

# Decision of the FIBAA Accreditation and Certification Committee



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

## PROGRAMME ACCREDITATION

<b>Project Number:</b>	22/004 Cluster 2
<b>Higher Education Institution:</b>	Universitas Jember
<b>Location:</b>	Indonesia
<b>Study Programme:</b>	Bachelor of Arts in English Literature, Language and Culture (S.S.)
<b>Type of Accreditation:</b>	initial accreditation

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

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 programme Bachelor of Arts in English Literature, Language and Culture is accredited.

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

The FIBAA Quality Seal is awarded.

## Assessment Report

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**Higher Education Institution:**

University of Jember, Indonesia

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**Bachelor/Master programme:**

Bachelor of Arts in English Literature, Language and Culture

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**Qualification awarded on completion:**

Bachelor of Arts (Sarjana Sastra, S.S.)

# General information on the study programme

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**Brief description of the study programme:**

The Bachelor of Arts in English Literature, Language and Culture (English study programme) at the University of Jember was introduced in 1964 and educates students to become researchers in English literature, translators or interpreters; as well as writers or journalists.

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**Type of study programme:**

Bachelor programme

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

7 semesters (219,11 ECTS credits / 145 SKS credits)

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**Mode of study:**

Full-time

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**Didactic approach:**

Study programme with obligatory class attendance

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

100 study places per each intake

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**Programme cycle starts in:**

Annually in July

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**Initial start of the programme:**

1964

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**Type of accreditation:**

Initial accreditation

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# Procedure

A contract for the initial accreditation of the Bachelor of Arts in English Literature, Language and Culture was made between FIBAA and the University of Jember on March 25, 2022. On June 30, 2022, the HEI submitted a self-evaluation report, which included a detailed description of the programme 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:

**Prof. Diah Ariani Arimbi**

Universitas Airlangga, Indonesia

Head of Language and Multicultural Center

(Cultural Studies, Women's and gender studies, English studies (language, literature and cultural studies))

**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)

**Maike Doll**

University of Paderborn, Germany

Student of Culture and Society

(English Linguistics, English Literature and Culture)

**Prof. Dr. Doris Feldmann**

Friedrich-Alexander University of Erlangen-Nuremberg, Germany

Chair of English Studies, esp. Literature and Culture

(English Studies, American Studies, English Literature and Cultural Studies)

**Christoph Sodemann**

Constructify media e.V., Alumni of University of Bremen e.V., Germany

Managing Director and Co-Founder, Corporate Communication Manager

(Social Sciences, Literature and Cultural Studies, German Studies, History, Moderation, Corporate Communications, Public Relations, Journalism)

FIBAA project manager:

**Nina Rotermund**

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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 March 28-30, 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 12, 2023. The statement on the report was given up on May 22, 2023. It has been taken into account in the report at hand.

## Summary

The Bachelor of Arts in English Literature, Language and Culture offered by the University of Jember fulfils 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. 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 in accordance with the Bologna Declaration.

The quality requirement that has not been fulfilled – Internationality of 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 programme could be further developed. They recommend the HEI:

- include Literary Studies approaches into the course Research Methodology to a similar extent as Language and Linguistics approaches are already included in the course (see chapter 3.1.);
- restructure the “body of knowledge” (compulsory courses) by converting some of the compulsory courses to elective courses allowing students to specialise in the profile of their choice from the 5<sup>th</sup> semester onwards and to increase the number of credit points for some of the modules, e.g. for the final thesis (see chapter 3.1.);
- review the course materials in the courses Intercultural Communication and Critical Theories and the other courses on a regular basis and to include relevant, reliable and up-to-date materials in the courses (chapter 3.3.);
- promote the “ecological perspective” as the University’s key feature to attract more international students (see chapter 3.4.).

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.

The programme exceeds the quality requirements in three criteria:

- Integration of theory and practice (see chapter 3.1.)
- Foreign language contents (see chapter 3.4.)
- 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

The University of Jember (UNEJ) is a state university that originates from a private university founded in 1957. Its predecessor, the Tawang Alun University, established a foundation in 1964 to change the status of the University into a state university with the name University of Djember. At that time, there were five faculties including the Faculty of Law in Jember and with branches in Banyuwangi, the Faculty of Social Sciences and Politics and the Faculty of Agriculture in Jember, the Faculty of Economics and the Faculty of Letters in Banyuwangi. The University grew to having six faculties and was renamed to University of Jember which is now located on four campuses in Jember, Bondowoso, Lumajang, and Pasuruan.

As of 2022, the University has 15 faculties: Faculty of Law, Faculty of Social and Political Sciences, Faculty of Agriculture, Faculty of Economics and Business, Faculty of Teacher Training and Education, Faculty of Humanities, Faculty of Agricultural Technology, Faculty of Dentistry, Faculty of Mathematics and Natural Sciences, Faculty of Medicine, Faculty of Engineering, Faculty of Public Health, Faculty of Pharmacy, Faculty of Nursing, and Faculty of Computer Science. Altogether, the faculties offer 107 undergraduate and graduate study programmes, consisting of 59 undergraduate programmes, 23 graduate programmes and eight post-graduate programmes. Furthermore, eleven programmes are awarding a vocational degree and six study programmes are professional education programmes, like doctors, dentists, pharmacists, nurses, teachers, and notaries.

In 2020, the Ministry of Education Culture, Research and Technology awarded the University with the 22<sup>nd</sup> rank on the list of the best universities in Indonesia.<sup>2</sup> The University of Jember is ranked 2<sup>nd</sup> in agricultural and biological sciences research and 13<sup>th</sup> out of nearly four thousand public and private universities in Indonesia in terms of research, according to the SCIMAGO Institutions Rankings in 2022.<sup>3</sup> The research ranking refers to the volume, impact and quality of the institution's research output. Nationally, the university's external quality assurance has been accredited with "A" by the Higher Education National Accreditation Board (BAN-PT) in Indonesia.

According to its vision, the University wants to become a superior university in the development of science, technology and art with an environmental perspective and focus on business and industrial agriculture. For that matter, the mission has several components, namely:

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<sup>2</sup> See self-evaluation report p 1.

<sup>3</sup> Ibid, see also: <https://www.scimagoir.com/rankings.php?sector=Higher+educ.&country=IDN> (last access on February 17, 2023).

### **Table 1 Mission of the University of Jember**

1. Implementing and developing the quality of academic, vocational, and professional education with ecotechnopreneurship insights;
2. Developing innovative and environmentally sound science, technology, arts, business, and industrial agriculture for the welfare of society;
3. Empowering agribusiness communities by applying appropriate technology based on local wisdom;
4. Developing an accountable and international standard university management system; and
5. Developing a network of cooperation with stakeholders and other institutions nationally and internationally.

Following these aspects, the University defined the following objectives:

### **Table 2 Objectives of the University of Jember**

1. Producing intellectual, competitive, and adaptive graduates;
2. Creating works of science, technology, and art that are excellent, have economic value, are environmentally friendly, have local wisdom, and have a significant contribution to the community;
3. Creating an excellent work culture by strengthening the implementation of an accountable, effective, and efficient quality management system based on information and communication technology; and
4. Realizing UNEJ national and international recognition.

With regard to the last objective, international recognition, the University also intends to become a world-class university. Thus, it established several centres, like the Centre for Development of Advanced Science and Technology, the Centre for Research in Social Sciences and Humanities, and the Centre for the Pancasila Studies and National Thought. These centres are meant to support the University's research output and acknowledgements. Through national and international programmes like the University of Jember International Culture Camp (UJICC), culture immersion, joint summer programme, project-based learning, and agriculture-industrial training, the international recognition and attractiveness shall be fostered as well.

## Further development of the programme

The English Department, which offers the Bachelor of Arts in English Literature, Language and Culture, belongs to the Faculty of Humanities on the campus in Jember and was established in 1964. In 2019, the study programme English Literature, Language and Culture was awarded with an “A” accreditation by the BAN-PT.<sup>4</sup> Table 3 shows an overview of the statistical data of the English study programme for the period of 2015 until 2020.

Table 3 Statistical data of the study programme

		2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
#Study Places		100	100	100	100	105
#Applicants	Σ	812	839	857	870	885
	F	527	595	677	617	610
	M	285	244	180	253	275
Application rate		81%	84%	86%	87%	88%
#First-year student	Σ	88	92	90	93	100
	F	58	67	75	67	68
	M	30	25	15	26	32
Rate of Female students		66%	73%	83%	72%	68%
#Foreign Students	Σ	2	0	1	0	0
	F	1	0	1	0	0
	M	1	0	0	0	0
Rate of Foreign Students		2.3%	0%	1.1%	0%	0%
#Graduates	Σ	71	68	60	54	NA
	F	49	55	50	41	NA
	M	22	13	10	13	NA
Percentage of Occupied Study Places		88%	92%	90%	93%	95%
Success rate		81%	74%	67%	58%	NA
Drop-out rate		19%	13%	10%	7,53%	NA
Average duration study		5 yrs·1·mo	4 yrs·9·mo	4 yrs·5·mo	4 yrs·3·mo	NA
Average grade of final grade		3.20	3.22	3.19	3.27	NA

The data show an increasing number of applicants throughout the years. Each year, the study places are stipulated to allow about 100 applicants to enrol. The University faces over 800 applications for the English study programme indicating a strong competition between the applicants. The vast

<sup>4</sup> See self-evaluation report p. 2; see also Education Guidelines in English Literature, Language and Culture p. 21.

majority of applications are of Indonesian origin. Only in 2015 and 2017, three international students applied for the English study programme.

The average study duration is four years and six months. This is longer than the ideal study duration targeted by the Ministry of Research, Technology, Education and Culture, which expects four years or less. However, the department points out that the study duration throughout 2015-2019 is descending. The shortening of the average study duration has always been a target of the department. To tackle the problem, the department has formed a thesis advisory commission to help students to be effective in time and management during their thesis writing.

Moreover, in June 2022, the English study programme received a government grant called PKK (Program Kompetisi Kampus Merdeka). It will use it to foster international activities of the teachers and the students, to improve the lecturers' competences, to enforce graduates' academic qualifications through inviting guest lecturers, and to improve the quality of the study programme's language laboratory.

# Programme Description and Appraisal in Detail

## 1. Objectives

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

The English Department defines four general objectives of the study programme. The students should be able to:

1. internalize the attitude of piety to God the Almighty and the country, be professional, and have a personality as a lifelong learner (Attitude).
2. follow the development of science and technology and literacy in the fields of literature, language, and culture (General Skill).
3. be adaptive and be able to continue further studies in the fields of literature, language, and culture as well as other related fields (Specific Skill).
4. be excellent in the fields of literature, language, culture and able to apply them to literature, language, and cultural issues, especially those with an ecological perspective (Knowledge).

The English study programme wants to promote the University's mission to develop the students' ecological perspective, which they want to turn into a distinctive feature of their graduates.

The programme's objectives are manifested in the English study programme's graduate profiles, which include:

1. Young researchers in English literature who master research methods, having a keenness to literature, language, and cultural phenomena, and being a professional independent learner,
2. Translators and interpreters who master the theory of translation, are able to apply theory of translation based on literature, language, and cultural perceptivity as well as being professional,
3. Writers who master the theory and concepts of creative writing, are able to analyse and write literature, language, and cultural phenomena critically and professionally and who have an eco-critical sensitivity,
4. Professional journalists who master critical theories, journalistic theory, language theory and media on the basis of literature, language, and culture phenomena.

Over the years, the relevance of these profiles in the job market became acknowledged because many English study programme graduates hold positions in national and international level institutions within the areas of the four profiles:

1. as young researchers in Balai Bahasa (regional and national language centres), national and international NGOs (e.g. The Asian Muslim Action Network),
2. as journalists in national and international media platforms such as in BBC London and Kompas Indonesia,
3. as translators and interpreters in translation service companies and embassy offices located in Indonesia,
4. as authors who publish their fictional and non-fictional works under the biggest publishing companies in Indonesia (e.g. Gramedia Pustaka Utama).



To ensure the qualifications of the profiles are met, the curriculum was continuously improved and developed. The department has restructured the curriculum in 2013, 2018, and 2021 to answer the demand of the market. The current curriculum of 2021 is designed in accordance with an outcome-based approach which shall sharpen the skills necessary for the targeted profile qualifications.

**Appraisal:**

The panel considers the qualification objectives of the programme to be explained and presented convincingly. They take the target group, the targeted professional field and societal context of the discipline into account. The objectives embrace academic proficiency, comprehensive employability, as well as the development of the individual student’s personality. 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)**

The University of Jember (UNEJ) states the expansion of its international outlook as one of the main objectives to become a world-class university. Its international office is in charge of international partnerships and international students. It organizes programmes such as UNEJ’s International Cultural Camp, which introduces local products, agricultural industry, and culture to international students from around the world.

Within the framework of the University and the Faculty of Humanities, the English Department reflects upon the international outlook in the curriculum, the international activities of students and of lecturers. The curriculum contains courses such as intercultural communication, which aims at providing students with competences to adapt and perform communication effectively in an international working environment. For example, students must meet the requirements of having a minimum EDEPT/ITP TOEFL score of 550 or an English score of 400 when they want to graduate.<sup>5</sup> They are supported by the Department’s Laboratory, which offers printed and electronic sources for the development of their skills. The language lab shall also facilitate scientific activities of both lecturers and students.

<sup>5</sup> See “Statement of the Dean concerning the English Proficiency Score for Students of English Department/Study Programme to graduate”, July 1, 2022.

Furthermore, students are encouraged to apply for mobility grants or participate in international competitions. The English Department is eager to help students with the preparation of the competition through trainings and tests. Lecturers are also supported by the Department to engage in international activities, like participating in international conferences, becoming guest lecturers abroad, and publishing research results in international journals.

The English Department points out that its international dimension needs improvement in terms of quantity and quality. Thus, the department refers to the planning of some international activities that are going to be accomplished throughout the year 2022- 2024. In 2022, the aim was to initiate collaboration agreements with international universities, renowned businesses and industries for students and lecturers. In 2023, the focus is on lecturers’ professional translation skills and their research projects with international partners. In addition, they plan to offer workshops and guest lecturers with trainers and representatives from renowned businesses and industries from around the world. For 2024, the Department intends to be a solid partner for international collaborations with regard to research and business purposes with a focus on language, literature and culture based on an ecological perspective.

**Appraisal:**

The panel regards the design of the programme to be appropriate. It takes 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 in the educational market

The English Department is a member of the English Studies Association in Indonesia (ESAI). Through this membership, the HEI attempts to exchange with other departments offering similar study programmes. The HEI indicates that they identified the English Literature study programme of the State University of Surabaya as their main local competitor, the English Literature study programme of Universitas Gadjah Mada as their national competitor, and the English Language with Communication study programme of Universiti Zainal Abidin Malaysia as their international competitor. In comparison to the identified competitors, the English Department find the inclusion of the ecological perspective in the studies of literature, language, and culture to be their unique characteristic.

The English Department also integrated the HEI’s mission, in particular the ecological perspective, into its 2021 curriculum by implementing the ecological perspective in the courses. This shall be the distinctive feature of the graduates. As mentioned in chapter 1.1, the study programme has

developed four profiles for its graduates: as young researchers in language, literature, and culture studies; journalists, translators and interpreters, and writers. The qualifications shall meet the demands of the job market. For that matter, they introduced an outcome-based curriculum (OBE).

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

The English Department regularly conducts a tracer study: The alumni survey is administered every year to determine if their academic qualifications are relevant for their jobs. In the surveys throughout the year 2019 to 2021, 56 percent of the alumni claimed that the skills they get from the study programme were a relevant support for their professional development, 22 percent thought that they are less relevant, and 22 percent considered the qualifications as not relevant for their work.<sup>6</sup> For the English Department, the results of the surveys signal that the majority of graduates is content with their qualifications. However, the English Department is aware that they can improve the study programme with regard to the students' job opportunities. They want to improve the communication channels with the alumni to discuss the current demands of the job market with them on a regular basis. For that matter, they intend to develop an application for alumni communication that includes a chat room, a survey and a recommendation function.

The programme's learning outcomes are intended to prepare the graduates for their future employment. The courses prepare students for jobs, for instance in creative writing, journalism or translation. Team-based projects intend to train soft skills, and English proficiency placement tests help to trace the students' progress with regard to communication skills. Moreover, the internship programmes offered in the programme foster the student's working experiences during their studies.

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

The study programme's contents are aligned with the University's mission to promote an ecological awareness. This is seen as the HEI's distinct feature. In addition, the English proficiency of the graduates is another selling point that is rarely shared with other departments in the University of Jember. The Department manages the access to international standardized tests to measure English proficiency of the graduates.

### Appraisal:

The panel considers the reasons given for the positioning in the educational market of this study programme to be 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. The English Department intends to keep itself updated by developing a communication application with its alumni.

The study programme is 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.

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<sup>6</sup> See self-evaluation report p. 17.

		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

### Admission requirements and selection procedure

Each year the Ministry of Research, Technology, and Higher Education in Indonesia passes a regulation concerning the admission which the University of Jember and all other state universities in Indonesia follow.

The University's website at <https://unej.ac.id/program-sarjana/> explains its admission procedure and requirements. Interested applicants from Indonesia must fulfil the following requirements:

1. The applicant must be an Indonesian citizen and must not be older than 25 years when applying according to national regulations. As a public university, UNEJ is bound by the relevant national regulation. However, life-long learning is also a principle the Indonesian education upholds. Therefore, there are opportunities for student candidates who are over 25 years of age to join non-public universities or public open universities.
2. Applicants must be graduates from high schools or vocational schools. The application should be submitted within three years after graduation. For example, the 2022 admission test is for those who graduate in 2020, 2021, and 2022.
3. Applicants' high schools must be registered in the National School and Students Database. The database records students' grades and school performance. The high school's accreditation affects the student's eligibility for admission, for instance Accreditation A for 40% of best students, Accreditation B for 25%, and Accreditation C for 5% respectively. Grading and ranking of students are done by their high schools.
4. Students with excellent achievements can apply using their academic report and are required to submit a portfolio for admission to a specific course. Guidelines are available on the admission website [lmp.ac.id](http://lmp.ac.id).

The selection procedure is organised centrally from the top downwards starting at the University level. There are several selection pathways:

1. National Selection for State Universities (SNMPTN) based on the results of academic achievement that are based on the scores of the last three or four years of high school/ vocational school and the scores of course subjects related to the study programme.
2. Joint selection for State Universities (SBMPTN) referring to student's ranking based on the national computer-based writing tests (CBT). The computer-based written exam (UTBK) is an entrance test to higher education conducted by the National Center Test for University Admissions (LTMPT). It is the only institution organizing standardized higher education tests in Indonesia. There are 74 test centres which organise tests every two weeks.
3. Private selection (SBMPTBR) by the University based on the results the university test for the applicants without a national computer-based test and other criteria set jointly by state universities. This entrance test also provides an opportunity for prospective students to choose more than one state university across regions. Private Admission is based on applicants' ranks of high academic score reports and achievements (PMDK-Diploma).
4. Transfer and international students: In the academic year 2021/2022, a number of 260 participants joined the selection through degree transfer.

The result of written computer-based test of the applicants is managed and analysed by the National Center Test for University Admissions (LTMPT) along with the Rectors of State Universities. The University selects students according to the ranking of their grades based on the CBT results. The decision of acceptance can also be based on other criteria as regulated by the University through joint selection (SBMPTN), or by the University's Private Selection (SBMPTBR). At UNEJ, the notification of acceptance is available on the University website at [unej.ac.id](http://unej.ac.id) or LTMPT website at [ltmpt.ac.id](http://ltmpt.ac.id).

Prospective international students must meet the following requirements:

1. Prior to application, correspondence by email must be done between the applicants with the study programme.
2. Email can be addressed to the international office ([internationaloffice@unej.ac.id](mailto:internationaloffice@unej.ac.id), the Faculty of Humanities [fib@unej.ac.id](mailto:fib@unej.ac.id), and the office of University Academic Affairs ([baak@unej.ac.id](mailto:baak@unej.ac.id)).
3. Along with the email, prospective students must fill out the registration form provided by Jember University International Office and attach the following documents:
  - a. Copy of diploma or certificate and transcript
  - b. Curriculum Vitae
  - c. Financing Guarantee Statement
  - d. Copy of bank account Statement (\$2.500)
  - e. Recommendation letter from the High School
  - f. Health Certificate
  - g. Personal Statement Letter (will not work and will comply with applicable regulations)  
(A template is available at [unej.ac.id/admission](http://unej.ac.id/admission))
  - h. Copy of a valid passport
  - i. Recent passport-sized photograph (4x6)

The selection of international students is based on academic competence. Language proficiency scores are not required. The process of selection is under the authority of the study programme, which then passes the decision to the faculty. Once the applicant is granted a place, the Vice-Rector for Academic Affairs will issue the Letter of Acceptance for the students. All notifications and correspondence will be done by the International Office.

The University determines the number of study places available for a study programme. This is done based on the bottom-up policy in which the Dean of each faculty will decide how many student seats are available based on the facility and availability of lecturers (ratio of lecturer: student is 1: 30 for Social Humanities stated by Higher Education Statistic in 2020). The Rector must confirm the Dean's decision. The number of accepted students is decided by quota, such as 20% for private selection, 50 % for national selection, and 30% for joint selection respectively.

### Counselling for prospective students

University of Jember can be reached during office hours from 07.00 am to 04.00 pm by phone, e-mail correspondence, and social media updates. Its website and social platforms channels provide further information as well:

1. Facebook: <https://www.facebook.com/ltmptofficial>
2. Instagram: <https://www.instagram.com/ltmptofficial/>
3. Twitter: <https://twitter.com/ltmptofficial>
4. Youtube: <https://www.youtube.com/c/LTMPTOFFICIAL/featured>
5. Tiktok: <https://www.tiktok.com/@ltmptofficial>

The study programme welcomes students with special needs and disabilities with equal treatment as mandated by Indonesian law. The English study programme also welcomes disabled applicants to study. They can go to the Disability Counselling Service Centre's website for information on counselling. Applicants with disabilities can contact or go to the Disability Counselling Service Center LP3M UNEJ to ask for assistance for admission purposes, be it regarding the admission requirements, procedures, or test-taking.

### Ensuring foreign language proficiency

English proficiency for international prospective students is not included in the admission requirements. The national or regional admission tests include sections for English proficiency, but for admission, only the total admission scores are relevant. Accepted local students are tested with the English Department English Proficiency Test (EDEPT) administered by the study programme to assess their actual level of English proficiency. Students who do not meet the intermediate level of English proficiency (equivalent to B1 CERF) are admitted to the EDEPT preparation programme. Usually, students must achieve an IPT TOEFL test score of 550 before they graduate.

### Transparency and documentation of admission

Students can check the results of their application on the following websites:

1. <https://pengumuman-snmptn.ltmpt.ac.id/> (SNMPTN),
2. <https://pengumuman-sbmptn.ltmpt.ac.id/> (SBMPTN) and,
3. <https://sbmptbr.unej.ac.id>. (SBMPTBR).

A confirmation of the acceptance is announced approximately within 30 days after the test day. The decision of the admission is provided in a written document and transparent to all parties aside from the announcement through the websites.

Selection procedures are reviewed annually right after the admission tests have been conducted. Any alterations to the procedures are made by taking into account any policy regarding the study place distribution, test materials, and selection method.

## Appraisal:

During the online conference, the panel was informed about the nationally prescribed admission and selection procedure. Therefore, they consider the admission requirements to be comprehensible taking the national requirements into account.

The HEI offers a student counselling service via social media and the helpdesk at the university for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal

dialogue between applicants and the HEI is provided by defined office hours, by telephone and via e-mail.

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

The admission requirements in terms of language proficiency level based on the result in a language test ensure that students are able to successfully complete the study programme.

The admission procedure 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)					X
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**

##### Logic and conceptual coherence

In the academic year 2021-2022, the curriculum was adjusted to implement an outcome-based education approach which focuses on the achievement of the learning outcomes of the students. The curriculum is arranged in line with the programme called “Independent Learning-Independent Campus” (MBKM programme). Students are required to take compulsory courses in the amount of 90 national credits and department enrichment courses in the amount of 55 national credits, so the total number of credits that must be completed by students of the English Department is 145 national credits.

**Sample Curriculum Overview**  
**Here: Bachelor's English Study Programme, 7 Semesters**



**1<sup>st</sup> Semester**

Module No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester							Workload		Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7.	Hours in Class	Hours Self-			
<b>M1</b>	<b>National Compulsory Courses</b>	<b>4</b>							<b>102,67</b>	<b>56,00</b>			<b>5/210</b>
M 1.1	Indonesian Language		2						51,33	28,00	L	Exam Paper (120 Min)	
M 1.2	Civil Education		2						51,33	28,00	L		
<b>M4</b>	<b>Department Compulsory Courses</b>	<b>16</b>							<b>410,67</b>	<b>224,00</b>			<b>5/210</b>
M 4.1	Reading 1		2						51,33	28,00	L	Exam Paper and Spoken Test for Speaking 1 (120 Min)	
M 4.2	Writing 1		2						51,33	28,00	L		
M 4.3	Listening 1		2						51,33	28,00	L		
M 4.4	Speaking 1		2						51,33	28,00	L		
M 4.5	Grammar 1		2						51,33	28,00	L		
M 4.6	Introduction to English Literature		2						51,33	28,00	L		
M 4.7	Introduction to English Linguistics		2						51,33	28,00	L		
M 4.8	Introduction to Modern Thoughts		2						51,33	28,00	L		

2<sup>nd</sup> Semester

M1		National Compulsory Courses						4						102,67	56,00			5 / 210
M 1.3	Islamic Education		2										51,33	28,00	L	Exam Paper (120 Min)		
	Protestant Christian Education		2										51,33	28,00	L			
	Catholic Christian Education		2										51,33	28,00	L			
	Hindu Education		2										51,33	28,00	L			
	Buddhist Education		2										51,33	28,00	L			
	Confucian Education		2										51,33	28,00	L			
M 1.4	Pancasila		2										51,33	28,00	L			
M4		Department Compulsory Courses						18						462,00	252,00			5 / 210
M 4.9	Reading 2		2										51,33	28,00	L	Exam Paper and Spoken Test for Speaking 1 (120 Min)		
M 4.10	Writing 2		2										51,33	28,00	L			
M 4.11	Listening 2		2										51,33	28,00	L			
M 4.12	Speaking 2		2										51,33	28,00	L			
M 4.13	Grammar 2		2										51,33	28,00	L			
M 4.14	English Language History		2										51,33	28,00	L			
M 4.15	English Literature History		2										51,33	28,00	L			
M 4.16	Western Society and Culture		2										51,33	28,00	L			
M 4.17	Introduction to Intercultural Communication		2										51,33	28,00	L			

3rd Semester

<b>M2</b>	<b>University Compulsory Course</b>	<b>2</b>							<b>51,33</b>	<b>28,00</b>			<b>5 / 210</b>
M 2.1	Introduction to Management and Entrepreneurship	2							51,33	28,00	L	Exam Paper (120 Min)	
<b>M3</b>	<b>Faculty Compulsory Course</b>	<b>2</b>							<b>51,33</b>	<b>28,00</b>			<b>5 / 210</b>
M 3.1	Introduction to Cultural Theory	2							51,33	28,00	L	Exam Paper (120 Min)	
<b>M4</b>	<b>Department Compulsory Courses</b>	<b>18</b>							<b>462,00</b>	<b>252,00</b>			<b>5 / 210</b>
M 4.18	Phonetic and Phonological Studies	2							51,33	28,00	L	Exam Paper (120 Min)	
M 4.19	Syntax	2							51,33	28,00	L		
M 4.20	Semantics and Pragmatics	2							51,33	28,00	L		
M 4.21	Sociolinguistics	2							51,33	28,00	L		
M 4.22	Sociology of Literature	2							51,33	28,00	L		
M 4.23	Literary Enjoyment and Appreciation	2							51,33	28,00	L		
M 4.24	Translation 1	2							51,33	28,00	L		
M 4.25	Creative Writing	2							51,33	28,00	L		
M 4.26	Discourse Analysis	2							51,33	28,00	L		

#### 4th Semester

M3 Faculty Compusory Course		2						51,33	28,00			5 / 210
M 3.2	Introduction to Philosophy		2					51,33	28,00	L	Exam Paper (120 Min)	
M4 Department Compulsory Courses		18						462,00	252,00			5 / 210
M 4.27	Journalism		2					51,33	28,00	L	Exam Paper (120 Min)	
M 4.28	Translation 2		2					51,33	28,00	L		
M 4.29	Structuralism and Poststructuralism		2					51,33	28,00	L		
M 4.30	Critical Theories		2					51,33	28,00	L		
M 4.31	Drama		2					51,33	28,00	L		
M 4.32	Prose		2					51,33	28,00	L		
M 4.33	Poetry		2					51,33	28,00	L		
M 4.34	Language and Media		2					51,33	28,00	L		
M 4.35	Research Methodology		2					51,33	28,00	L	Project Essay/Presentation	

#### 5th Semester

M5 Department Enrichment Courses		24						616,00	336,00			5 / 210
M 5.1	Contrastive Linguistics		2					51,33	28,00	L	Exam Paper (120 Min)	
M 5.2	Language and Cognition		2					51,33	28,00	L		
M 5.3	Cyber Literature		2					51,33	28,00	L		
M 5.4	Drama, Society, and Culture		2					51,33	28,00	L		
M 5.5	Global Englishes		2					51,33	28,00	L		
M 5.6	Language, Literature, and Gender		2					51,33	28,00	L		
M 5.7	Language and Society		2					51,33	28,00	L		
M 5.8	Poetry, Society, and Culture		2					51,33	28,00	L		
M 5.9	Prose, Society, and Culture		2					51,33	28,00	L		
M 5.10	Science Fiction		2					51,33	28,00	L		
M 5.11	Ecolinguistics		2					51,33	28,00	L		
M 5.12	Functional Linguistics		2					51,33	28,00	L		

**6th Semester**

M5 Department Enrichment Courses		24						616,00	336,00			5 / 210
M 5.13	Teen and Children's Literatures		2					51,33	28,00	L	Exam Paper (120 Min)	
M 5.14	Corpus Linguistics		2					51,33	28,00	L		
M 5.15	Critical Discourse Studies		2					51,33	28,00	L		
M 5.16	Diaspora and Diasporic Literature		2					51,33	28,00	L		
M 5.17	Eco criticism		2					51,33	28,00	L		
M 5.18	Language for Advertisement		2					51,33	28,00	L		
M 5.19	Linguistic Anthropology		2					51,33	28,00	L		
M 5.20	Multimodal Discourse Studies		2					51,33	28,00	L		
M 5.21	Posthuman Studies		2					51,33	28,00	L		
M 5.22	Stylistics		2					51,33	28,00	L		
M 5.23	Adaptation Studies		2					51,33	28,00	L		
M 5.24	Utopian and Dystopian Literature		2					51,33	28,00	L		

**7th Semester**

M5 Department Enrichment Courses		7						179,67	98,00			5 / 210
M 5.25	English for Business		2					51,33	28,00	L	Exam Paper (120 Min)	
M 5.26	Public Relation and Communication		2					51,33	28,00	L		
M 5.27	Community Services			3				77,00	42,00		Project	
M4 Department Compulsory Courses		6						0,00	238,00			5 / 210
M 4.38	Thesis					6			238,00		Project Essay/Presentation	

<b>TOTAL</b>		<b>145</b>	<b>136</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>3.568</b>	<b>2.184</b>		
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The English study programme starts with compulsory courses, which the English Department calls “body of knowledge”, in the amount of 90 CP. They offer elective courses, called “enrichment courses”, in the amount of 55 CP.

Within the framework of the Indonesian National Qualifications Framework and the programme objectives, the English study programme has determined the following programme learning outcomes (PLO):

**Table 4 Programme Learning Outcomes**

1. PLO 1 :	Students are able to apply theories and concepts in English both orally and in writing. (Knowledge)
2. PLO 2 :	Students are able to apply the theories of English literature, language, and culture comprehensively. (Knowledge)
3. PLO 3 :	Students are able to translate English into Indonesian and vice versa. (Knowledge)
4. PLO 4 :	Students are able to apply the concepts of creative writing and journalism. (Knowledge)
5. PLO 5 :	Students are able to communicate in English orally and in writing well. (Specific Skill)
6. PLO 6 :	Students are able to carry out research in the fields of literature, language, and culture with an ecological perspective. (Specific Skill)
7. PLO 7 :	Students are able to solve socio-cultural problems which is beneficial for institutions and society based on humanities sciences (General Skill)
8. PLO 8	Students are able to internalize the attitude of piety to God the Almighty and love for the country. (Attitude)

#### Rationale for degree and programme name

The Bachelor of Arts in English Literature, Language and Culture was confirmed by the government according to the regulation called “Nomenclature about The Name of the Study Programme and Graduates’ Degree” issued in 2017.<sup>7</sup> Successful graduation will be awarded with the Sarjana Sastra (S.S.) or Bachelor of Literature.

#### Integration of theory and practice

The English Department points out that the ecological perspective is seen as the characteristic of the graduates; it refers to their sensitivity to environmental issues and their ability to address these issues using their knowledge of literature, language, and cultural theories.

The integration of theory and practice is expressed through the curriculum’s outcome-based learning approach and the implementation of the MBKM programme. With regard to the curriculum, many courses, like creative writing and research methodology, assign team-based projects. In the course creative writing, students shall learn how to write poems, fiction or a one-act drama and in the course research methodology, they actively deal with research strategies, methods of collecting data, and draft their own quantitative and qualitative research project.

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<sup>7</sup> See self-evaluation report p. 19.

### Interdisciplinary thinking

In 2020 the Ministry of Education and Culture (Mendikbud) introduced a new policy with respective ministerial decrees. This policy is called “Freedom to learn.” For higher education, it has been titled “Merdeka Belajar – Kampus Merdeka” (MBKM). This policy aims to give students the right to learn outside the home university and the study programme for up to three semesters (with 20 sks credits per semester) with the following core elements: (1) internship, (2) project in a village, (3) student exchange, (4) research, (5) entrepreneurial activities, (6) independent study or project, (7) humanitarian project, and (8) teaching in school. The list of activities can be taken from programmes determined by the government.

In this context, the English Department at UNEJ also offers students the opportunity to gain interdisciplinary skills through the MBKM activities including options such as independent student exchange, internship/work practice, teaching assistance in an education unit, research, humanitarian projects, independent studies or projects, entrepreneurship, and a project in a village.

The programme which the student chooses can be offered by the Ministry of Education, Culture, Research and Technology, by a partner of the Ministry or an independent institution that cooperates with the Ministry in the framework of the MBKM programme. For example, the student exchange is organised for a period of three months. In the first MBKM semester, the student takes lectures outside the study programme (20 credits) at UNEJ; and two semesters of lectures (maximum 40 credits) at other universities outside UNEJ.

To participate in the MBKM, students at the English Department must consult with their Academic Advisor, a lecturer who is assigned to them for support and advice, to see whether the study programme’s objectives and PLOs are achieved through the participation. For that matter, the English Department provides a list of courses that are equivalent to the MBKM activities with regard to the amount of national credits.



Table 5 List of equivalent courses for the MBKM programme

**III. CONVERSION / EQUIVALENCE COURSES PROVIDED FOR STUDENTS TAKING MBKM WITH 8 COURSES OF BKP**

No	Code	Courses	SKS
1.	IBE1901	English for Sales and Promotion	2
2.	IBE1902	English for Guide	2
3.	IBE1903	English for Hotel and Tourism	2
4.	IBE1906	Cultural Field Research	2
5.	IBE1907	Ethnicities	2
6.	IBE1908	Local and Global Cultures	2
7.	IBE1909	Local Languages	2
8.	IBE1910	Folklore	2
9.	IBE1911	Cultural and Creative Industries	2
10.	IBE1912	Postmodern Culture	2
11.	IBE1913	Postcolonial Cultures	2
12.	IBE1914	Urban Culture	2
13.	IBE1915	Culture and Tourism	2
14.	IBE1916	Socio-Cultural Analysis	2
15.	IBE1917	Community Development	2
16.	IBE1918	Local Languages	2

No	Code	Courses	SKS
24.	IBE1928	Language-based entrepreneurship	2
25.	IBE1929	Literature-based entrepreneurship	2
26.	IBE1930	Cultural-based entrepreneurship	2
27.	IBE1931	English for Promotion and Advertisement	2
28.	IBE1932	Language and Literature Teaching	2
29.	IBE1933	Mitigation	2
30.	IBE1934	Trauma Healing	2
31.	IBE1935	Local Wisdom	2
32.	IBE1936	Conflict Resolution	2
<b>TOTAL</b>			<b>64</b>

Religious Education, Pancasila, Kewarganegaraan (Civic Education), and Bahasa Indonesia (Indonesian Language) must be taken by all university students in Indonesia. These courses focus on soft skills, like communication skills, as well. At the English Department, students also develop interdisciplinary thinking through courses such as Language, Literature and Gender, Western Society and Culture or Diasporic Literature and the participation in the MBKM programme.

Ethical aspects

Lecturers pass information about ethical aspects to students during their course contract, in particular in the course Research Methodology. Courses like Pancasila and Kewarganegaraan (Civic Education) are intended to develop the ethic of loyalty and contribution to the country. The course

Intercultural Communication develops the appropriate ethics to get along in an international work environment.

### Methods and scientific practice

The curriculum includes the following courses that focus on research methods and scientific practices:

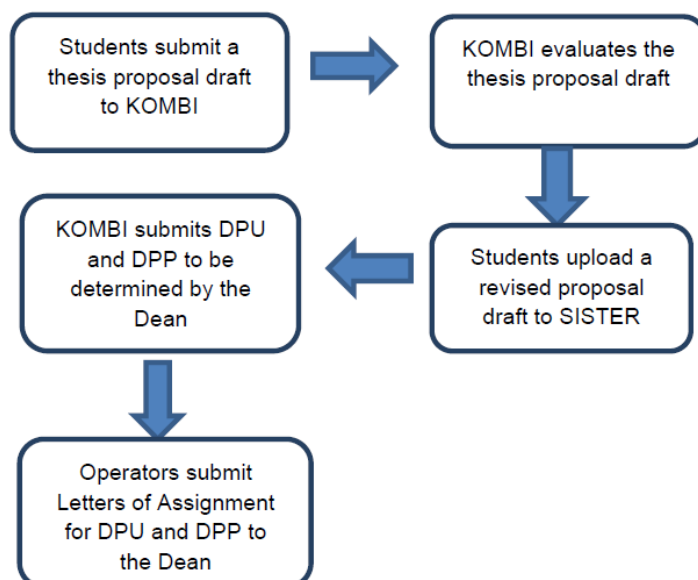
**Table 6 Courses comprising methods and/ or scientific practice**

No.	Courses	Semester	Credit Point
1	Introduction to Modern Thoughts	1	2
2	Introduction to Cultural Communication	2	2
3	Critical Theories	4	2
4	Research Methodology	4	2

Moreover, the so-called Lecturers' Research and Community Service Groups offer advice for students during their final projects. Students can join such a group to learn how to do research focusing on a certain topic within the research field of the lecturer leading the group.

Common examination formats are midterm tests, final tests, quizzes, and/or assignments. The lecturers shall give students feedback on their performance. Students are supposed to write a final thesis with a topic of their choice before graduation. They can submit a proposal of their thesis under the condition of having achieved 120 national credits with a minimum grade of C and having passed the course about research methodology.

**Figure 1 Procedure for submitting a final thesis**



The supervising and examining lecturers form a team that supports and monitors the students' progress. The Kombi team checks the completeness of the proposal and uploads it to the University's online system, the so-called Sistem Informasi Terpadu (SISTER), when it fulfils the requirements.

## Appraisal:

During the conference, the panel learned that currently, both the 2018 and 2021 curriculum are implemented in the study programme. Students who started studying between 2018 and 2020 are studying according to the 2018 curriculum; students who started studying in 2021 follow the 2021 curriculum. During the online conference, the University explained that due to the overlapping curricula, the calculation of credit points, the curriculum overview and the module descriptions vary for the different cohorts. With respect to the transparency of their evaluation, the panel points out that they focus on the recently implemented 2021 curriculum because the 2018 curriculum will soon expire after the last students have graduated.

The panel finds the degree and programme name corresponding to the contents of the curriculum and the programme objectives.

The panel considers the curriculum to adequately reflect the qualification objectives of the study programme. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. With regard to the course Research Methodology, the panel identified an imbalance between the study programmes contents (language, linguistics and literature). In this course, lecturers mostly apply approaches in the field of language and linguistics rather than Literary Studies. Therefore, the panel **recommends** to include Literary Studies approaches into the course Research Methodology to a similar extent as Language and Linguistics approaches are already included in the course.

The areas of specialisation provided through compulsory courses and enrichment courses enable students to acquire additional competences and skills. However, the panel considers the students' part of choosing courses that help them specialise to be too restricted. The majority of courses are compulsory for all students. That is why the panel **recommends** the HEI to restructure the "body of knowledge" (compulsory courses) by converting some of the compulsory courses to elective courses allowing students to specialise in the profile of their choice from the 5<sup>th</sup> semester onwards. At the same time, the HEI could increase the number of credit points for some of the compulsory modules in the programme, e.g. for the final thesis.

The panel is impressed by the way a variety of theories, for instance critical theories and concepts from cultural studies, are taught and applied in the courses. They appreciate the interrelation of theory and practice throughout the curriculum. Theoretical discourse and practical application complement each other in developing the students' qualification profile.

There is evidence that the programme qualifies for interdisciplinary thinking and ethical implications, for example those of journalistic ways of thinking and writing, are appropriately communicated.

Furthermore, the panel appreciates that students have the opportunity to get involved in the research groups offered by the English Department. They consider this opportunity to be helpful for

writing the final thesis. Students can acquire methodological competences and are enabled to do scientific work on the required level.

All exams, 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 on the basis of 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)			X		
3.1.7* Examination and final thesis (Asterisk Criterion)			X		

## 3.2 Structure

Projected study time	7 semesters
Number of Credit Points (CP)	145 national credit points (SKS) 219,11 ECTS credits
Workload per CP	1 SKS = 1,51 ECTS
Number of modules/courses	70 courses
Time required for processing the final thesis and awarded CP	1 semester

The conversion of the Indonesian SKS credit point system into the European Credit Transfer System is calculated as follows: 1 SKS consists of 170 minutes per week that are 50 minutes face to face lecture, 60 minutes of structured academic activities, and 60 minutes of self-study activities (1 SKS = 170 minutes x 16 weeks = 2,720 minutes (45 hours)). 1 ECTS credit point equals 30 hours according to the University's calculation. Therefore, the credit equivalence is:  $45 / 30 = 1.51$  ECTS credit point.

## Modular structure and feasibility of study workload

One model of studying allows students to completely take all courses in the study programme; while a second model, the MBKM programme, lets students take elective and additional courses outside the study programme. Students who chose the MBKM programme will have recognized their activities in the amount of 20 CP (equivalent to 30,22 ECTS).

The conversion of the MBKM activities into CP is calculated as follows:

**Table 7 Conversion of MBKM activities into CP**

1 CP	= 170 minutes x 16 meetings = 2720 minutes	= 45 hours
20 CP	= 20 x 45 hours	= 900 hours / 8 hours per day= 112,5 days
20 CP	= 112,5 days / 20 work days	= 5,6 months
Note:		
1 day	= 8 hours of learning activities	
each month	= 20 work days	

Students take around 20 CPs (30,22 ECTS) to 24 CPs (36,27 ECTS) each semester based on their GPA (Grade Point Average). The University online system SISTER sends information about the students' performance for evaluation at the end of the second semester, at the end of the fourth semester, and at the end of the last semester (eighth semester). If students do not perform as expected, their Academic Advisor shall discuss their problems and shall try to find a solution. That way, the study programme also receives students' feedback and evaluation concerning the teaching methods, suitability of materials, and the completeness of teaching and learning equipment throughout the semester.

## Study and exam regulations

Students can obtain information about the study programme and exam regulations in the University student handbook on the website. They receive a printed copy at the beginning of their studies.

Examinations within each course are specifically designed by the lecturers and based on the learning outcomes. There are midterm tests, final tests, and quizzes. The regulations are written and discussed with students at the first meeting, and are uploaded in the university online system (SISTER). A condition for being allowed to take a test is an attendance of 75 percent. Remedial tests are offered during the semester as well. For graduation, students must pass the thesis proposal examination, the thesis result examination, and the final thesis examination; these are given a percentage accumulated for the final score.

The scores are as follows:

**Table 8 Scores and their conversion**

Letter	Score	Rank	Categories
A	4,00	$\geq 80$	Excellent
AB	3,50	$75 \leq AB < 80$	Very Good
B	3,00	$70 \leq B < 75$	Good
BC	2,50	$65 \leq BC < 70$	Above Average
C	2,00	$60 \leq C < 65$	Average
CD	1,50	$55 \leq CD < 60$	Below Average
D	1,00	$50 \leq D < 55$	
DE	0,50	$45 \leq DE < 50$	Deficient
E	0,00	$< 45$	

### Equality of opportunity

The University and the Faculty have a strict non-discrimination policy. As mentioned in chapter 2, the Indonesian law determines equal and appropriate treatment for students with disabilities. Students with disabilities are supported to have fair treatment by giving them specific assistance during classes and examination according to their individual needs.

### **Appraisal:**

The panel finds that the programme structure supports the smooth implementation of the curriculum helping students to reach the defined learning outcomes. The programme consists of courses and assigns SKS / ECTS credits per course on the basis of the necessary student workload. Practical components, like the MBKM programme, 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.

Moreover, there are legally binding study and exam regulations which contain all necessary rules and procedures. Participation in the MBKM programme allows students to study for a certain time at other HEIs or do internships without any extension of their overall study time. The recognition of degrees and periods of study at other HEIs is regulated within the HEI; the recognition of periods of practical work is also clearly defined. The final grade is supplied with a grading table.

During the online conference, the panel asked for an explanation concerning the completion of the study programme in the estimated study time because most of the students study longer than expected. Data for the current cohort studying under the 2021 curriculum were not available for final evaluation. However, from the students' feedback, the panel got the impression that they get along quite well and can achieve the required learning outcomes in the estimated time. Therefore, the panel considers the feasibility of the study programme's workload to be ensured by the 2021 curriculum, which they find suitable for providing a plausible calculation of workload, an adequate number and frequency of examinations, appropriate support services as well as academic and general student counselling.

The HEI ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions throughout the programme and examinations. Students in special circumstances, such as foreign students or students with a migration background, are particularly assisted.

	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

#### Logic and plausibility of the didactical concept

The outcome-based education curriculum includes student-centered learning activities and practices. Various teaching methods are employed, based on the characteristics of the course and learning outcomes. Some courses belong to the theoretical field, such as Introduction to Cultural Theory and English Language History, and some courses belong to the practical field, such as Speaking and Writing. There are also some courses that have both theoretical and practical bases, such as Translation and Creative Writing.

Some courses are parallel lecturing and co-lecturing. Both methods of lecturing are organized and led by one lecturer as coordinator. The coordinator is selected on the basis of the lecturers' academic qualifications.

#### Course materials

Teaching methods are case studies or/and team-based projects that fit learning outcomes. Based on the SISTER platform, blended learning is also implemented. The SISTER platform provides all course materials which students can download. Materials used in class are textbooks, teaching modules, PowerPoint presentations, written texts or videos containing scenarios for case studies, lecturers' research publications, and related website contents.

#### Guest lecturers

The English study programme regularly invites guest lecturers from other universities and practitioners from the business or cultural sector, and officials in governmental institutions. The invited practitioners commonly give lectures regarding their practical experiences; some even offer

theory- and practice-oriented courses such as Creative Writing, Business English, and English for Hotel and Tourism, Translation and Journalism.

### Lecturing tutors

Senior students or students with highly-qualified competence on language skills are asked to become mentor students for those students whose academic qualifications do not meet the requirements. This programme is conducted in the form of study groups consisting of students who need further training in grammar, writing and speaking.

During the online conference, the panel was informed by the students that they organise the tutoring themselves. Without direct involvement of any lecturer, they assist their fellow students who are struggling with some of the contents of the study programme.

### Appraisal:

The panel considers the didactical concept of the study programme to be up to standard, 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.

The panel acknowledges that there is a quality review system of course materials in place at the University level: The course materials shall be oriented towards the intended learning outcomes and correspond to the required qualification level. However, with respect to the course materials of the English study programme, they see room for improvement. The panel notes that some of the materials presented are out of date and in some cases only refer to websites, like the course Intercultural Communication or Critical Theories. Therefore, the panel **recommends** the English Department to review the course materials in these courses and the other courses on a regular basis and to include relevant, reliable and up-to-date materials in the courses.

The panel appreciates that guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work, but also, for example, from culture and politics.

Lecturing tutors support the students in the learning process and help them improve and 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)			X		
3.3.3 Guest lecturers			X		
3.3.4 Lecturing tutors			X		



### 3.4 Internationality

Intercultural competence and skills are empowered in the Intercultural Communication course in the second semester. The students' skills in conducting research in English literature, language and culture are supported by the Research Methodology course and the thesis writing as their final project. Further intercultural aspects are applied in programmes such as the Pancasila and Kewarganegaraan courses as well as The Community Service Course which intend to help the students with the understanding and respecting of cultural diversity.

The language of instruction used in the study programme is English and 98 % of the course materials and references are in English. Before graduation, students must prove that they reached an English proficiency level by passing the TOEFL test with a score of 550 points. To assure this, the English Department uses the British Council test EnglishScore. During the online conference, the panel was informed that the students develop their English proficiency frequently with the assistance of the English Laboratory.

Students can participate in international activities as well, such as applying for international mobility awards, internship in international non-government organisations, like The Asian Muslim Action Network, AIESEC or participating in international competitions organized for instance by The Organization for Creativity. In the past, students took part in the Innovation and Invention Promotion World IP Fair in Nigeria, and the Darulaman International Innovation, Competition, and Exhibition in Malaysia.

Between 2015 and 2017, international students came from Thailand (five students) and from Malaysia (one student). To attract these international students, they were offered scholarships and Indonesian Language training for six months prior to their studies.

Lecturers also have the possibility to participate in international activities. These include, for example, a foreign doctoral programme. They can apply for a grant from the Indonesian International Mobilisation as well. Lecturers also receive awards when they publish an article in an international journal. During this process, they can attend international workshops and mentoring programmes as well.

As of 2022, the English Department does not employ any foreign lecturer. However, 43% of the lecturers (10 out of 23) in the study programme have educational experience from overseas.

#### Appraisal:

The panel appreciates that international contents 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 as well.

The panel notes that there are too few international students and that more measures could be taken to attract this target group. The panel feels that the ecological perspective as promoted by

the University is a distinctive asset which they can use to improve their visibility abroad. That is why the panel **recommends** to promote the “ecological perspective” as the University’s key feature to attract more international students.

In their statement on the report, the HEI acknowledges the recommendation promoting “the ecological perspective” as the HEI’s unique feature to attract more students that are international. The University understands that this is to improve the visibility of the study programme abroad. Technically, they intend to promote the study programme’s uniqueness through the study programme’s social media and website as well as through collaboration and partnership with overseas universities.

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 panel was impressed with the foreign language contents because the English study programme is taught exclusively in English. The panel points out that this is a good starting point for improving the internationality of the student body and faculty.

	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)

All the courses at the English Department focus on reading, listening, speaking, and writing skills including participative methods like discussion, case study, team-based project, presentation, role play and simulation. Besides that, the students gain working experience during the MBKM programmes.

#### Appraisal:

The panel finds that the communication and public-speaking skills as well as the cooperation and conflict handling skills which the students acquire are in accordance with the course descriptions. This is supported by means of suitable didactical and methodological measures. The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured.

		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)

Theory-based and practice-oriented contents, such as translation, creative writing, and journalism are included in the courses, equipping the students with skills for employment after graduation. As mentioned in chapter 3.5, the participation in the MBKM programme is another option for students to gain work experience before graduation.

Guest lecturers, as introduced in chapter 3.3, also offer insights into their work and fields, which helps students to build a network for their future employment.

#### Appraisal:

The panel considers the promotion of employability, through the integration of theory and practice (like the MBKM programme), through guest lecturers, and through the promotion of multidisciplinary competences and skills, to be beneficial for the students' future careers.

		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

#### Structure and quantity of faculty and their academic qualification

At the English Department, lecturers are hired as professional educators who prove their eligibility with a certificate of expertise. All full-time lecturers are hired directly by the Indonesian government and are assigned as civil servants. The hiring procedure is held through two national tests. In the framework of the Tri dharma of Higher Education concept, a lecturer is not only obliged to teach and carry out research, but also to carry out community service. Lecturers shall be members of one of the research groups on the Department, Faculty and University level.

Currently, the English Department has hired 25 lecturers. They are full-time and part-time teachers. Among them, ten lecturers majored in literature and cultural studies and 13 lecturers majored in language and cultural studies. Almost all courses are taught by permanent lecturers. The department has two professors who have majors in linguistics/language and cultural studies.

**Table 9 Staff at the English Department**

Title	Number of Staff	Percentage
Professor	2	8%
Associate Professor	6	24%
Assistant Professor	16	64%
Hired Lecturer	1	4%
Total	25	100%

#### Pedagogical / didactical qualification of faculty

Lecturers need to hold at least a Master's degree and to take training provided by the university, namely "Pekerti" and Applied Approach (AA) which shall assist lecturers in keeping up with the pedagogical/didactical development. Once a lecturer is hired by the government, the Ministry of Education, Culture, Research and Technology issues a pedagogical/teaching certificate. The working performance of the lecturers is monitored through SISTER and the Lecturers' Working Performance Report (SKP).

Qualifications of lecturers are determined and evaluated based on the three major foundations of Higher Education (Tri Dharma PT), covering teaching and learning, research, and community service set by the Indonesian Ministry of Education and Culture. Lecturers who intend to go for higher academic qualifications must collect credit points from the three major foundations of higher education activities. For instance, to become a professor, a lecturer must meet the requirements set out in the operational guidelines for assessing credit scores for academic promotions/lecturer ranks.

### Practical experience of faculty

Some lecturers are active outside their employment at the University, e.g. as consultants or reviewers at national and international journals. For instance, one lecturer of the English Department is the chairman of the Jember Arts Council.

### Internal cooperation

During the online conference, the panel learned that lecturers are assigned different roles within the Department. For instance, one lecturer is the coordinator of a course, who is responsible for planning the contents with the co-teachers. All members can contribute to the compilation of the study plan. The Faculty organises monthly discussions for updating the course materials and sharing topics and knowledge (research publications and future research ideas).

In addition, the so-called Kombi team refers to lecturers forming a team as reviewers and evaluators of the students' final projects. The Kombi teams name the main thesis supervisors and the companion thesis supervisors. They also designate the first and second examiner for every thesis project. At the end of a thesis project, the scores are also uploaded by the Kombi team.

Moreover, at the English Department, lecturers can join the Center for Language Studies (with a focus on language from a socio-cultural perspective or the use of language in community life), the Circle for Critical Linguistic and Literary Studies (with an overall focus on English Language, Literature, and Culture), the Young Adult, Teen, Children's Literature Research Group (with a focus on literature for children, adolescents and young adults) and the English in a Perspective of Lingua Franca research group (with a focus on English studies from a lingua franca perspective). The research groups also allow students to contribute to the research.

### Student support by the faculty

The students can have face-to-face communication with the lecturers on appointments. For better access to communication, the reachable telephone numbers and email addresses are included in the faculty student handbook distributed to them. All students are assigned to an Academic Advisor. The advisors are lecturers acting as supervisors and guardians for students. They support students with regard to their study plans, the academic progress and are mentors in the MBKM programme. Besides the Academic Advisors, the Head of the English Laboratory is responsible for the services that ensure that students reach the competencies and language proficiency required for graduation.

### **Appraisal:**

The panel considers the structure and number of the faculty to be corresponding to the programme requirements and to be able to 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 programme as well. The HEI verifies the qualifications of the faculty members by means of an established procedure. Specific measures for further qualification of the faculty members are implemented.

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programme. The HEI verifies the qualifications of the faculty members by means of an established procedure. The HEI 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 further qualification of the faculty members are implemented.

The panel is impressed with the system of internal cooperation at the English Department. 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. Projects and courses are conducted cooperatively.

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully.

		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 Head of the English Department is a lecturer who is appointed as the department coordinator by the Chancellor, based on the Rector's Decree. The main tasks and functions of the department head are to coordinate and carry out all departmental activities. Among those tasks are the planning, implementing, as well as monitoring and evaluating of the Tri dharma Higher Education; the planning of needs, the selection, coaching and developing of lecturers and their promotions. Besides defining the standards of the educational quality of the English Department, the Head is also in charge of the budget and the preparation and submission of the quarterly and annual activity

report. The Head is assisted by the Secretary and programme operators who take administrative and technical tasks like archiving the documents.

Moreover, there is another lecturer in charge of the quality assurance at the Department who also assists the Head with the monitoring of all academic and non-academic activities and with the creation of an internal control system at Department level.

The administrative support for the students is done using the systems called SISTER and SILON. SISTER is used to support the academic management of the students i.e. class attendance, accessing materials, and communication between students and lecturers. The study programme uses SILON (Online Information Service System) to ensure that students can easily perform their administrative procedures which deal with thesis proposals and examination administrations. A special division under the faculty called Classroom Service Unit helps with the everyday preparation and management of the classrooms including the maintenance and the operation of the classrooms' equipment and copying.

During the online conference, the panel learned that students having any sort of issues can ask their Academic Advisor or the Center of Social Services for consultation as well.

The representatives of the administrative staff told the panel that they are free to ask for training to enhance their skills concerning digitalization or to improve their English language proficiency. They are also regularly trained in using the UNEJ's applications and online systems.

## Appraisal:

The programme director coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly.

Faculty members and students are supported by the administration in the organisation of the study programme. 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 options of electronic service-support supplement personal one-to-one counselling. UNEJ also offers the administrative staff opportunities for continuous professional development.

	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

In the University of Jember, the cooperation with other academic institutions or networks are regulated under the Rector decree at the University level. The Faculty cooperates with other universities in Indonesia, Malaysia, Czech Republic and Australia.

**Table 10** List of cooperation partner of the English Department

No.	Country	Faculty/University/Institute	Cooperation Programmes
1	Indonesia	Faculty of Social and Culture, Trunojoyo University, Madura	Student Exchange
2	Indonesia	Faculty of Humanities, University of Diponegoro, Semarang	Student Exchange
3	Indonesia	Faculty of Humanities, Gajah Mada University, Yogyakarta	Student Exchange
4	Indonesia	Universitas Pendidikan Indonesia, Bandung	Student Exchange
5	Indonesia	Faculty of Tarbiyah, Institut Agama Islam Negeri Madura	Student Exchange
6	Indonesia	Faculty of Social Sciences, Universitas Negeri Semarang, Semarang	Student Exchange
7	Indonesia	Swiss Bellinn International Hotel, Manyar Surabaya	Internship
8	Indonesia	Fave Hotel, Sidoarjo, East Java	Internship
9	Indonesia	Java Lotus Hotel, Jember, East Java	Internship
10	Indonesia	Tadatodays Online Media, Probolinggo, East Java	Internship
11	Indonesia	Tourism and Culture Office, Jember, East Java	Internship
12	Malaysia	Universitas Zainal Abidin Trengganu, Malaysia	Joint Research
13	Cheko	Palacky University Olomouc, Cheko	Joint Research
14	Australia	Australia National University/ Leeds Uni	Joint Research

During the interview with the students, the panel learned that they were content with the partnerships that the English Department and the UNEJ offered them. It helped them, for instance, to start their own business in the translation sector.

In 2021, the study programme’s partnerships with universities were initiated and developed through MBKM and its eight activity formats as illustrated in Chapter 3.1.

Students are encouraged to apply for mobility grants or participate in international competitions. The English Department is eager to help their students with the preparation of the competition through trainings and tests. During the online conference, the students told the panel that they were happy to be supported by the English Department in their preparation for the mobility award competition. Unfortunately, they were not chosen to get the grant for a student exchange programme. Nevertheless, the students tried to build an international network on their own initiative.

#### Appraisal:

The scope and nature of cooperation with HEI, other academic institutions, and networks relevant for the programme are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students’ qualification and skills.



The panel would like to encourage the English Department to create more opportunities for its students to study abroad by having more partnerships with international and in particular with English-speaking universities.

Moreover, the nature of cooperation with local business enterprises and other institutions is relevant for the English study programme as well. The English Department submitted several agreements as listed in Table 10. Students confirmed that they benefit from the cooperation with different sectors. The cooperation is actively pursued and has a clear impact on the students' ability to gain working experience and develop their own networks. All such activities contribute to the development of the students' qualification and skills.

The panel would also like to encourage the English Department to create more opportunities for its students to do internships abroad by having more partnerships with international companies and organisations.

		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 visitation took place online via the video conferencing tool ZOOM so that the panel members were not able to visit the facilities in person. The University provided photographs and videos introducing the campus surroundings and facilities.

Every classroom has a TV LCD, whiteboard, air condition or fan, and moving chairs for comfortable and easy in-class interactions and discussions. Students can also work in co-working spaces such as the Western and English corners at the English Department. There is free Wi-Fi in all of the faculty areas and in every classroom.

Moreover, students with disabilities find installations that ease their activities on campus. Ramps, accessible classrooms, rest room, and friendly staff are all ready to support them. In case of discrimination, students can report any instances through the online complaint service.

The language laboratory is facilitated by the University Language Centre (UPT Bahasa), where students can do independent learning. There is an English Laboratory which is run under the English Department. The head of the laboratory and the laboratory technician are assigned for the management of the activities and the maintenance of the building units of the laboratory. The study

programme language laboratory runs a self-access centre unit, English language training, and English proficiency test unit. The Western Corner is dedicated to the English study programme's students as a discussion spot, where the students can learn, watch, and have discussions about audio-visual forms of art and culture performances.

The faculty provides a health clinic for the first health response before sending students to the University medical centre.

The Library of the University of Jember has joined The State University Library Cooperation Forum (FKP2TN). It is a collaboration forum between public university libraries in Indonesia, which are under the auspices of the Ministry of National Education and other government ministries or departments that have higher education institutions. The network allows students to visit the member libraries with the UNEJ student identity card.

The University library is open from Monday-Friday 8.00 am to 8.00 pm to serve students' needs, and the faculty library has a section with a reading room. The University of Jember has set up a digital library. It stores data such as books, images, and audio in the form of electronic files and which gives access to databases like Springer or Taylor and Francis Group. A platform called UnejDigiLib allows students to download e-books published by Gramedia Publishers.

The library also provides the SISTER for Student Library services. The Technology and Information Unit of University of Jember has developed this application to facilitate students to order books online. This application is only a reservation, so students must still come to the library to borrow the book. They scan the barcode on the book to be borrowed for two weeks. The book collection will be detected, and the title and amount to be borrowed are detected in the collection column.

## Appraisal:

Albeit the panel members were not present at UNPAD in person, they were provided with photographs and videos showing the campus, the library, the faculty, and the equipment including working stations with computers and tables for group work and barrier-free entrance possibilities for students with disabilities. The panel members had the opportunity to watch the senior librarian introducing the library's website and accesses during the online conference. They found that the online library was easy to be accessed and helpful for the students in conducting their literature research.

The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programme, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students 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 is available.

The opening hours of the library take students' needs sufficiently into account. Access to the literature and journals as well as to digital media is ensured. 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

The English study programme provides career counselling for students who will graduate and those who graduated. Counselling can be in the form of individual or group counselling, such as workshops and entrepreneurship mentoring. The activities are provided by the Institute for Learning Development and Quality Assurance (LP3M) of the University of Jember.

The alumni organization of the university is called University of Jember Alumni Community (KAUJE). At the English Department, EDSA is a student organization founded on 9 October 1978 at the Faculty of Letters (now the Faculty of Humanities) at Jember University.<sup>8</sup> This organisation consists of all students of the English Department led by a mentor lecturer.

Alumni can share and also participate in giving workshops, informing about job vacancies and distributing other fruitful information for the English study programme. The English study programme alumni groups are managed by appointed study programme members to maintain the communication between the study programme and the alumni. The groups are managed through social media platforms, like Facebook, Instagram, WhatsApp, and Telegram. Through these platforms exchanges of information about job opportunities, scholarship, and recommendation for quality improvements are made easier as well.

### Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. The HEI provides sufficient resources. The panel especially appreciates the student support via diverse social media channels which can lower barriers for students to seek consultation.

An alumni organisation has been set up with the aim of developing an alumni network.

	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		

<sup>8</sup> See Education Guidelines in English Literature, Language and Culture p 43.

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

The English study programme at the University of Jember is managed under a national regulation from the ministry. The student intake is based on the availability of seats and the Department quota by considering the break-even point. The income of the programme per year results from tuition fees of all registered students. The tuition fee covers 37 % of the total expenses of the study programme. Around 67% of the expenses of the department are under the responsibility of the Indonesian government as the HEI belongs to the government.

The Rector determines the amount of each faculty's financial needs; the dean of the faculty manages the amount of the financial support for each study programme. The study programme has the autonomous right to manage finances and must be accountable for them.

### 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

At the University level, the Rector mandates the quality control process to the Centre of Learning Development and Quality Assurance (LP3M) and Internal Control Unit (SPI). Educational standards, Disability standards, Disaster mitigation standards, and Green campus standards are set by the Institution for Learning Development and Quality Assurance (LP3M).

Research standards and standards of community engagement are set by the Institutions for Research and Community Service (LP2M).

At the Faculty, the Dean is in charge of the quality assurance. At the study programme level, it is the responsibility of the coordinator of the study programme. The coordinator prepares the relevant documents defining the quality standards at the English Department, such as study programme specifications, graduate competence standards, work instructions in accordance with the overall academic standards, academic quality manuals and procedure manuals. The lecturer complies materials and inputs for the monitoring and evaluation and submits the report on the results to the Head of the Department.

The University follows the so-called plan-do-check-act cycle. Every five years, the Rector makes a Strategic Development Plan for the University, the dean drafts a strategic plan for the Faculty. The Department is in charge of the annually planned activities referring to the internal quality assurance documents. For the educational activities, the study programme determines teaching and learning processes, conducts the learning assessments and the proposed research and community services. All the activities are recorded in the integrated information system (SISTER).

The Quality Assurance Unit sends questionnaires to students and lecturers to identify opportunities to improve the quality of education. Some questionnaires are also delivered to the external parties (like the employers of alumni, and the partners). The HEI also invites alumni, employers, the Association of Study Programmes, and the National Accreditation Board for Higher Education (BAN-PT) to evaluate the quality.

There are four instruments to ensure quality control of the implementation of education in the study programme: SISTER (integrated information system), SILON (service information system), SIJAMU (quality assurance system), and questionnaires via Google forms. SISTER, SILON, and SIJAMU are continuously developed by HEI and must be utilized by study programmes to systematically and constantly control the quality assurance.

### Evaluation by students

Evaluations involving students are systematically organized every semester in a structured manner through SISTER with a questionnaire menu. The questionnaire includes prepared lecture materials (hand-out, e-learning, etc.), feedback on evaluation results by lecturers, clarity of communication (attractiveness of lectures), ability to respond to students, teaching readiness, accuracy of attending and ending lectures, utilization of lecture time, effectiveness of the implementation of lectures, mastery of material and practical applications, assignments for material comprehension (assignment, homework, papers, etc.), systematics or sequence of material presentation, and

insight and illustrations of up to date material. The evaluation results can be seen by each lecturer, both per subject and the whole course.

To measure students' workloads, evaluation of the courses is obtained through the survey administered by the Quality Assurance Centre and the Quality Assurance Unit to see how students perceive their study workloads. The survey collects information on whether or not students understand the workload of 1 CP (comprising 50 minutes of classroom activities; 60 minutes of structured assignments; and 60 minutes of independent learning).

#### Evaluation by lecturers

The Quality Assurance Unit annually distributes questionnaires to lecturers to measure lecturers' satisfaction as a form of feedback on the evaluation of service quality at the University of Jember as the basis for policies in order to improve service quality on an ongoing basis. The questionnaire is intended to evaluate 1) the suitability of lecturer assignments with areas of expertise and competence, 2) opportunities to improve their competence and/or qualifications through further study and/or training, 3) appropriateness of facilities and/or working environment, 4) facilities for lecturer's career development rendering to their performance, 5) promotion process without bribery, and 6) transparency of the lecturer performance appraisal system. In this questionnaire, there are open questions that allow lecturers to convey ideas for the development of the study programme.

#### Evaluation by alumni, employers and third parties

The external parties involved are alumni, employers, external assessors (National Accreditation Board), and the Association of English study programmes. They deliver recommendations through questionnaires issued by the Quality Assurance Unit and workshops on quality assurance. For example, a survey revealed that job market information and alumni networks could be strengthened to help future graduates find opportunities in the job market, such as holding meetings and discussions with alumni. The relevance of the professional skills conveyed in the study programme is also monitored and maintained through regular open discussions between the alumni, students, and the study programme to keep updated on the demands and developments in job markets available for the study programme's graduates.

#### Programme description and information on activities

As mentioned in chapter 4.4, the students can get all the relevant information via the social media channels of the University. Moreover, the University provides a student handbook on their website.

Information about the HEI, the study programme and the activities during the academic year can be obtained through the HEI website (<https://english.fib.unej.ac.id/>), brochures and services at HEI. All the activities carried out by the University are contained in the performance report document, which anyone can download easily on the UNEJ Data and Information website.

## Appraisal:

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes, has been set up. It takes into account the evaluation results and the analysis on student workload, success rate, and graduate employment as well as the profile of the student population.

Evaluation by the students, by the faculty and by externals is carried out on a regular basis and in accordance with a prescribed procedure. On demand, students can receive information on the results of the evaluation and can contribute their input for the quality development process. The outcomes are communicated to the lecturers, alumni and stakeholders and provide input for the quality development process.

The study programme's content, curriculum and examination scheme have been suitably documented and published.

The HEI regularly publishes current news and information about the study programme.

	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)			X		
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: University of Jember

**Bachelor / Master programme:** Bachelor of Arts in English Literature, Language and Culture

		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	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		
<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)					X
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	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)			X		
3.1.7*	Examination and final thesis (Asterisk Criterion)			X		
3.2	Structure					
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)			X		
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)			X		
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		