M 4</b>	<b>Literature</b>			<b>5</b>						<b>80</b>	<b>160</b>
M 4.1	Introduction to English Literature			3						48	96
M 4.2	Indonesian Literature			2						32	64

<b>4<sup>th</sup> Semester</b>											
<b>M 1</b>	<b>Culture &amp; Humanity</b>								<b>3</b>	<b>48</b>	<b>96</b>
M 1.10	Western Civilization								3	48	96
<b>M 2</b>	<b>Communication &amp; Language Skills</b>								<b>4</b>	<b>64</b>	<b>128</b>
M 2.13	Theories and Practices in Translation								2	32	64
M 2.14	Journalism								2	32	64
<b>M 3</b>	<b>Linguistics</b>								<b>3</b>	<b>48</b>	<b>96</b>
M 3.2	Morpho-Phonology								3	48	96
<b>M 4</b>	<b>Literature</b>								<b>9</b>	<b>144</b>	<b>288</b>
M 4.3	English Drama								3	48	96
M 4.4	English Prose								3	48	96
M 4.5	English Poetry								3	48	96
<b>5<sup>th</sup> Semester</b>											
<b>M 1</b>	<b>Culture &amp; Humanity</b>								<b>2</b>	<b>32</b>	<b>64</b>
M 1.11	Logics								2	32	64
<b>M 2</b>	<b>Communication &amp; Language Skills</b>								<b>4</b>	<b>64</b>	<b>128</b>
M 2.15	Legal Translation								2	32	64
M 2.16	Public Relations								2	32	64
<b>M 3</b>	<b>Linguistics</b>								<b>8</b>	<b>128</b>	<b>256</b>
M 3.3	History of English Language								3	48	96
M 3.4	Syntax								2	32	64
M 3.5	Semantics-Pragmatics								3	48	96
<b>M 4</b>	<b>Literature</b>								<b>3</b>	<b>48</b>	<b>96</b>
M 4.6	History of English Literature								3	48	96
<b>M 5</b>	<b>Research</b>								<b>2</b>	<b>32</b>	<b>64</b>
M 5.1	Introduction to Research								2	32	64
<b>6<sup>th</sup> Semester</b>											
<b>M 1</b>	<b>Culture &amp; Humanity</b>								<b>2</b>	<b>32</b>	<b>64</b>
M 1.12	Cultural Studies								2	32	64
<b>M 2</b>	<b>Communication &amp; Language Skills</b>								<b>2</b>	<b>32</b>	<b>64</b>
M 2.16	Consecutive Interpreting								2	32	64
<b>M 3</b>	<b>Linguistics</b>								<b>3</b>	<b>48</b>	<b>96</b>
M 3.6.	Stylistics								3	48	96
<b>M 4</b>	<b>Literature</b>								<b>6</b>	<b>96</b>	<b>192</b>
M 4.7	Creative Writing								3	48	96
M 4.8	Film and Literature								3	48	96
<b>M 5</b>	<b>Research</b>								<b>4</b>	<b>64</b>	<b>160</b>
M 5.2	Statistics for Language Studies								2	32	64
M 5.3	Literary Research Methodology										
M 5.4	Language Research Methodology								2	32	64
M 5.5	Translation Research Methodology										
<b>7<sup>th</sup> Semester</b>											
<b>M 1</b>	<b>Culture &amp; Humanity</b>								<b>3</b>	<b>48</b>	<b>96</b>
M 1.13	Kuliah Kerja Nyata / KKN (Community Service) (P)								3	48	96
<b>M 2</b>	<b>Communication &amp; Language Skills</b>								<b>4</b>	<b>64</b>	<b>128</b>
M 2.17	Introduction to English Tests								2	32	64
M 2.18	Indonesian Media Studies								2	32	64
<b>M 5</b>	<b>Research</b>								<b>4</b>	<b>64</b>	<b>128</b>
M 5.6	Research Seminar (on Literature) (P)										
M 5.7	Research Seminar (on Language) (P)								2	32	64
M 5.8	Research Seminar (on Translation) (P)										
M 5.9	Preliminary Thesis (on Literature)										
M 5.10	Preliminary Thesis (on Language)								2	32	64
M 5.11	Preliminary Thesis (on Translation)										
<b>8<sup>th</sup> Semester</b>											
<b>M 5</b>	<b>Research</b>								<b>6</b>	<b>96</b>	<b>192</b>
M 5.12	Undergraduate Thesis (P)								6	96	192
<b>Total</b>		<b>20</b>	<b>21</b>	<b>21</b>	<b>19</b>	<b>19</b>	<b>17</b>	<b>11</b>	<b>6</b>	<b>2144</b>	<b>4288</b>

## Master of English Education

The curriculum for MPEE follows the national qualification framework (KKNI) level 8 comprising eight courses of pedagogy, six research-related courses, 32 edupreneur courses that are offered. These designs are directed towards the requirements of the job market in the field of education, research and edupreneurship. Additional electives enhance the graduates' employability as they focus on the students' specialised knowledge, skills and attitudes in the chosen courses, i.e., educational linguistics, educational curriculum, educational management, teacher professional development and second language learning and acquisition. In this case, students study four instead of three semesters and take additional electives in the third and fourth semester.

**Table 8: Curriculum Master of English Education**

Modul No.	Title of Module / Course Unit	ECTS Credit Points per Semester				Workload	
		1.	2.	3.	4.	Hours in Class	Hours Self-Study
<b>1<sup>st</sup> Semester</b>							
	Curriculum: From planning to assessment	4,8				48	96
	Educational Psychology	4,8				48	96
	Principles of Teaching Linguistics	4,8				48	96
	Research Trends in ELT	4,8				48	96
<b>2<sup>nd</sup> Semester</b>							
	English Teacher Identity Construction		4,8			48	96
	Principles of Teaching Literature		4,8			48	96
	Second Language Learning and Acquisition		3,2			32	64
	Teacher Professional Development						
	English Education Curriculum						
	Educational Linguistics						
	Educational Management						
	Material and Program Design		4,8			48	96
<b>3rd Semester</b>							
	ELT Practicum			4,8		48	96
	Technology in English Language Teaching			3,2		32	64
	Advanced Second Language Learning and Acquisition			3,2		32	64
	Advanced Teacher Professional Development						
	Advanced English Education Curriculum						
	Advanced Educational Linguistics						
	Advanced Educational Management						
	English Test- Taking Strategies						
	Research Proposal Seminar in ELT			3,2		32	64
<b>4th Semester</b>							
	Thesis				9,6	96	192
<b>TOTAL</b>		<b>19,2</b>	<b>17,6</b>	<b>14,4</b>	<b>9,6</b>	<b>608</b>	<b>1216</b>
<b>ECTS</b>						<b>60,8</b>	

## Rationale for degree and programme name

The names of all three study programmes are determined by the respective Decree of the Minister of Research and Technology and Higher Education of the Republic of Indonesia.<sup>11</sup>

<sup>11</sup> see: Decree No. 257/M/KPT/2017 concerning the Names of Study Programs in Higher Education

For **BPEE**, the official name of the study programme is Bachelor of English Education. The awarded degree from the nomenclature is Bachelor of Education (Indonesian: *Sarjana Pendidikan - S.Pd.*). This undergraduate programme is categorised at level 6 of the Indonesian Qualifications Framework (IQF). The name of the study programme is also in accordance with the curriculum content that is made based on the goal to produce professional English educators and have skills in the edupreneurship field.

For the **MPEE**, the name of the study programme is Master of English Education. The awarded degree is Master of Education (*Magister Pendidikan, M.Pd.*). This is categorised at level 8 of the Indonesian Qualifications Framework (KKNI). The courses offered comprise the fields of pedagogy, research and edupreneurship, and reflect the name of the study programme and its objectives.

For the **BPEL**, the official name of the study programme is Bachelor of English Letters. The awarded degree from the nomenclature is Bachelor of Art (*Sarjana Sastra, S.S.*). The name of the study programme accommodates the curriculum contents whose objective is to provide students with sound knowledge of English literature, language and culture, as well as general intellectual and life skills that equip them for employment in a variety of fields such as communicators, writers and art practitioners, associate researchers and English instructors.

#### Integration of theory and practice

Theoretical and practical contents are linked in **BPEE** because the curriculum courses represent the integration of theory and practice in the learning process. Theoretical learning is carried out for courses related to citizenship, pedagogical foundations, linguistics and literature in the first two years. The Education Faculty also plays a role in organising courses related to pedagogy, for example: Introduction to Education (semester 2), Psychology of Learning (semester 3) and School Management (semester 3). To internalise these courses, students are subsequently trained for more pedagogical practices in Introduction to the School Environment - School Culture, teaching practice in Micro Teaching, and finally actual practice at partner schools through Introduction to the School Environment-Learning Practices course.

Practice-oriented lectures related to improving English language skills are carried out in the first two years (e.g., listening, reading, writing and speaking). This is important to do because improving English language skills requires more time for practice than studying theory. The practice-oriented courses are as follows: Basic Listening and Speaking, Intermediate Listening and Speaking, Advanced Listening and Speaking, Basic Reading and Writing, Intermediate Reading and Writing, Advanced Reading and Writing, Digital Learning Media Development and Creative Writing. Students in their last two years undertake courses which are mainly based on the integration and application of theory (practice and practicum), especially for courses that are oriented towards improving the ability to become an English teacher and edupreneur. Courses categorised into the integration of practices and practicum are as follows: Microteaching, Play performance, Teaching Methods and Conventional Media. Introduction to the School Environment (School Culture), Introduction to the School Environment (Learning Practices).

Theory and practice in the **MPEE** curriculum have been systematically constructed and logically interrelated to provide knowledge, skills and attitudes as educators, researchers and edupreneurs.

The Semester Learning Programme outlines the learning activities of the following three strands:

1. Theories and practice of educational issues are mastered in eight courses and emphasised in twelve courses.
2. Theories and practice of research are mastered in six courses and emphasised in 13 courses.
3. Theory and practice of edupreneurship are mastered in three courses and emphasised in three sources.

In the above three strands of courses, the students do not only learn the theories but also the application of the theories by writing research papers, drafting English Language Teaching books and doing practice teaching, hence reinforcing the integration of theories and practice.

The **BPEL** curriculum integrates theory and practice on two levels. The first level of integration takes place in each course because studying foreign languages and literature demands practice. No course is primarily designed as purely theoretical. The main strategy of teaching the courses in BPEL is to highlight the theoretical aspects that can be applied to help society solve real problems. A case study is emphasised in all courses.

The second level of integration takes place in the body of the curriculum. In the early semesters (1-3), the curriculum will focus on understanding theories such as theories of language, literature and culture. The focus then moves on to the application of those theories in the next semesters (4-7), and the application will take place in the students' community service (KKN) and undergraduate theses (semesters 7-8).

Besides, the study programme also holds an annual international conference, Literary Studies Conference (LSC), which provides rooms and opportunities for students to showcase their academic knowledge as well as to practice their communication skills in English. The students can participate as presenters, moderators or parts of the conference committee. The active participation and experiences may bridge the theory and real practices.

### Interdisciplinary thinking

To become teachers, **BPEE** students are required to exercise interdisciplinary thinking. Elective courses are offered to allow students to expand their horizons. They are equipped with knowledge and skills before they take teaching practicum. The curriculum of the BPEE is designed with a capstone approach. Students should complete foundational courses related to TPACK (Technological Pedagogical Content Knowledge) as the requirements for the micro-teaching class and teaching practicum at schools. In terms of pedagogical knowledge, for example, some of the required courses are TCM (Teaching Methods and Conventional Media, LPDA (Learning Program Design and Assessment) and DLMD (Digital Learning Media Development). Meanwhile, content knowledge relates to courses which include language skills, language elements, linguistics and literature.

After taking those prerequisite courses, students are expected to be able to synthesise all knowledge and skills in the micro-teaching class and teaching programme. In addition to teaching practices, the fundamental knowledge and skills of TPACK are transferable to other courses, such

as English for Specific Purposes and Service Program Design. Another course which fosters students' interdisciplinary thinking is through the Community Service compulsory programme. This programme trains the students to collaborate with other students from the other study programme to give services to the community and exercise their problem-solving skills.

To foster the students' interdisciplinary thinking, BPEE encourages the students to take courses outside the study field. The University policy requires the students to take at least one course in the other study programme within the University. They can also take the course outside the University under the collaboration of the National University Network in Indonesia (NUNI) and the Association of Catholic Universities in Indonesia (APTIK). Other than that, BPEE also encourages the students to take the freedom of learning programme (MBKM) organised by the Ministry of Education.

The curriculum of **MPEE** has been designed based on the interdisciplinary thinking as the following:

1. Education Courses: Educational Psychology, Curriculum, Teacher Identity Construction and English Language Teaching (ELT) Practicum
2. Language Courses: Principles of Teaching Linguistics, and Principles of Teaching Literature
3. Edupreneurship Courses: Material and Program Design and Technology in English Language Teaching
4. Research Courses: Research Trends in ELT, Proposal and thesis
5. Elective Courses in five specialisations: i.e., educational linguistics, educational curriculum, educational management, teacher professional development, and second language learning and acquisition.

These courses provide students with interdisciplinary thinking that culminates in research related outcomes such as publishable papers, journal articles and theses. The elective courses train students' interdisciplinary thinking by designing a learning module (book) that caters for the needs of the target users of the book (e.g., accounting, nursing, political science). This book design is often called English for Specific Purposes as they are related to using English in certain academic or professional circumstances. All these courses prepare the students for an occupation requiring transand interdisciplinary knowledge.

In every subject of the **BPEL**, the learning process is designed to develop not only the habit of critical thinking but also the global and comprehensive mindset (interdisciplinary thinking) without leaving local wisdom. Students are exposed to local and global culture-related materials. Students are invited to critically analyse various issues related to the fields of literature, language and culture. For example, when students study literary texts (such as Introduction to English Literature, English Prose, English Poetry and English Drama), they must think from interdisciplinary perspectives such as historical perspectives, cultural perspectives and psychological perspectives.

Integration is achieved through combining several fields of study to aim at one learning outcome. Scientific and contextual approaches are emphasised by adjusting scientific approaches to the characteristics and the contexts of the subject areas. Learning activities are set to develop students' creativity, capacity and independence that suit students' needs. Besides referring to the standards set by the Ministry of Education, Culture, Research, and Technology, the learning process in BPEL holds the Ignatian Pedagogy paradigm.



### Ethical aspects

Ethical aspects are communicated in various ways including regulations and class practices. Codes of ethics, discipline, sanctions and appraisals for personnel are stated in the regulations for personnel issued by Sanata Dharma Foundation (2018). Academic ethics, which include avoiding plagiarism, are written explicitly in the course outline as well as the academic guidelines of each study programme. In addition to academic ethics, the University also regulates the non-academic aspects, such as financial transparency. There are also some courses related to ethical aspects namely Religion Education (religiosity), Pancasila Education and Civics. Ethical aspects are also integrated into all courses by implementing the Ignatian paradigm which emphasises the four Cs (Competence, Conscience, Compassion and Commitment).

In **MPEE**, the ethical aspects focus more on the completion of the students' research projects which are carried out in almost all courses. They are communicated to students directly in class, such as how to respect the privacy of the participants, the ethical recruitment process and how to academically respect ideas from authors and indirectly through written resources. Further regulation of ethical conduct is written in the Master's Programme Handbook, in the curriculum book and the research-related guidelines and research rubrics. Another important ethical source is the British Educational Research Association (BERA).

### Methods and scientific practice

In **BPEE**, students acquire methodological competences and scientific practice through comprehensive training from the third and fourth year of the programme. Students are equipped with the necessary skills for research-oriented work and for applying those skills in their respective vocational fields through some courses, such as Research Method, Academic Writing, Research Proposal and Final Paper. In those courses, students learn some fundamental concepts and principles of research as well as develop their academic writing ability. Those courses are special as they train the students to produce specific outcomes, such as publishable papers and English learning material designs.

In **MPEE**, almost all courses are outcome-based by means of research-oriented learning beginning with a research method course in semester one and ending with thesis writing in semesters three and four. In addition, most courses require students to write a publishable research paper and English learning material design based on the specific need analysis of the target audience. By doing so, they are thoroughly trained to exercise their methodological competences and scientific practice and are equipped with the necessary skills for research-oriented work and for applying those skills in the respective vocational fields. A recent tracer study (2022) shows that 75 % of the alumni were satisfied with the impacts of research methods and skills taught at the programme on their work. The guidelines for the student's thesis/research writing are accessible on the website.<sup>12</sup>

At the end of their study, all students of **BPEL** are required to write a research project (an undergraduate thesis). This is intended to be the point to show/perform the accumulation of what

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<sup>12</sup> see: [https://www.usd.ac.id/fakultas/pendidikan/mpbi/f1l3/1-%20MPBI%20Thesis%20guidelines\\_2021.pdf](https://www.usd.ac.id/fakultas/pendidikan/mpbi/f1l3/1-%20MPBI%20Thesis%20guidelines_2021.pdf) (last access April 11, 2023)

they have learned in the study programme. In BPEL, undergraduate theses are focused on one of the three areas: literature, linguistics and translation, depending on students' interests.

The BPEL curriculum is designed to prepare and equip students with the necessary knowledge and skills to finally come to their methodological competencies to do scientific works. Semesters one-two students are exposed to basic courses and courses on language skills as the foundation for their further study. Students are expected to have a good mastery of English as their foundation to comprehend core subjects in literature, linguistics and culture, which are offered in the following semesters. Semesters 3-5 focus on the BPEL's main courses on language, literature, and culture. Elective courses to enrich students' knowledge and skills needed to carry out their scientific work (research). Semesters six-eight prepare students for their final research projects (Undergraduate Thesis). More elective courses that support their research projects are offered.

### Examination and final thesis

In **BPEE**, all examinations are designed and evaluated based on the course learning outcomes. As for the final theses, they are evaluated based on the guideline on thesis writing. An advisor is assigned for each student in writing his/her thesis. Desk Evaluation (DE) is conducted before the student sits for the thesis examination. The concrete test items are particularly suitable for ascertaining the defined learning outcomes. They also examine the students' ability to deeply reflect on scientific problems and to apply scientific methods. Students are given feedback, which, if necessary, is linked to advise on the learning process. The final theses comply with the standards for international publications.

All examinations in **MPEE** are developed according to the determined learning objectives and outcomes. The lecturers are familiar with existing testing and examination methods and receive support in developing their own skills in this field. The criteria for and method of assessment, as well as criteria for marking, are communicated to the students and published in advance, mostly in the curriculum book, academic rule book and course modules and are available on the programme's website. Various test formats are applied, such as students' presentations, written tests, quizzes, assignments (worksheets) and projects.

The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback which is linked to advise on the learning process. Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures. A formal procedure for student appeals is in place.

Where possible, assessment is carried out by more than one examiner as most courses in the MPEE are taught by a teaching team. The regulations for assessment take into account mitigating circumstances. Before the examination, students' theses are checked for their similarity index using Turnitin. The final theses comply with the standards for international publications as set out in the thesis guideline. As for the thesis examinations, a board of examiners is appointed to ensure the objective evaluation of the final result using the thesis examination rubric.

In **BPEL**, the requirements for all examinations are in accordance with the desired qualification level. Depending on the intended learning outcome of the course (i.e., Course Learning Outcomes),

different assessment methods are used. These include quizzes, teacher-made exams (written and oral exams), presentations, case studies/papers, homework and classroom exercises.

The undergraduate theses are obligatory for all students in the study programme. Students start writing their thesis in semester 7 with the guidance of one main thesis advisor of their own choice. A co-advisor will be assigned by the department to review a student's complete thesis. Depending on their research interest, students can take one of three streams offered by the department: literature, language and translation.

The examination for undergraduate theses covers the following two aspects: (1) the logical flow of ideas starting from the research problems, methodology, analysis, and conclusion; (2) the English mastery (the written English of the thesis and their English delivery in the thesis defence/examination).

## Appraisal:

The curricula adequately reflect the qualification objectives of all three study programmes. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation (compulsory electives) or optional electives enable students to acquire additional competences and skills. There was a great discrepancy between the written documents and the documents shown in the meeting (see chapter 3.2). Furthermore, the panel learnt that English as a Lingua Franca was included in prior curricula, but in the course of the revision separated into different courses (Principals of Teaching Linguistics, Pronunciation (in **BPEE**), as well as through guest lecturers in order to expose students to different pronunciations. However, the panel **recommends** including more contents on English as a Lingua Franca.

Moreover, the panel **recommends** revising the translation courses of all three study programmes, since the literature appears to be very general and rather outdated, as well as does not include post-colonial literature on translation. Also, it might be beneficial to include more Business translation content.

The degree and programme names of all **three study programmes** correspond to the contents of the curricula and the programme objectives. The panel acknowledges that there is a national regulation for the naming of study programmes in Indonesia by the Indonesian Ministry of Research, Technology and Higher Education.

Theoretical questions are, where possible, explained by means of practical examples, such as internship opportunities or microteaching.

There is evidence that all three study programmes qualify for interdisciplinary thinking. There are courses on psychology (with regard to teacher identity formation and psycholinguistics), as well as public relations and journalism included in the curricula. In the BPEL, there are also educational contents included. Furthermore, all three study programmes offer credit transfers of other courses in the framework of MBKM (Free Campus Initiative).

The identification and reflection of ethical aspects are strongly promoted and considered key competences and an integral part of the study programme's qualification objectives. These are core values of the University; the students are also shaped as a person with regard to character-building. This was especially emphasised by the students.

Students of **all three study programmes** acquire methodological competences and are enabled to do scientific work on the required level. There are courses on research methods included in the curricula.

In the **Master of English Education**, methodological competences and scientific practice are thoroughly trained. Students are equipped with the necessary skills for research-oriented work and for applying those skills in the respective vocational fields. There is a high number of publications from students of the Master programme.

All exams of **all three study programmes**, as they are defined for the courses, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats. The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures. The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3*	Integration of theory and practice (Asterisk Criterion)			X		
3.1.4	Interdisciplinary thinking			X		
3.1.5	Ethical aspects		X			
3.1.6*	Methods and scientific practice (Asterisk Criterion)		MPEE	BPEE, BPEL		
3.1.7*	Examination and final thesis (Asterisk Criterion)			X		

## 3.2 Structure

### Bachelor of English Education

Projected study time	4 years/ 8 semester
Number of credits (national credits and ECTS credits)	144 sks credits / 248 ECTS credits
Workload per credit	170 minutes (3 hours) (50 minutes class meeting, 60 minutes structured assignment, 60 minutes independent study) for theory courses  270 minutes (4.5 hours) (150 minutes class meeting, 60 minutes structured assignment, 60 minutes independent study) for practice courses
Number of courses	54 courses (45 compulsory courses and 9 enrichment courses)
Time required for processing the final thesis/project and awarded credits	6 months/ 1 semester 7 sks credits / 11 ECTS credits
Number of contact hours	Theory $128 \times 3 \times 16 = 6,144$ (contact hours) Practice $16 \times 5 \times 16 = 1,280$ (contact hours) Total = 7,424 (equals to 248 ECTS credits)  Note: 1 credit equals 3 hours of study for theory courses and 4.5 hours of study for practice courses 1 ECTS credit equals 30 hours of study

BPEE offers 144 credits for the students to pass. One credit means one contact hour, one self-study hour, and one structured task hour for the theory course. For the practice course, one credit means three contact hours, one self-study hour and one structured task hour. The second and the third components are considered self-study hours in the European system. In one semester, there will be 16 meetings to cover. One ECTS is equal to between 25 to 30 hours. Therefore, the programme equals 248 ECTS credits. Those subjects were categorised as compulsory subjects and enrichment subjects. From semester 1 to semester 5, students are encouraged to take at least one subject offered by different study programmes in the University. They are also allowed to take one course offered by the same study programme from different universities organised by the National University Network in Indonesia (NUNI) and The Association of Catholic Universities in Indonesia (APTİK). The freedom of taking the subjects outside the study programme and outside the University is based on the idea of learning freedom (*Merdeka Belajar Kampus Merdeka*).

### Master of English Education

Projected study time	1.5 – 2 years/ 3 – 4 semesters
Number of credits (national credits and ECTS credits)	38 sks credits/ 102.6 ECTS credits
Workload per credit	270 minutes (4.5 hours) (150 minutes class meeting, 60 minutes structured assignment, 60 minutes independent study)
Number of courses	12 courses (10 compulsory and 2 electives)
Time required for processing the final thesis/project and awarded credits	6-12 months/ 1-2 semesters 6 sks credits/ 16.2 ECTS
Number of contact hours	38 x 2.7 x 16 = 1,641.6 (contact hours) Note: 1 credit equals 3 hours of study + 2 hours of practice 1 ECTS equals 30 hours of study

To earn the degree in MPEE study, students are required to complete 38 credits (102.6 ECTS), with 34 credits for compulsory courses and four credits for elective courses. In each semester, students must take around 11 credits on average. Nevertheless, in semester four, the students only take six credits to ensure that they can focus on finishing their research for their thesis. The five modules (body of knowledge), consisting of education (18), linguistics (3), literature (3), edupreneur (3) and research (11) are distributed across the four semesters. All these five modules are designed to obtain the three Programme Learning Outcomes and the Graduate Profiles (educator, researcher and edupreneur). In general, students are able to finish the study programme in three to four semesters, depending on the duration for the final thesis (1-2 semesters) and number of electives.

For the MPEE, 1 sks credit equals 2.7 ECTS credits. One sks credit consists of 250 minutes (four hours) including:

50 minutes of class work

50 minutes of structured work

50 minutes of independent work

100 minutes of additional independent work

## Bachelor of English Letters

Projected study time	3.5 – 4 years/ 7 – 8 semesters
Number of credits (national credits and ECTS credits)	144 sks credits/ 242.5 ECTS credits
Workload per credit	170 minutes (50 minutes class meeting, 60 minutes structured assignment, 60 minutes independent study)
Number of courses	50 courses (46 compulsory and 4 electives)
Time required for processing the final thesis/project and awarded credits	6 months/ 1 semester 6 sks credits/ 9.6 ECTS credits
Number of contact hours	Theory: $133 \times 3 \times 16 = 6,384$ contact hours Practice: $11 \times 5 \times 16 = 880$ contact hours Total = 7,264 contact hours  Note: 1 credit equals 3 hours of study for theory courses and 4.5 hours of study for practice courses 1 ECTS credit equals 30 hours of study

The Bachelor of English Letters is a 144-credit, 4-year degree programme taught in eight semesters. These 144 sks credits consist of 84 compulsory credit hours and 60 elective credit hours (in 46 compulsory courses and four electives). Students are supposed to complete 46 compulsory courses and four electives in seven to eight semesters depending on the duration of the final thesis (1-2 semesters) and additional electives.

### Study and exam regulations

In the BPEE, the study and exam regulations are given in the academic guideline. Each specific module explains how the learning is going to be carried out and how the assessments are planned. This includes the following regulations:

1. the minimum attendance is 75 % of the whole meeting,
2. the students are required to submit assignments on time, and
3. the failed consequence is given to the case of plagiarising. Some courses may have different modes of examination regulation, depending on the nature of the courses, such as oral examination/presentation, written examination, or project-based examination.

The types of examinations are communicated to students through the Semester Learning Plan. Before the students finish the study, they need to write the final project (mini-thesis, article, teaching design project). Before the oral defence, the student's thesis/research study goes through a desk evaluation to measure the quality of the documents. This is also explained in the guideline of the thesis writing. BPEE students can study at other HEIs or do internships without extension of their overall study time (e.g., students studying at HAN University, MBKM Programme and the scheme of Indonesian International Students Mobility Awards). These students will have credit recognition that is converted into the students' grade transcripts.

In the **MPEE**, the study and exam regulations are legally binding and communicated to students via the MPEE Academic and Curriculum Handbook and course outlines. These sources can be viewed online on the programme's website. The examinations in the MPEE are mostly project-based (take-home exams), scheduled and assessed using written rubrics aiming to measure the students' knowledge and skills without any discrimination based on students' backgrounds. The programme enables students to study at other HEIs and do the teaching practice without having to extend their overall study time. The final grade is supplied with a relative grade and published in the University's academic information system, and accessible by students and parents.

In the **BPEL**, the study and exam regulations are given in both the University and the Bachelor Programme in English Letters' Academic Guidelines. Each course syllabus also provides information on how the course is evaluated and examined.

The requirements to be fulfilled by all course exams are:

1. Evaluation is conducted twice (minimum) in one semester (one mid-term exam and one final exam). Other than these two mandatory exams, lecturers could give course evaluations during the semester.
2. The types of exams depend on the nature of the course, though most courses demand an essay-type of examination.
3. A minimum attendance of 75 % is a prerequisite to getting a final grade.
4. Cheating and plagiarism are highly prohibited. Students who cheat and commit plagiarism will fail in the course they take.
5. A remedial exam might be given, depending on the lecturer's discretion.

#### Feasibility of student workload

To ensure the students finish their studies on time, firstly, **BPEE** students are required to complete 144 credits, distributed in eight semesters. In each semester, students need to take an average of 20 credits distributed over seven semesters and in semester eight, they take four credits only. The number of this credit is considered reasonable and attainable with the students' workload as one credit means 1 contact hour, 1 self-study hour, and 1 structured task hour. The second and the third components are considered self-study hours in the European system. In one semester, there will be 16 meetings to cover. For the theoretical courses, the credit is calculated as follows: (1 contact hour + 2 hours of self-study) x 16 meetings, and then divided by 30 hours. So, 1 credit equals 1.6 ECTS. In addition, for practical courses, the credit is calculated as follows: (3 contact hours + 2 hours of self-study) x 16 meetings, and then divided by 30 hours. Therefore, 1 credit equals 2.7 ECTS.

Secondly, the courses are designed to allow various progress assessments, namely quizzes, assignments, at least one midterm test and one final test. Monitoring of the students' achievements is conducted by the students' Academic Supervisor. Students meet the Academic Supervisor at least three times per semester. BPEE Sharing Moment is guided by the students' Academic Supervisor and conducted in the mid of the semester. This sharing moment is intended to monitor the students' academic progress and problems. If the students have difficulties (academic and non-academic), they can also ask for individual consultation with their Academic Supervisor. The University Counselling Services also provides services if their problems persist.



Thirdly, thesis supervision is also undertaken regularly as scheduled to make sure that the students can finish their studies on time. The supervision is personalised (one-on-one consultation) to allow more freedom for the students' unique needs in their final project completion. The students also have the freedom to choose their thesis supervisor. Intensive guidance and consultation are provided while the students write their thesis. As such, in the academic year 2021, there were 40.4 % of the students from batch 2017 could finish their studies in less than four years.

In MPEE, the curriculum design, courses, workloads, examinations, student counselling and feedback have been put in place to enable students to graduate in 1.5 to 2 years with less than 10 % graduating in more than two years. Most courses in the MPEE weight three credits. This credit load ensures that students have space and time for explorations of the course modules and materials. From semester 1 - 3, the students usually take around 9-12 credits. At the end of semester 4 (3 for those who could complete the program in 1.5 years), the students should be able to undertake 38 credits (ECTS 102.6) to complete the degree. The distribution of the course per semester can also be seen in the MPEE Handbook.

Students take fewer credits along with the higher semester as they require more time to complete the assignments. In addition, the students do their assignments not only individual assignments but also group work assignments. By distributing individual and group work, the workload can be reasonably shared with the other members. Each course also provides the students with multiple ways for assessment to ensure that the final grade is collected from the students' holistic process (quizzes, assignments/worksheets, midterm tests and final test/final paper).

To ensure the on-time study completion, the students have the freedom to select their supervisors or lecturers for elective courses. The students may also visit the University Counselling Services should they need further psychological consultation.

**BPEL** requires students to take and pass a minimum of 144 credits to obtain the degree of Sarjana Sastra (S.S., Bachelor of Arts). These 144 credits are distributed into eight semesters, with an average of 20 credits each semester. Students, however, could take a maximum of 24 credits each semester. 12,5 % of students of the 2021 cohort finished the programme in seven semesters.

To ensure that students can finish the programme on time, BPEL applies mid-programme evaluation. By the end of semester four, students must finish a minimum of 60 credits, with a minimum GPA of 2.0. The department provides consultation for students who cannot achieve these requirements and gives remedial treatment to make sure they could finish the programme on time.

To have more effective monitoring of students, the department assigns an academic advisor (*DPA, Dosen Pembimbing Akademik*) to a number of 40 – 50 students. At present, there are 18 academic advisors in the department. Their main task is to make sure that their students have no academic problems in their studies, and in case of problems, to help students overcome their academic problems.

### Equality of opportunity

The University provides various facilities for those who are disadvantaged financially and physically, and who need psychological and health support. Ramps are provided in every facility at SDU. SDU provides scholarships, counselling sessions (by the Counselling Bureau in the university), campus ministry, free health clinic, health and social assurance, as well as free access to books and journal articles in the SDU library. There is no gender discrimination (and other kinds of discrimination) to access in all activities in the department as well as in the university.

In particular, **BPEE** has collaborated with the Mappi (district in a remote area in Papua Province) government since 2018. They have trusted some Mappi teenagers who have different academic backgrounds to be BPEE students. BPEE helps them learn English by providing a personal tutor. Students from Mappi who study in BPEE are assisted and supervised by the BPEE vice-chairperson.

BPEE manages a scholarship for those who have enrolled in the study programme but are unable to continue their study because of the economic situation. The scholarship is called Bolysius Student Funds (BSF).

BPEE tolerates no gender discrimination to access all facilities, such as audio and multimedia laboratories, interactive classrooms with an interactive whiteboard, access point, and student hall with unlimited internet access. Besides, BPEE provides academic interaction among students through some students' activities to ensure that all students are treated equally and they have the same opportunities to access those activities:

BPEE also has Dialogue Magazine to express students' opinions and works.

**MPEE** ensures equality of opportunity and non-discrimination under the core values of USD (i.e., seeking the truth, fighting for justice, respecting multiculturalism, and uploading human dignity) with the following measures:

1. Students are selected based on their academic merits and the University's principles of 'option for the poor'. There have been several students from disadvantaged backgrounds such as those from outside Java who have been admitted to the programme because of the programme's commitment to providing equal opportunities to all. These students have now graduated with good results although they did not meet the programme's academic requirements in the selection process.
2. There is no discrimination based on gender in the selection process (*Peraturan Akademik*, Chap. 7, Art. 7, p. 4).
3. The programme and class learning are flexibly designed to enable all students including single parents, foreign students and non-academic students to develop their potential regardless of their gender, social, cultural, economic or religious backgrounds.
4. The measures to ensure the equality policy are periodically reviewed and discussed in the MPEE lecturers' meetings. The prospective students are publicly announced through the website. To choose a research supervisor, the students are provided with the link to nominate their supervisors. Thus, the lecturers cannot choose the students (no favouritism policy).

Each year, **BPEL** admits 200 new students based on their academic achievements when they were in senior high school and based on the result (their scores) of their admission test. In selecting the prospective students, the department applies no such rules or requirements implying discrimination.

Under the University management, BPEL provides facilities for students who need financial support, students who are diffable, and students who need psychological support. All these facilities are meant to create equality of opportunity.

## Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of courses and assigns credits per course based on the necessary student workload. Practical components are designed and integrated in such a way that credits can be acquired. The course descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account national requirements.

The study programme is designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The Republic of Indonesia has not ratified the Lisbon Recognition Convention.<sup>13</sup> However, the panel learnt that the University stipulates the recognition of periods of study at other HEI and the transfer of obtained credits in the framework of the MBKM or with partner universities. The recognition of periods of practical work is also clearly defined. The final grade is supplied with an ECTS grading table.

The feasibility of the study programme's workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling. When reviewing the workload, the HEI also takes into account evaluation findings, including student feedback and the programme's success rate. However, a quantified revision of the student workload is missing (see chapter 5.). What is more, the panel **recommends** considering a modularisation of the courses.

The HEI ensures gender equality and non-discrimination (also with regard to religion). There is a centre for students with special needs that offers special assistance for students. Students with disabilities are provided with affirmative actions. Students in special circumstances, such as single parents, foreign students, students with a migration background and/or from so-called non-academic backgrounds, are particularly assisted. Students from different economic backgrounds are also assisted (e.g., with scholarships).

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<sup>13</sup> <https://www.coe.int/en/web/conventions/full-list?module=signatures-by-treaty&treatynum=165>

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2	Structure				
3.2.1*	Modular structure of the study programme (Asterisk Criterion)		X		
3.2.2*	Study and exam regulations (Asterisk Criterion)		X		
3.2.3*	Feasibility of study workload (Asterisk Criterion)		X		
3.2.4	Equality of opportunity			X	

### 3.3 Didactical concept

The learning process implements the Ignatian Pedagogy paradigm, namely the spirit of the learning process at SDU as a Jesuit University. Ignatian Pedagogy is a learning method based on the spirituality of Saint Ignatius. This method is designed to prompt students' development in all aspects of their humanity. In its implementation, this pedagogy aims to transform young people to be men and women of competence, conscience, compassion and commitment.

The method is applied which focuses on student-centred learning. Students start from the theory and continue to the basic skill mastery. Finally, students need to apply the theory and skills in project-based assignments. Some of them relate to a problem-solving project. Each course applies different teaching and learning methods. In addition, all materials are accessible on the Learning Management System (LMS).<sup>14</sup> Therefore, students can access them, conduct independent learning, and prepare for a class discussion. The LMS accommodates group work, too.

The learning processes are determined to be in line with one of SDU missions, which is "to administer a holistic education system that integrates academic excellence and human values through personal-care-oriented, dialogic, pluralistic, and transformative approaches". They are carried out following the standards set by the Ministry of Education, Culture, Research and Technology<sup>15</sup>. The learning processes should support the national standards of higher education with the following characteristics: interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative and student-centred way.

For the **BPEE**, the didactical methods include Constructivism (e.g., Micro teaching course), Case-based method (KKN, PLP), Project-based method (Play Performance course), and Task-based method (Digital Media Learning Course).

<sup>14</sup> see: <https://belajar.usd.ac.id> (last access April 11, 2023)

<sup>15</sup> Permendikbud No. 3 Tahun 2020 Pasal 11

**Table 9: Didactical concept in BPEE**

Cluster	Course	Didactic Method
Language	1 <sup>st</sup> semester: Basic Reading & Writing	Theory and skill mastery through practice and lecturing.
	2 <sup>nd</sup> semester: Intermediate Reading & Writing	Further reading & writing skills through practice.
	3 <sup>rd</sup> semester: Advanced Reading & Writing	Academic reading & writing skills through practice.
	7 <sup>th</sup> semester: Research Proposal	Problem-solving: apply theory and skills of reading and writing to begin writing students' research proposals.
	8 <sup>th</sup> semester: Thesis	Problem-solving or Project-based: the real application of reading and writing skills with their critical thinking.
Pedagogy	2 <sup>nd</sup> semester: Introduction to Education	Theory mastery through lecturing, individual reading & some tests.
	3 <sup>rd</sup> semester: PLP - LS	Students learn directly in a certain school to observe the school's environment, academic situation, teacher and student relations.
	4 <sup>th</sup> semester: Learning Program Design and Assessment	Drafting a complete lesson plan with assessment.
	5 <sup>th</sup> semester: Micro Teaching	Practicum: practices in a class.
	6 <sup>th</sup> semester: PLP - PP	Real problem solving for teaching in a school.
Entrepreneur	4 <sup>th</sup> semester: English for Young Learners	Theory mastery in teaching English to young learners.
	5 <sup>th</sup> semester: Service Program Design	Group work, presentation, problem-solving, and real practices to get a client.
	6 <sup>th</sup> semester: English for Specific Purposes	Implementation of English skills in different sectors

For the **MPEE**, strategies for achieving graduate learning outcomes are manifested in various learning materials, methods and activities that suit offline learning, blended and hybrid learning particularly with the availability of the learning management system. Students are required to take an active role and develop the skills to critically and independently read the materials, write and present ideas (through traditional, blended and hybrid learning), mostly in practical projects. These technical-instrumentalist skills are needed by students to achieve practical-communicative and emancipatory-liberative mastery through selecting learning themes that are closely related to educational issues and the pattern of mutual respect between lecturers and students, and lecturers and lecturers, as well as students and students.

The empowerment and liberation that have been pursued so far, as reflected in SDU's vision (namely: becoming an excellent and humanist truth seeker for the creation of an increasingly dignified society), are more socio-cultural in nature and not practical politics. Through the coverage

of three technical-instrumentalist, practical-communicative and emancipatory-liberative domains, MPEE carries out a comprehensive learning experience, which manages all human potentials to enhance human dignity, as targeted in the formulation of graduate learning outcomes. As far as possible, the combination of the three domains is integrated through the various courses developed. Since the beginning of their entry into MPEE, students have their insights opened to the fields of knowledge leading to the fields of Educational Foundation, Linguistics in Education, Literature in Education, English Language Teaching, Research in ELT (applied literature, applied linguistics, education). Furthermore, common publications of students and lecturers are part of the didactical concept.

In **BPEL**, the two-way communication between lecturers and students is carried out in every learning activity. Students are encouraged to actively participate in the learning process and are demanded to synergise with each other to develop various dimensions of their abilities. In every subject, the learning process is designed to develop only the habit of critical thinking but also a global and comprehensive mindset without leaving local wisdom. Students are exposed to local and global culture-related materials. Students are invited to critically analyse various issues related to the fields of literature, language, and culture.

The learning-teaching method is adjusted to the characteristics of the course and is directed to ultimately achieve the learning outcomes of both the course and the study programme. The types of activities carried out include discussions, case studies, problem-solving, simulations, seminars and project-based learning. To give students maximum exposure and to internalise English, all learning-teaching activities are conducted in English, except for courses that study other languages (Indonesian, French and Japanese) and mandatory university courses which are conducted in Indonesian. In addition to the curricular activities, the learning process is also carried out through co-curricular activities. Some forms of co-curricular tasks carried out include the preparation of papers, making reviews or summaries, making films, preparing journalism projects and staging dramas. Students are also encouraged to participate in various extra-curricular activities inside and outside the University to broaden their hard skills and soft skills.

### Course materials

Courses are prepared before the beginning of the semester. Lecturers who teach the same course conduct coordination to select the materials. The materials are reviewed and chosen based on PLO/CLO and recent issues. This activity is regularly done to update the materials and learning sources and references.

All materials have been prepared and made easily accessible in the Learning Management System. Students can access it not only from their laptops but also from their mobile phones. On the Learning Management System, there are some supporting applications such as EdPuzzle, Interactive Content and Turnitin. Lecturers can attach the link of their recorded lecturing video or other digital media sources beside other materials in the form of texts so that students can have their own independent learning. The study programmes also apply flipped learning where students need to read and understand materials first. The LMS is always updated regularly, user friendly and it allows students to have their independent study.

The revision of course materials includes the following steps:

1. Lecturers meet several times at the beginning of the semesters to investigate the course materials and do revisions when necessary.
2. The study programme assigns the lecturers to review the syllabus and course materials of their colleagues.
3. Students assess the course materials through mid-semester and end of the semester evaluation programmes.
4. Students assess the course materials through mid-semester and end of the semester by sharing moments' activities.
5. Alumni give feedback on the course materials.
6. External expert reviewers give feedback on the curriculum and course materials.
7. Lecturers discuss all the feedback and assess the 2016 curriculum.
8. The curriculum with its syllabus and course materials are revised.

In **BPEE**, lecturers also set the standard of competence and achieve it by having various activities including a problem-solving project that has a close connection with a certain recent issue. One class may have different projects from other classes although the name of the course is the same. The materials together with activities are subject to change as long as students can achieve CLO. The learning materials vary: (1) e-book (e.g., Introduction to Literature, Introduction to Prose in English Language Teaching), (2) recorded lecture, (3) e-module, (4) animated presentation and (5) digital comic.

All materials are arranged based on problem-solving which prioritises outcomes, for example, Drama and Prose in English Language Teaching. The final test relates to a recent educational problem which is connected to literary theories and some literary works that have been read as one of the solutions to the problem. An example of the problem is that students' difficulties in online learning can be faced by having self-regulated learning reflected in a literary work.

**MPEE** ensures that the course materials align with the learning outcomes and qualification level, as well as encourages students to engage in independent learning including blended and hybrid learning. Through independent learning, group work, compare and contrast worksheet completions, presentations, research and practical projects and other intensive interactions with the materials, students learn general problem-solving strategies and individual problem-solving skills.

In **BPEE**, the learning materials may be in the form of e-books, recorded-videos, modules prepared by the lecturer and online sources. As stated in the curriculum, all materials are prepared to accommodate various teaching-learning activities, such as discussion/problem solving, presentations or essay/paper writing.

### Guest lecturers

Guest lecturers are regularly invited to some of the **BPEE** core courses. They come from several occupations and provide the students with profound insights and enhance students' employment opportunities. Several courses regularly invite guest lecturers, such as in Play Performance, and Service Programme. In the Play Performance class, BPEE invites at least two guest lecturers in one semester. One guest lecturer is from ISI (Indonesian Institute of Arts) who teaches materials on

how to do make-up for stage performances. One of the guest lecturers is a professional movie director. In Service Programme Design (SPD), BPEE invites at least one guest lecturer, such as an internationally recognised dancer. This course also invites practitioners in the field of language training and start-up business.

In the Humanist-Intelligent Formation Programme (FCH), a compulsory co-curricular activity for freshmen, selected guest speakers were invited. The guest speakers range from clergymen to successful entrepreneurs/sociopreneurs and notable educators.

The **MPEE** invites guest lecturers regularly whose professional practice and scientific work are related to the courses offered and the learning process occurring in the programme. The lecturers and students integrate the results of the guest lecturing and studium generale into the teaching-learning processes, thus enhancing the opportunities for the students to gain employment from the insights. There are two groups of guest lecturers:

1. non-Alumni guest lecturers: Every year, the programme conducts an academic activity called 'Studium Generale'. In this activity EESP, in collaboration with two other master programmes in the faculty invites guest lecturers from various academic and practical backgrounds such as:
  - a. 2017: Speaker from National Institute of Education Singapore, a lecturer, researcher, writer and speaker with the theme Evidence-based ELT Principles for Teaching and Research Purposes.
  - b. 2018: Linguistics Professors from Gadjah Mada University, Yogyakarta and Sudi Mungkasi, Professor of Mathematics, Sanata Dharma University, Yogyakarta. The theme for the event was: Building academic culture among the master programmes at the Faculty of Teachers Training and Education, Sanata Dharma University, Yogyakarta.
  - c. 2019: Lecturers from Gadjah Mada University, Yogyakarta and Tarsisius Sarkim, Faculty of Teachers Training and Education, Sanata Dharma University, Yogyakarta. Both speakers are experts in Outcome-based Education.
  - d. 2020: Lecturer from Informatics Department and a lecturer from Mathematics Department, Sanata Dharma University. They discussed Education post-Covid 19 Pandemic.
  - e. 2021: Dean and Lecturer of the Faculty of Teachers Training and Education, Widya Mandala Catholic University, Surabaya, with the theme 'The Role and Contribution of the Alumni of the FKIP USD Master Program'. The speaker is the head of the alumni association in East Java and he shared what the students needed to prepare while studying to enable them to find employment and succeed in their future careers.
2. Alumni guest lecturers Alumni become an important source of information about the suitability of the curriculum, courses and learning processes. Some of the guest lecturers involving the alumni in 2021 are:
  - a. Teacher at the Jogja Independent International school. She shared about the international curriculum at her school.
  - b. Lecturer at Widya Mandala Catholic University, Surabaya, with the theme 'The Role and Contribution of the Alumni of the School of Education of SDU Master Program'. More activities like these and others are scheduled to take place regularly in MPEE.



**BPEL** hosts a variety of guest lecturers from different universities and institutions:

1. Studium Generale. In the beginning of a semester, the study programme always invites a guest speaker to give a general lecture for BPEL students.
2. Guest lecturers for classes. Practitioners and Professionals are invited to give lectures in various classes. Courses such as Public Speaking, Public Relations, Journalism, Translation, and Creative Writings are several classes that regularly invite practitioners and professionals.
3. Guest lecturers in the lecture-exchange scheme. The networking and cooperation with other BPELs all around Indonesia and the world make it possible for the department to have guest lecturers. These guest lecturers will be invited to give lectures on a certain topic for a certain class. In the lecture-exchange scheme, BPEL lecturers are also doing the same for other BPELs in different universities.

### Lecturing tutors

**BPEE** tutor programmes cover Grammar and Pronunciation courses for BPEE students in their first and second semesters which are integrated into the learning activities. Once a week, the tutors help students overcome the students' difficulties in grammar and pronunciation. Before the tutorial programme, the tutors have coordination with the lecturers of the courses. The coordination discusses the problems or difficulties of new students which need to be helped by the tutors in the following meeting. For the tutor selection, an administrative process which includes a GPA of at least 3.5 and a motivation letter, then micro-teaching and interview sessions are conducted.

As the number of the student body per batch in **MPEE** is not very high (ranging from 15 to 21), student tutorials are undertaken through peer learning and teaching designs and activities, peer feedback and class presentations, as well as the teaching practice to develop students' competencies and skills, especially as educators. Here are some forms of student tutorials:

1. Students are put into small groups using jigsaw activities. These groups are in charge of the class meeting topics. In the small groups, each will oversee a topic or parts of the topic. They will then meet to discuss and share their understanding of the assigned material. This group will then create a ppt presentation for the whole class in the upcoming meeting. In the class, other students, who also read the same materials, could pose questions to the presenters. The presenters' tasks are to explain the material as much as they can to arrive at a similar understanding of the material.
2. Another scenario, particularly in the past two years where the learning modes have been online, is that the presenting group created a video on the material. The video is then uploaded to YouTube. In the zoom room, students are allowed to watch the videos. The whole class is then split into groups and put in the zoom breakout rooms. Each presenter will be in charge of each room where s/he acts as a facilitator and resource person.
3. A tutorial is especially undertaken in the ELT Practicum course offered in the third semester where each student does the peer and classroom teaching of a certain topic to his/her classmates, before doing the teaching in the bachelor program. In the teaching practicum, lecturers in the undergraduate programme (BPEE) assist MPEE students to complete their campus-based practicum (internship). Assigned BPEE lecturers help the students plan the syllabus, materials, and assessment before their teaching practice in the classroom. The

practising students gained the final grade from the ELT Practicum lecturer, Bachelor programme lecturer and their classmates.

In **BPEL**, in certain situations, there are student tutors to help especially in the language skill courses such as English Grammar, English Composition and English Conversation. Student tutors are sometimes also employed to help lecturers handle class activities in courses such as Television, Journalism and Public Relations. The tutors help with the preparation and the students' production (such as short feature videos and short company profiles) in these courses.

## Appraisal:

The didactical concept of the study programme is described, plausible and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects. Students are encouraged to take an active role in creating the learning process. This especially applies to the joint publication from lecturers and students (lecturers are only second or third author). The panel was quite impressed by this method.

However, there was a big discrepancy between the documents submitted and the contents and methods described and shown during the online conference.

In general, the accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. However, for some courses the literature lists are outdated and do not reflect the current state of research. For instance, this includes the courses Digital Learning Media (mostly lecturer's own texts in the reading lists), Mass Media Communication (recent texts are articles on niche topics), History of the UK and the US, Cultural Theories, Culture of English-speaking nations, ICT in Language Studies, Journalism, Public Relations, Gender and Literature, Film and Literature, TV Journalism, Translation, Cross-Cultural Understanding. What is more, the literature lists are rather short for some courses or do not correspond to the course learning outcomes, e.g., Cross-Cultural Understanding or Teaching the Language as Lingua Franca. The latter states that English as a Lingua Franca in English learning is one of the key components of the course, however, the literature list does not reflect this.

Therefore, the panel recommends the following **condition** for **all three study programmes**:

- The University updates the literature lists in the course descriptions.

The course materials are digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies.

Guest lecturers are invited in **all three study programmes** and contribute to the students' qualification process with their special experience, either from professional practice or scientific work, also with a focus on speakers of different varieties of English.

Lecturing tutors support the students in the learning process in **all three study programmes** and help them develop competences and skills.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.3	Didactical concept				
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)		X		
3.3.2*	Course materials (Asterisk Criterion)			condition	
3.3.3	Guest lecturers		X		
3.3.4	Lecturing tutors		X		

### 3.4 International outlook

**BPEE** includes international and intercultural content described in its programme values, curriculum and practical activities. As part of the community of Jesuit universities with a global perspective, BPEE educates young people to be more humane and pursue the ideals to manifest a more just world. Inside the global values of Jesuit universities, internationalisation is essential for the development of the values and sensitivity necessary to employ a diversity of perspectives, experiences and traditions to be men and women for others and true global citizens focused on the common good. This value is translated into the development of the curriculum using the idea of 4C (Competence, Conscience, Compassion and Commitment). Thus, the curriculum development at all levels integrates the four principles so that students are aligned with the spirits of diversity and global citizenship that are applicable in an international context.

BPEE conducts curricular, co-curricular and extra-curricular activities in which international content and multicultural aspects are embedded.

1. Curricular: Cross-Cultural Understanding (CCU), Introduction to Educational English Literature, Prose in English Language Teaching, Drama in English Language Teaching, Play Performance,
2. Co-curricular: Service Learning Program (SLP), Global Leadership Program (GLP), Indonesian International Mobility Award (IISMA), International Teaching Practicum in Xavier Learning Centre, Thailand & Aloysius Gonzaga, Myanmar, International Student Exchange Program with HAN University in Holland & St. Aloysius College in Jabalpur, India,
3. Extracurricular: International seminar/youth meeting, International debate competition.

In BPEE, 90 % of the courses are delivered in English to educate students to master international and intercultural communication. Moreover, some courses are intentionally designed for nurturing students with international awareness as shown in the curricular column. Those courses not only improve students' English speaking skills but also develop their awareness of arts, literature and cultural differences.

In **MPEE**, four channels of international content and intercultural aspects are embedded in the curriculum:

1. Through the courses: All the courses are delivered in English, including the learning materials. There is a specific course called Curriculum: From Planning to Assessment. This course discusses the philosophies of curriculum and the practices of the curriculum in various countries. Another course is Educational Psychology where students are exposed to various theories in educational psychology from other countries. The last course worth mentioning is teacher identity construction where students learn about teachers and their issues in different countries and Indonesia.
2. Through publications: Courses integrate publications on various topics from various countries. This way students are acquainted with international content and intercultural aspects of education, linguistics and literature in various countries.
3. Through students' diverse cultural backgrounds: MPEE students' composition varies as they come from other parts of the country (and even from an ASEAN Country), speak different languages and embrace different cultures. Such diversity increases students' intercultural competence and enriches the classroom dynamics to prepare the students for wider international encounters.
4. Teaching practicum outside SDU and abroad: Students are allowed to do their teaching practice outside SDU and Indonesia. Before the pandemic, several students did their teaching practice in Xavier Learning Community, Chiang Rai, Thailand and St. Aloysius Gonzaga Institute of Higher Studies, Taunggyi, Myanmar when they admitted to increasing their international competence and skills through the various experiences they gained. The internationalisation programmes such as the teaching practice are ingrained in the curriculum and the annual budgeting of MPEE.

In **BPEL**, international content and intercultural aspects are embedded in the learning-teaching process. The BPEL core curriculum deals with the English language, literature and its related culture. The curriculum is designed to achieve students' mastery of a means of international communication, i.e., English. 90 % of the BPEL courses are delivered in English. Teaching and learning processes are carried out in English so that students can have a stronger orientation to international communication. Intercultural aspects are inclusive in literary courses and cultural courses. In literary courses (e.g., English Prose, Drama, Poetry), BPEL focuses on studying not only literary texts produced by English-speaking countries, but also literary texts written in (or translated into) English produced by any country. Cultural courses (e.g., Western Civilization, Culture of English-Speaking Nation) focus not only on the culture of English-speaking nations but also on the culture of the related nations. In addition to this international and intercultural content, BPEL also introduces students to two other international languages: French and Japanese. In the extracurricular activities, BPEL prepares students for the challenges of the international working environment. Students are encouraged to participate in various kinds of international activities or programmes for students, such as international student exchanges, international youth meetings and international students' championships.

#### Internationality of student body

**BPEE** has set the global standard curriculum that is suitable for students worldwide. Curriculum contents are designed and periodically reformed based on a comprehensive and international perspective on curriculum issues, trends and approaches including competence-based curriculum approach and OBE. In addition, English becomes the major classroom language in all courses so

that students all around the world can follow the instruction and activities. Information technology has been used in teaching and learning so intensively that all students can access information and communicate globally.

Some international students have registered in BPEE as full-time students, for example one from Micronesia and one from Timor Leste. Other than regular students, some non-regular students take courses in BPEE in an international exchange programme with HAN University (Netherlands). From 2017 to 2021 this included 22 students.

In **MPEE**, the programme's collaboration with Xavier Learning Community, Chiang Rai, Thailand, for example, has resulted in one student enrolling in 2019 and graduating as the best student in 2021. The pandemic situation from 2020 to 2022 has made it difficult for the programme to reach more international students. Nevertheless, by the system, it is ready to take up to 10 % of international students, also with regard to the budgeting for international programmes.

The composition of students is various with regard to cultural, ethnic and linguistic backgrounds. This enables discussions and group work of the English materials to be outward-looking thus training them to develop a sense of internationality.

**BPEL** opens courses for international students. However, so far international students who study in the BPEL are not regular. They do not fully join the programme to earn a Bachelor of Arts degree. They came to BPEL to study courses related to Indonesia, such as Indonesian Culture and Indonesian Literature.

### Internationality of faculty

**BPEE** faculty has continuously improved its competence to comply with international standards of University lecturers. BPEE has planned the internationality of its faculty in the strategic plans which are updated every year. Several efforts have been undertaken to internalise the faculty members.

1. Lecturers are encouraged to gain a scholarship for pursuing their Doctorate degrees in some international universities. 70 % of lecturers or 19 out of 28 BPEE lecturers graduated from overseas universities including Australia, England, the United States, China, New Zealand and the Philippines.
2. Lecturers are facilitated to join international training and workshop programmes such as the following:
  - a. Classroom Action Research training in Singapore,
  - b. Teacher Professional Education Programme for MOEC Indonesia (NTU, Singapore),
  - c. Higher Education Teaching Certificate in Harvard,
  - d. Specialist Certificate in Curriculum & Material Development Premier TEFL Certified IELTS trainer programme,
  - e. Online training on Creating Online Classes at University de Deusto University, Spain,
  - f. Science and Art of Learning and Teaching (Ateneo SALT Institute) g. TEFL.org.uk "How to Teach English Online".
3. BPEE conducts an International Language and Language Teaching Conference once a year which invites various speakers from different countries to update information about English language teaching. All BPEE lecturers have experience as paper presenters at international conferences and seminars.
4. BPEE lecturers are facilitated to publish articles in international journals.

5. BPEE established collaborations with other universities or institutions from different countries including HAN University in the Netherlands and Xavier Learning Community in Thailand.
6. BPEE encourages faculty members to get Master's and Doctorate degrees from universities abroad. BPEE faculty members graduated including Monash University, LaTrobe University, Melbourne University, Griffith University (Australia), Loyola University Chicago, Boston University, Ohio (United States), the University of Lancaster in England (UK), Ateneo de La Sale (The Philippines) and Central China Normal University (China). Seven lecturers are currently pursuing their Doctorate degrees in the US (three lecturers), Australia (two lecturers), Malaysia (one lecturer) and Jakarta (one lecturer).

The internationalisation of **MPEE** including its faculty is reflected and projected in the programme's concept and goals. Five out of six faculty members graduated from reputable universities abroad. All six lecturers had an international experience that increases their international competencies and skills. Having guest lecturers from abroad and in Indonesia that have international experience increases the faculty's and the programme's internationalisation and shapes the profile of the study programme. Some concrete measures to ensure the internationality of the programme are the following:

1. Faculty members become visiting lecturers and curriculum consultants in ASEAN countries such as Thailand and Myanmar.
2. Faculty members present their papers in international seminars.
3. Faculty members write and publish in reputable national and international journals.
4. Faculty members conduct research internationally such as the collaboration with Deusto University Spain (Tuning in South East Asia) and CALOHEA research projects, funded by ERASMUS+.
5. Having international collaborations in the annual budgeting as one of the internationalisation of the faculty may lead to more lecturers' international exchange programmes.

The **BPEL** has been continuously improving their competence to comply with international standards of lecturers. The following are the measures taken to promote the internationality of the faculty:

1. Encouraging lecturers to gain a scholarship for pursuing their Doctorate in overseas universities.
2. Facilitating lecturers to publish their academic articles in reputable international journals.
3. Facilitating lecturers to present their academic writings or in international seminars.
4. Making collaboration with overseas universities to conduct regular international conferences.
5. Sending lecturers to international short courses or training to improve their expertise.
6. Facilitating lecturers to give a course in overseas universities.
7. Facilitating lecturers to participate in international seminars/conferences.
8. Encouraging lecturers to be members of international professional organisations (such as the International Association for Migration Linguistics, International Board on Books for Young People and International Baccalaureate).

### Foreign language contents

The **BPEE** maintains foreign language components in its curriculum by consistently using the English language in its courses, course materials and literature. Among the forty-six compulsory courses, there are only eleven courses delivered in Bahasa Indonesia (more than 90 % of language course delivery is in English). In addition to becoming the delivery language of the majority of the compulsory courses, English also becomes the language used in the course materials, references, assignments and evaluations of these courses. As part of the enrichment courses, there is another foreign language course that this study programme offers, namely Asian Language: Korean which is delivered bilingually in English and Korean. In addition to this, students are also able to take foreign language courses across study programmes as elective courses, namely Japanese and French.

Furthermore, measures are taken to ensure that students improve their English language proficiency and successfully complete courses taught in the English language.

1. Assigning academic advisors to monitor students' academic achievements and character development.
2. Grading language skills and component courses from basic to advanced levels by referring to the Common European Framework of Reference (CEFR), which enables students to learn English at their approximate levels and provides Standardised Test course as a compulsory subject.
3. Providing tutorial classes for students having difficulties with English grammar and pronunciation.
4. Encouraging students to participate in the English Welcoming Days, undergraduate seminars, and read, write and speak in English.
5. Encouraging students to join activities which can develop their language skills. Those activities are English Club, English Education Production, I-Diamond, Dialogue Magazine, Indonesia Extensive Reading Association (IERA) Book Club and Speaking Club.
6. Motivating students to join international programmes such as credited and non-credited international student exchange (HAN University, AJCU, ASEACCU), Service Learning programme (AJCU) and International Students Mobility Awards.

All courses, course materials, literature and medium of learning in **MPEE** are in English to reinforce the students and lecturers to use English to achieve the qualification objectives i.e., educators, researchers and edupreneurs, with international competences and skills. Students could improve their English through reading, writing, class discussions and presentations. Publishing English articles in reputable journals and presenting in international seminars in collaboration with the lecturers are other strategies to improve students' English proficiency. Publications of students' and lecturers' articles could be seen in their respective Google Scholars. All these measures assist students in completing their studies in English successfully.

Foreign students can still follow the topical subjects in the courses as they are open to different cultures and settings. The contents in each course are not merely in the written form (books, journals and websites but videos (commonly taken from YouTube channels). Nevertheless, the topics of the students' papers or thesis can be grounded in local issues.

In **BPEL**, 36 out of 44 courses are provided in English as language of instruction, six courses are in Bahasa Indonesia. Moreover, one course is offered bilingual in French and Indonesian, one course in Japanese and Indonesian.

BPEL also conducts some activities to improve students' foreign language proficiency:

1. Providing subjects related to English skills.
2. Encouraging the students to join students' activities which can develop their language skills. Those activities are English Debate Society, String Movie Maniacs, Integrity Magazine, English Letters Academic Club (ELAC), Puppet Show and play performance.
3. Asking the students to join academic activities which can increase their hard-skill and soft skills, such as seminars, research and publication.
4. Encouraging the students to enrol in various international programmes or student exchange to experience the countries' culture and increase their foreign language skills, increasing students' English exposure.

## Appraisal:

International contents (such as foreign languages and different language varieties) are an integral part of the curriculum. Students are thus prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment.

There are only few international students in **all three study programmes**, but students from different areas of Indonesia. Therefore, the panel **recommends** introducing a comprehensive concept to attract international students.

The international composition of the faculty (teachers with international academic and professional experience) promotes the acquisition of international competences and skills. The measures taken are goal-oriented.

The proportion of foreign language courses in **all three programmes** (especially English, but also French and Japanese) and required foreign language materials corresponds with the qualification objectives of the study programmes.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2	Internationality of the student body				X	
3.4.3	Internationality of faculty			X		
3.4.4	Foreign language contents			X		



### 3.5 Multidisciplinary competences and skills (Asterisk Criterion)

#### Bachelor Programme of English Education

The students acquire communication and public speaking skills through most courses in the study programme. Courses that are particularly designed to train communication and public speaking skills are the Basic, Intermediate and Advanced Listening and Speaking courses, which are offered in the first, second and third semesters respectively. In these courses, communication and public speaking skills are trained through both class and group discussions, conversational activities and individual/group presentation activities. Similarly, many other courses assign students to perform group work and presentations. These group works can reinforce students' skills to communicate, collaborate and exercise their critical thinking and creativity, as well as problem-solving skills.

To equip students with collaboration and conflict-handling skills, project-based and problem/case-based learning approaches are implemented in several courses, such as Play Performance, Service Program Design, Micro teaching and KKN (*Kuliah Kerja Nyata*/Community Service Programme) courses. These courses facilitate students to acquire cooperation, conflict handling and problem-solving skills. Concerning developing the conflict handling skill, an activity called "Sharing Moments" that is organised every mid-semester provides students with an opportunity to review and evaluate the teaching and learning process. Through this activity, students learn to handle conflicts and solve problems that they face during the teaching and learning process. The students' leadership skills are developed through the given group projects and group work activities within the courses. Their leadership skills are also developed through various students' activities in BPEE which are organised by the students themselves such as English Welcoming Days, English Action Days, English Education Production (EPRO), English Focus, English Club, I-Diamond, Dialogue Magazine, BPEE Choir, and Voluntary Teaching.

There is a necessity to train students in some fundamental skills, such as digital literacy and how to use technology as a part of conflict-handling strategies. The ICT skill is trained in almost all courses that take the online or blended/hybrid learning format recently. Many of the projects assigned in our core courses take the digital format, where students are required to use digital educational platforms such as Canva, GAFE, Moodle, Padlet, Quizizz, Kahoot, Anchor and other Apps, including video-editing applications. The ICT skill is most predominantly acquired in the Digital Learning Media Development course.

#### Master Programme of English Education

Courses, course descriptions and learning activities in the master programme are designed using Ignatian pedagogy where students develop the competence (knowledge and skills) and attitudes (i.e., conscience, compassion and commitment) to ensure that students improve communication and public-speaking skills as well as cooperation and conflict handling skills, critical thinking and creativity, as well as problem-solving skills and leadership.

In each course, the students are usually asked to read the materials independently and prepare a presentation project related to one assigned theme where the skills to work individually and in groups are acquired. The students have the freedom in their groups to carry out the format of the presentation. It can be a talk show, interviews, problem-based or quizzes. The presentation can be carried out online or offline. Conflicts resulting from misunderstandings are rare and when they

happen, they can learn the skills to overcome these problems through either constructive discussions or resorting to the Indonesian language to improve communication and seeing their lecturers and head of the programme. The conflict handling skills can also be acquired in the ELT Practicum course where the students learn how to cope with classroom management problems, particularly when the students undertake ELT Practicum overseas. The students can encounter hands-on experiences to resolve and handle conflicts, both academic and non-academic problems. Besides, MPEE carries out regular 'sharing moments' once a semester and studium generale in collaboration with other Master's programmes to guarantee that students have wider knowledge and skills.

### Bachelor Programme of English Letters

The following are some of the skills that are prioritised as the programme outcomes that BPEL attempts to achieve:

1. Students are able to communicate effectively in English, both in written and oral forms.
2. Students are able to demonstrate religious, nationalist, compassionate, and mutual respect qualities.
3. Students are able to think critically, logically, systematically and innovatively.
4. Students are able to work independently and collaboratively.
5. Students are able to make a decision appropriately and contextually.

Since communication, conflict handling, and cooperation skills are included in the programme outcomes, many courses in BPEL are designed to achieve students' communication and public speaking skills. In terms of communication, BPEL emphasises both oral and written communication. Communication and Language Skills is one of the five modules in the BPEL curriculum. Among others, these are the courses that train students to be competent in communication and public speaking: English Conversation I & II, Public Speaking, Public Relations, Business Writing, Journalism and Interpreting.

Skills in cooperation and conflict handling are embodied in most of the courses in BPEL. Most of the course assignments demand students to work together with other students to solve certain problems. Some courses such as Journalism, Public Relations and Research Methodology might even demand students to build cooperation with other institutions to carry out certain course projects.

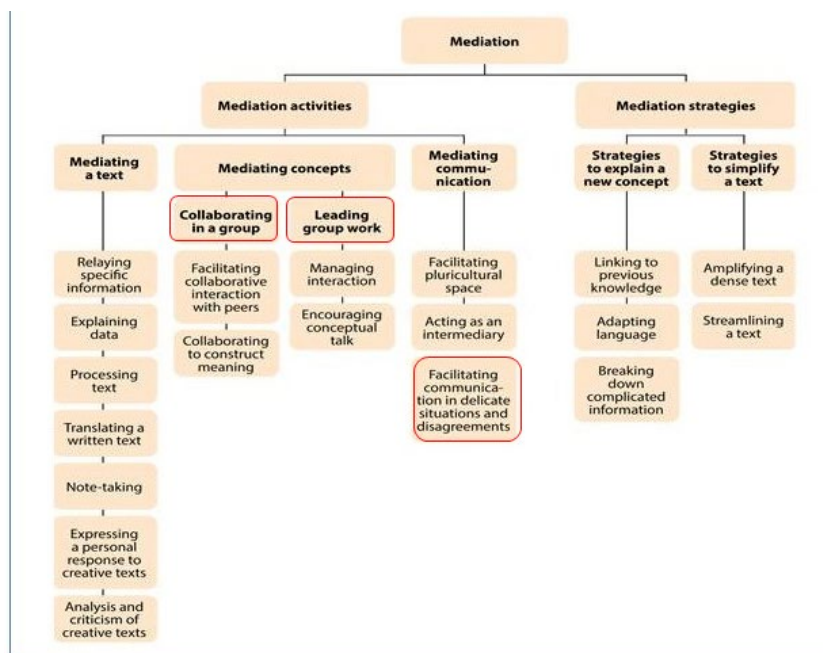
### **Appraisal:**

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the course descriptions with a focus on linguistic and educational skills. This is supported by means of suitable didactical and methodological measures to acquire further multidisciplinary competences, such as leadership skills and broad contextual knowledge in this regard.

However, the panel is of the view that the study programmes can improve with regard to the entrepreneurial skills. Therefore, as for leadership skills, conflict management skills and similar job-related skills, the panel would like to draw the University's attention to the recent version of

the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (2020). This includes detailed descriptions for communication skills required for *Leading group work*, *Collaborating in a group*, *Facilitating communication in delicate situations and disagreements* and more<sup>16</sup>. The panel **recommends** including these in the University's foreign language education.

Figure 1: Mediation activities and strategies according to CEFR (2020)<sup>17</sup>



	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.5* Multidisciplinary competences and skills (Asterisk Criterion)			X		

### 3.6 Skills for employment / Employability (Asterisk Criterion)

#### Bachelor Programme of English Education

The study programme ensures the graduates' employability through both curricular and non-curricular activities in several ways.

1. Inviting practitioners as guest lecturers to teach in some courses: Guest lecturers are invited to some courses such as Play Performance, Service Programme Design, Microteaching, and Mass Media Communication. The practitioners invited are those who work in the relevant field as the target course. The purpose of this is to broaden students' insights related to the subject in relation to the job fields of their interests.
2. Designing courses to ensure graduates' employability, including:

<sup>16</sup> see: Council of Europe (2020), Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume, Council of Europe Publishing, Strasbourg, available at <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>.

<sup>17</sup> see: Council of Europe (2020), Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume, Council of Europe Publishing, Strasbourg, available at [www.coe.int/lang-cefr](http://www.coe.int/lang-cefr), p.90.

- a. Micro teaching course: Micro teaching is a course where the students practice their teaching skills after learning the theories of English teaching and pedagogy.
  - b. Service Programme Design (SPD) course SPD course prepares students to be able to demonstrate professional attitudes that are required in entering the 21st century workforce appropriately. Upon the completion of the SPD course, students are able to demonstrate entrepreneurial knowledge and skills in the creative industry of the English Education field using the Design Thinking framework.
3. Providing teaching internship programmes: The teaching internship programmes are completed in two stages. The first stage of the school management internship is called the Introduction to the school environment (school culture) - (PLP LS). The second stage is the Introduction to the school environment (learning practices) (PLP PP). Besides the internal internship programme, there are also teaching internship programmes organised by the University in cooperation with some overseas partners. The overseas partners are Xavier Learning Community (XLC), Thailand and St. Aloysius Gonzaga (SAG), Myanmar.
  4. Facilitating access to join other internship programmes: BPEE encourages the students to join internships in companies/institutions based on their interests. Various opportunities for internship programmes are offered by the Ministry of Education. BPEE supports this programme and has provided a guidebook to follow the programme. Some students have taken the opportunity to have internship programmes (Studycle, Websites for Edu, Sebangku Games).
  5. Organising Upward Mobility programme (alumni sharing): In addition to the curricular activities, there is a programme that is compulsory for seventh-semester students to follow, namely Upward Mobility. Upward Mobility is a non-curricular activity that is held annually during the summer break. This upward mobility programme is conducted to anticipate the requirements of the dynamic job market and make good use of the results as graduate evaluations and consideration for BPEE curriculum development.
  6. Providing some other non-curricular activities: Some non-curricular activities are offered to facilitate students to have access to broad job opportunities. These include 1) Regular job fair events held twice a year, 2) Alumni tracer study, 3) Job vacancies.

### Master Programme of English Education

The promotion of graduates' employability as educators (teachers or lecturers), researchers and entrepreneurs in education are manifested through the integration of theory and practice and the promotion of multidisciplinary competencies and skills in the curriculum, course designs and the teaching-learning processes as well as through guest lecturing (from the regular studium generale). They are specifically promoted in the teaching skills' emphases, research-based orientations and material designs of the courses resulting in publishable papers and product designs (e.g., from Material and Program Design course). The curriculum is continually checked and monitored to ensure that the courses are adapted to the students' employability. The recent tracer study (2022) involving 45 alumni shows that they are currently employed (77 %), self-employed (20.5 %), and unemployed (2.3 %). Five skills are perceived to have positively impacted their current professional practices: Teaching (93.18 %), Research (75 %), Relationality (86.36 %), Collaborative learning (86.36 %) and Reflection (86.36 %). This data will be used by the programme to ensure its curriculum, courses and teaching-learning activities meet the requirements of the dynamic job market.

## Bachelor Programme of English Letters

BPEL ensures the graduates' employability in several ways:

1. Inviting practitioners/professionals as guest lecturers The BPEL invites practitioners and professionals as guest lecturers to teach in some job-oriented courses such as Creative Writings, Translations, Journalism and Public Relations. The invited practitioners/professionals are those who work in the relevant fields as the target course. The purpose of this is to broaden students' insights related to the subject in relation to the job fields of their interests.
2. Collaborating with alumni to have career sharing The BPEL regularly invites alumni to share their experiences with students related to their work experiences as well as career journey. The goal of this webinar is to provide concrete insights to the students on how the course materials could prepare them to enter the workforce.
3. Giving access to students to join internship programmes. The BPEL encourages students to take an internship in companies/institutions based on their interests. Under the government's MBKM (*Merdeka Belajar Kampus Merdeka*) programme, various opportunities are given by the government.
4. Holding regular job-fair events.

## Appraisal:

The promotion of employability – for instance through the integration of theory and practice and through the promotion of multidisciplinary competences and skills – runs as a common thread of the study programmes through all its courses.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.6* Skills for employment / Employability (Asterisk Criterion)			X		

## 4. Academic environment and framework conditions

### 4.1 Faculty

The faculty members of **BPEE** consist of 27 full-timers and six part-timers with qualifications relevant to the study programme. These faculty members teach subjects according to their expertise and qualification, as assigned by the study programme. There are five major categories of the subjects, namely education, linguistics, literature, language skills and elements and enrichment courses. All faculty members regularly report their performance in teaching, conducting research and doing community service every semester.

The faculty members of **MPEE** are five full-timers and three part-timers with qualifications relevant to the study programme's academic standards and the requirements of professional practice. The faculty members teach subjects and supply the materials according to their expertise and suitable for blending learning. The courses, categorised as compulsory and elective, are related to English education, research and edupreneurship. Every faculty member reports their performance in teaching, conducting research, and doing community services.

The **BPEL** faculty consists of full-time members and part-time or guest faculty from neighbouring universities to ensure long-term collaborations among universities. 25 faculty members exclusively teach at the BPEL as full-time faculty, eight faculty members from other study programmes to teach general/university-level courses and two guest faculty from Gadjah Mada University teaching French and Bahasa Indonesia. Full-time Bachelor Programme in English Letters faculty is qualified to teach English Language Arts while also teaching based on their expertise and interests: Linguistics, Literature and Translations.

#### Academic qualification of faculty

The qualifications of all faculty members are verified by both SDU and the Directorate General of Higher Education in Indonesia. Every semester, all faculty members report their performance in three areas, namely (1) Teaching, (2) Conducting research, and (3) Doing community service (*Tridharma Perguruan Tinggi*). This includes reporting publications and other types of research activities. Based on the government's rules and requirements and University policy and regulations, the minimum qualification to become a faculty member in the University is a Master's degree for Bachelor programmes and a Doctorate degree for Master programmes.

In **BPEE**, there are 27 full-timers with academic qualifications. The expertise areas of these faculty members can be categorised into education, linguistics and literature, which support the attainment of the objectives of the study programme. Of the 30 faculty members, 15 (50 %) hold Doctorate degrees and 8 (27 %) hold Master's degrees, and 7 (23 %) are currently (2021) pursuing their Doctorate degrees in the areas relevant to the requirements and objectives of our study programmes (three in the US, two in Australia, one in Malaysia and one in Indonesia). The faculty members who have not obtained their Doctorate degrees are in the process of finding scholarships and preparing applications to do their Doctorate programmes both in their home country and abroad.

In addition to the full-time faculty members, there are 6 part-timers with the academic qualification of Doctorate degrees (one) and Master's degrees (five) in the areas relevant to the study programme.

In **MPEE**, the full-timers with academic qualifications consist of six people. The expertise areas of these faculty members can be categorised into English education, linguistics and literature. All faculty members hold Doctorate degrees. Besides, the Master programme employs three part-timers with Doctorate degrees. The faculty's academic qualification is underscored by regular scientific publications, which can be accessed in their respective google scholars.

In **BPEL**, there are nine faculty members focusing on linguistics, twelve on literature and four on translations. Of the 25 total, seven earned their Doctorate degrees, five are studying in Doctoral programmes in Indonesian universities as well as abroad, while the rest earned their Master's degrees. The junior faculty members will take their Doctoral degrees in turn, some are in the process of applying for scholarships. To improve faculty qualifications, every semester each faculty member is asked to do not only teaching duties but also research and community service.

#### Pedagogical qualification of faculty

The faculty members have the required academic qualifications. They hold a minimum of a Master's degree in accord with the national requirement, to be eligible to teach at the undergraduate level for **BPEE** and 100 % with Doctorate degrees for **MPEE**. In addition, 90% of the faculty members of BPEE and 100% of MPEE have been nationally certified (lecturer certification) by the Indonesian government. The majority of the faculty members possess an Applied Approach certificate (teaching training certificate).

Regarding pedagogical qualifications, the faculty members have the credibility of implementing effective and efficient learning teaching strategies, various evaluation and examination methods and reflective actions to improve the teaching quality. The Ignatian pedagogical paradigm is used as the guideline to conduct teaching-learning activities in every subject. Context, Experience, Reflection, Action and Evaluation are the five elements covered in the Ignatian pedagogical paradigm cycle. Regular evaluation of the teaching performance of all faculty members is conducted at the end of every semester by the Quality Assurance and Internal Audit Institution or *Lembaga Penjaminan Mutu dan Audit Internal* (LPMAI). The results indicate very good performance of the faculty members of the Bachelor and Master Programmes in English Education, whereby some of the BPEE was awarded the ten best faculty members based on the students' evaluation.<sup>18</sup> All faculty members are qualified for distance learning as they have been regularly trained by the Centre for Learning Development and Innovation and use the learning management system for synchronous and asynchronous learning.

All of the study programme faculty members in **BPEL** hold a minimum Master's degree and 80 % of them have been nationally certified as educators by the Indonesian government. The faculty members are given a chance to participate in training and workshops on teaching and learning approaches/techniques to develop their pedagogical and didactic skills. The primary pedagogy implemented in the teaching and learning process is the Ignatian Pedagogy. This pedagogy is

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<sup>18</sup> see: self-evaluation report p.68

inspired by the spirit of Ignatius Loyola, the founding father of the Jesuits. Regular teaching and learning evaluation is conducted to ensure that the lecturers are qualified to teach and that the teaching and learning process is effectively and efficiently conducted.

#### Practical business experience of faculty

**BPEE** faculty members integrate theory and practice in facilitating the students to develop language competence and teaching skills. Some faculty members have business experience in Translation and Interpreting services and use the practical experience in their teaching activities. For instance, one of them currently serves as the Head of the Translation and Testing Centre in the Language Institute of SDU. The centre provides proofreading, legal and non-legal document translation, website localisation and interpreting services. The faculty member integrates business experience into the teaching activities in related subjects, such as Theory and Practice of Translation and Consecutive Interpreting. Two faculty members have been assigned to teach at high schools to have real experiences in the real teaching contexts in high schools. All lecturers become school teaching practice supervisors. Some faculty members also have experience as writers of English textbooks for elementary and high school students and some others have experience as education consultants. Almost all faculty members become journal editors and reviewers.

The faculty members of **MPEE** are involved in both research and education sector consulting and they reflect their practical experience in their teaching. They create and implement customised and open training courses for education, business and public organisations and collaborate in faculty-organisation/ business research projects.

The lecturers and students in **BPEL** integrate their real practical business with the theories that they discuss in classes. Some faculty members join and participate in professional associations to build academic and professional networks. Some of them are translation enthusiasts and they established Jogja Literary Translation Club (JLTC), a literary translation club in Yogyakarta. A lecturer also actively translates fiction and non-fiction books for some book publishers. Some lecturers also have experience as interpreters on formal and informal occasions. Another lecturer becomes a principal examiner in International Baccalaureate (IB). Some contribute to both national and international journals as editors. Some faculty members also write and edit books. As book writers, they can exemplify the theories in their classes by real cases and employ the theories in their writings.

#### Internal cooperation

The faculty members of **all three study programmes** cooperate as a team to obtain optimum outcomes. Weekly meetings are held to consolidate various aspects including teaching preparation and progress reports of a programme. Sessions to fine-tune course modules are also conducted at the onset of every semester, led by the course coordinator who is appointed by the study programmes. The coordinator and the lecturers discuss the course contents for each course in the faculty. The curriculum is practically reviewed every year by involving all lectures.

Moreover, once a year, a budgeting plan is made cooperatively. There are also 'sharing moments', when experiences are shared with the faculty including discussion of student feedback.



In addition, many faculty members have also worked collaboratively, for example, to conduct research and develop textbooks to be used in the courses. Many of these textbooks were funded by grants from *Lembaga Penelitian dan Pengabdian kepada Masyarakat* (LPPM) or Institute of Research and Community Service SDU and *Pusat Pengembangan Inovasi Pembelajaran* (PPIP) or Centre for Learning Innovation Development and published by either the University publisher or other publishers. Teamwork is also implemented in performing community service activities. There is also constant exchange in the study programmes and between the three programmes (particularly in the fields and subjects that overlap among the three study programmes). The panel was impressed with the level of cooperation both in delivering and continuously enhancing the programme and in developing areas of research.

#### Student support by the faculty

Student support is an integral part of the services provided by the Bachelor programmes. First-year students are required to attend a programme called Excellent and Humanist Formation with their academic advisors. The meetings are held under the supervision of the University's Excellent and Humanist Programme.

New students of MPEE attend half-day socialisation of the programme and Studium Generale to help them settle in. Faculty members are assigned to be academic advisors of approximately 40 Bachelor students, for the MPEE, the head of the study programme becomes academic advisors to all students so that they can discuss their academic progress and plans with their assigned advisors. The study programmes also hold a Sharing Moment programme at least once every semester. Through this activity, students can have more close interactions with their academic advisors (and all lecturers for MPEE) and share their ups and downs during the semester. The faculty members and the heads of the programmes are available in and outside the office hours and students can contact them at any time via various communication channels (e.g., email, WhatsApp).

Furthermore, there is also financial support provided by the faculty for students facing financial difficulties. This includes scholarships that are offered to the students, as well as reduction of tuition fees.

### Appraisal:

The structure and number of the faculty correspond to the programmes' requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and part-time lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

The academic qualification of the faculty corresponds to the requirements and objectives of the study programmes. The HEI verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented.

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of all three study programmes. This is especially the case as all lecturers have an

education background through their research field (English Education). The University verifies these qualifications by means of an established procedure, particularly through lecturer certificates for teaching. The University ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for the further qualification of the faculty members are implemented, such as regular trainings and exchanges. Moreover, the faculty's outstanding qualification is underlined by excellent evaluation results.

The faculty members cooperate with each other for the purpose of tuning the courses towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly (e.g., through coordination meetings and constant exchanges). In addition, projects (such as research and community services) and courses (through team-teaching) are conducted cooperatively.

Student support is an integral part of the services provided by the faculty. This includes consultation and counselling by the academic advisors, lecturers and heads of the study programmes. It is offered on a regular basis and serves to help students study successfully. Therefore, the faculty members are available for the students outside the specified office hours as well. Furthermore, the students are "fully content" with the support they receive.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)		X			
4.1.4	Practical business experience of faculty					X
4.1.5*	Internal cooperation (Asterisk Criterion)	X				
4.1.6*	Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X

## 4.2 Programme management

The heads of the study programmes coordinate and take initiative to promote the development of the study programmes, which cover the following aspects of management: planning, organising, staffing, leading and monitoring by involving all relevant parties, such as faculty members and study programme administration staff. Effective leadership is carried out based on the values, norms, ethics and the culture of the organisation and the principles of Good University Governance (GUG), which covers credibility, transparency, accountability, responsibility and fairness. The

leadership pattern being developed in the study programmes is visionary, democratic and accountable leadership. Visionary leadership provides a future direction that inspires all faculty to achieve the agreed direction. Democratic leadership moves all faculty members to actively participate both in the decision-making stage and the decision-implementation stage. Accountable leadership ensures transparent accountability for all decisions taken. The task and responsibilities of the heads of the study programmes are the following:

1. Implementing the faculty and University strategies at study programme level,
2. Designing and developing the curriculum,
3. Carrying out and organising teaching activities in the study programme,
4. Monitoring the academic activities within the study programme,
5. Encouraging the faculty members' academic career development,
6. Proposing the faculty members' development programme (e.g., workshop, training, seminar, further study),
7. Selecting new students for the study programme,
8. Arranging schedules for students' final exams and students' thesis defence,
9. Preparing the semester report,
10. Planning the study programme budget and expenditure plan.

In carrying out the tasks and responsibilities, the heads of the study programmes are assisted by the Vice-chairperson who is responsible to manage the students' extra-curricular activities. These include:

1. Fostering student organisations,
2. Developing and improving the quantity and quality of student activities,
3. Developing and facilitating community service activities by students,
4. Monitoring and evaluating students' activities,
5. Developing networking with the alumni,
6. Coordinating activities and cooperation with alumni and graduate users in matters of job opportunities and career development.

The institutional organisation systems are established on policies, guidelines and a minimum of 60 Standard Operating Procedures. These SOPs are a series of good practices that have been recorded in the form of a document as a reference for governance and management. Long-term organisation and assignments in strategic plans and organisation activities are stated in the Budget and Expenditure Plan (*Rencana Anggaran Belanja* or RAB) and Activity Plan and Budget (*Rencana Kegiatan dan Anggaran* or RKA).

#### Administrative staff

The secretariat/administrative staff members provide the following services to students and faculty members:

1. Assisting the administration of students and lecturers/faculty members,
2. Uploading semester schedules, teaching schedules and semester exam schedules,
3. Managing academic-related documents digitally, namely through the academic information systems or manually if hardcopies are required.

The job descriptions of the administrative staff are stated in the Employee Handbook (*Buku Kepegawaian*) and the Standard Operating Procedure of the study programmes. The task of administrative staff is mainly to assist the faculty members and students in terms of administrative matters. They manage the data of the students and the faculty members. The administrative staff are also responsible for helping the head of the study programme manage the administrative work and administer academic-related documents. Regular workshops/training to improve the quality and the skills of the administrative staff are provided by the University (e.g., English courses). Regular evaluation is also conducted to ensure that the administrative staff are qualified.

## Appraisal:

The programme directors of **the three study programmes** coordinate the activities of everyone involved in the programmes and ensure that the programmes run smoothly. Furthermore, the programme directors successfully take initiatives to promote the systematic development of the study programme in a manner which includes all relevant groups.

Faculty members and students are supported by the administration in the organisation of the study programmes. Sufficient administrative staff is available. Decision-making processes, authority and responsibilities are clearly defined. Teachers and students are included in the decision-making processes where their areas of work are involved.

The opportunities of electronic service-support are used and supplement personal one-to-one counselling. The HEI offers the administrative staff opportunities for continuous professional development. The administrative staff acts as a service provider for students and faculty.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)		X			
4.2.2	Process organisation and administrative support for students and faculty		X			

## 4.3 Cooperation and partnerships

**BPEE** has established cooperation in the field of education, research and community service with various academic institutions abroad and in the home country. The BPEE involvement in the Tuning Academy and CALOHEA research project has benefited BPEE in developing its curriculum. The BPEE's cooperation with the universities abroad includes HAN University (Netherlands), Nanzan University (Japan), Konkuk University (South Korea), Wenzao Ursuline University of Languages (Taiwan), Association of Jesuit Colleges and University (AJCU-AP), ASEACCU, Association of Christian Universities and Colleges in Asia (ACUCA) and Xavier Learning Centre. These cooperations enable students to take part in the exchange programme, Global Leadership Programme (GLP) and Service Learning Programme (SLP). The BPEE's cooperation with NUNI and APTIK also facilitates students to take courses across universities and in their home country.

Meanwhile, the BPEE cooperation with UKRIDA is conducted in the form of collaborative/team teaching in the Play Performance course. BPEE also establishes cooperation with academic institutions abroad and at home to send student teachers to practice their pedagogical skills.

Due to the Covid-19 pandemic, it has extended the collaboration with schools in the students' neighbouring areas in running the *Pengenalan Lapangan Persekolahan* (PLP) programmes or Introduction to School Environment programme. In addition, it also cooperates with Xavier Learning Community and Saint Aloysius Gonzaga Institute of Higher Studies, Jesuit higher education institutions respectively in Myanmar and Thailand whereby preservice teachers can do their teaching practicum there. This kind of practicum has provided BPEE students with international experiences in terms of international job internships and cultural aspects. BPEE also cooperates with other HEIs by inviting scholars from those HEIs to become keynote speakers at the events hosted by the study programme. For instance, in the annual LLT conference as well as the Undergraduate Conference for students, BPEE has invited scholars from Monash University (Australia), NIE Nanyang Technological University (Singapore), Leeds Beckett University (UK) and Rochester University (USA).

**MPEE** has cooperated with other academic institutions within and outside Indonesia to send student teachers to practice their pedagogical skills, such as Xavier Learning Community in Thailand and Saint Aloysius Gonzaga Institute of Higher Studies in Myanmar, Sophia University (Japan), Nanzan University (Japan), Konkuk University (South Korea), Wenzao Ursuline University of Languages (Taiwan), AJCU-AP, ASEACCU and ACUCA. Besides academic institutions, MPEE has also cooperated with other HEIs by inviting scholars from the HEIs to become keynote speakers in the events organised by the study programme. For example, in the annual Studium Generale for students, MPEE has invited scholars from various higher institutions.

**BPEL** collaborates with other HEIs at national and international levels. At international level, BPEL has collaborated with Ateneo de Manila University (Philippines) since 1997 and Sogang University (South Korea) since 2010. The cooperation covers the exchange of faculty members, exchange of students, joint research projects, joint conferences and joint cultural programmes. BPEL has organised nine annual International Literary Studies Conferences in collaboration with Ateneo de Manila University (Philippines).

BPEL also cooperates with Kyoto Sango University (Japan). In 2016, the University sent four selected students to teach Japanese to the BPEL students. Students of BPEL can also participate in student exchanges with HAN University (Netherland), Nanzan University (Japan), Konkuk University (South Korea), Wenzao Ursuline University of Languages (Taiwan), Association of Jesuit Colleges and University and Association of Christian Universities and Colleges in Asia (ACUCA). Additionally, together with Sophia University (Japan), Sogang University (South Korea), Ateneo de Manila University (Philippines) and Fu Jen University (Japan), SDU established and organised a Global Leadership Program (GLP) for the students of the five campuses. The programme also benefits students of BPEL as some of them are selected annually to participate in the programme.

At national level, BPEL partners with Institut Seni Indonesia Yogyakarta (Indonesia Institute of The Arts of Yogyakarta); the institute provides play performance lectures for BPEL. In addition, because

of SDU's membership in NUNI (Nationwide University Network in Indonesia) BPEL collaborates with Universitas Padjajaran, Universitas Bina Nusantara, Universitas Sebelas Maret, Universitas Atma Jaya Yogyakarta and Universitas Kristen Petra. SDU is also a member of APTIK. Both associations enable cooperation in the field of student and faculty member exchange.

#### Cooperation with business enterprises

The **BPEE** has collaborated with business enterprises and other organisations to enrich students' experiences. In terms of curriculum requirements, for example, BPEE has collaborated with Dunia Usaha Dunia Industri (DUDI) to allow students to experience internships in business enterprises. As for the professional development of the faculty members, BPEE has actively participated in TEFLIN, JETA and APSPBI as professional platforms for English teachers. The United Board has also partnered with SDU to provide funding to pursue further education for its faculty members. As an example, it funded two of the faculty members of BPEE in 2016 to pursue their Doctoral studies in China and the Philippines. IERA is another organisation with which BPEE has collaborated in attempts to foster reading. Joint workshops or seminars are held regularly to promote extensive reading activities. Such cooperation has a formative impact on the curriculum of the study programme and the profile of the graduates.

**MPEE** has collaborated with STIKES Panti Rapih, Xavier Learning Community (XLC), Thailand and St. Aloysius Gonzaga (SAG), Myanmar. The collaboration is set to enhance student learning. Collaboration with overseas partners is in the form of student teaching practicum and curriculum development.

**BPEL** signed an agreement with PT Cerdas Digital Nusantara, an online education institution that focuses on language learning and working skills. The partnership's objective is for BPEL and PT Cerdas Digital Nusantara to work together in organising English course programmes. BPEL's responsibility is to develop and provide a learning curriculum that will be delivered online through PT Cerdas Digital Nusantara system. This agreement gives opportunities for BPEL to develop a curriculum that will benefit society as well as gives opportunities for students who want to share their knowledge by teaching the General English programme through digital platforms.

BPEL lecturers are members of Himpunan Sarjana Kesusasteraan Indonesia/ HISKI (Association of Indonesian Literature Scholars) and Masyarakat Linguistik Indonesia/MLI (Indonesian Linguistic Society). Both are professional organisations that bring together literary scholars, linguists, lecturers, teachers, students and researchers, as well as literary observers or language observers or anyone interested in literature and language studies from all over Indonesia and even abroad. BPEL, in collaboration with other study programmes, has hosted and attended HISKI or MLI seminars in or outside SDU. Lecturers and students are kept updated on the newest developments in literary and linguistics studies in Indonesia through HISKI or MLI conferences.

#### Appraisal:

The scope and nature of cooperation with HEI, other academic institutions and networks relevant for the programme, as well as cooperations with business enterprises and other institutions are plausibly presented. The agreements forming the basis of the cooperation are documented. Cooperation is actively pursued and has a clear impact on the conception and implementation of

the study programmes. All such activities contribute to the development of the students' qualification and skills.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3 Cooperation and partnerships					
4.3.1(*) Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X		
4.3.2(*) Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			X		

## 4.4 Facilities and equipment

The BPEE, MPEE and BPEL information systems are part of the University's information system which is fully managed by the Planning and Information Systems Administration Bureau (BAPSI). One of the information systems developed by BAPSI is the Academic Information System (SIA). In addition to having a learning information system, learning activities in the three programmes utilise a Moodle-based learning management system (LMS).

**BPEE** and **BPEL** have rooms and labs equipped with state-of-the-art technology. Every classroom is equipped with Polycom equipment for hybrid learning, air-conditioners, a viewer and a projector. In detail, the facilities for supporting the learning information system are:

1. six laboratories with complete and connected computer facilities internet,
2. a multimedia laboratory with an internet network,
3. a soundproof micro-teaching laboratory with internet access for learning innovative Micro teaching Courses,
4. high-speed and stable access points/Wi-Fi in the student hall and all lecture halls so that students can access various learning resources and related media with lecturer assignments.
5. Group rooms are available for students.

**BPEL** has approximately 320 classes per semester which require 19 classrooms. To facilitate the offline teaching-learning process, the department provides equipped classrooms with an LCD projector, display screen, sound system, local area network and Wi-Fi. The rooms are accessible for disabled students (barrier-free access). To support the teaching-learning process, the study programme provides four laboratory facilities (1) language laboratory; (2) multimedia laboratory; (3) audio-visual studio; and (4) workstation/editing room. The language laboratory is equipped with language training and interpreting-translation programmes. The multimedia laboratory is equipped with programmes to support various class activities. The audio-visual studio is designed and supported with equipment for audio-visual production. The workstation/editing room is utilised for independent learning activities including editing/production activities.

### Access to literature

**BPEE, MPEE, and BPEL** students can access the central library on the website<sup>19</sup>, which is equipped with various collections totalling 118,313 books, 942 eBooks and 13,835 magazines, among others. The collection is updated regularly. The library, which is ISO certified, has 9,130 books on language and 19,243 books on literature (belles-letters) and rhetoric. Students and lecturers can also access the library virtually, especially for borrowing books and accessing International Journals. International Journals are very helpful to the academic community to obtain research articles for free because SDU has subscribed to internationally reputed journals. Library sources from other institutions, whether they are library institutions and library resources from the internet to complete the sources at the existing library, are plentiful at the SDU Library and can be accessed/used by all lecturers and students.

This includes:

1. Cambridge Core (<https://www.cambridge.org/core>),
2. ProQuest ([www.proquest.com/pqdweb](http://www.proquest.com/pqdweb)),
3. JStor (<http://jstor.org>),
4. EBSCOHost (<http://search.ebscohost.com/>) and
5. OED, on campus access (<https://www.oed.com>).

Every student automatically becomes a member of the University library which opens from Monday to Friday from 7:30 a.m. to 5:30 p.m. On Saturday, it is open from 8.00 a.m. to 12.30 p.m. Students have access to comfortable and adequate reading areas, workstations with computers and multimedia computers, as well as an internet connection. Seventeen library staff members with relevant education and training are available to assist the students. Also, the library has developed its services through Windows and Android applications called USD eLibrary 2. Thus, students may readily access library services through their smartphones or PCs from the students' homes for most of the day. They can even donate new books to the library via the android apps.

### Appraisal:

The panel was not able to visit Sanata Dharma University on-site. Therefore, the panel was provided with videos showing the facilities and conducted interviews with Sanata Dharma University students. According to the panel, the quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programmes, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students (e.g., ramps for wheelchairs) and give them barrier-free access. Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms are available. The students were satisfied with the equipment provided.

The opening hours of the library take students' needs sufficiently into account. Access to the literature and journals as well as to digital media (e.g., electronic media, databases) is ensured.

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<sup>19</sup> see: <http://library.usd.ac.id> (last access April 12, 2023)



The literature expressly required for the study programme is available in the library and also kept up to date.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.4	Facilities and equipment				
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)		X		
4.4.2*	Access to literature (Asterisk Criterion)		X		

## 4.5 Additional services

Career counselling and placement services are offered to students and graduates to promote their employability through the Career and Alumni Bureau. Regular events conducted by the Career and Alumni Bureau includes holding career seminars/workshops, announcing job vacancies through social media and bulletin boards, conducting recruitments collaborating with representatives from business enterprises and organising job fairs.

The Career and Alumni Department is available to help the students and graduates promote their employability. This department provides career counselling, conducts placement services and organises regular workshops to build students' and graduates' personal branding and improve students' and graduates' soft skills. Job fairs and in-campus recruitments are conducted regularly to bring students and graduates in contact with representatives from business enterprises. The Career and Alumni Department also informs job vacancies through social media, the website of SDU, bulletins and other media. SDU ensures the feasibility and regularity of the programme by providing the funding for its yearly programmes.

The **BPEE** alumni association, *Paguyuban Alumni Pendidikan Bahasa Inggris* (PAPBI), founded in 2003, provides funds, shares knowledge in academic and non-academic fields and facilities for active BPEE students. In 2006, this alumni organisation was inaugurated as the English Education Alumni Association (PAPBI) and in 2012 the statutes of the Alumni Association were socialised. PAPBI participates in supporting academic and non-academic activities for the department in the form of (a) donations of funds (Bolsius Student Fund/BSF), (b) donations of facilities, (c) involvement in academic activities, (d) network development, and (e) provision of facilities. BPEE alumni actively raise funds as a form of PBI CARES. The distribution of funds is carried out by BPEE students who face difficult times. Other non-academic donations are in the form of training in several Upward Mobility activities facilitated by alumni who covered transportation and accommodation costs. Upward Mobility is held every year by inviting BPEE alumni who are working in non-academic fields. BPEE also regularly asks for feedback from alumni on the curriculum being implemented and takes account of all opinions provided by alumni in developing a new curriculum.

**MPEE** graduates established an alumni association in 2019. The association, called MPEE Alumni Association, engages in various academic and non-academic activities, including workshops and soft-skill training events for students, providing feedback on the MPEE curriculum. Through the

association, MPEE alumni also donate and raise funds to support others, including fellow students in need. The management of the alumni association, in collaboration with the head and faculty members of MPEE, plan, implement and evaluate all alumni activities. The association has planned, for example, sharing programmes for MPEE active students for the forthcoming ten years (2022-2031).

The alumni organisation of **BPEL**, Family of English Letters (FELLAS), was established in 2017. This association assesses and evolves the department academically and non-academically by organising career workshops and soft skill training for students, reviewing and giving feedback on the curriculum design, sharing knowledge/job experience, providing information on job vacancies and developing a network. FELLAS also donates facilities and actively raises funds to support BPEL in executing its programmes. This alumni association also helps in organising social activities for students in need. Five alumni are appointed to be the persons in charge of organising this association. They cooperate with the head and vice-head of the BPEL to run the programmes of the alumni association. One of the regular activities conducted together with the alumni association is Alumni Sharing, which is held regularly on campus every year.

## Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. The University provides sufficient resources.

Furthermore, an alumni organisation has been set up for each study programme with the aim of developing an alumni network. The panel welcomes that many different activities are already carried out to include alumni into University structures. However, the panel learned that there is no broad regular contact with up-to-date information about the University and the study programmes for all alumni. Therefore, the panel **recommends** intensifying the connection with alumni (e.g., by installing a newsletter to inform all alumni about recent developments).

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5 Additional services					
4.5.1 Career counselling and placement service			X		
4.5.2 Alumni Activities			X		

## 4.6 Financing of the study programme (Asterisk Criterion)

The financing of the **three study programmes** is handled by the University and the respective chairpersons through a process of planning, management and reporting, as well as accountability for the use of funds through a transparent and accountable mechanism based on clear and complete provisions. As Sanata Dharma University is a private University, the study programmes are financed by students' tuition fees and external resources (from government and other sponsors/donors).

The three programmes organise various activities to ensure the sustainability of the study programme, among others by (a) efforts to increase the interest of prospective students, (b) efforts to improve the quality of management, (c) efforts to improve the quality of graduates, (d) efforts to implement the results of partnership cooperation, (e) various scholarships and (f) efforts and achievements in competitive grants. There are internal and external funding sources to support the students so that they can complete their studies.

Financial aspects are managed and detailed in the SDU Statute and Strategic Plans, information system, management guidelines and contracts of some grants from external institutions. The involvement of the three programmes in budget planning and management begins with a periodical evaluation meeting which is organised by the study programmes and attended by all programme lecturers. This activity is carried out annually to evaluate the achievement of the performance of the study programme based on the Budgeting Plan that has been prepared the previous year. The managing and reporting processes are conducted along with the implementation of the annual programmes. Regular monitoring and evaluation activities are done regularly to ensure that the planned programmes are implemented efficiently and effectively.

**Appraisal:**

The income related to the programme ensures that each cohort of students starting within the accreditation period can complete the study programme.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.6*	Financing of the study programme (Asterisk Criterion)			X		

## 5. Quality assurance and documentation

SDU pursues quality teaching that allows self-reflective practices among its faculties and students to enhance systematic and continuous improvement, involving interested parties, such as staff, students, alumni and professionals. At University level, the Office of Internal Quality Assurance and Audit (OIQAA) operates to ensure the contents, processes and outcomes of study programmes. Necessary measures are taken in response to success rate and graduate employment, which are implemented, reviewed and evaluated with regard to their quality and faithfulness to their original objective, modified and adapted in accordance with the needs and documented in the Academic Information Systems. In particular, the following are the activities/procedures to ensure the quality assurance:

### 1. Course Evaluation by OIQAA

Based on the SDU Quality Standard, the course evaluation was conducted every semester for all courses to allow continuous improvement in teaching. The course evaluation was developed based on RATER (reliability, assurance, tangibles, empathy and responsiveness). This course evaluation is integrated into the University information system that can be accessed by both students and faculty. To ensure fairness, the evaluation is conducted anonymously. The results go directly to the University system centre and are analysed. The report is given to the department and each faculty member as input for revising the curriculum or the course and the teaching and learning process. All the input received is discussed in the faculty meeting and sorted out which is used for revision.

### 2. Surveys: students, alumni, stakeholders (employers)

Surveys for students, alumni and stakeholders (parents and employers), have been conducted regularly to receive feedback regarding the curriculum and the programme which will be more contextual once the students complete their studies. Data gathered from these stakeholders are used to review and develop curricula (done every 4 to 5 years). In particular, tracer studies gather data on levels of employability, perceived values of attending a particular study programme, perceived competency levels and disciplinary areas to explore in the curricula. In addition, data from major stakeholders allow study programmes to obtain feedback on instructional deliveries, maintain collaborations across different parties and engage in promotional activities.

### 3. Academic Information System (AIS) Support

Lecturers are required to engage in three aspects, i.e., teaching, research, and community service. Based on the SDU Quality Standard, lecturers are required to integrate teaching, research and community service. To document activities in these three aspects, the Academic Information System (AIS)<sup>20</sup> is used. In terms of teaching, the AIS allows lecturers to access students' records, file grading documents, record students' attendance and obtain course evaluation results. It is through this system that lecturers process all research and community service activities, such as proposal submission, progress report submission, final report submission and publication records. Academic records of each individual lecturer serve as a basis for a professional allowance paid by the Indonesian Government. Lecturers failing to meet the three requirements will not obtain the professional allowance.

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<sup>20</sup> see: <https://dosen.usd.ac.id/dosen/> (last access April 12, 2023)

#### 4. Faculty meetings and reflections

Regular faculty meetings and reflections function to facilitate study programmes. Faculty members express their opinions and suggestions regarding, among others, the department and the curriculum to the head of the department, the Dean and also the University leaders. Study programmes can also discuss the evaluation done by the stakeholders and later plan for the implementation. The chair of the departments, as representatives of the faculty members, have the chance to share their and other faculty members' opinion with the University leaders regularly, while University-level meetings are also conducted at least twice a year.

#### Evaluation by students

At University level, the Office of Internal Quality Assurance and Audit (OIQAA) requires all students to regularly participate in the evaluation of the study programmes through the end-of-semester course evaluation survey. All students are expected to participate in the end-semester course evaluation survey by filling out a four-Likert survey on the student information system. This evaluation form is web-based and available in the student information system. Afterwards, each individual lecturer has access to the evaluation results. The results are also sent to the University president, Deans and study programme head to be followed up. For the quality development process, measures taken based on the course evaluation survey include retraining for the lecturers with poor results (e.g., in terms of technology enhancement) and awards for 10 lecturers receiving the highest scores on the end-semester course evaluation. The instruments of learning evaluation by students are periodically revisited and evaluated to ensure their faithfulness to accomplishing the objectives of the curriculum and learning programmes.

Each individual study programme may have its own ways of gathering evaluation data from its students. Both **BPEE** and **MPEE** conduct an activity called "Sharing Moments" every mid-semester to provide students with an opportunity to review and evaluate the teaching and learning process. Prior to the meeting, students must complete an online open-ended questionnaire, the results of which will be communicated further during the meeting with their academic advisor. The minutes are then reported to study programme management for further action plans if deemed necessary.

In **BPEL**, the department created its own questionnaire to obtain feedback on the overall curriculum and/or courses for improvement. Done annually, the survey is conducted on the 4th and 6th-semester students. The survey results are used to evaluate the curriculum and syllabi. In addition, each instructor may obtain course evaluation from the students, with more specific questions related to the content of the course and the teaching method. This kind of evaluation is not a must. However, when conducted, it can be used to improve each course by the instructor.

#### Evaluation by faculty

**BPEE**, **MPEE**, and **BPEL** conducted an evaluation. The evaluation results are documented through the information system and shared with all heads of study programmes. At each meeting, the Dean ensures that it is confirmed that measures are implemented and reviewed.

Quality control by the faculty is carried out regularly:

1. **Weekly meeting:** The faculty holds regular meetings every week with the head of study programmes. The head reports challenges and development plans according to the agenda of urgent meetings.
2. **Mid-semester evaluation:** Every mid-semester, the head of study programme is asked to monitor and evaluate the implementation of the lecturers' learning by accessing assessment rubrics on LMS and submitting the results to the Dean.
3. **Evaluation to follow up on Internal Quality Audit (IQA) results and Budgeting Plan:** After OIQAA conducts IQA, the results of the IQA will be discussed together with the faculty as the basis for developing and compiling the Budgeting Plan. This mechanism has been in place in the past one decade.
4. **Final Year Evaluation Reflection:** Its goals are to discuss the overall outcomes of the semester with all faculty members and determine plans for the upcoming years, manifested through the formulation of the Budgeting Plan.

#### External evaluation

External evaluations involve alumni, employers and third parties, and are done in two ways, namely (a) tracer studies and (b) online surveys. The Office of Alumni Partnership and Career Development (OAPCD) regularly conducts surveys for the alumni through Tracer Studies. The survey questions were developed by the Ministry of Education, Culture, Research and Technology. Evaluation by the alumni, employers and parents of the students/alumni is conducted regularly. On graduation day, the fresh graduates and their parents are asked to complete a survey. Other than the graduation survey, questionnaires for alumni and employers are distributed on an annual basis. Most of the questions are rating questions and there is an open question where alumni/employers can give feedback on any aspect of the curriculum or teaching method in general. The results provide the study programmes with data for evaluation and reflection. The outcomes of the tracer study are communicated and provide input for the quality development process of the study programmes, particularly for the curriculum design. The study programmes also receive feedback from alumni, employers and third parties through online surveys.

Each study programme uses the results of tracer studies to evaluate the curriculum. In general, the measures utilised in the curriculum revitalisation process are as follows: a) implementation, b) review and evaluation for quality and adherence to the original objectives, c) modification and adjustment as required, and d) documentation. When the curriculum revitalisation process is carried out, each study programme will form a task force team responsible for carrying out this process. Parties involved in the curriculum revitalisation process include faculty members, students, alumni, employers and third parties. The results of curriculum revitalisation from each study programme are reviewed and evaluated by the Vice-Rector of Academic Affairs regularly and reviewed for conformity with the University's vision and missions and following employers' requirements. Furthermore, if the curriculum is considered acceptable, it will be legally signed and documented.

### Programme description

**BPEE, MPEE, and BPEL** provide information, such as the thesis examination schedule and guide, academic guidelines, application procedures and application documentation, in both printed and digital forms to students and other stakeholders. The websites cover programmes' content (curriculum, learning, experiences and core values) as well as information about faculty members, staff, and student activities, which are periodically updated. All documents are downloadable, such as the Handbook of the Study Programme, as well as the University Handbook. The printed version of the book is distributed to new students at the beginning of the academic year and can also be downloaded from the study programme website. The handbook is evaluated every year and updated if there is a change in the description or rules and regulations. As for the admission, the admissions staff are trained to provide not only generic advice but also to explain the content, structure and aims, and costs of the programmes. Also, SDU provides a social media contact (WhatsApp of SDU Public Relations) to help prospective students with quick and reliable information.

### Information on activities during the academic year

SDU regularly publishes current news throughout the year as they happen on the websites and on social media. The general information is available on the University website while more specific information is available on study programmes' websites<sup>21</sup>. Social media are also used to provide news and information to the public. As most of the audience is young people, WhatsApp (Group of Class and Academic Advisory), Instagram and YouTube are considered to be appropriate channels for this purpose. The University's Instagram account is @usd\_official and the study programmes' Instagram accounts are @pbisanatadharma, @mpbi\_usd, and @sasingusd.official.

In addition to Instagram, YouTube channels are utilised to document and share information in the form of videos. The SDU YouTube channel is Humas USD and the study programme channels are PBI USD, MPBI USD and Sastra Inggris USD Official as well as Facebook and a podcast. Through the channels, the institution broadcasts academic events, such as workshops and webinars, as well as non-academic events, such as mass vaccination held at the University campus. News and information include, among others, networking and collaborations, exams and schedules. Instagram repeats the news and information, and, in addition, posts fun facts and other fun information about faculty, staff, students and alumni. Summary reports of the activities are collected annually and reported to the president of the University as part of his/her annual report of the University during Sanata Dharma Dies Natalis. Each year, the University rector delivers an annual report that summarises the activities of the academic year.<sup>22</sup>

## Appraisal:

The panel got insights into the quality assurance and development processes of Sanata Dharma University that have been set up. Evaluations of the study courses, the lecturers and the University in general are carried out on a regular basis, which systematically and continuously monitor and develop the quality of the programme with respect to its contents, processes and outcomes. Faculty members and students participate in the respective committees to plan and assess the quality

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<sup>21</sup> see: <https://www.usd.ac.id/fakultas/pendidikan/pbi/>; <https://www.usd.ac.id/fakultas/pendidikan/mpbi/index.php> and <https://www.usd.ac.id/fakultas/sastra/sasing/> (last access April 12, 2023)

<sup>22</sup> see: <https://www.usd.ac.id/laporanrektor.php> (last access April 12, 2023)

assurance and development procedures. Responsibilities are clearly defined. The success rate and graduate employment are taken into account. The study programmes have the national “A” accreditation that also includes the quality management system.

However, there is no student survey at the course level, which includes a question regarding the workload. A question to quantify the actual workload of students (hours spend on each course) is missing, which would lead to appropriate measures (e.g., redistribution of course contents, in case the workload is too high in one course). With its statement on the report, the University handed in updated evaluation sheets included a survey on the general feasibility of the student workload. The panel welcomes the measures already taken by the University. However, a quantitative recording of the workload (a question on how many hours student have to spend on the courses, as well as preparation and self-study) is currently not carried out.

Therefore, the panel recommends the following **condition**:

- The University implements a student workload evaluation system for each course which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures.

Evaluation by students, quality control by the faculty and external evaluation are carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

The study programme’s content, curriculum and examination scheme have been suitably documented and published (e.g., course plan and exam regulations). There is comprehensive information on the websites, in terms of documentation for students.

The University regularly publishes current news and information – both quantitative and qualitative – about the study programmes. This includes press relations (such as publications on the website) and network communication (such as a podcast to inform about the programmes and use of social media channels such as Instagram and YouTube) that are actively maintained. In its annual report the University presents a summary of the activities of the academic year.



		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)				condition	
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			X		
5.3.2	Information on activities during the academic year		X			

# Quality profile

HEI: Sanata Dharma University, Indonesia

**Bachelor / Master programme:** Bachelor of English Education (BPÉE), Master of English Education (MPÉE), Bachelor of English Letters (BPEL)

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>1</b>	<b>Objectives</b>					
1.1*	Objectives of the study programme (Asterisk Criterion)			X		
1.2*	International orientation of the study programme design (Asterisk Criterion)			X		
1.3	<b>Positioning of the study programme</b>					
1.3.1	Positioning of the study programme in the educational market			X		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)			X		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			X		
<b>2</b>	<b>Admission</b>					
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students			X		
2.3*	Selection procedure (if relevant)			X		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)			MPEE		BPEE, BPEL
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		
<b>3</b>	<b>Contents, structure and didactical concept</b>					
3.1	<b>Contents</b>					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3*	Integration of theory and practice (Asterisk Criterion)			X		
3.1.4	Interdisciplinary thinking			X		
3.1.5	Ethical aspects		X			
3.1.6*	Methods and scientific practice (Asterisk Criterion)		MPEE	BPEE, BPEL		
3.1.7*	Examination and final thesis (Asterisk Criterion)			X		
3.2	<b>Structure</b>					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			X		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.2*	Study and exam regulations (Asterisk Criterion)			X		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity			X		
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)		X			
3.3.2*	Course materials (Asterisk Criterion)				condition	
3.3.3	Guest lecturers			X		
3.3.4	Lecturing tutors			X		
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2	Internationality of the student body				X	
3.4.3	Internationality of faculty			X		
3.4.4	Foreign language contents			X		
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		
3.6*	Skills for employment / Employability (Asterisk Criterion)			X		
4.	<b>Academic environment and framework conditions</b>					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)		X			
4.1.4	Practical business experience of faculty					X
4.1.5*	Internal cooperation (Asterisk Criterion)	X				
4.1.6*	Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)		X			
4.2.2	Process organisation and administrative support for students and faculty		X			
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			X		
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2*	Access to literature (Asterisk Criterion)			X		
4.5	Additional services					
4.5.1	Career counselling and placement service			X		
4.5.2	Alumni Activities			X		
4.6*	Financing of the study programme (Asterisk Criterion)			X		
<b>5</b>	<b>Quality assurance and documentation</b>					
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)				condition	
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			X		
5.3.2	Information on activities during the academic year		X			