Decision of the FIBAA Accreditation and Certification Committee

20th Meeting on November 26, 2025

PROGRAMME ACCREDITATION

Project Number:	22-045 Cluster 1
Higher Education Institution:	Udayana University
Location:	Bali, Indonesia
Study programme:	Bachelor of English Literature (BoEL) Bachelor of Japanese Literature (BoJL) Bachelor of Indonesian Literature (BoIL)
Type of accreditation:	initial accreditation

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

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

Condition (see chapter 5.3.1): The University provides comprehensive information about admission, course plans, course descriptions, curriculum and exam regulations in English on the faculty website for three study programmes in a user-friendly way.

➤ Proof of meeting these conditions is requested until August 25, 2026.

Period of Accreditation: 26 November 2025 - 25 November 2030

The FIBAA Quality Seal is awarded.

FOUNDATION FOR INTERNATIONAL
BUSINESS ADMINISTRATION ACCREDITATION
FIBAA – BERLINER FREIHEIT 20-24 – D-53111 BONN

Assessment Report

Higher Education Institution:
Udayana University, Indonesia

Bachelor/Master programme:
Bachelor of English Literature (BoEL)
Bachelor of Japanese Literature (BoJL)
Bachelor of Indonesian Literature (BoIL)

Qualification awarded on completion:
Bachelor of English Literature (*Sarjana Sastra*)
Bachelor of Japanese Literature (*Sarjana Sastra)*
Bachelor of Indonesian Literature (*Sarjana Sastra*)

General information on the study programme

Brief description of the study programme:

Bachelor of English Literature Programme

The Bachelor of English Literature Programme (BoEL) has been developed with a specific focus on contributing to the further building, preserving and developing of the indigenous culture of Bali. Students profit from exposure to real conversation with English speaking visitors, while developing competences relevant for promoting the rich Balinese culture. BoELP aims to produce graduates demonstrating mastery of English linguistic and literary aspects, being able to analyse language-related issues, especially English, Being able to conduct basic linguistic and literary research while being open and well-responsive to the changing landscape of English language, literature and culture. Graduate profiles include research assistants, language teachers and administrators.

Bachelor of Japanese Literature Programme

The Bachelor of Japanese Literature Programme (BoJL) has been designed to support the internationalisation of the Faculty of Humanities as well as the overall strategy of the HEI. Graduate profiles include managerial or technical positions as research assistants, language teachers, administrators, authors, entrepreneurs and communicators.

Bachelor of Indonesian Literature Programme

The Bachelor of Indonesian Literature Programme (BoIL) aims to produce superior, independent, cultured, professional, innovative graduates of high integrity. Graduate profiles include career paths in various fields, such as linguists, instructors of Indonesian for Indonesians and foreigners, researchers in the field of Indonesian language and literature, journalists and playwriters, editors for publishers and mass media, book authors, biographers and other forms of creative writing.

Type of study programme:

All three study programmes: Bachelor programmes

Projected study time and number of ECTS credits / national credits assigned to the study programmes

All three study programmes: four years / 244.8 ECTS / 144 SKS credits

Mode of study:

All three study programmes: full time

Didactic approach:

All three study programmes: blended learning study programmes with obligatory class attendance

Double/Joint Degree programme:

All three study programmes: no

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

BoEL: 200 students per year / parallel classes: about 32 students in 6 classes

BoJL: 90 students per year / parallel classes: about 30 students in 3 classes

BoIL: 70 students per year / parallel classes: about 35 students in 2 classes

Programme cycle starts in:
All three study programmes: September

Initial start of the programme:
BoEL: 1963
BoJL: 2006
BoIL: 1958

Type of accreditation:
All three study programmes: initial accreditation

Procedure

A contract for the initial accreditation of the **Bachelor of English Literature, Bachelor of Japanese Literature and Bachelor of Indonesian Literature** was concluded between FIBAA and Universitas Udayana on June 15, 2022. On November 29, 2024, the HEI submitted a self-evaluation report, which included a detailed description of the programmes and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel[1]. 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)

Dr. Le Thi Giao Chi
University of Foreign Language Studies, The University of Danang, Vietnam
Dean and Senior Lecturer (Language and Literature, English Language, English Language Teaching, Teacher Education, Media and Communication, Business Communication)

Leon Grausam
University of Bremen
PhD-Student of Linguistics (completed: M.A. General Linguistics, B.A. Language, Culture and Translation (English and Spanish), completed semester abroad in Japan)

Dr. Shu-tan Lin
Wenzao Ursuline University of Languages, Taiwan
Vice President and Professor of Japanese (Modern Japanese Literature, Japanese fantasy novels, Teaching Japanese as a Second Language, Chinese-Japanese Translation and Interpreting, East-West Comparative Literature, Cultural Studies)

Robin Schluttenhofer
Deutsche Factoring Bank GmbH & Co KG.
Clerk in the Corporate Customer Service Department (Linguistics and Literature, Communication Sciences, Management, Marketing, Finance)

Prof. Dr. Fritz Schulze
University of Göttingen
Ass. Prof. of Southeast Asian Studies and Islamic Studies (Islamic Studies, Southeast Asian Studies, in particular: Indonesian Literatures and Languages Studies incl.: History, Cultures, Religions)

FIBAA project manager:
Karin Dlouhy, MSc

[1] 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 on-site visit. The on-site visit took place on June 25-26, 2025. At the end of the on-site visit, the panel has given 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 November 20, 2025. The statement on the report was given up on November 24, 2025. It has been taken into account in the report at hand.

Summary

The Bachelor of English Literature, the Bachelor of Japanese Literature and the Bachelor of Indonesian Literature offered by Universitas Udayana 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 November 26, 2025 and finishing on November 25, 2030, under condition. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified need for improvement regarding the programme description (see chapter 5.3)[2] due to missing comprehensive information on the faculty website. They recommend the accreditation on condition of meeting the following requirements:

- **Condition** (see chapter 5.3.1): The University provides comprehensive information about admission, course plans, course descriptions, curriculum and exam regulations in English on the faculty website for three study programmes in a user-friendly way.

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

For the **Bachelor of English Literature,** the Panel recommends**:**

- regular revision and update of course materials (see chapter 3.3.2);
- more extensive use of scholarships to allow students to participate in mobility programmes (see chapter 3.4.2);
- a direct communication to students on the outcome of student evaluation and on how the HEI/ the Faculty will consider evaluation results (see chapter 5.2.1).

For the **Bachelor of Japanese Literature,** the panel recommends:

- offering students more exposure to Japanese conversation and community (see chapter 3.1.1);
- regular revision and update of course materials (see chapter 3.3.2);
- more extensive use of scholarships to allow students to participate in mobility programmes (see chapter 3.4.2);
- a direct communication to students on the outcome of student evaluation and on how the HEI/ the Faculty will consider evaluation results (see chapter 5.2.1).

For the **Bachelor of Indonesian Literature,** the Panel recommends**:**

- regular revision and update of course materials (see chapter 3.3.2);
- a direct communication to students on the outcome of student evaluation and on how the HEI/ the Faculty will consider evaluation results (see chapter 5.2.1,).

[2] These aspects are asterisk criteria which means that they are essential for the study programme.

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

There are criteria in which the programmes exceed the quality requirements:
For all three programmes

- Integration of theory and practice (see chapter 3.1.3)
- Ethical aspects (see chapter 3.1.5)
- Student support by the faculty (see chapter 4.1.6)

For the **Bachelor of Indonesian Literature**

- Logic and conceptual coherence through a wide variety of electives (see chapter 3.1.1.)
- Internationality of the student body (see chapter 3.4.2)

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

Abbreviations

Abbreviation	Explanation
AA	Applied approach
AUN-QA	ASEAN University Network – Quality Assurance
BAN-PT	National Accreditation Board for Higher Education (
BNSP	National Board for Professional Certifications
BoEL	Bachelor of English Literature
BoIL	Bachelor of Indonesian Literature
BoJL	Bachelor of Japanese Literature
EQF	European Qualifications Framework
FPAR	Faculty of Tourism Alumni Association
ICT	Information and communications technology
IISMA	Indonesian International Student Mobility Award
IKAYANA	Udayana University Alumni Association
IMISSU	Integrated Information Management System
KKN	*Kuliah Kerja Nyata*, Student Study Service
KKNI	Indonesian National Qualifications Framework
LMS	Learning Management System
LP3M	Institute of Learning Development and Quality Assurance
MBKM	*Merdeka Learning Kampus Merdeka*, Emancipated Learning Experience Outside of Study Programme
OASE	Online Academic Service of E-learning
PEKERTI	Instructional techniques
RPS	*Rencana Pembelajaran Semester*, Semester Learning Plan
SERDOS	*Sertifikasi Dosen*, Pedagogical certificate
SKS	Satuan Kredit Semester, Indoesian National Credit System
SNBP	*Seleksi Nasional Berbasis Prestasi*, Achievement-based National Selection
SNBT	*Seleksi Nasional Berbasis Test*, Test-based National Selection SNBT
TPPM	The Quality Assurance Implementation Team
UP3M	Learning Development and Quality Assurance Unit

Information

Information on the Institution

Udayana University (**UNUD**) is Bali's oldest state university, founded on August 17, 1962. It began with the Faculty of Letters, established in 1958 as a branch of Airlangga University. Unud holds Public Service Agency (BLU) status, the second of three campus autonomy levels in Indonesia. Located in Bali, with well-known Indigenous cultural characteristics and world-class tourist destinations, Unud contributes to developing and preserving indigenous culture. As a result, the orientation of Unud's strategic ideas in education, research, and community services is culture.

With its prospective vision of "becoming an excellent, self-reliant, and culture-oriented university," the University has a strong position as one of the leading universities, particularly in Indonesia's Eastern region.

To achieve this vision, the higher education mission reflected at Udayana University encompasses the following measures:

- conducting a qualified higher education to produce high morale and integer graduates in accordance with the demands of local, national and international community;
- developing research and community service on the basis of nation and community interests;
- empowering Udayana University as an institution that produces and develops knowledge, technology, and culture for the society welfare; and
- producing innovative and prospective works for the development of Udayana University as well as the national economy.

As of 2023, Unud has 13 faculties, one graduate school, and 30,284 students across 124 study programmes, including 395 international students, 56 inbound, 65 outbound, and 102 international staff. The University employs 1,606 lecturers – 972 men and 634 women – 809 of whom hold PhDs.

Ranked among Indonesia's top 20 universities[3], UNUD strives for international-standard education, enhancing research and community engagement. Its vision is to be excellent, self-reliant, and cultured, fostering competitiveness, innovation, leadership, entrepreneurship, and academic integrity based on Pancasila and local wisdom.

In performing its duties as an educational service provider and as contributing to global research Udayana received recognition from various parties, both national and international institutions, all contributing to the internationalization. Recognitions obtained by Udayana to date are:

- Rank A in national institutional accreditation through Badan Akreditasi Nasional – Perguruan Tinggi (BAN-PT): rank A (27th Aug. 2024 – 24th Aug. 2029)
- QS Ranking Position Asia: #581, QS Ranking World: #1,401
- EDU Rank: Indonesia: #13; Indonesia: #351; global: #1,315
- Scimago Institutions Ranking (SIR): national: Top #40/50; global: #1,917 (March 2025)
- URAP University Ranking by Academic Performance – by Field (Business): #1,608 (July 2024)

[3] UNUD's SER, p. 7.

- Webometrics Rank of Universities: #3,209 (July 2024)

Students' trajectory is centrally monitored and integrated into an online system called IMISSU every semester. The following description details the statistical data concerning applicants, the number of first-year students, international students, student success rate, average duration of study, and average final grade, which reflect further program development.

Statistical data

Bachelor of English Literature (BoEL)

Statistical Data

FIBAA

Study Programmes: Bachelor of English Literature (BoEL)

		2016	2017	2018	2019	2020	2021	2022	2023
		1. Cohort	2. Cohort	3. Cohort	4. Cohort	5. Cohort	6. Cohort	7. Cohort	8. Cohort
# Study Places offered by HEI		130	130	200	225	200	210	200	200
# Applicants	∑	1674	1709	2073	1487	1434	1501	1260	1160
	f	980	1050	1350	960	870	840	719	708
	m	694	659	723	527	564	661	541	452
Application rate		1287.69%	1314.62%	1036.50%	660.89%	717.00%	714.76%	630.00%	580.00%
# First-Year Students *(accepted applicants)*	∑	127	117	185	222	191	201	193	186
	f	85	86	128	161	140	139	141	130
	m	42	31	57	61	51	62	52	56
Rate of female students		0.669291339	0.735042735	0.691891892	0.725225225	0.732984293	0.691542289	0.730569948	0.698924731
# Foreign Students	∑	3	324	300	239	136	34	165	0
	f	2	183	186	134	70	21	96	0
	m	1	141	114	105	66	13	69	0
Rate of foreign students		0.023622047	2.769230769	1.621621622	1.076576577	0.712041885	0.169154229	0.85492228	0
Percentage of occupied study places		97.69%	90.00%	92.50%	98.67%	95.50%	95.71%	96.50%	93.00%
# Graduates	∑	111	97	131	155				
	f	73	71	98	124				
	m	38	26	33	31				
Success rate *(students who finished their studies)*		87.40%	82.91%	70.81%	69.82%	0.00%	0.00%	0.00%	0.00%
Dropout rate *(students who dropped their studies)*		12.60%	*8.55%*	*2.70%*	*5.86%*				
Average duration of study		4 years 3 months	4 years 3 months	4 years 1 months	4 years				
Average grade of final degree		3.73	3.82	3.86	3.9				

Based on statistical data, the average number of applicants from year to year is over 630% of the capacity; for example, in 2022, the total of the BoEL is 200, while the number of applicants is 1260 people. The average number of return registrars from the number of applicants who passed was 96.5%. The average student success ratio is 92.37%, while the average student dropout ratio is 7.6%. Students who drop out due to several reasons, including death, administrative reasons, change of study program/faculty, and resignation. The average number of students who have graduated from each class is above 75%, with an average study period of 4 years, one month, and an average GPA of 3.8.

Bachelor of Japanese Literature (BoJL)

Statistical Data

Study Programmes: Bachelor of Japanese Literatur (BOJL)

		2016	2017	2018	2019	2020	2021	2022	2023
		1. Cohort	2. Cohort	3. Cohort	4. Cohort	5. Cohort	6. Cohort	7. Cohort	8. Cohort
# Study Places offered by HEI		50	70	75	80	90	90	100	100
# Applicants	∑	225	272	339	413	376	376	424	346
	f	115	168	191	256	252	242	272	231
	m	110	104	148	157	124	134	152	115
Application rate		450.00%	388.57%	452.00%	516.25%	417.78%	417.78%	424.00%	346.00%
# First-Year Students *(accepted applicants)*	∑	49	66	62	77	87	83	92	96
	f	35	44	41	41	52	48	57	60
	m	14	22	21	36	35	35	37	36
Rate of female students		0.714285714	0.666666667	0.661290323	0.532467532	0.597701149	0.578313253	0.619565217	0.625
# Foreign Students	∑	11	12	14	9	5	0	1	0
	f	6	9	9	6	3	0	1	0
	m	5	3	5	3	2	0	0	0
Rate of foreign students		0.224489796	0.181818182	0.225806452	0.116883117	0.057471264	0	0.010869565	0
Percentage of occupied study places		98.00%	94.29%	82.67%	96.25%	96.67%	92.22%	92.00%	96.00%
# Graduates	∑	30	46	39	37				
	f	13	31	28	22				
	m	17	15	11	15				
Success rate *(students who finished their studies)*		61.20%	69.70%	62.90%	48.00%	0.00%	0.00%	0.00%	0.00%
Dropout rate *(students who dropped their studies)*		*38.80%*	*30.30%*	*37.10%*	*52.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Average duration of study		4 years 7 months	4 years 1 months	4 years 1 months	4 years 1 months				
Average grade of final degree		3.63	3.63	3.77	3.78				

The number of available study places has been constantly increasing between 2026 and 2023. Starting with 50 study places, the BoJL now offers 100 study places (2023). The application rate has been ranging between 346% to 450 percent. On average 96 percent of study places were occupied.

Students study on average a bit more than four years. In 2020, BoJL had five international students. The previous cohorts welcomes up to 14 international students. However, in 2023, international students were not enrolled in the BoJL. Female students on average slightly outnumber male students over all cohorts.

Bachelor of Indonesian Literature

Statistical Data

FIBAA

Study Programmes: Bachelor of Indonesian Literature (BoIL)

		2016	2017	2018	2019	2020	2021	2022	2023
		1. Cohort	2. Cohort	3. Cohort	4. Cohort	5. Cohort	6. Cohort	7. Cohort	8. Cohort
# Study Places offered by HEI		50	50	50	70	70	70	70	80
# Applicants	∑	155	234	272	213	227	239	175	207
	f	109	162	183	142	148	144	134	168
	m	46	72	89	71	79	95	41	39
Application rate		310.00%	468.00%	544.00%	304.29%	324.29%	341.43%	250.00%	258.75%
# First-Year Students *(accepted applicants)*	∑	36	45	46	69	67	58	68	62
	f	25	32	35	42	48	39	56	55
	m	11	13	11	27	19	19	12	7
Rate of female students		0.694444444	0.711111111	0.760869565	0.608695652	0.71641791	0.672413793	0.823529412	0.887096774
# Foreign Students	∑	45	50	58	67	59	4	24	0
	f	27	26	39	52	31	4	9	0
	m	18	24	19	15	28	0	15	0
Rate of foreign students		1.25	1.111111111	1.260869565	0.971014493	0.880597015	0.068965517	0.352941176	0
Percentage of occupied study places		72.00%	90.00%	92.00%	98.57%	95.71%	82.86%	97.14%	77.50%
# Graduates	∑	27	28	29	27	22	30	47	42
	f	19	21	24	22	17	23	36	32
	m	8	7	5	5	5	7	11	10
Success rate *(students who finished their studies)*		77.78%	75.56%	82.61%	82.61%	94.03%	98.28%	91.5%	100%
Dropout rate *(students who dropped their studies)*		*22.22%*	*24.44%*	*17.39%*	*17.39%*	*5.97%*	*1.72%*	*8.50%*	*0%*
Average duration of study		*4 years 7 months*	*4 years 6 month*	*4 years 1 month*	*4 years*	*4 years 4 month*	*0*	*0*	*0*
Average grade of final degree		3.74	3.71	3.8	3.85	3.69	0	0	0

The Bachelor of Indonesian Literature offered 80 study places in 2023. The number of study places increased from 50 to 80 facing an application rate between 544 and 250 percent between 2016 and 2023. Not all study places were occupied in the end. For instance, in 2023, 207 students were interested in study the BoIL; eventually 62 students enrolled. In the cohort of 2022, 24 international students were accepted which was a drop from 67 students in 2019 and 59 students in 2020. The success rate ranges between 75 and 100 percent. On average, students need a bit more than four years until graduation.

Appraisal

The panel considers the statistical data of all three study programmes to be up to standards. They show a necessary steadiness and indicate a solid internationalisation of the student body. The success and dropout rates are convincing as well.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

Graduate learning outcomes are formulated with reference to: (1) Law No. 12/2012 on Higher Education; (2) Presidential Regulation No. 8/2012 on the Indonesian National Qualifications Framework (level 6 for undergraduates); and (3) Government Regulation No. 4/2014 on higher education implementation, as operationalised through Permendikbud No. 3/2020 on National Higher Education Standards. At Udayana University (UNUD), all programme objectives, including BoEL, BoJL, and BoIL, are set under UNUD's Internal Quality Assurance Standard and strictly follow these national standards.

Programme objectives begin with graduate profiles being defined by referring to the minimum positions graduates can take. The profiles derived from tracer studies, employer surveys, labour-market and stakeholder analyses, developments in science and expertise, and the vision and mission of the University, faculties, and programmes, aligned to national and international qualification needs. These profiles serve as the primary reference for graduate competency standards, which are then expressed as graduate learning outcomes and guide curriculum development. Programme objectives must align with Udayana University's academic policies and are developed collaboratively with input from accreditation bodies, professional associations, students, lecturers, and staff.

Bachelor of English Literature
The Bachelor of English Literature conducted tracer studies, employer surveys and analysed the market and stakeholder needs as well as scientific and expertise development to develop its graduate profiles.

No	Graduate Profile	Graduate Profile Description
1.	Research Asistant	Research assistants employed, often on temporary contracts, by universities, research institutions, or private organizations, with the aim of assisting academic or private research. The duties of research assistants are highly dependent on the division of tasks assigned by the main researcher, such as collecting data, conducting surveys, or tabulate data, and so on
2.	Language Instructor	Language instructor, especially English in both formal and informal educational institutions
3.	Administrator	Workers in an institution, institution, company both government and private whose duties organize or manage matters relating to the administration of offices and companies so that they run well. An administrator must be highly organized and have good communication skills
4.	Writer (*Authors*)	Author, creator or originator of written works such as books, literary works (novels, poems, plays),*essay*, etc. and also considered as the author.
5.	Businessman (*Entrepreneurs*)	Carry out entrepreneurial activities that are characterized by being smart or talented in recognizing new products in the form of goods/services, determining new production methods, arranging operations management for procuring new products, marketing them, and managing their operating capital
6.	Communicator	Someone who is able to convey or exchange information, news, or ideas. The main skill is fluent or skilled in communicating. Included in the communicators are newsreaders, presenters, translators and*interpreter*

Based on these profiles, the expected Learning Outcomes (ELO) of the Bachelor of English Literature are defined as follows:

Domain of Learning	Expected Learning Outcome *to produce graduates with the ability*
ATTITUDES	1. *to show* religious attitudes and social sensitivity by upholding the value of humanity and respecting the diversity of cultures, religions, and beliefs. 2. *to internalize* academic values and demonstrate academic honesty, integrity and professional ethics with the spirit of independence, hard work, and entrepreneurship.
KNOWLEDGE	3. *to explain* basic concepts, methods, and theories of linguistics, literature, translation, and language learning
GENERAL SKILLS	4. *to demonstrate* proficiency in four English skills: listening, speaking, reading, and writing characterized by an achievement equivalent to CEFR level B2 and to communicate in English in a cross-cultural context.
SPECIFIC SKILLS	5. *to produce* a scientific description of the results of study in the form of undergraduate thesis or final project report, 6. *to apply* appropriate theories and strategies for translating common texts. 7. *to create* a business plan or creative works independently using English knowledge and skills to provide English language services for specific purposes 8. *to identify*, formulate, and solve problems in linguistics, literature, translation, and language learning in communication and other language/ professional practices. 9. *to apply* information technology to support English language learning, research, and services.

Bachelor of Japanese Literature

The Bachelor of Japanese Literature is built around Graduate Learning Outcomes (GLOs) aligned with Indonesia's National Qualifications Framework (IQF), level 6. GLOs comprise integrated knowledge, skills, values and competencies developed through structured study and, where relevant, work experience. Each module uses lecturer-designed rubrics to map assessments to these outcomes. At IQF level 6, graduates should: (1) apply disciplinary expertise and relevant science and technology to solve problems and adapt to context; (2) demonstrate a sound grasp of general and specialised theory and devise procedural solutions; (3) make well-founded decisions based on data analysis and guide others in choosing options, independently and in teams; and (4) take responsibility for their own work and for achieving organisational results.

The Education Learning Outcomes (ELO) of the BoJL can be seen in the following table:

I	**ATTITUDE**
1.	*To demonstrate* a religious attitude and social sensitivity by upholding human values and respecting the diversity od cultures, religions, and beliefs;
2.	*To internalize* academic *value* and *demonstrate* academic honesty, integrity and professional ethics with a spirit of independence, hard work, and entrepreneurship;
II	**KNOWLEDGE**
3	*To explain* the basic concepts, methods, and theories of linguistics, as well as Japanese literature, culture, and language teaching;
III	**GENERAL SKILLS**
4	*To demonstrate* proficiency in the four language skills: listening, speaking, reading, and writing characterized by achievement equivalent to JLPT (Japanese Language Proficiency Test) level N3 and be able to communicate in cross-cultural contexts;
5	*To produce* a scientific description of the study results in the form of a thesis or final project report;
IV	**SPECIFIC SKILLS**
6	*To create* business plan or creative works independently using Japanese knowledge and skills, and to provide Japanese-language service.
7	*To identify*, solve problems, and formulate solution in linguistics, literature, translation and language learning in Japanese communication and practice or other professional practices;
8	*To apply* information technology to support language learning research and services related to Japanese language, literature, and culture.

The objectives of the study programme are based on the following graduate profiles:

Graduate Profiles of the BoJL

No.	Graduate Profile	Description
1	Research Assistant	research assistant in Japanese linguistics and literature
2	Japanese language instructor	Language teachers in schools, course institutions, LPK
3	Japanese language communicators	translators, interpreters, tour guides, waiters, guest Relations, public Relations officer, liason officer
4	Japanese-related administrators	Employees occupying various positions in hotels, travel, and Japanese Related Companies
5	Japanese related entrepreneurs	Entrepreneurs in tourism, language courses, and Japan-related business

The Bachelor of Japanese Literature has determined eight Education Learning Outcomes (ELOs), which are divided into four learning domains, namely attitudes, knowledge, general skills and specific skills. The overall ELOs can be seen in the following table.

Bachelor of Indonesian Literature

The Bachelor of Indonesian Literature outlines the following graduate profiles:

No.	Graduate Profile	Description
1	Linguist and Literary Expert	A linguist is a person who studies language scientifically. A person who specializes in linguistics. A literary scholar is a person who has a deep understanding of literature. A literary scholar is able to analyze literary works carefully, identifying themes, writing styles, narrative structures, and meanings in literary texts.
2	Indonesian language instructor for Indonesians and foreigners	Indonesian language teacher for foreigners and for Indonesians. This job opportunity is available both domestically and abroad.
3	Researchers in the field of language, literature Indonesia, and manuscripts	Becoming a competitive, collaborative, and innovative researcher in the field of Indonesian language and literature. Capable of developing and implementing science and technology in the field of language and literature. In addition, can becomea professional who has special knowledge and skills in studying and analyzing manuscripts (ancient texts)
4	Journalist and content writer	Becoming a journalist who is ready to pursue a career in print media, electronic media, and online media. Becoming a writer of various forms of scripts (drama, scenario, translation, collaboration, social media, and others).
5	Editor and communicator	Editors perform editing functions on a manuscript in a publishing company or media. Communicators perform functions as people who communicate things in the context of public speaking (MC, moderator, etc.)
6	Author of general books, biographies, and other forms of creative writing	Becoming a general book writer, biographer, literary figure, story writer for children and teenagers, folklore writer and others.

Against that backdrop, the study programme defined programme objectives. The Bachelor of Indonesian Literature aims to educate students to become literature graduates who
1. have superior character and personality, be independent and cultured;
2. mastering theoretical concepts in the fields of Indonesian language (linguistics), literature, and manuscripts (philology), and being able to formulate procedural solutions to problems;

3. are able to utilise science and technology in the fields of Indonesian language (linguistics), literature, and manuscripts (philology) and able to adapt to situations faced in solving problems;
4. are able to make strategic decisions based on information and data analysis and able to provide guidance in selecting various alternatives, solutions; and
5. are responsible for work and can be given responsibility for achieving the organization's work results.

ATTITUDE	1. Demonstrate religious attitudes and social sensitivity by upholding humanitarian values and respecting cultural, religious and belief diversity. 2. Instilling academic values and demonstrating academic honesty, integrity, and professional ethics with a spirit of independence, hard work, and entrepreneurship.
KNOWLEDGE	3. Explains the basic concepts, methods, and theories of language (micro and macro), literature, manuscripts, and Indonesian language teaching.

GENERAL ABILITY	**4.** Demonstrate proficiency in four Indonesian language skills: listening, speaking, reading, and writing as demonstrated through the Indonesian Language Competency Test (UKBI) and be able to communicate in a cross-cultural context. **5.** Produce scientific writing in the form of a thesis. **6.** Applying appropriate theories and strategies in translating scripts and general texts. **7.** Analyze various forms of literary works (prose, drama, and poetry).
SPECIAL ABILITIES	**8.** Create a business plan or creative work independently for a specific purpose. **9.** Identify, formulate, and solve problems in linguistics, literature, manuscripts, and language learning in communication and other language/professional practices. **10.** Applying information technology to support language learning, research, and other language-related services.

Appraisal:

The qualification objectives of the programmes are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline.

They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality.

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)

"Internationalization is one of the key objectives within the strategic development of Udayana University[4]". Following this commitment, Udayana University focuses on diverse global collaborations with institutions across Japan, ASEAN, Australia, North America, and Europe[5]. These partnerships span academic exchanges, international research, and fellowship programmes. In 2020, UNUD reinforced its global presence by launching an international accreditation initiative to enhance curriculum quality and education management at international level.

Udayana University has outlined long-term, medium-term, and short-term development plans in the Long-Term Academic Development Plan, aligning with Indonesia's 2020-2024 National Medium-Term Development Plan. The goal is to achieve World-Class University status within 20 years, with milestones set in four five-year stages.

Figure 1 UNUD Log-Term Academic Development Plan Milestones

The University's internationalisation efforts include the establishment of the Centre for International Programmes in 2012, now the International Office, which manages programmes for international students such as Udayana International Study Programme, International Study Abroad Programme "GoBali", Bali International Programme on Asian Studies, Tropical Engineering, Indonesian for Foreign Speakers, International Business Study Network,

[4] Citation from Welcome Speech of Rector during on-site visit June 25th, 2025
[5] Udayana University SER, page 8

Balinese Micro & Small Enterprise Studies Network, Tropical biology, marine conservation, sustainability, eco-tourism, intercultural communication, elective studies, and sports physiotherapy.

Udayana University promotes regional and international accreditation. Currently, 12 undergraduate and 20 postgraduate programmes hold international certification. In research, it launched Udayana University International Senior Fellowship and International Partnerships Institution-based Research in 2022 and established the International Advisory Board in 2023 to enhance global networking.

The University collaborates internationally, maintaining 204 partnerships across Japan, ASEAN, Australia, North America, and Europe to strengthen academic and research initiatives.

The internationalisation of the Faculty of Tourism is stated in the 2020-2024 Strategic Plan and the Long-Term Development Plan and is divided into three phases:

- Stage I (2015-2019): Institutional capacity-building
- Stage II (2020-2024): National competitiveness
- Stage III (2025-2029): International competitiveness in ASEAN and Asia-Pacific.

Its study programmes hold national accreditation, and one programme is internationally certified by AUN-QA.

Bachelor of English Literature (BoELP)

Internationalisation is a core value of the Bachelor of English Literature and is embedded in its vision towards becoming an excellent, internationally recognised programme rooted in Indonesian cultural values by 2027. The curriculum includes a global orientation and courses with international perspectives, such as Cross-Culture. Over one third of the academic staff (35.8%) have international qualifications from universities in the United States, the United Kingdom, Australia and Japan. Quality is strengthened through staff exchange, resource sharing, research collaboration and benchmarking visits to institutions such as Sydney, Macquarie, Monash and Liverpool. Regular “Sharing Session” events bring international experts to the programme. Students take part in exchanges, including IISMA at the University of Pennsylvania and ICT with the University of South Alabama. The programme builds regional visibility through networks and conferences such as ASIA-TEFL and RELC Conference in Singapore or Asia-TEFL in the Philippines, Camp-TESOL in Cambodia, and OCSEAN International conference in the Philippines. Digital competence is developed through the university-wide “Digital Society” course and tools integrated into modules. Graduates work in multinational and international organisations.

Bachelor of Japanese Literature (BoJLP)

The Bachelor of Japanese Literature’s mission is to develop a dynamic Japanese language and literature curriculum supported by advances in communication and information technology. Internationalisation is linked to achieving its goals in education, research, community service and cooperation at home and abroad.

Measures include an internationally oriented curriculum, flexible pathways in semesters 5–7, and opportunities for incoming and outgoing exchanges. Courses prepare students for global work through advanced Japanese proficiency, additional languages (English and Mandarin),

and skills for Industry 4.0 such as digital literacy, leadership and entrepreneurship. Teaching uses both Indonesian and Japanese.

The programme builds international networks through Sakura Network membership and partnerships with Japanese universities, government bodies and non-profit organisations. Students participate in exchanges, including MEXT-funded mobility. The programme hosts an annual JLPT *benkyōkai* to support scholarship applicants and engages native Japanese lecturers. These activities broaden opportunities for graduates and attract staff with international experience.

Bachelor of Indonesian Literature
BoIL offers a seventh-semester course in Indonesian Language Teaching for Foreign Speakers (BIPA) to prepare graduates to teach Indonesian to international learners. BoIL also runs a BIPA programme that enrols students from countries including Malaysia, Australia, Japan, the United States, China, South Korea, the United Kingdom, Italy, Germany, Mexico, Spain, Brazil and Russia.

The programme maintains partnerships with universities such as Guangxi and Zhejiang Yuexiu (China), the University of Naples (Italy), the University of Sydney (Australia) and Busan University (South Korea). Students from these institutions study Indonesian literature at BoIL, while BoIL academics have taught abroad, including at Osaka University. Professor I Nyoman Darma Putra has served as an honorary professor at the University of Queensland since 2010.

BoIL staff support faculty-level international initiatives, including teaching on the BIPAS programme with European students and contributing to the University of Melbourne's "Analysing Indonesia" programme for five years before the pandemic. In 2021, BoIL co-hosted a seminar with an Australian partner to mark "100 Years of Idrus". Lecturers are active internationally as visiting or guest academics and publish with overseas collaborators, including scholars from the Universities of Sydney, Leiden and the Tokyo University of Foreign Studies.

Appraisal:

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

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

1.1 Positioning of the study programme

Regarding the Positioning of the Study Programmes on the Educational Market
Bali hosts 71 tertiary institutions, including eight public and 63 private universities. Udayana University states that its graduates are in demand: tracer studies from 2019–2021 show that

78% were employed, and 92.8% of these secured work within six months. Of the 25 Indonesian universities with a Faculty of Humanities (FoH), Udayana's is the only one in Bali and is distinguished by a "Principal Scientific Pattern" rooted in local cultural wisdom. Bali's culture and environment attract international students, and FoH integrates Balinese culture across its curricula. Consequently, FoH enrolls the largest number of international students at Udayana.

Bachelor of English Literature
BoEL benefits from its location in Bali, a global tourism hub with a distinctive indigenous culture. Therefore, students have frequent opportunities to practise English with international visitors and to engage with Balinese culture, turning the island into a "living laboratory". The programme is consistently popular, with average annual applications exceeding capacity by more than seven to one. BoEL received an "A" accreditation from BAN-PT in 2016 and an "Excellent" re-accreditation in 2021. It also achieved AUN-QA certification in 2021, which supports cooperation with ASEAN universities in areas such as resource sharing, student exchange and credit transfer.

Bachelor of Japanese Literature
Indonesia has 34 Bachelor of Japanese Literature programmes. BoJL's competitors include Diponegoro University, the Indonesia University of Education, Semarang State University and Surabaya State University. Its location in Bali is a major tourism hub with a strong cultural identity and a favourite destination for Japanese visitors. BoJL's Bali location also shapes a distinctive curriculum with tourism-focused modules (e.g., Kankō Nihongo, hotel Japanese, tour and travel Japanese) and culture courses (e.g., Nihon Jijō, Japanese society, modern thought, cross-culture, Balinese culture, and Indonesian culture). This profile makes the programme attractive, with applications consistently four times its capacity each year.

Bachelor of Indonesian Literature
Indonesia has 30 Indonesian Literature programmes, with major competitors including Airlangga (Unair), Gadjah Mada (UGM), Hasanuddin (Unhas), Diponegoro (Undip), the University of Indonesia (UI) and Andalas. BoIL at Udayana sits within Bali's oldest public university and offers a strategic option for international students. Indonesian ranks among the world's ten most used languages; around 10 million foreigners study it in 47 countries. BoIL supports internationalisation by sending lecturers abroad and by attracting international students who also engage with Bali's cultural offerings, including dance and traditional music via BIPA/BIPAS. The programme holds an A grade from BAN-PT, and the Faculty of Humanities has applied for FIBAA international accreditation

<u>Regarding the Positioning of the Study Programmes on the Job Market for Graduates</u>
Udayana University (UNUD), supported by the Career Development Centre (CDC), has analysed the labour market for its graduates through tracer studies from 2019 to 2022. Around 90 percent of graduates are employed, whereas ten percent are entrepreneurs. This outcome is linked to CDC activities that provide information on job vacancies and foster both career development and an entrepreneurial mindset. CDC collaborates with employers to share vacancies, for example through Job Fairs such as the Bali Virtual Job Fair 2021 with 25 participating companies. Together with the Entrepreneurship Development Unit, CDC organises public lectures, seminars and workshops with practitioners to strengthen graduates' skills for the world of work. CDC also conducts centralised tracer studies at university level using a single cohort and a questionnaire based on DIKTI minimum standards via IMISSU.

Bachelor of English Literature

Reflecting the programme's position in Bali as a global tourist destination with an Indigenous culture, the curriculum of the BoEL thus supports tourism, image building and cultural preservation while offering specialised English education for the hospitality industry. Graduate employability, particularly in tourism, is high. Tracer studies show that 42% of graduates find a job within three months, while 24.7% either start work immediately or were already employed during their studies. Graduates are considered competitive in integrity, academic expertise, communication, collaboration and use of information technology, and work in fields such as travel agencies, schools, translation, interpreting and universities. The curriculum anticipates rapid developments in information and technology and includes subjects such as English for Tourism, English for Journalism and ESP. Its academic structure also enables graduates to progress to postgraduate study in linguistics and to participate in future student exchanges or credit transfer schemes.

Bachelor of Japanese Literature

The Bachelor of Japanese Literature (BoJL) was established to meet Bali's demand for foreign language professionals in tourism, but its graduates also work as Japanese teachers and in companies requiring Japanese language competence. The study programme also remains responsive to developments in the labour market by offering training workshops with practitioners and alumni, facilitating certified internships and independent study, and collaborating with companies and industrial partners, such as Bali Japan International College. Its location in Bali further supports interaction with the local Japanese community, with some graduates employed at the Japan Club Bali. Tracer study results show that BoJL graduates are competitive. Of 119 graduates from 2019–2021, 96.6% responded to the survey, 81.73% were employed, and 88.29% obtained work within six months. A total of 92.28% were working in roles relevant to their field of study. Overall, 93% of graduates work at national or international level, with 62.38% employed nationally and 31.42% in multinational or global contexts.

Bachelor of Indonesian Literature

Learning objectives in the Bachelor of Indonesian Literature (BoIL) are aligned with labour market needs. Graduates can work as linguists, teachers of Indonesian for native and non-native speakers, researchers in language and literature, journalists, playwrights, editors, authors, biographers and other creative writers. Tracer study data from 2021–2023 show that 75.3% of graduates are employed in government, private companies or as entrepreneurs, with 38% securing a job within 0–3 months and 32.5% working in roles closely related to their studies. Some alumni have progressed to master's programmes and others work in international schools and companies. Over the next five years, graduates are expected to be absorbed into fields such as teaching Indonesian to foreigners, corpus-based big data work and developing tourism manuals for domestic tourists.

<u>Regarding the Positioning of the Study Programmes within the HEI's overall Strategic Concept</u>

For all study programmes

The three programmes have strategic importance within UNUD's vision and are aligned with Rector's Regulation No. 15 of 2020, the 2020–2025 strategic plan and the 2020–2040 Long-Term Academic Development Plan. All FoH programmes integrate unique cultural elements, with Balinese culture as a distinctive feature to attract stakeholders nationally and internationally. The three programmes have twice received national accreditation with Excellent or A grades and seek further quality enhancement and internationalisation.

The University's goals are stated in its vision and mission. UNUD aims to produce highly competent graduates who master science, technology, and art, improve the quality of higher education Tri Dharma, and produce scientific publications and other activities that can make UNUD known internationally. All three study programmes reflect upon the UNUD's goal by implementing lifelong learning opportunities, conducting collaborative research with researchers from other universities at home and abroad, publishing scientific articles in national and international journals, collaborating with other universities at home and abroad.

Appraisal:

The reasons given for the positioning in the educational market of this study programme are plausible.

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth.

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.

		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

Regarding admission requirements and selection procedure

For all study programmes

For undergraduate programmes, the student admission system at Udayana University is managed by the New Student Admissions Centre, offering several pathways for entry. Previously, admissions included older pathways. However, these terms and quota allocations have been changed in 2024. Admissions now follow three primary selection routes:

- **Achievement-based National Selection SNBP**, which is achievement-based. The SNBP committee invites outstanding students from across Indonesia, considering both academic and non-academic achievements as well as accreditation status of the student's high school. The admission and selection process are managed by the Ministry of Education.
- **Test-based National Selection SNBT**, which is a national test-based selection requiring prospective students to pass a national computer-based written test. The admission and selection process are managed by the Ministry of Education.
- **Mandiri Selection**, conducted by Udayana University through a locally organised written test. The procedure of admission and selection is overseen by the University.

Udayana University allocates quotas of 35% for SNBP, 40% for SNBT, and 25% for Mandiri Selection.

In addition to these main selection routes, the University offers independent admission options such as the Affirmation Programme for new students, the Special Selection for International Students, the Vocational Path for vocational students, and separate admission processes for professional, Specialist, Master's, and Doctorate programmes. These varied options aim to ensure accessibility for both local and international students.

The selection process, including the announcement of results for SNBP, SNBT, and Independent Selection, is conducted in accordance with established stages and provisions. Information about the stages are published on the ministry's website (https://portal.ltmpt.ac.id/) and UNUD's website.

Counselling for Prospective Students

For all study programmes

UNUD offers information and counselling services for prospective students through its official website and Social Media channels, like Facebook Instagram and Twitter. General information about the university can be accessed via the Udayana University website https://www.unud.ac.id/ while students seeking consultation can visit the complaint service via https://usercare.unud.ac.id/home. Additionally, each faculty provides dedicated counsellors to assist students who require support.

Ensuring Foreign Language Proficiency

For all study programmes

Foreign language proficiency is not a prerequisite for admission to undergraduate programmes at the Faculty of Humanities, as all students take an English course in their first semester. The main language of instruction in the Faculty is Indonesian, in line with Presidential Regulation No. 63 of 2019 on the use of Indonesian in national education. However, BoEL is taught mainly

in English and BoJL mainly in Japanese, in order to strengthen students' foreign language skills and maintain lecturers' language proficiency.

Transparency and Documentation of Admission Procedure and Decision

The selection process for new students at Udayana University is conducted transparently, to ensure fairness by not discriminating based on religion, ethnicity, race, gender, age, social status, physical condition, or economic background. While inclusivity is maintained, academic achievements and the specific requirements of each study programme are also taken into account.

The process is structured to be accountable, following clear procedures and criteria, and flexible, allowing candidates to take the Computer Based Written Examination up to two times. It is also designed to be efficient, leveraging information and communication technology while optimising human resources and scheduling.

Information regarding requirements and registration can be accessed on the UNUD registration page https://e-registrasi.unud.ac.id/ and the Higher Education Entrance Test Institute. Decisions regarding student admissions are made centrally at the University level and announced through national media and the Udayana University website. The results are communicated personally to successful candidates, who can access their graduation status using their designated exam credentials.

To enhance the admissions system, Udayana University conducts annual monitoring and evaluation of SNBT and Mandiri route selections. This process is coordinated by the Institute of Learning Development and Quality Assurance (LP3M), with findings documented in reports that inform ongoing improvements to the selection process.

Appraisal:

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

Applicants can directly turn to a student counselling service, or to whatever other helpdesk at the HEI, 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 admission requirements (required language proficiency level or required result in a concrete language test) or preparatory language courses ensure that students are able to successfully complete the study programme (courses, additional literature, utilisation of counselling services and extracurricular activities).

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

Regarding Logic and Conceptual Coherence and Rationale for Degree and Programme Name

For all study programmes

Curriculum development in the undergraduate programmes BoEL, BoJL and BoIL follows level 6 of the Indonesian National Qualifications Framework and complies with national higher education standards and Udayana University regulations. The curricula are designed and periodically revised through a structured cycle of needs analysis, design, development, implementation, evaluation and follow-up, involving lecturers, students, alumni, employers, experts and the relevant study programme association. The current curricula, implemented from 2020, were developed to address the challenges of Industry 4.0, emphasising data, technology and human literacy as well as good character based on religious values, and allow students to study outside their home programme for up to three semesters.

All curricula are based on graduate profiles, which are translated into Graduate Learning Outcomes using an Outcome-Based Education approach in line with national guidelines (see Chapter 1.1). Competences in the Indonesian Qualifications Framework are expressed as learning outcomes covering attitudes, knowledge and skills. Undergraduate students must complete 144–160 credits (approximately 245–272 ECTS) over a period of 4–7 years. In accordance with national regulations and Rector's decisions, the curriculum includes compulsory national subjects (religion, Pancasila, civics and Indonesian), university-wide subjects (such as Natural Sciences for social and humanities programmes, Social Sciences for science programmes and Community Service), as well as faculty compulsory and elective courses set by the Faculty of Humanities.

Bachelor of English Literature

The BoEL program is a 144-credit hour (244.80 ECTS), four-year degree program taught in eight semesters. There are 55 courses for the students to take to get the degree. The subjects are categorised into six sections, namely university compulsory courses (5 courses), university compulsory elective course (1 course), faculty compulsory courses (2 courses), BoEL compulsory derived from faculty compulsory elective courses (2 courses), BoEL compulsory courses (41 courses), BoEL compulsory elective courses (4 courses).

Modul No.	Title of Module / Course Unit + Compulsory or elecitive?	Credit Points per Semester								Workload		Method of Teaching	Form and Duration of Examinations
		1.	2.	3.	4.	5.	6.	7	8	Hours in Class	Hours Self-Study	i.e. lecture course, seminar	
	1st Semester												
SAG2015	Guided Reading (Compulsory)	5.1								40.80	97.9	L/T/S	Mid and Final Exam Papers (200 minutes)
SAG2016	Guided Writing (Compulsory)	5.1								40.80	97.9	L/T/S	Mid and Final Exam Papers (200 minutes)
SAG2017	Guided Listening (Compulsory)	5.1								40.80	97.9	L/T	Mid and Final Exam Papers (200 minutes)
SAG2018	Guided Speaking (Compulsory)	5.1								40.80	97.9	L/T/S	Mid and Final Exam Papers (200 minutes)
SAG2019	Grammar & Exercise (Compulsory)	3.4								27.20	65.3	L/T	Mid and Final Exam Papers (200 minutes)
UNO2006	Pancasila/ National Principles (Compulsory)	3.4								27.20	65.3	L/S	Mid and Final Exam Papers (200 minutes)
	Religion / Agama (Compulsory Elective)	3.4								27.20	65.3	L/S	Mid and Final Exam Papers (200 minutes)
UNO2001	Hindu												
UNO2002	Islam												
UNO2003	Catholic												
UNO2004	Protestant												
UNO2005	Buddha												
UNO2009	Natural Sciences / Ilmu Kealaman Dasar (Compulsory)	3.4								27.20	65.3	L/S	Mid and Final Exam Papers (200 minutes)

	2nd Semester													
SAG2020	Intermediate Reading (Compulsory)		5.1							40.80	97.9	L/T	Mid and Final Exam Papers (200 minutes)	5.1/244.8
SAG2021	Intermediate Writing (Compulsory)		5.1							40.80	97.9	L/T	Project (200 minutes)	5.1/244.8
SAG2022	Intermediate Listening (Compulsory)		5.1							40.80	97.9	L/T	Mid and Final Exam Papers (200 minutes)	5.1/244.8
SAG2023	Intermediate Speaking (Compulsory)		5.1							40.80	97.9	L/T/S	Mid and Final Exam Papers (200 minutes)	5.1/244.8
SAG2024	Grammar and Usage (Compulsory)		3.4							27.20	65.3	L/S	Mid and Final Exam Papers (200 minutes)	3.4/244.8
	Other Foreign Languages 1 (Compulsory Elective)													
SAG2025	Japanese Grammar		3.4							27.20	65.3	L/S	Mid and Final Exam Papers (200 minutes)	3.4/244.8
SAG2026	French Grammar													
SAU2011	The Basics of Philosophy / Dasar-Dasar Filsafat (Compulsory)		3.4							27.20	65.3	L	Mid and Final Exam Papers (200 minutes)	3.4/244.8

UNO2007	Indonesian / Bahasa Indonesia (Compulsory)		3.4							27.20	65.3	L	Mid and Final Exam Papers (200 minutes)	3.4/244.8
	3rd Semester													
SAG2027	Advanced Reading (Compulsory)			3.4						27.20	65.3	L/S	Mid and Final Exam Papers (200 minutes)	3.4/244.8
SAG2028	Advanced Writing (Compulsory)			3.4						27.20	65.3	L/S	Mid and Final Exam Papers (200 minutes)	3.4/244.8
SAG2029	Advanced Listening (Compulsory)			3.4						27.20	65.3	L/S	Mid and Final Exam Papers (200 minutes)	3.4/244.8
SAG2030	Advanced Speaking (Compulsory)			3.4						27.20	65.3	L/S	Mid and Final Exam Papers (200 minutes)	3.4/244.8
	Other Foreign Languages 2 (Compulsory Elective)													
SAG2034	Japanese Usage			3.4						27.20	65.3	L/S	Mid and Final Exam Papers (200 minutes)	3.4/244.8
SAG2035	French Usage													
SAG2031	English Morphology (Compulsory)			3.4						27.20	65.3	L/S	Mid and Final Exam Papers (200 minutes)	3.4/244.8
SAU2012	English (Compulsory)			3.4						27.20	65.3	L/T	Mid and Final Exam Papers (200 minutes)	3.4/244.8
SAU2014	Cross Culture / Lintas Budaya (Compulsory)			3.4						27.20	65.3	L/T/S	Mid and Final Exam Papers (200 minutes)	3.4/244.8
SAU2013	Balinese Culture / Kebudayaan Bali (Compulsory)			3.4						27.20	65.3	L/S	Mid and Final Exam Papers (200 minutes)	3.4/244.8
UNO2008	Civics / Kewarganegaraan (Compulsory)			3.4						27.20	65.3	L	Mid and Final Exam Papers (200 minutes)	3.4/244.8
SAG2038	Ketut Artawa / I Nyoman Sedeng / Yana Qomariana			3.4						27.20	65.3	L/S	Mid and Final Exam Papers (200 minutes)	3.4/244.8

SAG2040	Sociolinguistics (Compulsory)			3.4						27.20	65.3	L/T/S	Mid and Final Exam Papers (200 minutes)	3.4/244.8
	4th Semester													
SAG2036	Theory of Interpreting (Compulsory)				3.4					27.20	65.3	L/T/S	Mid and Final Exam Papers (200 minutes)	3.4/244.8
SAG2037	Theory of Translation (Compulsory)				3.4					27.20	65.3	L/T/S	Mid and Final Exam Papers (200 minutes)	3.4/244.8
SAG2039	English Semantics (Compulsory)				3.4					27.20	65.3	L/S	Mid and Final Exam Papers (200 minutes)	3.4/244.8
SAG2041	Literature Analysis (Compulsory)				6.8					54.40	130.6	L/T/S	Mid and Final Exam Papers (200 minutes)	6.8/244.8
SAG2043	Research Method on Language and Literature (Compulsory)				5.1					40.80	97.9	L/T/S	Mid and Final Exam Papers (200 minutes)	5.1/244.8
SAG2032	English Phonetics and Phonemics (Compulsory)				5.1					40.80	97.9	L/T/S	Mid and Final Exam Papers (200 minutes)	5.1/244.8
SAG2053	Psycholinguistics (Compulsory)				5.1					40.80	97.9	L/TS	Exam papers and Project (200 minutes)	5.1/244.8
SAG2054	English Pragmatics and Discourse Analysis (Compulsory)				6.8					54.40	130.6	L/TS	Mid and Final Exam Papers (200 minutes)	6.8/244.8

	5th Semester													
SAG2042	Teaching English as Foreign Language (Compulsory)					5.1				40.80	97.9	L/T/S	Mid and Final Exam Papers (200 minutes)	5.1/244.8
SAG2044	Practice of Interpreting (Compulsory)					5.1				40.80	97.9	T/S	Mid and Final Exam Papers (200 minutes)	5.1/244.8
SAG2045	Practice of English - Indonesian Translation (Compulsory)					5.1				40.80	97.9	T/S	Mid and Final Exam Papers (200 minutes)	5.1/244.8
SAG2046	Practice of Indonesian - English Translation (Compulsory)					5.1				40.80	97.9	T/S	Mid and Final Exam Papers (200 minutes)	5.1/244.8
SAG2052	English Lexicology & Lexicography (Compulsory)					5.1				40.80	97.9	L/T/S	Exam Papers and Project (200 minutes)	5.1/244.8
	Performing Arts 1: (Compulsory Elective)													
SAG2058	MC					6.8				54.40	130.6	S/T	Mid and Final Exam Papers (200 minutes)	6.8/244.8
SAG2059	News Reading													
SAG2060	Speech													

	6th Semester													
SAG2033	Theory of Literature and Literary Criticism (Compulsory)						5.1			40.80	97.9	L/T/S	Mid and Final Exam Papers (200 minutes)	5.1/244.8
SAG2049	Debating on Language Issues (Compulsory)						3.4			27.20	65.3	L/T/S	Mid and Final Exam Papers (200 minutes)	3.4/244.8
SAG2047	English for Journalism (Compulsory)						3.4			27.20	65.3	L/T/S	Mid and Final Exam Papers (200 minutes)	3.4/244.8
SAG2048	English for Hospitality (Compulsory)						3.4			27.20	65.3	L/T/S	Mid and Final Exam Papers (200 minutes)	3.4/244.8
	Performing Arts 2: (Compulsory Elective)						6.8			54.40	130.6	T/S	Mid and Final Exam Papers (200 minutes)	6.8/244.8
SAG2061	Drama													
SAG2062	Poetry													
SAG2063	Story Telling													
	7th Semester													
SAG2057	Seminar / Colloquium (Compulsory)							5.1		40.80	97.9	T/S	Project (200 minutes)	5.1/244.8
SAG2056	History of English Language (Compulsory)							5.1		40.80	97.9	L/S	Mid and Final Exam Papers (200 minutes)	5.1/244.8
SAG2051	British and American Literature (Compulsory)							5.1		40.80	97.9	L/S	Mid and Final Exam Papers (200 minutes)	5.1/244.8
SAG2050	British and American Institution (Compulsory)							3.4		27.20	65.3	L/S	Mid and Final Exam Papers (200 minutes)	3.4/244.8
SAG2064	Debating on Recent Issues (Compulsory)							3.4		27.20	65.3	T/S	Mid and Final Exam Papers (200 minutes)	3.4/244.8
SAG1729	Public Speaking (Compulsory)							5.1		40.80	97.9	L/T/S	Mid and Final Exam Papers (200 minutes)	5.1/244.8

UNO2010	Public services (Compulsory)							5.1		18.00	120.0	T/S	Project (200 minutes)	5.1/244.8
	8th Semester													
SAG2066	Bachelor's Thesis								10.2	40.00	237.4	T/S	Final Project (150 minutes)	10.2/244.8
total		**34**	**34**	**40.8**	**39.1**	**32.3**	**22.1**	**32.3**	**10.2**	**1894**	**4764**			

L: Lecture
S: Seminar
T: Tutorial

Total ECTS	244.8
Total SKS	144
Total workload	6657.8
Total ECTS*27.2	6658.6

Bachelor of Japanese Literature

The BoJL program is a 144-credit hour (244.80 ECTS), four-year degree program taught in eight semesters.
The curriculum has 75 courses consisting of 64 Compulsory Courses and eleven Elective Courses. For example, ELO 1 is supported by four National Compulsory courses, two University Compulsory Courses, two Faculty Compulsory Courses, five Faculty Elective Courses, three Study Programme Compulsory Courses, and two Study Programme Elective Courses.

Curriculum Overview
Bachelor of Japanese 8 Semesters

Modul No.	Title of Module / Course Unit + Compulsory or elecitive?	Credit Points per Semester								Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7	8	Hours in Class	Hours Self-Study	i.e. lecture course, seminar		
	1st Semester													
SAJ2017	*Shokyu Bunpo* (Beginner Grammar) (Compulsory)	3.4								1.67	4	L/T	Mid and Final Exam papers (200 mins)	40/100
SAJ2018	*Shokyu Bunpo Renshu* (Beginner Grammar Exercises) (Compulsory)	3.4								1.67	4	L/T	Mid and Final Exam papers (200 mins)	40/100
SAJ2019	*Shokyu Kaiwa* (Beginner Conversation) (Compulsory)	3.4								1.67	4	L/T	Mid and Final Exam papers (200 mins)	40/100
SAJ2020	*Shokyu Chokai* (Beginner Listening) (Compulsory)	3.4								1.67	4	L/T	Mid and Final Exam papers (200 mins)	40/100
SAJ2021	*Shokyu Hyoki* (Beginner Japanese Characters) (Compulsory)	3.4								1.67	4	L/T/S	Mid and Final Exam papers (200 mins)	40/100
UNO20068	*Pancasila* (National Principles) (Compulsory)	3.4								1.67	4	L/T	Mid and Final Exam papers (200 mins)	40/100
	Agama (Religion) (Compulsory Elective)	3.4								1.67	4	L/T/S	Mid and Final Exam papers (200 mins)	40/100
UNO20018	Hindu													
UNO20028	Islam													
UNO20038	Catholic													
UNO20048	Protestant													
UNO20058	Buddha													
SAU20128	*Bahasa Inggris* (English) (Compulsory)	3.4								1.67	4	L/T	Mid and Final Exam papers (200 mins)	40/100
SAU20118	*Dasar-Dasar Filsafat* (The Basics of Philosophy) (Compulsory)	3.4								1.67	4	L/T	Mid and Final Exam papers (200 mins)	40/100
SAJ2040	*Nihon Jijo* (Japanese Overview) (compulsory)	3.4								1.67	4	L/T/S	Mid and Final Exam papers (200 mins)	40/100
	2nd Semester													
SAJ2022	*Shochukyu Bunpo* (Lower Intermediate Grammar) (Compulsory)		3.4							1.67	4	L/T	Mid and Final Exam papers (200 mins)	40/100
SAJ2023	*Shochukyu Bunpo Renshu* (Lower Intermediate Grammar Exercises) (Compulsory)		3.4							1.67	4	L/T	Mid and Final Exam papers (200 mins)	40/100
SAJ2024	*Shochukyu Kaiwa* (Lower Intermediate Conversation) (Compulsory)		3.4							1.67	4	L/T	Mid and Final Exam papers (200 mins)	40/100
SAJ2025	*Shochukyu Chokai* (Lower Intermediate Listening) (Compulsory)		3.4							1.67	4	L/T	Mid and Final Exam papers (200 mins)	40/100
SAJ2026	*Shochukyu Hyoki* (Lower Intermediate Japanese Characters) (Compulsory)		3.4							1.67	4	L/T/S	Mid and Final Exam papers (200 mins)	40/100
SAJ2027	*Shochukyu Sakubun* (Lower Intermediate Writing) (Compulsory)		3.4							1.67	4	L/T/S	Mid and Final Exam papers (200 mins)	40/100

Modul No.	Title of Module / Course Unit + Compulsory or elecitive?	Credit Points per Semester								Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7	8	Hours in Class	Hours Self-Study	i.e. lecture course, seminar		
SAJ2028	*Bungaku Nyumon* (Introduction to Literature) (Compulsory)		3.4							1.67	4	L/T/S	Mid and Final Exam papers (200 mins)	40/100
SAJ2029	*Gengogaku Nyumon* (Introduction to Linguistics) (Compulsory)		3.4							1.67	4	L/T/S	Mid and Final Exam papers (200 mins)	40/100
UNO20078	*Bahasa Indonesia* (Indonesian) (Compulsory)		3.4							1.67	4	L/T	Mid and Final Exam papers (200 mins)	40/100
UNO20088	*Pendidikan Kewarganegaraan* (Civics) (Compulsory)		3.4							1.67	4	L/T	Mid and Final Exam papers (200 mins)	40/100
	3rd Semester													
SAJ2030	*Chukyu Bunpo* (Intermediate Grammar) (Compulsory)			3.4						1.67	4	L/T/S	Mid and Final Exam papers (200 mins)	40/100
SAJ2031	*Chukyu Bunpo Renshu* (Intermediate Grammar Exercises) (Compulsory)			3.4						1.67	4	L/T/S	Mid and Final Exam papers (200 mins)	40/100
SAJ2032	*Chukyu Kaiwa* (Intermediate Conversation) (Compulsory)			3.4						1.67	4	L/T	Mid and Final Exam papers (200 mins)	40/100
SAJ2033	*Chukyu Chokai* (Intermediate Listening) (Compulsory)			3.4						1.67	4	L/T	Mid and Final Exam papers (200 mins)	40/100
SAJ2034	*Chukyu Hyoki* (Intermediate Japanese Characters) (Compulsory)			3.4						1.67	4	L/T/S	Mid and Final Exam papers (200 mins)	40/100
SAJ2035	*Chukyu Sakubun* (Intermediate Writing) (Compulsory)			3.4						1.67	4	L/T/S	Mid and Final Exam papers (200 mins)	40/100
SAJ2036	*Nihon Gengogaku Nyumon* (Introduction to Japanese Linguistics) (Compulsory)			3.4						1.67	4	L/T	Mid and Final Exam papers (200 mins)	40/100
SAJ2037	*Nihon Bungaku Nyumon* (Introduction to Japanese Literature) (Compulsory)			3.4						1.67	4	L/T/S	Mid and Final Exam papers (200 mins)	40/100
SAJ2067	*Nihon Shakai* (Japanese Society) (Compulsory)			3.4						1.67	4	L/T/S	Mid and Final Exam papers (200 mins)	40/100
SAU20148	*Kebudayaan Bali* (Balinese Culture) (Compulsory Elective)											L/T/S	Mid and Final Exam papers (200 mins)	40/100
SAU1107KL	*Lintas Budaya* (Cross Culture) (Compulsory Elective)											L/T/S	Mid and Final Exam papers (200 mins)	40/100
SAU20158	*Manusia dan Kebudayaan Indonesia* (Man and Indonesian Culture) (Compulsory Elective)			3.4						1.67	4	L/T/S	Mid and Final Exam papers (200 mins)	40/100
SAU20168	*Sejarah Pemikiran Modern* (History of Modern Thought) (Compulsory Elective)											L/T/S	Mid and Final Exam papers (200 mins)	40/100
SAU1106KL	*Sejarah Kebudayaan Indonesia* (History of Indonesian Culture) (Compulsory Elective)											L/T/S	Mid and Final Exam papers (200 mins)	40/100
	4th Semester													
SAJ2041	*Chujokyu Bunpo* (Upper Intermediate Grammar) (Compulsory)				3.4					1.67	4	L/T/S	Mid and Final Exam papers (200 mins)	40/100

Modul No.	Title of Module / Course Unit + Compulsory or elecitve?	Credit Points per Semester								Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7	8	Hours in Class	Hours Self-Study	i.e. lecture course, seminar		
SAJ2042	*Chujokyu Bunpo Renshu* (Upper Intermediate Grammar Excercises) (Compulsory)				3.4					1.67	4	L/T/S	Mid and Final Exam papers (200 mins)	40/100
SAJ2043	*Chujokyu Kaiwa* (Upper Intermediate Conversation) (Compulsory)				3.4					1.67	4	L/T	Mid and Final Exam papers (200 mins)	40/100
SAJ2044	*Chujokyu Chokai* (Upper Intermediate Listening) (Compulsory)				3.4					1.67	4	L/T	Mid and Final Exam papers (200 mins)	40/100
SAJ2045	*Chujokyu Hyoki* (Upper Intermediate Japanese Characters) (Compulsory)				3.4					1.67	4	L/T/S	Mid and Final Exam papers (200 mins)	40/100
SAJ2046	*Chujokyu Sakubun* (Upper Intermediate Writing) (Compulsory)				3.4					1.67	4	L/T/S	Mid and Final Exam papers (200 mins)	40/100
SAJ2048	*Chukyu Dokkai* (Intermediate Reading Comprehension) (Compulsory)				3.4					1.67	4	L/T/S	Mid and Final Exam papers (200 mins)	40/100
SAJ2047	*Kanko Nihongo* (Japanese for Tourism) (Compulsory)				3.4					1.67	4	L/T/S	Mid and Final Exam papers (200 mins)	40/100
SAJ2039	*Honyaku-Tsuyaku Nyumon* (Introduction to Translating and Interpreting) (Compulsory)				3.4					1.67	4	L/T	Mid and Final Exam papers (200 mins)	40/100
SAJ2038	*Metode Penelitian Bahasa dan Sastra Jepang* (Japanese Language and Literature Research Method) (Compulsory)				3.4					1.67	4	L/T/S	Mid Exam papers (100 mins), Final Project (100 mins)	20/100
	5th Semester													
SAJ2050	*Chujokyu Dokkai* (Upper Intermediate Reading Comprehension) (Compulsory)					3.4				1.67	4	L/T/S	Mid and Final Exam papers (200 mins)	40/100
SAJ2051	*Chujokyu Dokkai Renshu* (Upper Intermediate Reading Comprehension Excercises) (Compulsory)					3.4				1.67	4	L/T/S	Mid and Final Exam papers (200 mins)	40/100
SAJ2052	*Jokyu Sakubun* (Advanced Writing) (Compulsory)					3.4				1.67	4	L/T	Mid and Final Exam papers (200 mins)	40/100
SAJ2053	*Jokyu Kaiwa* (Advanced Conversation) (Compulsory)					3.4				1.67	4	L/T/S	Mid and Final Exam papers (200 mins)	40/100
SAJ2063	*Nihon Shi to Geki no Bunseki* (Analysis of Japanese Poetry and Drama) (Compulsory)					3.4				1.67	4	L/T/S	Mid and Final Exam papers (200 mins)	40/100
SAJ2064	*Togoron* (Syntax) (Compulsory)					3.4				1.67	4	L/T/S	Mid and Final Exam papers (200 mins)	40/100
SAJ2065	*Keitairon* (Morphology) (Compulsory)					3.4				1.67	4	L/T/S	Mid and Final Exam papers (200 mins)	40/100
SAJ2066	*Oyogengogaku* (Applied Linguistics) (Compulsory)					3.4				1.67	4	L/T/S	Mid and Final Exam papers (200 mins)	40/100
SAJ2068	*Nihon Sanbun no Bunseki* (Analysis of Japanese Prose)					3.4				1.67	4	L/T/S	Mid and Final Exam papers (200 mins)	40/100
SAJ2069	*Imiron* (Semantics) (Compulsory)					3.4				1.67	4	L/T	Mid and Final Exam papers (200 mins)	40/100

Modul No.	Title of Module / Course Unit + Compulsory or elecitve?	Credit Points per Semester								Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7	8	Hours in Class	Hours Self-Study	i.e. lecture course, seminar		
	6th Semester													
SAJ2061	*Jokyu Dokkai* (Advanced Reading Comprehension) (Compulsory)						3.4			1.67	4	L/T/S	Mid and Final Exam papers (200 mins)	40/100
SAJ2062	*Jokyu Dokkai Renshu* (Advanced Reading Comprehension Exercises) (Compulsory)						3.4			1.67	4	L/T/S	Mid and Final Exam papers (200 mins)	40/100
SAJ2071	*Public Speaking* (Compulsory)						5.1			2.50	6	L/T/S	Mid and Final Exam papers (200 mins)	40/100
SAJ2075	*Tsuyaku* (Interpreting) (Compulsory)						3.4			1.67	4	L/T	Mid and Final Exam papers (200 mins)	40/100
SAJ2076	*Honyaku* (Translating) (Compulsory)						3.4			1.67	4	L/T	Mid and Final Exam papers (200 mins)	40/100
SAJ2054	*Kanko Nihongo* (Japanese for Tourism): *Hotel Staff* (Compulsory Elective)						3.4			1.67	4	L/T	Mid and Final Exam papers (200 mins)	40/100
SAJ2055	*Kanko Nihongo* (Japanese for Tourism): *Tour & Travel* (Compulsory Elective)											L/T	Mid and Final Exam papers (200 mins)	40/100
SAJ2078	*Kuliah Kerja Nyata* (Public Services) (Compulsory)						5.1			2.50	6	T/S	Final Project (200 mins)	100/100
SAJ2082	*Proposal Skripsi* (Bachelor's Thesis Proposal) (Compulsory)						7			3.34	8	S	Final Project (200 mins)	100/100
	7th Semester													
SAJ2072	*Bijinesu Kaiwa* (Business Conversation) (Compulsory)							3.4		1.67	4	L/T	Mid and Final Exam papers (200 mins)	40/100
SAJ2073	*Bijinesu Sakubun* (Business Writing) (Compulsory)							3.4		1.67	4	L/T/S	Mid and Final Exam papers (200 mins)	40/100
SAJ2074	*Bunsho Hyogen* (Written Expressions/Essays) (Compulsory)							3.4		1.67	6	L/T/S	Mid and Final Exam papers (200 mins)	40/100
SAJ2077	*Kyojuho* (Teaching Method) (Compulsory)							3.4		1.67	4	L/T	Mid and Final Exam papers (200 mins)	40/100
SAJ2056	*Japanese Keigo no Toreninggu* (Japanese Honorific Expressions) (Compulsory)							3.4		1.67	4	L/T/S	Mid and Final Exam papers (200 mins)	40/100
SAJ2057	Japanese Pop Culture (Compulsory Elective)							3.4		1.67	4	L/T/S	Mid and Final Exam papers (200 mins)	40/100
SAJ2058	Japanese Ideology (Compulsory Elective)											L/T/S	Mid and Final Exam papers (200 mins)	40/100
SAJ2070	*Nihon Shi* (Japanese History) (Compulsory)							3.4		1.67	4	L/T	Mid and Final Exam papers (200 mins)	40/100
UNO20098	*Ilmu Kealaman Dasar* (Natural Sciences) (Compulsory)							3.4		1.67	4	L/T	Mid and Final Exam papers (200 mins)	40/100

Modul No.	Title of Module / Course Unit + Compulsory or elecitive?	Credit Points per Semester								Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7	8	Hours in Class	Hours Self-Study	i.e. lecture course, seminar		
SAJ2080	Digital Society (Compulsory Elective)							3.4		1.67	4	L/T/S	Mid and Final Exam papers (200 mins)	40/100
SAJ2081	*Kewirausahaan* (Entrepreneurship) (Compulsory Elective)											L/S	Mid and Final Exam papers (200 mins)	40/100
	8th Semester													
SAJ2079	Bachelor's Thesis (Compulsory)								10	5	12	S	Final Project (150 mins)	100/100
total		**34**	**34**	**34**	**34**	**34**	**34**	**31**	**10**	**120**	**290**			

L: ***Lecture***
S: ***Seminar***
T: ***Tutorial***
... ...

Bachelor of Indonesian Literature

The BoIL program is a 144-credit hour (244.80 ECTS), four-year degree program taught in eight semesters
The BoIL curriculum has 79 courses, consisting of four national compulsory courses, four university courses, seven faculty compulsory courses, and 64 study programme compulsory courses.

CURRICULUM OVERVIEW
BACHELOR OF INDONESIAN 8 SEMESTERS

NO	Modul No.	Title of Module / Course Unit + Compulsory or elecitive?	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.	8.	Hours in Class	Hours Self-Study				
		1st Semester														
1		Religion (Compulsory Elective)														
	UNO1001	Agama Hindu (Hindu Religion) (Cumpulsory Elective)												Mid and Final Exam Papers (200mins)		
	UNO1007	Agama Islam (Islam Religion) (Cumpulsory Elective)												Mid and Final Exam Papers (200mins)		
	UNO1008	Agama Katolik (Catholic Religion) (Cumpulsory Elective)	3.4								27.2	65.28	L	Mid and Final Exam Papers (200mins)	3.4/248.2	
	UNO1009	Agama Protestan (Protestant Religion) (Cumpulsory Elective)												Mid and Final Exam Papers (200mins)		
	UNO1010	Agama Budha (Buddha Religion) (Cumpulsory Elective)												Mid and Final Exam Papers (200mins)		
2	UNO1002	Pancasila (National Principles) (Cumpulsory)	3.4								27.2	65.3	L	Mid and Final Exam Papers (200mins)	3.4/248.2	
3	SAU2014	Lintas Budaya (Cross Culture) (compulsory)	3.4								27.2	65.3	L	Mid and Final Exam Papers (200mins)	3.4/248.2	
4	SAU1108	Kebudayaan Bali (Balinese Culture) (compulsory)	3.4								27.2	65.3	L	Mid and Final Exam Papers (200mins)	3.4/248.2	
5	UNO1003	Ilmu Kealaman Dasar (Natural Sciences) (Cumpulsory)	3.4								27.2	65.3	L	Mid and Final Exam Papers (200mins)	3.4/248.2	
6	SAI1202	Pengantar Linguistik Umum (Introduction to General Linguistics) (compulsory)	3.4								27.2	65.3	L/T/S	Mid and Final Exam Papers (200mins)	3.4/248.2	
7	SAI1203	Pengantar Pengkajian Sastra (Introduction to Literary Studies) (compulsory)	3.4								27.2	65.3	L/T/S	Project (200mins)	3.4/248.2	
8	SAI1204	Pengantar Filologi (Introduction to Philology) (compulsory)	3.4								27.2	65.3	L/T	Project (200mins)	3.4/248.2	
9	SAU1102	Bahasa Inggris (English) (compulsory)	3.4								27.2	65.3	L	Mid and Final Exam Papers (200mins)	3.4/248.2	

10	SAI1207	Sejarah Bahasa Indonesia (The History of Indonesian Language) (Cumpulsory)	3.4								27.2	65.3	L	Mid and Final Exam Papers (200mins)	3.4/248.2
		2nd Semester													
1	SAU1103	Dasar-Dasar Filsafat (The Basics of Philosophy) (Compulsory)		3.4							27.2	65.3	L	Mid and Final Exam Papers (200mins)	3.4/248.2
2	SAU1101	Bahasa Indonesia (Indonesian) (compulsory)		3.4							27.2	65.3	L/T/S	Mid and Final Exam Papers (200mins)	3.4/248.2
3	SAI1207	Sejarah Sastra Indonesia (The History of Indonesian Literature) (Compulsory)		3.4							27.2	65.3	L	Mid and Final Exam Papers (200mins)	3.4/248.2
4	SAI1211	Fonetik (Phonetics) (compulsory)		3.4							27.2	65.3	L/T	Case Study (200mins)	3.4/248.2
5	SAI1212	Bahasa Inggris Akademik (English for Academic Purposes) (Compulsory)		3.4							27.2	65.3	L	Mid and Final Exam Papers (200mins)	3.4/248.2
6	SAI1208	Linguistik Bahasa Indonesia (Indonesian Linguistics) (compulsory)		3.4							27.2	65.3	L/T/S	Mid and Final Exam Papers (200mins)	3.4/248.2
7	SAI1213	Sastra Lisan (Folklore) (compulsory)		3.4							27.2	65.3	L/T	Project (200mins)	3.4/248.2
8	UNO1004	Kewarganegaraan (Civics) (Compulsory)		3.4							27.2	65.3	L	Mid and Final Exam Papers (200mins)	3.4/248.2
9	SAI1218	Stilistika (Stylistics) (compulsory)		3.4							27.2	65.3	L/T/S	Mid and Final Exam Papers (200mins)	3.4/248.2
10	SAI1223	Morfologi Bahasa Indonesia (Indonesian Morphology) (compulsory)		3.4							27.2	65.3	L/T	Mid and Final Exam Papers (200mins)	3.4/248.2
		3rd Semester													
1	SAI1251	Semantik Bahasa Indonesia (Indonesian Semantics) (compulsory)			3.4						27.2	65.3	L/T/S	Case Study (200mins)	3.4/248.2
2	SAI1209	Bahasa Indonesia Akademik (Indonesian for Academic Writing) (compulsory)			3.4						27.2	65.3	L/T/S	Case Study (200mins)	3.4/248.2
3	SAI1215	Telaah Prosa Indonesia (Indonesian Prose Analysis) (compulsory)			3.4						27.2	65.3	L/T/S	Case Study (200mins)	3.4/248.2

4	SAI1236	Semiotika (Semiotics) (compulsory)			3.4						27.2	65.3	L/T	Project (200mins)	3.4/248.2
5	SAI1248	Kajian Wacana Bahasa Indonesia (Indonesian Discourse Analysis) (compulsory)			3.4						27.2	65.3	L/T/S	Mid and Final Exam Papers (200mins)	3.4/248.2
6	SAI1222	Fonologi Bahasa Indonesia (Indonesian Phonology) (compulsory)			3.4						27.2	65.3	L/T	Case Study (200mins)	3.4/248.2
7	SAI1217	Teori Morfologi (Morphology Theory) (compulsory)			3.4						27.2	65.3	L/T	Case Study (200mins)	3.4/248.2
8	SAI1247	Teori Semantik (Semantics Theory) (compulsory)			3.4						27.2	65.3	L/T	Case Study (200mins)	3.4/248.2
9	SAI1234	Sintaksis Bahasa Indonesia (Indonesian Syntax) (compulsory)			3.4						27.2	65.3	L/T	Case Study (200mins)	3.4/248.2
10	SAI12345	Sosiolinguistik (Sociolinguistics) (Compulsory Elective)			3.4						27.2	65.28	L/T/S	Mid and Final Exam Papers (200mins)	3.4/248.2
	SAI12346	Sosiologi Sastra (Sociology of Literature)(Compulsory Elective)												Case Study (200mins)	3.4/248.2
		4th Semester													
1	SAI1225	Teori Sintaksis (Syntactic Theory) (compulsory)				3.4					27.2	65.3	L/T	Case Study (200mins)	3.4/248.2
2	SAI1226	Telaah Puisi Indonesia (Indonesian Poetry Analysis) (compulsory)				3.4					27.2	65.3	L/T/S	Case Study (200mins)	3.4/248.2
3	SAI1228	Teori Wacana (Discourse Theory) (compulsory)				3.4					27.2	65.3	L/T	Mid and Final Exam Papers (200mins)	3.4/248.2
4	SAI1227	Telaah Drama Indonesia (Indonesian Drama Analysis) (compulsory)				3.4					27.2	65.3	L/T/S	Project (200mins)	3.4/248.2
5	SAI1221	Penyuntingan Bahasa Ilmiah (Editing for Academic Writing) (compulsory)				3.4					27.2	65.3	L/T	Mid and Final Exam Papers (200mins)	3.4/248.2
6	SAI1254	Psikolinguistik (Psycholinguistics) (Compulsory Elective)				3.4					27.2	65.3	L/T/S	Case Study (200mins)	3.4/248.2
		Psikologi Sastra (Psychology of Literature) (Compulsory Elective)												Mid and Final Exam Papers (200mins)	3.4/248.2
7	SAI1256	Etnolinguistik (Ethnolinguistics) (Compulsory Elective)				3.4					27.2	65.3	L/T/S	Mid and Final Exam Papers (200mins)	3.4/248.2
		Kritik Teks Naskah (Script Text Criticism) (Compulsory Elective)												Mid and Final Exam Papers (200mins)	3.4/248.2
8	SAI1231	Linguistik Komparatif (Comperative Linguistics) (Compulsory Elective)				3.4					27.2	65.3	L/T/S	Case Study (200mins)	3.4/248.2
		Sastra Bandingan (Comperative Literature) (Compulsory Elective)											L/T/S	Case Study (200mins)	3.4/248.2

9	SAI1229	Metode Penelitian Bahasa (Language Research Method) (Compulsory Elective)				5.1					40.8	97.9	T/S	Project (200mins)	5.1/248.2
		Metode Penelitian Sastra (Literary Research Method) (Compulsory Elective)												Project (200mins)	5.1/248.2
10	SAI1243	Dialektologi (Dialectology) (Compulsory Elective)				3.4					27.2	65.3	L/T/S	Case Study (200mins)	3.4/248.2
		Estetika (Aesthetics) (Compulsory Elective)												Mid and Final Exam Papers (200mins)	3.4/248.2
11	SAI1231	Pragmatik Bahasa Indonesia (Indonesian Pragmatics) (compulsory)				3.4					27.2	65.3	L/T/S	Mid and Final Exam Papers (200mins)	3.4/248.2
		5th Semester													
1	SAI1235	Penulisan Skenario dan Puisi (Scenario and Poetry Writing) (compulsory)					3.4				27.2	65.3	T/S	Project (200mins)	3.4/248.2
2	SAI1249	Penulisan Proposal (Proposal Writing) (compulsory)					3.4				27.2	65.3	T/S	Project (200mins)	3.4/248.2
3	SAI1220	Bahasa Sanskerta (Sanskrit) (elective)					3.4				27.2	65.3	L	Mid and Final Exam Papers (200mins)	3.4/248.2
4	SAI1221	Bahasa Jawa Kuna (Old Javanese Language) (elective)					3.4				27.2	65.3	L	Mid and Final Exam Papers (200mins)	3.4/248.2
5	SAU1104	Sejarah Pemikiran Modern (The History of Modern Ideas) (compulsory)					3.4				27.2	65.3	L	Mid and Final Exam Papers (200mins)	3.4/248.2

6	SAI1206	Apresiasi Sastra (Literary Appreciation) (compulsory)					3.4				27.2	65.3	L/T/S	Case Study (200mins)	3.4/248.2
7	SAI 2057	Kemahiran Membaca dan Menulis Bahasa Indonesia (Language Comprehension: Reading and Writing in Indonesian) (compulsory)					3.4				27.2	65.3	L/T/S	Case Study (200mins)	3.4/248.2
8	SAI1216	Kemahiran Menyimak dan Berbicara Bahasa Indonesia (Language Comprehension: Listening and Speaking in Indonesian) (compulsory)					3.4				27.2	65.3	L/T/S	Case Study (200mins)	3.4/248.2
9	SAI1214	Korespondensi Bahasa Indonesia (Indonesian Correspondence) (compulsory)					3.4				27.2	65.3	L/T	Project Study (200mins)	3.4/248.2
10	SAI1233	Bahasa Arab (Arabic) (compulsory)					3.4				27.2	65.3	L	Mid and Final Exam Papers (200mins)	3.4/248.2
		6th Semester													
1	SAI1252	Seminar Proposal (Seminar on Proposal) (compulsory)						3.4			27.2	65.3	T/S	Project (200mins)	3.4/248.2
2	SAI1253	Pengajaran BIPA (Teaching on Indonesian Language for Foreigner) (compulsory)						3.4			27.2	65.3	L/T/S	Mid and Final Exam Papers (200mins)	3.4/248.2
3	SAI1262	Berbicara di Depan Umum (Public Speaking) (compulsory)						3.4			27.2	65.3	L/T/S	Project (200mins)	3.4/248.2
4	SAU1106	Sejarah Kebudayaan Indonesia (History of Indonesian Culture) (compulsory)						3.4			27.2	65.3	L	Mid and Final Exam Papers (200mins)	3.4/248.2
5	SAU1105	Manusia dan Kebudayaan Indonesia (People and Indonesian Culture) (compulsory)						3.4			27.2	65.3	L	Mid and Final Exam Papers (200mins)	3.4/248.2
6	SAI1258	Linguistik Mutakhir (Current Trends on Linguistics) (Compulsory Elective)						3.4			27.2	65.3	L	Mid and Final Exam Papers (200mins)	3.4/248.2
		Kritik Sastra (Literary Criticism) (Compulsory Elective)									0.0	0.0	L/T/S	Case Study (200mins)	3.4/248.2
7	SAI1208	Penulisan Prosa (Prose Writing) (Compulsory)						3.4			27.2	65.3	T/S	Project (200mins)	3.4/248.2
8	SAI1250	Komprehensif (Colloqium) (Compulsory)						3.4			27.2	65.3	S	Final Project	3.4/248.2
9	UNO1005	KKN (Public Services) (Compulsory)						5.1			18.0	120.0	T/S	Project (200mins)	5.1/248.2

		7th Semester													
1	SAI1264	Seminar Linguistik dan Sastra Indonesia (Seminar on Indonesian Linguistics dan Indonesian Literature) (compulsory)							3.4		27.2	65.3	L/T/S	Project (200mins)	3.4/248.2
2	SAI1240	Bahasa Jepang (Japanese) (elective)							3.4		27.2	65.3	L	Mid and Final Exam Papers (200mins)	3.4/248.2
	SAI1238	Bahasa Belanda (Dutch) (elective)												Mid and Final Exam Papers (200mins)	3.4/248.2
3	SAI1232	Bahasa Media (Language of the Media) (compulsory)							3.4		27.2	65.3	T/S	Project (200mins)	3.4/248.2
4	SAI1263	Penulisan Karya Ilmiah (Academic Writings) (compulsory)							3.4		27.2	65.3	T/S	Project (200mins)	3.4/248.2
5	SAI1205	Bahasa Melayu Lama (Old Malay Language) (compulsory)							3.4		27.2	65.3	L/T	Mid and Final Exam Papers (200mins)	3.4/248.2
6	SAI1237	Metode Pengajaran Bahasa dan Sastra (Method of Language and Literary Teaching) (compulsory)							3.4		27.2	65.3	L/T	Mid and Final Exam Papers (200mins)	3.4/248.2
7	SAI1219	Bahasa dan Sastra Daerah (Nonbahasa Ibu) (Local Language for Non-native Speakers) (compulsory)							3.4		27.2	65.3	L/T	Mid and Final Exam Papers (200mins)	3.4/248.2
8	SAI1260	Kapita Selekta Linguistik (Capita Selecta of Linguistics) (Compulsory Elective)							3.4		27.2	65.3	L/T	Mid and Final Exam Papers (200mins)	3.4/248.2
	SAI1261	Kapita Selekta Sastra (Capita Selecta of Literature) (Compulsory Elective)												Mid and Final Exam Papers (200mins)	3.4/248.2
		8th Semester													
1	SAU1110	Skripsi (Bachelor's Thesis) (Compulsory)								10.2	40.0	237.4	T/S	Final Project (150 mins)	10.2/248.2
TOTAL			34	34	34	39.1	34	32.3	27.2	10.2	1894.0	4763.8			

* 60% from the process (paper, presentation, assignment)

Total ECTS	244.8
Total SKS	144.0
Total workload	6657.8
Total ECTS*27,2	6658.6

Regarding Logic and Conceptual Coherence and Rationale for Degree and Programme Name

For all study programmes

The three study programmes BoEL, BoJL and BoIL at the Faculty of Humanities follow the official nomenclature set out in Decree No. 57/M/Kpt/2019 on the Names of Study Programmes in Higher Education. Under this nomenclature, graduates are awarded the degree Bachelor of Letters (S.S., Sarjana Sastra). The Indonesian Qualifications Framework applies a single-level, learning-outcomes-based system with explicit assessment criteria and a national credit accumulation and transfer system.

Regarding the Integration of Theory and Practice

The BoEL, BoJL and BoIL programmes integrate theory and practice through the study plan which is structured into modules that cover essential theoretical foundations and practical applications. Classroom instruction embraces varied assessment methods, including presentations, in-class exercises, assignments, projects and case studies, enabling students to apply theoretical concepts in language practice. Individual, pair and group work are used to foster students' linguistic and literary competence while sharpening their critical and collaborative skills.

Bachelor of English Literature

In the BoEL, course structure progresses systematically from basic to more advanced levels across the eight semesters. Early semesters focus on developing core English language skills (reading, writing, listening, speaking) alongside grammar, followed by intermediate skills and more complex grammatical usage. Later semesters introduce more advanced skills combined with linguistics, translation studies, research methods and literature. Professional and applied courses such as Teaching English as a Foreign Language, English for Journalism, English for Hospitality, and interpreting and translation practice further strengthen the link between theory and practice. Throughout the 5th to 8th semesters, fifteen soft skills are embedded to support the Emancipated Learning Programme. Several courses, such as TEFL, explicitly divide the semester between theoretical input and practical implementation, and some offer theory in one semester with practice in the next. An example is the Ornament Fest (Performing Arts of Bachelor of English Literature Festival), held on 11–14 December 2023 at the Widya Sabha Mandala Auditorium, where students staged adaptations of four well-known poems.

Here are examples for the integration of theory and practice

Table 5. ELO Courses Matrix for Theory & Practice

ELO	Practical Objectives	Names of Course
1. to show religious attitudes and social sensitivity by upholding the value of humanity and respecting the diversity of cultures, religions, and beliefs.	To enable the students to discuss the cultural differences among various cultures in Indonesia and other countries.	Hindu, Islam, Catholic, Protestant, Buddha, Pancasila, Natural Science, The Basics of Philosophy, Civics, Cross Culture, Balinese Culture
2. to internalise academic values and demonstrate intellectual honesty, integrity and professional ethics with the spirit of independence, hard work, and entrepreneurship.	Providing opportunities for the students to demonstrate the proper language use in communication	Guided Reading, Guided Writing, Guided Listening, Guided Speaking, Intermediate Reading, Intermediate Speaking, Intermediate Writing, Intermediate Listening, Advanced Reading, Advanced Writing, Advanced Listening, Advanced Speaking, Grammar & Usage, English, Research Method on Language and Literature, Public Services, Public Speaking, History of English Language, Seminar, Thesis, Japanese, French Usage
3. to explain basic concepts, methods, and theories of linguistics, literature, translation, and language teaching.	To give the opportunities for the students to produce naturally translated text, both written and oral	Guided Reading, Guided Writing, Guided Listening, Guided Speaking, Indonesian, Intermediate Reading, Intermediate Writing, Intermediate Listening, Intermediate Speaking, Grammar & Usage, English, English Morphology, Sociolinguistics, Theory of Interpreting, Theory of Translation, English Phonetics and Phonemics, Psycholinguistics, English Pragmatics and Discourse Analysis, Teaching English as Foreign Language (TEFL), Performing Arts: MC, Performing Arts: News Reading, Performing Arts: Speech, Theory of Literature and Literary Criticism, Performing Arts: Drama, Performing Arts: Poetry, Performing Arts: Story Telling, British and American Institutions, British and American Literature, History of English Language, Debating on Recent Issues, Thesis, Japanese, French Usage

Bachelor of Japanese Literature

In the BoJL, 43 theoretical and 32 practical courses are systematically designed to achieve the ELOs and support all graduate profiles. From the first semester, theory and practice are combined in introductory language skills courses, such as listening, speaking, writing and grammar, with each theory-based course accompanied by a practice component. Practical courses in language skills, applied linguistics, tourism and culture are supported by theoretical courses in linguistics and literature, with content aligned progressively from beginner to advanced level. Lecturers with practical experience are responsible for teaching practical courses. For example, one member of the Indonesian Translators Association is active in translating and teaches Honyaku (Translating) and Tsuyaku (Interpreting) at BoJL.

Here are examples for the integration of theory and practice

Table 6. Practical Courses that Support Profiles

No	profile	Aspects of practice/skills	Course
1	research assistant	to identify, solve problems and formulate solutions in linguistics, literary works, translation, and language learning in communication and other language/professional practices	Japanese Language and Literature Research Method, Bachelor's Thesis Proposal, Bachelor's Thesis
			Basic Natural Sciences, Fundamentals of Philosophy Keitairon, imiron, Togoron, Oyougengogaku Nihon shi to geki no Bunseki Nihon Sanbun no Bunseki Nihon Jijo, Nihon Shakai, Japanese Ideology, Japanese Pop Culture, Nihon Shi
2	Japanese instructor	able to transfer Japanese language knowledge to Japanese language learners	Kyoujuho
3	Japanese communicator	able to communicate information and ideas in Japanese	Public Speaking, Honyaku-Tsuyaku Nyumon, Tsuyaku, Honyaku, Kanko nihongo: tour and travel, kanko nihongo: hotel and staff Cross Culture, English
4	Japanese related administrator	Able to organise and carry out office administration tasks related to Japan	Bijinesu sakubun, Bijinesu Kaiwa, Kanko nihongo: tour and travel, kanko nihongo: hotel and staff Cross Culture, English, Digital Society
5	Entrepreneur	make a business plan or creative work independently using Japanese knowledge and skills as well as to provide Japanese-language services;	Entrepreneurship, Bijinesu kaiwa, Bijinesu sakubun, Honyaku-Tsuyaku Nyumon, Tsuyaku, Honyaku (Translating), kyoujuho digital society, Cross Culture, English

Bachelor of Indonesian Literature

The BoIL programme focuses on linguistic and literary phenomena and systematically links theory to real language and literature. Most courses combine around 60% theory and 40% practice, both inside and outside the classroom. Examples include Media Language, Discourse Studies, BIPA Learning, Literary Sociology, Literary Psychology and Folklore. Classroom practice is structured around applying theoretical concepts to concrete phenomena.

To become teachers, students observe language classes, interview teachers, design lesson plans and practise in micro-teaching, supported by teaching-method and speaking courses. To become creative writers, they produce various types of texts, including magazines, plays, popular scientific papers and prose. Practicums are led by lecturers, who draw on their experience as teachers, editors and creative writers, and by invited external practitioners whose expertise aligns with the intended graduate profiles.

Here are examples for the integration of theory and practice

Table 7. Profile and Skills of BoIL

NO	PROFILE	PRACTICE/SKILL ASPECT	COURSES EXAMPLE
1.	**Linguist and Literature Expert**	Students can solve problems in linguistics and literature, choose the correct language variations in certain situations, understand the implied meaning in a speech, and communicate appropriately in the social realm. In a literary context, students can understand literary texts in a deeper layer (as expert readers).	Linguists: Sociolinguistics, Psycholinguistics, Dialectology, Comparative Linguistics, Ethnolinguistics, Capita Selecta Linguistics Literature Expert: Introduction to Literary Studies, Semiotics, Psychology of Literature, Sociology of Literature, Comparative Literature.
2.	**Instructor of Indonesian Language and Literature**	Students are able to express thoughts and feelings in Indonesian, use Indonesian according to the rules, and use Indonesian according to the position and function of the language itself. They are proud to use Indonesian in the community of users, both nationally and internationally.	Academic Indonesian, Scientific Language Editing, Scientific Paper Writing, Morphological Theory, Semantic Theory, Syntactic Theory, History of Indonesian Language, History of Indonesian Literature, Public Speaking,
3.	**Language, Literature and Manuscript Researcher**	Provide policy recommendations for the development, coaching, protection, and strategy and diplomacy of Indonesian language, literature and manuscripts.	Literary Research Methods, Language Research Methods, Philological Research Methods and Thesis
4.	**Journalist and Content Writer**	The first critical reading of a manuscript, both academic and non-academic, before being disseminated to the general public.	Scientific Language Editing, Proposal Writing, Scientific Work Writing, Manuscript Text Criticism, Indonesian Poetry Studies, Stylistics, Indonesian Prose Studies
5.	**Editor and Communicator**	Possess good writing skills, critical thinking skills, the ability to do analysis, good communication skills, an understanding of reading techniques, the ability to work together in groups, an understanding of journalism and journalistic code of ethics, and a good personality and ability to be a bridge to communicate and guide all the information.	Indonesian Reading and Writing Proficiency, Indonesian Listening and Speaking Proficiency, Media Language, Public Speaking
6.	**Creative Writer.**	Students have good communication skills. In addition, they have in-depth research skills and the ability to think creatively to find what words to use so that writing is more varied, not monotonous, and seems stiff. They understand the use of correct grammar, even the placement of punctuation marks, so writing can be easily read while thinking about the target audience. Students can write clearly without being wordy with critical thinking, have time management and discipline, adapt to work, make writing easy to understand, and produce original writing.	Scientific Writing, Media Language, Prose Writing, Aesthetics, Indonesian Drama Studies, Screenplay and Poetry Writing,

<u>Regarding Interdisciplinary Thinking</u>

Interdisciplinary thinking in BoEL, BoJL, and BoIL is fostered through co-curricular activities such as Community/Public Services, Digital Society, Basic Natural Sciences, and courses outside the study programme. In Public Services courses, students apply language skills in community settings, while the Digital Society course combines language learning with soft skills such as I.T., leadership, culture, and ethics. Students may also spend one semester in “emancipated learning” through internships, independent projects, teaching campuses, public service, or entrepreneurship.

Bachelor of English Literature
In the Bachelor of English Literature, interdisciplinary thinking is well evident in tasks that require students to analyse cases from social, religious, political, economic, and cultural perspectives. Interpreting and translation courses expose students to a wide range of text genres and require cultural awareness. Further examples are the use of software and quantitative methods in the Research Method course, public communication in the Public Speaking course, and project-based assignments such as translating culturally rich literary texts or producing performing arts projects. Non-academic activities, including speech and storytelling competitions, complement academic learning and support the realisation of the graduate profiles.

Bachelor of Japanese Literature
In the Bachelor of Japanese Literature, entrepreneurship courses introduce economics, business, management, and leadership, while extracurricular activities further develop interdisciplinarity. Students participate in the Student Creativity Programme, student organisations, and thematic clubs (e.g. manga, art and craft, traditional dance) and help organise major events such as the DJAFU Japanese cultural festival, social services, and cultural workshops. These activities strengthen collaboration, leadership, entrepreneurship, and communication skills.

Bachelor of Indonesian Literature
In the Bachelor of Indonesian Literature, disciplinary depth is ensured through linguistics and literature courses. Interdisciplinary core courses include shared modules such as Stylistics and Semiotics, and specialisation-specific courses in sociolinguistics, psycholinguistics, comparative and ethnolinguistics, as well as sociology and psychology of literature, comparative literature, and aesthetics. This structure allows students to follow their interests. Interdisciplinary extracurricular activities include modern drama performances, poetry musicalisation, and speech and poetry competitions, many of which are documented on the HIMASINDO YouTube channel.

Regarding Ethical Aspects
Ethics play a crucial role in academic and professional conduct at Udayana University, covering students, lecturers, and staff. These principles are upheld through Chancellor's Regulations No. 16/2021 (Student Code of Ethics), No. 13/2018 (Lecturer Code of Ethics), and No. 11/2018 (Education Personnel Code of Ethics).

At the faculty level, ethical guidelines are outlined in the Academic Handbook and Student Ethics Handbook. The study programmes incorporate ethical principles in teaching, research, and community service, reflected in national mandatory courses, such as Religious Education, Pancasila, Citizenship Education, and core subjects like Hospitality.

Lecturers emphasise ethics in lectures and assessments, stating its importance in determining student grades. Graduate Learning Outcomes (CPL) related to ethics include:

- Upholding human values in professional duties.
- Internalising academic values, norms, and ethics.
- Implementing global tourism codes of ethics (UN-WTO) while maintaining an Indonesian identity in tourism governance.

Bachelor of English Literature
In the Bachelor of English Literature, ethical values are communicated through departmental media, the website, and regular meetings, and are embedded in the national curriculum requirements on attitudes, knowledge, and skills. Ethics is integrated into the Expected Learning Outcomes, particularly ELO 1 and 2, which emphasise religious commitment, social sensitivity, respect for cultural and religious diversity, academic honesty, integrity, and professionalism. These values are incorporated into lesson plans, presented in learning contracts at the start of each semester, and assessed using an Attitude Rubric. All courses address ethics, while Religion, Five Philosophical Principles of Indonesia, and Civics do so explicitly.

Bachelor of Japanese Literature
In the Bachelor of Japanese Literature, academic ethics and morals are developed mainly through courses linked to ELOs 1 and 2, including compulsory subjects such as Civics, Five Philosophical Principles of Indonesia, and Religion. A total of 23 courses support these outcomes, with ethical aspects highlighted in the lecture contract and assessment rubrics, where attitudes typically account for 20–30% of the grade. Plagiarism checks using Turnitin are a graduation requirement and reinforce academic integrity.

Bachelor of Indonesian Literature
In the Bachelor of Indonesian Literature, ethical aspects are also reflected in ELO 1 and 2 and are addressed in courses such as Religion, Pancasila, cross-cultural studies, literary appreciation, aesthetics, scientific language editing, and academic criticism. These courses promote moral reflection, responsible use of sources, appreciation of literary value, and ethical criticism. Ethical expectations are further specified in codes of conduct for students and lecturers, Rector's regulations, and behavioural criteria included in course assessment rubrics.

Regarding Methods and Scientific Practice
UNUD supports the development of reading and data analysis skills through courses such as Digital Society, which strengthens information literacy and digital technology skills relevant for business research. The Faculty of Humanities provides a language laboratory for practical language training, and lecturers are required to involve students in research and community service to enhance their research competencies.

Bachelor of English Literature
In the Bachelor of English Literature, one graduate profile is that of a research assistant, so research skills are embedded in the Expected Learning Outcomes and developed through dedicated courses such as Research Method on Language and Literature (semester four) and Seminar (semester seven). These courses use project-based learning to train students in designing research proposals, selecting data sources, and applying appropriate methods, supported by digital tools such as Zotero, plagiarism checkers, language corpora, Google Scholar, and structured Word templates. Research-oriented assignments in other courses, such as English Pragmatics and Discourse Analysis, require students to apply methodology (sampling, data collection and analysis) and cultural knowledge. These skills are consolidated in the compulsory undergraduate thesis, which may address topics in literary appreciation, micro-linguistics, applied linguistics, language teaching, or translation.

Bachelor of Japanese Literature

The Bachelor of Japanese Literature intends to provide a theoretical and methodological foundation for research in linguistics and literature. From the early semesters, students develop academic skills through courses such as The Basics of Philosophy, Introduction to Japanese Linguistics, Introduction to Japanese Literature, and Natural Sciences. In later semesters, they deepen their competence through courses in the Analysis of Japanese Poetry and Drama, Analysis of Japanese Prose, Syntax, Morphology, Applied Linguistics, Japanese Language and Literature Research Method, and Bachelor's Thesis Proposal, preparing them to write a thesis methodologically, logically, and critically.

BoJL requires students to write a scientific thesis and article, with the final project resulting in a publication in a national ISSN-listed journal. Research and writing skills are strengthened through training and seminars on thesis proposals and scientific articles, as well as student participation in staff research projects, some of which lead to joint publications and form the basis of undergraduate theses. Students' methodological achievements are formally recognised in academic grades by Rector's Decree, and the university supports the protection of students' intellectual property rights, for example through the IPR-registered module EKara Dekita Kanji for students and lecturers.

Bachelor of Indonesian Literature
The Bachelor of Indonesian Literature develops students' methodological expertise through three dedicated courses in Language, Literary, and Philology Research Methods, which provide a systematic foundation for analysing linguistic phenomena, literary data, and classical manuscripts. Applied skills are strengthened through case- and project-based courses such as Media Language, where students write articles on current issues, and Poetry and Screenplay Writing, Prose Writing, and Scientific Paper Writing, where they collaboratively produce drama scripts, short story collections, and anthologies of scientific articles.

These academic skills are consolidated in a compulsory final assignment/thesis (6 credits / 10.2 ECTS), for which students prepare an independent research proposal and complete a thesis in linguistics or literature/philology after seven semesters of study. Students may also undertake internships in BIPA teaching classes, participate in lecturer-led research projects funded by the university, and attend regular scientific writing training. They are required to publish scientific articles in journals, including the study programme's own Stilistika journal, issued twice a year.

Regarding Examination and Final Thesis
For all study programmes
The test items used in BoEL, BoJL, and BoIL are designed to assess the defined learning outcomes, including students' ability to reflect on scientific problems and apply scientific methods. Students receive feedback pertaining to their learning process, and final theses meet national and international publication standards. A wide range of assessment methods are employed in line with the ELOs and Bloom's taxonomy, including written and oral tests, seminars, project- and case-based assignments, cooperative group work, and independent literature reviews. Assessment criteria and grading schemes are explained at the start of each semester, and students are usually assessed at least three times per course (assignments, mid-term, and final exams).

Grades follow the Faculty of Humanities and university regulations, with partial results expressed numerically and final grades awarded from A to E on a defined percentage scale.

Study programmes combine coursework and research, culminating in an undergraduate thesis that counts towards the required credits (typically 138–144) and must demonstrate independent scientific work. The thesis process is strictly regulated, from pre-proposal and supervisor appointment to a final examination by a panel of five lecturers, and the thesis must result in an article published in an e-journal. Thesis evaluation is based on systematics, content, and accountability. In addition, BoEL students must present a TOEFL score of at least 525, while BoJL and BoIL students must score at least 400, and BoJL students also require JLPT N3.

Appraisal:

For the Bachelor of English Literature and the Bachelor of Japanese Literature, the panel considers the curricula to be adequate in reflecting the qualification objectives of the study programmes. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation (compulsory electives) or optional electives enable students to acquire additional competences and skills. **For the BoJL**, the panel issues **a recommendation** to offer students more exposure to Japanese conversation and community.

In the statement on the report, the study programme explains that UNUD cooperates with the local Japanese community, including the Bali Japan Club and JJC, whose native speakers regularly support the Kaiwa (conversation) Club and calligraphy activities. It also organises joint presentation exchange meetings with universities such as Kwansei Gakuin University. These regular activities provide students with sustained exposure to Japanese speakers and community life, and increase their opportunities to practise Japanese.

The panel applauds the Bachelor of Indonesian Literature because its contents consistently reflect the strategic orientation of the study programme. The rich choice of electives within the Bachelor of Indonesian Literature integrates job market needs in the curriculum in a way that enables students to acquire competences and skills individually chosen to fit to their personal professional goals.

The degrees and programme names correspond to the contents of the curriculum and the programme objectives. Theoretical questions are, where possible, explained by means of practical examples.

The panel was enthusiastic about systematic integration of theory and practice reflected in all three programmes.

There is evidence that the programme qualifies for interdisciplinary thinking.

Ethical implications are convincingly communicated concerning the fields of studies. The panel recognizes that ethical aspects represent a real strong core value in all three programmes. They are considered key competences and an integral part of all study programmes' qualification objectives.

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

The concrete test items are particularly suitable for ascertaining the defined learning outcomes. They also examine the students' ability to deeply reflect on scientific problems and to apply scientific methods. Students are given feedback, or rather advisory consultation on the learning process. The final theses comply with the standards for international publications. The examination considers job market needs and the content of relevant electives. During the interview with students and alumni, the alumni confirmed that the choice of electives in all three study programmes was very valuable.

		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)		BoIL	BoEL / BoJL		
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

Modular structure of the study programme (Asterisk Criterion)

BoEL, BoJL, and BoIL are four-year degrees over eight semesters, requiring a minimum of 144 credit hours, equivalent to 245 ECTS (with 1 credit equalling 1.7 ECTS). Each academic year comprises two 16-week semesters, including mid-term and final examinations, and each credit consists of 50 minutes of face-to-face teaching, 60 minutes of structured assignment, and 60 minutes of self-study per week over 16 weeks. For example, the three-credit Guided Reading course in BoEL corresponds to 5.1 ECTS and a total workload of 136 hours, including 40 hours of classroom teaching and 96 hours of self-study.

$$Hours\ in\ class = \frac{3\ x\ 50\ minutes\ x\ 16\ meetings}{60\ minutes} = 40\ hours$$

$$Hours\ self\ study = \frac{3\ x\ 120\ minutes\ x\ 16\ meetings}{60\ minutes} = 96\ hours$$

Figure 7. Workload Calculation

Table 8. Workload Calculation in programs

	BoEL	BoJL	BoIL
Projected study time	Eight semesters (4 years)	Eight semesters (4 years)	Eight semesters (4 years)
Number of Credit Points (CP)	144 SKS (245 ECTS)	144 SKS (245 ECTS)	144 SKS (245 ECTS)
Workload per CP	**Hours in class**: (CP x 50 min x 16 meeting)/ 60 min **Hours Self-study:** (CP x 120 min x 16 meeting) / 60 min	**Hours in class**: (CP x 50 min x 16 meeting) / 60 min **Hours Self-study:** (CP x 120 min x 16 meeting) / 60 min	**Hours in class** (CP x 50 min x 16 meeting) / 60 min **Hours Self-study:** (CP x 120 min x 16 meeting) / 60 min
Number of modules	55	75	76
Time required for processing the final thesis and awarded CP	One semester	One semester	One semester
Number of contact hours	1,920 hours	1,920 hours	1,920 hours

Study and exam regulations (Asterisk Criterion)

For all study programmes

The study and examination regulations for BoEL, BoJL, and BoIL are set out in the Faculty's Academic Guidance (based on the University's Academic Guidance), Rector's Regulation No. 15/2020 on standards of education administration, Rector's Regulation No. 18/2018 on the assessment of student learning, and the Thesis Writing Guidelines. New students are also informed through the "Introduction to New Student Campus Life" activities. The Faculty's Academic Guidance, accessible via the faculty website and IMISSU, explains the credit semester system, timelines and workload, learning and teaching over 16 meetings per semester including mid-term and final exams, regulations on non-credit activities, maximum study period of seven years, credit transfer, and rules for the learning process and examinations, thereby guiding both students and lecturers.

All study programmes at UNUD issue a Diploma Supplement alongside the graduate certificate. In accordance with Rector's Regulation No. 21 of 2018, this document records the graduate's academic achievements and qualifications and provides additional information on their accomplishments during their studies, thereby offering evidence of the qualification obtained.

Feasibility of study workload (Asterisk Criterion)

For all study programmes

According to national regulations (Ministerial Regulation No. 3/2020), the average student workload at UNUD is 8–9 hours per day (48–54 hours per week), corresponding to 18–20 credits (30.6–34 ECTS) per semester. The BoEL, BoJL, and BoIL curricula are designed so that students complete 144 credits (245 ECTS) over eight semesters through a mix of university, faculty, and programme-specific compulsory and elective courses. In semesters 1–6, students usually take 8–10 courses (20–21 credits), in semester 7 they take 16 credits to focus on their thesis proposal, and in semester 8 they take a single 6-credit thesis course. One credit equals 170 minutes per week (lecture, structured task, and self-study), which is considered compatible with participation in non-academic activities.

The number of credits a student may register for depends on their GPA/CGPA; normally 16-21 credits are allowed, higher-performing students may take more, and students on academic probation (GPA < 2.00) are limited to 12 credits and receive academic advising. Programme success is monitored through set checkpoints (after semesters 2, 4, 6, and 8) based on accumulated credits and GPA, with warnings issued if standards are not met. Progress is reviewed by academic advisors and the study programme quality assurance team, and results are accessible via the Academic Information System. Students may repeat courses in subsequent semesters, appeal examination results, and use guidance and counselling services at faculty and university level. Programme evaluation is carried out every semester by the Study Programme Quality Assurance in cooperation with UP3M, using feedback on teaching, assessment, facilities, and ethics to improve the programmes.

Equality of Opportunity

UNUD upholds the principle of justice in education, ensuring equality and non-discrimination through its Statute and Chancellor's Regulations. Admission policies, as outlined in UNUD Statute Chapter III, Article 14 (2017:16), state that student acceptance does not discriminate based on gender, religion, ethnicity, race, region, social status, or economic background. The university also accommodates students with special needs, providing facilities suited to their requirements.

Equality in campus life is reinforced through regulations such as Chancellor’s Regulation No. 16/2021 on Student Code of Ethics, which prohibits discrimination among students (Chapter IV, Article 8(a)), educational staff (Chapter X, Article 15(a)), and lecturers (Chapter XI, Article 16(a)). Lecturer equality is further regulated by Chancellor’s Regulation No. 13/2018, while educational staff fall under Chancellor's Regulation No. 11/2018, ensuring fair treatment in academic and professional interactions.

As per Statute Chapter III, Article 14 (2019:16), students with disabilities receive equal treatment from peers, lecturers, and staff. The faculty provides accessibility support, including lifts, study tables, wheelchairs, and ramps, ensuring an inclusive learning environment.

Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of modules/courses

and assigns credits per module/course on the basis of the necessary student workload. Practical components, if existent, are designed and integrated in such a way that credits can be acquired. The module/course descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. The study programme is designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The recognition of degrees and periods of study at other HEIs is regulated in accordance with / analogous to the Lisbon Recognition Convention (if ratified by the country); the recognition of periods of practical work – insofar intended – is also clearly defined. The final grade is supplied with an ECTS grading table.

The feasibility of the study programme's workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling.
Addendum for initial accreditation (if the programme has already been completed once) and re-accreditation: when reviewing the workload, the HEI also takes into account evaluation findings, including student feedback and the programme's success rate.

The HEI ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. Students in special circumstances, such as single parents, foreign students, students with a migration background and/or from so-called non-academic backgrounds, are particularly assisted.

		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 und plausibility of the didactical concept

The BoEL, BoJL, and BoIL curricula are designed around the Expected Learning Outcomes and follow a student-centred approach. Teaching methods are adapted to the nature of each module and include discussions, presentations, self-study assignments, field practice, case-based and project-based learning, so that students can apply, analyse, evaluate, and create work in line with Bloom's taxonomy.

Bachelor of English Literature

In the Bachelor of English Literature, didactical concepts are systematically derived from the programme objectives and module learning outcomes. Teaching is student-centred and combines theory with practice, role play, peer review, discussion, task-based and project-based approaches to foster critical, creative, and exploratory thinking. When face-to-face teaching is not possible, learning continues online via OASE (the university's LMS) and WEBEX for virtual meetings and feedback. Online methods such as independent, self-directed, and case-based learning are used, and teaching techniques are selected to align with the Expected Learning Outcomes.

Courses such as Intermediate Reading, TEFL, Practice of IET/EIT, and Theory and Practice of Interpreting are largely practice-oriented and use a mix of lectures, group work, project-based tasks, micro-teaching, presentations, and interactive classroom activities, often supported by the OASE platform. To ensure alignment with the ELOs and to prepare students for thesis writing, a range of models are used, including interactive, cooperative, independent, discovery, project-based, self-directed, collaborative, and contextual learning. Before each semester, BoEL lecturers jointly plan courses on the basis of programme and course ELOs and student feedback, agreeing on content, methods, and assessment, which are then set out in the learning contract for each course.

In BoEL, different learning methods are applied according to the course. In the fifth semester, courses such as Practice of Indonesian–English/English–Indonesian Translation and Practice of Interpreting embrace interactive, cooperative, independent, discovery, collaborative, and contextual learning. Students regularly practise applying translation theories by working independently with source texts and considering context, with practice taking place at least once a week. In the sixth semester, language experience is incorporated in Performing Arts: Drama and Poetry, where students create and stage an English play, learning teamwork through collaborative learning.

Bachelor of Japanese Literature

In BoJL, the didactic concept is based on the Expected Learning Outcomes for each course. Flexible, practice-oriented methods are chosen according to student characteristics, time, content, and class conditions. To keep students active, courses make extensive use of group discussions, simulations, case studies, collaborative and cooperative learning, as well as project- and problem-based learning, alongside lectures, responses, tutorials, and seminars. Methods may be combined; for example, Shokyu Hyoki begins with brief lectures on writing and pronunciation, then focuses on practical exercises in reading and writing kanji using case studies, quizzes, and project-based tasks with simple words and sentences.

Distance education follows Rector's Regulation No. 9/2020 and is delivered in blended form, combining face-to-face and online learning. Online teaching in BoJL uses OASE, a Moodle-based learning management system, and Cisco Webex for video-conference classes.

Bachelor of Indonesian Literature

The BoIL programme applies a didactic concept aligned with each course's ELO/CPL, based on four aspects: attitude, knowledge, general abilities and special abilities. Learning methods are closely linked to the expected graduate outcomes, particularly specific skills. Teaching is student-centred, with students actively involved in discussions, independent learning and assignments. For each credit, there are 50 minutes of face-to-face teaching, 60 minutes of structured assignments and 60 minutes of self-study. Lecturers encourage active participation through dialogue, inquiry, presentation and interactive lecturing for giving introductions or

instructions. Project-based learning is used, as in the case of writing and staging drama in “Literary Appreciation” or producing magazines in “Media Language”.

Methods are flexibly applied with a focus on both process and results. Independent learning includes reading, reviewing materials and group work on structured tasks, and success is demonstrated through tangible outputs, such as drama performances. The learning process increasingly uses a hybrid model of online and face-to-face teaching. Before COVID-19, four courses were online; during the pandemic, all teaching moved online via Webex. The university’s OASE e-learning platform now supports around 20 BoIL courses, with lecturers uploading materials and tasks online, in line with university policy and staff training on OASE.

Regarding Course Materials

BoEL, BoJL and BoIL use teaching and learning methods that develop higher-order thinking skills such as problem-solving and collaboration, mainly through case-based and project-based learning. Lecture materials are regularly updated, and UNUD’s OASE learning management system allows lecturers to upload materials that students can access anytime and anywhere.

Bachelor of English Literature

In BoEL, learning materials are chosen to meet the learning objectives and are matched to student level: lectures are used in earlier semesters to build understanding, while in later semesters discussion, project work and case studies foster logical and creative thinking as well as application of theory into practice.

Lecturers prepare their own Course Portfolios, including a detailed learning flow (course description, aims, objectives, learning outcomes, schedule, teaching strategies, technology use, assessment plan and rules), course materials (lecture notes, sample assessments and survey summaries) and a course report on delivery, results, resources, administration, evaluation and improvement plans. Course materials are aligned with the ELOs and required qualification level, up to date, digitally accessible and designed to promote independent study and theory-based problem-solving. ELOs from the SN-Dikti standards guide the breadth and depth of content, which is usually provided in modular form, supported by online resources, learning videos and library use. Via OASE, lecturers can organise and update materials, run quizzes and assignments, host discussions and support blended and asynchronous learning, with course content continuously developed in line with scientific and technological advances.

Bachelor of Japanese Literature

In BoJL, lecture materials are provided through textbooks, modules and handouts designed around the learning outcomes. The literature is regularly updated to reflect developments in Japanese language, culture and literature. Many modules, such as Shokyu Hyoki, Tsuyaku and Keitairon, are based on lecturers’ own research, alongside staff-authored books like Various Aspects of Japanese Language Syntax and the Current Vocabulary Dictionary of the Covid-19 Vocabulary. Materials are available in hard copy and online via OASE, including learning videos, and blended learning is implemented using OASE and Webex. However, the amount of physical literature for BoJL in general and relevant supportive fields is limited. Content is reviewed and adjusted periodically in line with scientific and technological developments.

Bachelor of Indonesian Literature
In BoIL, each course uses up-to-date textbooks, journal articles, reference books (usually from the last ten years), audio-visuals and case study reports. Materials are distributed both online and offline, with several courses supported via OASE. Lecturers provide learning resources in the form of manuals, e-books, presentation slides and online materials (often videos), complemented by physical library holdings and electronic access to books and journal articles for courses such as Poetry Studies, Drama Studies and Media Language.

Regarding Guest Lecturers
The University, faculties and study programmes organise guest lectures with speakers from practice, academia and alumni, whose contributions are an integral part of the didactical concept and help enhance students' employability. These activities improve the quality of teaching by giving students direct insight into professional experience and perspectives that go beyond regular classroom learning.

Bachelor of English Literature
In BoEL, guest speakers from universities, institutes and public and private organisations deliver seminars, workshops and class visits, including an online sharing session every two months with linguistics experts from Indonesia and abroad. Examples include talks by Dr Jessica Birnie-Smith on sociolinguistics and practitioners such as MCs, news anchors and presenters for English Performing Arts.

Bachelor of Japanese Literature
In BoJL, visiting lecturers from Japan and Indonesia address topics such as public speaking, Kanji teaching and modern Japanese accents, while practitioners (translators, tour guides, hotel staff, business people and comic artists) support applied courses in translation, tourism, business and society.

Bachelor of Indonesian Literature
In BoIL, guest lecturers with expertise in language, literature and culture, including international scholars, regularly give talks, complemented by practitioners such as radio announcers, language editors, BIPA instructors and playwrights who provide practical training in public speaking, editing, language teaching and theatre.

Regarding lecturing tutors
At UNUD, lecturing tutors are senior students who help teach and support their juniors inside and outside the classroom, thereby deepening their own mastery of course content and gaining practical experience. They assist with class activities, community and public service, and fieldwork, under guidance from lecturers. Tutors are selected through a formal process and must be at least in semester five, have a minimum GPA of 3.5 and an A grade in the relevant course.

Bachelor of English Literature
In BoEL, selected senior students act as assistant teachers in courses such as Literature Analysis, Intermediate Speaking, Debating on Recent Issues and various Reading courses. This gives them experience in teaching, teamwork and taking responsibility while supporting lecturers and juniors.

Bachelor of Japanese Literature
In BoJL, senior student tutors, including those who have joined exchange programmes in Japan, assist in classes such as Shochukyu Hyoki and in extracurricular activities (benkyoukai for hiragana/katakana and JLPT), helping new students master characters and prepare for proficiency exams.

Bachelor of Indonesian Literature
In BoIL, learning is also supported by senior students who act as tutors in practical academic activities, introduce new students to the study programme and staff, accompany them in extracurricular activities and assist in BIPA teaching courses. E-learning tools such as OASE further enable discussion and enrichment beyond face-to-face teaching.

Appraisal:

The didactical concept of the study programme is described, plausible, and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, case studies or practical projects. Students are encouraged to take an active role in crafting their own learning process.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date and digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies. However, it was noted that course materials in several subjects require revision and updating to ensure continued relevance and alignment with current professional and academic developments. Thus, **for all three study programmes,** the panel **recommends** reviewing and updating the course materials in the affected courses to ensure they reflect the latest developments in the field, current industry practices, and recent research findings.

In the statement on the report, the study programmes highlight their processes of revision: The BoEL conducts an annual curriculum review to ensure alignment with the graduate profile, intended learning outcomes and the relevance of teaching materials, involving stakeholders such as alumni, employers and students. Lesson plans have been revised to clarify classroom activities, assessments, marking and evaluation, and to incorporate recent and relevant materials, including lecturers' research. Students' involvement in this research supports knowledge enhancement and encourages them to develop as prospective research assistants, in line with the programme's profile. The Faculty of Humanities at Udayana University regularly organises curriculum review workshops with experts in curriculum design, followed by programme-level revision sessions. Accordingly, the BoJL Programme routinely updates its curriculum and course materials, involving stakeholders, alumni, students and lecturers to ensure alignment with developments in the labour market, science and technology. The BoIL regularly updates its course materials based on tracer studies and monitoring and evaluation. These revisions ensure that teaching materials reflect scientific and technological developments, equip students with competitive knowledge and skills, and create opportunities for lecturers and students to explore and interpret new phenomena.

Guest lecturers are regularly invited to enrich the students' qualification process by sharing their professional, scientific, cultural, or political expertise, thereby linking academic learning with real-world experience.

Lecturing tutors support the students in the learning process and help them develop competences and skills.

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

3.4 International outlook

Regarding International Contents and Intercultural Aspects and
Udayana University aims to achieve world-class status by 2027, as outlined in its Strategic Plan, which focuses on education, research, and community service with international competitiveness. Research efforts emphasise high-quality publications, while education and quality assurance seek certifications such as AUN-QA (ASEAN University Network - Quality Assurance) and international accreditations ABEST21 and IABEE.

Currently, UNUD offers seven non-degree programmes for international students, including Indonesian Language for Foreign Speakers (BIPA), Bali International Programme on Asian Studies (BIPAS), International Business Study Network (IBSN), Go Bali Study Programme, Udayana International Study Programme (UISP), Sport and Physiotherapy, and Upskill Study Programme. These programmes provide international students with diverse learning opportunities.

The Faculty of Humanities manages several non-degree programmes that support internationalisation, including BIPA (Indonesian for Foreign Speakers), BIPAS (Bali International Program on Asian Studies), CACI, PIA and the Korean Centre. These are run in cooperation with partners such as Asia Exchange (Finland), the Chinese Consulate General in Denpasar and the University of Melbourne. The Korean Centre is developing new partnerships and working with the King Sejong Institute to establish a Korean Language and Culture Study Programme. All study programmes include international courses, such as English and cross-cultural modules, to prepare students for global work environments.

Bachelor of English Literature
In BoEL, international content is embedded in the curriculum, learning outcomes and lesson plans. Foreign languages (mainly English, but also Japanese and French) are used as the language of instruction, and courses address foreign cultures, particularly British, American, Japanese and French. Compulsory and elective modules cover productive and receptive English skills, micro and macro linguistics, translation and interpreting, journalism, hospitality,

TEFL, British and American literature and institutions, and research methods. Intercultural aspects are integrated through role play in a number of courses like English for Hospitality, English Performing Arts and Cross Culture, which enables students to explore Indonesian and Balinese content in international languages. These activities support further study or employment overseas as well as job positions in international schools and companies in Indonesia.

Bachelor of Japanese Literature
In BoJL, lectures are conducted mainly in Japanese, using up-to-date Japanese and English references. Students are trained to operate in international and intercultural contexts through case studies, student exchanges, and preparation for presentations and discussions in Japanese. The curriculum includes tourism-focused Japanese courses, supported by input from alumni working in Japanese hotels and by regular international seminars with foreign speakers and graduates working abroad. Intercultural and international elements are built into all courses so that graduates can meet global labour market expectations, often at JLPT N3 level or higher.

Bachelor of Indonesian Literature
In BoIL, internationalisation is promoted using English-language teaching materials and international journal references, compulsory English and Academic English, and other foreign language options (Arabic, Japanese, Mandarin and Dutch). Students must take a TOEFL test for graduation, and the programme website is bilingual. International content is also introduced through cooperation with partner institutions, such as the BIPA programme and a long-running student exchange with Guangxi University in China, as well as guest lectures from the University of Sydney. Intercultural aspects are addressed in courses like Cross Culture and through direct contact with international students in exchange and BIPA classes, helping BoIL graduates develop the competence needed to work in global environments.

Internationality of the Student Body
Bachelor of English Literature
Students in BoEL include Indonesian and international students, admitted through cooperation with the Indonesian Government and partner universities. Current international students come from Timor Leste and Japan, including full-time and part-time BIPAS participants. BoEL treats internationalisation as a priority and designs its curriculum to address regional and international cultural backgrounds through courses such as Balinese Culture and Cross-Cultural Understanding, which are particularly appealing to international students.

Bachelor of Japanese Literature
BoJL has hosted international students, including a Korean graduate and a Japanese student who studied for two semesters in 2023, as well as regular short-term interns from Japan. Inbound students from Japanese universities and from different parts of Indonesia join discussion and presentation sessions, enriching the multicultural classroom environment. Balinese and Indonesian cultural content is integrated into Japanese-language communication in courses such as Cross-Culture, Balinese Culture, Man and Indonesian Culture, Japanese for Tourism, Japanese for Tour Travel and Japanese for Hotel Staff, making the programme appealing to both local and international students.

Bachelor of Indonesian Literature
BoIL also enrols international students. Some complete full degrees, such as Japanese students who graduated in 2010 and 2023, while others come for one or two semesters through cooperation agreements, for example with Guangxi University and Zhejiang Yuexiu University in China, or the University of Naples “L’Orientale”. These students take regular BoIL courses according to their interests.

In addition, many international students have joined the Darmasiswa scholarship programme since 2009, coming from countries including Australia, Japan, Korea, various European states and the Americas. They study Indonesian mainly through the BIPA programme managed by BoIL, further strengthening the international and intercultural atmosphere across the Faculty of Humanities.

Regarding Internationality of Faculty

For all study programmes
The Bali International Programme on Asian Studies (BIPAS) and Programme for Indonesian Analysis (PIA) programmes further strengthen internationalisation by attracting students from many countries and mixing local and international learners in joint classes, workshops and cultural visits. BoEL staff teach on these programmes, which use English as the medium of instruction and offer credit-bearing study abroad experiences.

Bachelor of English Literature
Many BoEL lecturers have international academic backgrounds and practical experience from leading universities in Australia, the USA, the UK and Japan. One staff member is a professor at the Australian National University, and several others have completed overseas study, training and sandwich programmes or received international research grants and fellowships. Their international expertise is integrated into courses such as Cross Culture, English Syntax, Research Methods, Lexicology and Lexicography, British and American Institutions, and British and American Literature. BoEL actively expands networks through research collaboration, lecturer exchanges and outcome-based research schemes, using results for research-based teaching materials and publications. The regular “Sharing Session (Shassion) on Linguistics” brings in prominent international scholars and supports the development of research-informed teaching.

Bachelor of Japanese Literature
In BoJL, several native speakers from Japan have been involved as lecturers, teaching assistants and volunteers through cooperation with JICA, the Japan Foundation and other partners. Around 93% of BoJL lecturers have research, training or seminar experience in Japan, and some have worked with Japanese institutions, for example in care-worker placement programmes. Their experience feeds back into teaching, including insights into Japanese work culture such as *horenso*, and improves students’ language and cultural competence.

Bachelor of Indonesian Literature
In BoIL, several lecturers have studied and taught abroad, particularly in Australia and Japan. Their international experience has led to ongoing cooperation with foreign universities, such as the Analysing Indonesia programme at the University of Melbourne, which regularly sent students to UNUD and involved UNUD students in English-medium teaching activities.

Regarding Foreign Language Contents

Bachelor of English Literature

In BoEL, English is the main medium of instruction for all core subjects, which focus on English language, linguistics and literature. Students also take compulsory elective foreign language courses in French and Japanese (semesters two and three, 2 credits each). Second-semester courses emphasise grammar and sentence structure, while third-semester courses focus on practical use. These modules are aligned with specific ELOs and supported by easily accessible mainly digital course materials.

Bachelor of Japanese Literature

In BoJL, lectures use a mix of Japanese and Indonesian, with Japanese increasingly dominant from the third or fourth semester onwards, and core materials drawn from Japanese textbooks. Students may also take English, Mandarin and cross-programme courses such as Cross-Culture and Basic Japanese, which are taught in Indonesian with foreign-language literature, to strengthen their global competitiveness.

Bachelor of Indonesian Literature

In BoIL, foreign-language instruction is used in English (semester one) and Academic English (semester two), as well as in compulsory electives in Japanese and Dutch taught by specialist lecturers. Several content courses use English-language materials (e-books, journal articles and presentations), which broaden students' outlook through international academic sources.

Appraisal:

International contents are an integral part of the curricula. Students are thus prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in a challenging global world.

For BoEL and BoJL, the international composition of the student bodies corresponds to the programmes' concept. **For the BoEL and the BoJL**, the panel **recommends** using scholarships more extensively to allow students to participate in mobility programmes.

In the statement on the report, UNUD points out that for the BoEL, the internationality of the student body is fostered both through outbound mobility of BoEL students and the presence of foreign students in BoEL-related programmes. BoEL students participate in international activities and conferences, and several have studied abroad through government-funded schemes, including the Indonesian International Student Mobility Award (IISMA) at the University of Pennsylvania and the International Credit Transfer (ICT) programme with the University of South Alabama. BoEL is also expanding mobility opportunities via partnerships with foreign universities, such as a planned student exchange with the University of Tartu in Estonia.

Incoming international students mainly join non-degree programmes coordinated by Udayana's Office of International Affairs, including BIPA, BIPAS, Go Bali, IBSN and UISP, in which BoEL staff teach. The closest link is with BIPAS, coordinated by BoEL staff and supported by several BoEL lecturers, who mainly teach Cross-Cultural Communication, closely

aligned with BoEL's curriculum. BIPAS regularly hosts students from various European countries, especially Germany, and BoEL students may act as teaching assistants. BoEL staff also teach Indonesian in the BIPA programme for foreign students. Their expertise in language teaching, supported by the Teaching English as a Foreign Language course, underpins the relevance and quality of their contributions to these international programmes.

For the BoJL, UNUD notes that the programme shares information on scholarships, including international mobility schemes, with the student association at the start of each academic year. It annually forms a selection committee to support eligible applicants and continues to expand scholarship collaborations with universities in Japan.

For BoIL, the panels see a significant proportion of the students who come from various language areas and cultural backgrounds. Many students from abroad want to learn Indonesian language and culture. Hence, the experts appreciate that discussions in the classroom and group work will reflect international aspects more profoundly. The measures taken to ensure an international composition of the student body show a clear and sustainable effect.

The international composition of the faculty promotes the acquisition of international competences and skills. The measures taken are goal-oriented. The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programme.

		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		BoIL	BoEL BoJL		
3.4.3	Internationality of faculty			X		
3.4.4	Foreign language contents			X		

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

Bachelor of English Literature

One of BoEL's primary learning objectives is to produce graduates with strong cross-cultural communication skills. Accordingly, several courses integrate elements from other disciplines such as social sciences and culture. For example, Cross-Cultural Understanding, which examines linguistic and cultural differences between Balinese and Western societies or Language for Hospitality, which teaches English for tourism, hospitality, and intercultural etiquette or Sociolinguistics, which explores code-switching, code-mixing, and gendered language use.

Communication and public speaking are core components of the curriculum. Courses such as Speaking and Public Speaking provide both theoretical and practical training. Courses like

Pragmatics further develop students' ability to interpret meaning, intention, and politeness across cultures, reducing potential miscommunication.

Written communication is strengthened through structured Writing courses that train students to produce coherent, audience-appropriate texts. In addition, presentations—used as assessment methods in both linguistics and literature courses—foster teamwork, responsibility, leadership, and conflict-management skills. Group projects require collaboration, idea negotiation, and respect for diverse perspectives. Conflict-handling strategies are also linked to Literary Analysis courses, particularly in Prose and Drama. Before starting their studies, all first-semester students attend a Personality Development Workshop, which introduces the attitudes and values aligned with BoEL's Expected Learning Outcomes (ELOs).

Bachelor of Japanese Literature
BoJL offers a multidisciplinary curriculum combining language, culture, and communication studies. Courses such as Cross-Cultural Studies, Oyogengogaku, Nihon Shi to Geki no Bunseki, and Sanbun no Bungaku integrate linguistic theory with cultural understanding.

Public speaking and communication are emphasized through courses including Public Speaking, Kanko Nihongo (Tour & Travel, Hotel Staff), Keigo no Toreninggu, Tsuuyaku (Interpretation), and Bijinesu Kaiwa (Business Conversation). These courses prepare students for real-world contexts such as tourism and professional communication.

Soft skills such as teamwork, conflict management, and leadership are developed through Cross-Cultural, Civic, and Digital Society courses, which use case studies and role plays (e.g., Kaiwa and Kyoujuho) to simulate workplace scenarios. BoJL students have achieved notable success in Japanese speech and Jegeg-Bagus competitions, demonstrating their communication competence and confidence.

Bachelor of Indonesian Literature
BoIL's curriculum is also multidisciplinary, incorporating courses such as Sociolinguistics, Sociology of Literature, Psycholinguistics, and Psychology of Literature. Many students use these subjects as the basis for their theses, reflecting the integration of multiple academic perspectives.

Applied-oriented courses further support communication and leadership development. Public Speaking trains students in effective oral presentation; Cross-Cultural Studies promotes cooperation and conflict resolution; and Capita Selecta of Linguistics introduces communication accommodation theory. Leadership skills are additionally cultivated through the PKKMB (Introduction to Campus Life for New Students) programme.

Collaborative learning extends to Student Creativity Programs (PKM), where students from various disciplines work together on innovative projects. Literary engagement is also encouraged through Cakrawala Theater and literary discussions, which invite practitioners to share insights and bridge theory with creative practice.

Appraisal:

Communication skills and public-speaking skills as well as cooperation and conflict handling skills are key elements of the study programmes' profile.

		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)

Graduate employability at Udayana University is monitored through a Tracer Study conducted by the Career Development Centre (CDC) in collaboration with the Faculty of Humanities (FoH). The tracer study gathers data on graduates' waiting time for first employment, job-field relevance, and employer satisfaction. Its findings are used to enhance curricula and teaching quality.

FoH also organises employability skills training, such as basic management and leadership workshops, to prepare students for professional life.

BoEL courses are designed to align with the program's graduate profiles and expected learning outcomes (ELOs). Teaching methods emphasise communication, analytical and creative thinking, teamwork, and problem-solving, fostering lifelong learning and social responsibility. BoEL also promotes career readiness through activities organized jointly with the Business Incubator Unit, which supports entrepreneurship and self-employment.

BoJL develops student competencies through:

1. Relevant and updated curriculum;
2. Collaborative research with lecturers and peers across disciplines;
3. Community service participation;
4. Career and entrepreneurial guidance via the CDC and Business Incubator; and
5. Alumni tracking and engagement activities.

The programme ensures that graduates possess strong linguistic and cultural competencies applicable in tourism, translation, and education sectors.

BoIL's curricula include courses such as Public Speaking, Scientific Language Editing, and Teaching Indonesian as a Foreign Language (BIPA) directly support employability.

Appraisal:

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

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

4. Academic environment and framework conditions

4.1 Faculty

Number of teaching and administrative staff as indicated in the table below:

	Bachelor of English Literature	Bachelor of Japanese Literature	Bachelor of Indonesia Literature
Full-time teaching staff	41	15	22
Part-time teaching staff incl. visiting/adjunct lecturers	12	-	6
Total number of teaching staff	53	15	28
Among them:			
Teaching staff with professional experience	40	14	21
Teaching staff with international experience	15	15	5
Number of professors	14	0	9
Number of associate professors	2	4	8
Number of assistant professors	21	10	3
Number of senior lecturers	NA	NA	NA
Number of lecturers	4	1	3
PhD holders	23	4	16
Master degree holders	18	11	9
Guest lecturers	7	6	3

	Bachelor of English Literature	Bachelor of Japanese Literature	Bachelor of Indonesia Literature
Total number of supporting administrative staff	2	1	1

The academic qualifications and recruitment of lecturers at UNUD follow the Law of the Republic of Indonesia No. 14 of 2005 on Teachers and Lecturers, the Minister of Education and Culture Regulation No. 3 of 2020 on National Higher Education Standards, as well as UNUD and Faculty of Humanities (FoH) standards. In addition, FoH lecturers must possess relevant academic and pedagogical competencies to ensure the achievement of graduate learning outcomes:

- Undergraduate programmes: minimum of a Master's degree or equivalent (IQF Level 8).
- Master's programmes: minimum of a Doctoral degree or equivalent (IQF Level 9).
- Doctoral programmes: Doctoral or applied Doctoral degree or equivalent (IQF Level 9).

Professionally certified lecturers may also teach if their qualifications are relevant to the programme.

Lecturer recruitment is conducted through Civil Servant Lecturer Recruitment, and Institutional (BLU) Lecturer Recruitment. Requirements for professorships are stipulated in the Operational Guidelines for Assessing Credit Scores for Academic Promotion. Candidates must have served as Associate Professor (Head Lecturer) for at least three years, been a lecturer for a minimum of ten years, hold a Doctoral degree, publish in reputable international journals, and collect sufficient credit points in teaching, research, and community service.

UNUD supports lecturers' professional growth by offering postgraduate scholarships, training, and incentives for publications, patents, and participation in national and international conferences. Continuous pedagogical development is provided through (i) Training on Higher

Education Curriculum Learning (P2KPT), (ii) Distance Learning and Textbook Writing Training and (iii) Workshops on Project-Based and Case-Based Learning Design and Implementation. Lecturers collaborate closely in teaching teams, research groups, and community service units. Senior lecturers mentor junior colleagues to ensure academic and professional continuity.

BoEL, BoJL, and BoIL lecturers participate in international training programs such as the American English Institute, RELO, TEFLIN, AUN-QA Assessor Training, and Japan Foundation programs. Many also possess practical and business experience, enriching the learning process with real-world applications, including Language experts, translators, and interpreters at international events, Writers, editors, and media professionals, Tourism practitioners and consultants, Forensic linguists and expert witnesses, etc.

To maintain course quality, lesson plans are developed and reviewed collectively to avoid content overlap. These plans are validated by the Quality Assurance Implementation Team and approved by the Study Programme Coordinator. Regular monitoring and evaluation are conducted at the study program level and reported to the Learning Development and Quality Assurance Unit.

FoH lecturers also provide student support through:

i. Academic Guidance – assisting students in study planning and progress monitoring (by appointed Academic Advisors).

ii. Thesis Supervision – guiding students from research design to thesis defense.

iii. Counselling – provided by certified counsellor lecturers for students facing personal or academic difficulties.

iv. Other Guidance – including supervision for Merdeka Belajar Kampus Merdeka (MBKM), community service, and talent-based activities.

Guidance is usually conducted on weekdays (Monday–Friday, 08:00–16:00) on campus, with online sessions available when in-person meetings are not possible.

Appraisal:

The structure and number of the faculty correspond to the programmes requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and part-time (visiting) 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. The HEI verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented.

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programmes. 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 the further qualification of the faculty members are implemented.

The practical business experience of the faculty corresponds to the requirement of the programmes to integrate theory and practice.

The faculty members cooperate with each other for the purpose of tuning the modules/courses towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly.

Student support is an integral component of the services provided by the Faculty of Humanities and is offered on a regular and continuous basis to help students achieve academic success. Faculty members are readily accessible to students, not only during official office hours but also beyond, ensuring ongoing guidance and mentoring.

Support for students is provided in both academic and non-academic areas, including academic advising, thesis supervision, career counselling, and personal development activities. Interviews with students confirm that they are highly satisfied with the support and assistance received from faculty members, describing themselves as “fully content” with the overall quality and responsiveness of the support system.

		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

Programme Director

The management of study programmes at the FoH follows the Minister of Research, Technology, and Higher Education Regulation No. 34/2017 on the Statute of Udayana University and No. 30/2016 on the Organization and Work Procedures (OTK) of UNUD. At the

programme level, the Study Program is led by a Study Programme Coordinator (Korprodi), who oversees education and learning activities. The FoH organisation also includes a Faculty Senate and a Faculty Management Team consisting of the Dean and three Vice Deans.

The Study Program Coordinator is supported by:

- The Head of the Study Program Quality Assurance Implementation Team (TPPM) – responsible for curriculum, quality assurance, and academic activities.
- The Advisor to the Student Association (HMPS) – guiding and supervising student activities.
- The Head of the Work Programme Team (Renja) – managing the planning, implementation, and evaluation of annual work programs and budgets.

All three report to and coordinate with the Study Program Coordinator, who also organises teaching teams and ad hoc committees for various activities.

Administrative support is provided by education staff under the Administrative Coordinator, who oversees four sub-divisions: Information and Planning, Education and Cooperation, General and Finance, and Student Affairs.

At the BoEL programme, additional supporting units operate alongside the Quality Assurance Team, Student Organisation Advisor, and Work Program Team, including Research, Community Service, and Information and Communication Units.
Regarding Process Organisation and Administrative Support for Students
The FoH operates under the organisational framework established by the Rector's Decree No. 1292/UN14/HK/2020 concerning the University's Organizational Structure. As one of UNUD's constituent faculties, FoH is responsible for managing and implementing academic education, supported by a clearly defined governance and administrative system.

At the operational level, FoH consists of three key components: faculty management, academic staff, and administrative staff. The Dean, as the highest leader, works closely with the Faculty Senate and is supported by the Vice Deans, administrative divisions, and functional units such as:

- UP2M (Research and Community Service Unit),
- UP3M (Learning Development and Quality Assurance Unit), and
- UPIKS (Information Management and Cooperation Unit).

The administrative section includes four sub-sections: education and cooperation; general and finance; planning and information; and student affairs. At the study programme level, management is led by the Study Programme Coordinator, supported by the Quality Assurance Implementation Team (TPPMP) and teaching staff, who are responsible for executing academic activities and reporting to the Dean.

The Faculty's operations are supported by 54 administrative staff, responsible for areas such as property and asset management, finance, human resources, library services, facilities, scholarships, partnerships, logistics, and data management. Administrative processes are enhanced through the Integrated Management Information System (IMISSU), a single sign-on platform that integrates academic, financial, and human resource systems across UNUD.

To support students and lecturers, FoH provides various guidelines and manuals, including Academic Guidelines, SOPs, Thesis Guidelines, Service Forms, and the Emancipated Learning Curriculum. Classroom and facility management are coordinated centrally by the faculty to ensure fairness and efficient allocation across study programmes.

Moreover, FoH encourages continuous professional development for academic staff through further education and participation in national and international training programmes, reinforcing its commitment to academic excellence, quality assurance, and effective institutional governance.

Appraisal:

The programmes directors coordinate the activities of everyone involved in the programmes and ensures that the programmes run 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 opportunities of electronic service-support are used and supplement personal one-to-one counselling. The HEI offers the administrative staff opportunities for continuous professional development.

		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

The table below provides an overall of the cooperation agreements:

Total number of cooperation agreements with other national universities (compulsory for joint/double degree)	29
Total number of cooperation agreements with other international universities (compulsory for joint/double degree)	17
Total number of agreements and partnerships with companies	12
Total number of agreements and partnerships with research institutions and other academic institutions	4

Regarding Cooperations with HEIs and Other Academic Institutions or Networks

Collaborative activities at Udayana Universityare regulated under Rector's Regulation No. 7 of 2018 on Standard Operational Procedures for Academic and Non-Academic Cooperation. According to this regulation, all collaborations must begin with a Memorandum of

Understanding (MoU), followed by a Cooperation Agreement or assignment letter outlining specific activities. The management of collaborative activities is centralized at the university level through the Cooperation Information System (SIM Kerjasama), accessible via IMISSU (Integrated Management Information System of UNUD) by designated administrators at the faculty level.

Bachelor of English Literature (BoEL)
BoEL collaborates with several professional and academic organizations to enhance research and teaching quality, including: English Studies Association in Indonesia (ESAI), TEFLIN (Teaching English as a Foreign Language in Indonesia), Scientific Congress of the Indonesian Linguistic Society (KIMLI), Indonesian Linguistic Society (MLI), ASIA TEFL (Teaching English for Foreign Learners).

Bachelor of Japanese Literature (BoJL)
BoJL has established extensive collaborations in education, research, and community service. Key partners include the Japan Foundation (through the Sakura Project and Japanese Language Proficiency Test implementation), Japanese universities such as Osaka University, Osaka International University, Kobe Women's University, Ibaraki University, and Shinshu University, and domestic partners such as the Japanese Consulate General in Denpasar, Airlangga University, Japan-Bali Friendship Foundation, and J-BOS. Collaborative initiatives include student exchanges, joint research, sign language studies.

Bachelor of Indonesian Literature (BoIL)
BoIL engages in regional, national, and international collaborations with universities such as Undiksha Singaraja, Andalas University, Hankuk University of Foreign Studies (Korea), and Guangxi Normal University (China). These partnerships include student exchanges, language learning programmes, and academic staff development. Additional cooperation with Kanto International Senior High School, HUFS, and Zhejiang Yuexiu University has further strengthened BoIL's international profile. Locally, BoIL works with RRI, TVRI, and the Bali Provincial Language Centre on practitioner lecture programmes and student internships.

Regarding Cooperation with Business Enterprises and other Organisations
The FoH also collaborates with various corporate and institutional partners to facilitate off-campus and independent internship programmes, providing students with practical learning experiences beyond the classroom. Key partners include TVRI Bali, RRI Bali, the Bali Culture Office, and the Bali Japan International College, among others. In the field of research, FoH actively cooperates with the National Research and Innovation Agency (BRIN), Indonesia's leading research institution.

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.

In case that other academic institutions or organisations conduct parts of the study programmes, the HEI ensures that the quality standards are met.

The scope and nature of cooperation with business enterprises and other institutions relevant to the programmes 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.

		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

To support its education, research, and community service activities, the FoH provides comprehensive facilities, including 42 lecture rooms (totalling 1,778 m²), 7 laboratory rooms (288 m²), a reading room, and a resource center covering 462 m². The university campus is well-equipped with lecture halls, administrative offices, and welcoming dining areas. In addition, students have access to excellent sports facilities such as tennis, soccer, and basketball courts that encourage physical well-being and talent development. Overall, the facilities are more than adequate in both quality and quantity to fully support academic activities. The Information Resources Unit (USDI) centrally manages the university's information and communication technology (ICT) infrastructure. A 3.2 Gbps high-speed internet connection is provided free of charge and can be accessed throughout the campus using student accounts. All members of the university community—lecturers, students, and staff—have centralized access to information systems using their IMISSU (Integrated Management Information System of Udayana University) credentials.

Key ICT facilities available at UNUD include:

- IMISSU – Integrated Management Information System
- OASE – Online Academic Service for E-Learning
- Cisco Webex – Virtual learning and conferencing platform
- Udayana University E-Journal – Online journal publication system
- Udayana TV – Digital broadcast and academic media channel
- Udayana Networking – University-wide digital network
- E-Library – Online access to academic resources and references

Udayana University (UNUD) operates two centralised libraries, located at the Jimbaran and Sudirman campuses. Together, they house a collection of 21,714 titles, which continues to expand annually as UNUD allocates a dedicated budget for procuring both hardcopy and digital books. The library collections are regularly updated to meet the evolving needs of the academic community. Library services are available 24/7 online via the official website: https://e-perpus.unud.ac.id/public. The library subscribes to various digital book platforms, including ProQuest E-book Central, Cambridge Core, and IG Library. It also provides Springer Nature journal access, offering 2,100 e-journal titles across multiple disciplines.

Library services include:

- Circulation services for automated borrowing and returns.
- Reference services to assist with research and assignments.
- Special collections, including theses and dissertations.
- Journal services with printed and online access.
- User education sessions for new students.
- Interlibrary borrowing to access external libraries.
- Regional Information Outlet featuring World Bank collections.

Appraisal:

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 via wireless LAN is provided free of charge. A sufficient number of group rooms is available.

Services for adequate support of the participants are documented. The requirements for students' workstation at home are listed (e.g. technical IT-equipment).

The opening hours of the library take students' needs sufficiently into account. Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured. The literature expressly required for the study programme is available in the library and also kept up to date. In both the **BoIL** and the **BoJL**, efforts are being made to continuously improve and update course materials. For **BoIL**, although some textbooks are older, they still contain relevant and up-to-date content. The programme supplements these materials with newly published books, particularly those addressing contemporary topics and discourses, to ensure students are exposed to current developments in the field. Similarly, **BoJL** also uses some older materials alongside recent publications, mainly sourced from Japanese publishers. The study programme employs two types of literature: English-language textbooks and Indonesian-language references, providing students with both international and local perspectives.

		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		

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.4.2* Access to literature (Asterisk Criterion)			X		

4.4 Additional services

Career counselling and placement services at Udayana University are managed at the university level through the Career and Alumni Development Unit and the Entrepreneurship Development Unit. These units provide career guidance and job placement support for students.

The Career and Alumni Development Unit carries out various activities to facilitate student employment, including:

- **Career Counselling**: Offered both online at http://CDC.Unud.ac.id/programme/consultation and offline (once a month). The Career and Alumni Development Unit has psychologists from the Psychology Study Programme to assist students.
- **Udayana Career Fair**: Held annually, typically a week after graduation, with thirty to forty companies participating to connect with job seekers.
- **Campus Recruitment**: Conducted at least once a month, allowing companies to present job vacancies to students. For this, concerned companies need to register as members of the Career and Alumni Development Unit, pay of administration fees (if applicable) and submit job vacancies for publication.
- **Career Preparation**: Organised before and after graduation, covering topics such as CV writing, application letters, interview techniques, and assessment tests.

Regarding Alumni Activities

The Udayana University Alumni Association (IKAYANA) was established in 1975. Its office is located on Jalan Kampus Bukit Jimbaran, South Kuta, Badung, Bali, with further information available via its website https://alumni.unud.ac.id, Instagram (@ikayana.central), and Facebook (IKAYANA).

Bachelor of English Literature (BoEL)

The alumni of the BoEL are members of the English Department Graduates Alumni (EDGA). Their activities include organizing meetings focused on professional development, communication skills, and entrepreneurship for students. Alumni also actively share job-related information through various social media platforms and websites (https://sasing.unud.ac.id).

Bachelor of Japanese Literature (BoJL)

The alumni of the BoJL are part of the Udayana University Japanese Literature Alumni Association (IKAJEPUN), which was established on September 1, 2010. This association operates under BoJL and maintains an active Facebook group. Since its establishment, IKAJEPUN has supported the programme through various initiatives, such as serving as resource persons in job opportunity workshops, providing information about employment, and contributing to tracer studies for accreditation and curriculum development. Some alumni also act as professional partners in internships and job placements. One of the most notable alumni activities is the SAKURA (One Day Gathering) event, which serves as an annual reunion and

networking occasion. Updates and activities of the association can be followed through its Facebook page.

Bachelor of Indonesian Literature (BoIL)
The alumni of the BoIL are involved in both academic and non-academic activities of the study programme. Distinguished alumni include a former Regional Secretary to the Mayor of Denpasar who has consistently contributed to reunion and conference funding; and a journalist at Kompas newspaper; and a renowned Indonesian novelist who frequently supports seminars and training sessions on creative writing.

Appraisal:

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

4.5 Financing of the study programme (Asterisk Criterion)

The implementation of budget and finance at the Faculty of Tourism follows the Regulation of the Minister of Technology and Higher Education No. 30 of 2016, which governs the Organisation and Work Procedures of Udayana University. Tuition fees at Udayana University are regulated by Chancellor's Decree No. 475/UN14/HK/2022, outlining Single Tuition Fees (UKT), with diploma and undergraduate students classified into five UKT groups.

The financial management system SIAKU (Accounting and Financial Information System) ensures efficient cash flow management between the Rectorate, Faculty, and study programmes, allowing structured budget allocation at various organisational levels.

The Faculty receives 30% of the total institutional funds and manages 60% of these resources, while the study programme utilizes the remaining 40%. Within the Faculty, financial management is coordinated by four Sub-Coordinators: (1) the Academic Sub-Coordinator, who manages funds related to academic activities, cooperation initiatives, and quality assurance; (2) the Planning Sub-Coordinator, who oversees the allocation of funds for performance achievements, as well as the planning and development of study programmes and faculty initiatives; (3) the Student Affairs and Information Management Sub-Coordinator, who manages funds for student activities and information systems; and (4) the General Affairs and Finance Sub-Coordinator, who handles funds for the procurement and maintenance of facilities and infrastructure. A total of 40% of the funds is allocated specifically for study programme activities. The Faculty ensures that each study programme receives adequate financial support

to sustain its operations. In cases where a study programme experiences a shortage of funds, the Faculty provides cross-subsidies from programmes with higher operational budgets.

Appraisal:

The income related to the programmes 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

The quality assurance system at Udayana University is organized across three levels. At the university level, it is coordinated by LP3M (The Institute for Learning Development and Quality Assurance); at the faculty level, by UP3M (The Learning Development and Quality Assurance Unit); and at the study programme level, by TPPM (The Quality Assurance Implementation Team).

LP3M comprises five divisions: the Curriculum Development Division, the Teaching and Learning Innovation Division, the Internal Quality Assurance System Division, the External Quality Assurance System Division, and the Internationalization Division (responsible for international accreditation and rankings). Each division within LP3M provides training, workshops, mentoring, and coordination to ensure the effective implementation of quality assurance in their respective areas across faculties and study programmes.

Udayana University's quality assurance system follows the PPEPP cycle, namely Planning, Implementation, Evaluation, Control, and Improvement which ensures continuous enhancement of academic and institutional quality.

Quality assurance at UNUD is guided by the university's mission, policies, strategic plans, and national regulations, ensuring continuous improvement through the Internal Quality Assurance System (SPMI) established by the Rector. The system covers content, processes, and outcomes, taking into account evaluations of student workload, success rates, graduate employability, and student demographics.

The Institute for Learning Development and Quality Assurance (LP3M) coordinates SPMI implementation and fosters a culture of quality across the university. LP3M operates under Permenristekdikti No. 30/2016 and No. 34/2017, which define its mandate for planning, implementing, monitoring, and evaluating learning development and quality assurance. At the faculty and postgraduate levels, quality assurance is managed by the Learning Development and Quality Assurance Unit (UP3M), while at the study programme level, it is handled by the Quality Assurance Implementation Team (TPPM).

UP3M at the FoH oversees learning innovation, curriculum development, as well as internal and external quality assurance. Activities include workshops, audits (AMI), tracer studies, and accreditation support.

Regarding Evaluation by Students

UNUD uses student evaluations of lecturers as a key measure of stakeholder satisfaction. These evaluations are conducted every semester on the IMISSU platform, which students must complete about their learning experience before selecting courses for the next semester. The results of these evaluations are accessible to the course teaching teams and are jointly reviewed by lecturers and the Quality Assurance Implementation Team (TPPM). The outcomes serve as a basis for remedial actions and are reported to the Study Program Coordinator, who then formulates policies related to curriculum, teaching quality, and lecturer development. A summary report is presented to the Dean during faculty management meetings.

At the faculty level, the Learning Development and Quality Assurance Unit (UP3M) also conducts additional evaluations—both online and offline—using Google Forms and sampling selected courses. These results inform policy decisions at both the study programme and faculty levels. Beyond course evaluations, students assess broader aspects such as academic advising, thesis supervision, and overall satisfaction with educational services.

Regarding Evaluation by Faculty

Lecturers provide feedback every semester through the NG Questionnaire in Udayana University's Integrated Management Information System (IMISSU). This feedback covers aspects such as education staff services, infrastructure, and the governance system at both the university and Faculty of Humanities (FoH) levels. The Learning Development and Quality Assurance Unit (UP3M) analyses the results of this monitoring and evaluation at the faculty level. The findings are then presented to the study programmes and the Dean during Faculty Management Meetings to formulate corrective policies. These policies are subsequently disseminated through the faculty website and study programme meetings, ensuring that lecturers are informed and can implement the necessary improvements effectively.

Regarding External Evaluation by Alumni, Employers and stakeholders

At the University level, the Tracer Study Survey is conducted by the Career and Alumni Centre Unit, using a digital questionnaire system. In addition to university-wide assessments, individual study programmes carry out evaluations through external sources, including alumni, graduate users, and industry representatives.

The Tracer Study Survey, carried out annually, targets alumni who completed their studies two years prior, following standards set by the National Accreditation Board for Higher Education (BAN-PT). This survey provides insights for both academic and non-academic purposes. Academically, feedback helps improve the learning system within Udayana University, while non-academic responses contribute to curriculum development and infrastructure planning to align with stakeholder expectations and industry needs.

External evaluation of study programmes is conducted by BAN-PT every four years. This process involves a Self-Evaluation Report, assessing learning, governance, research, service, tracer study outcomes, and student achievements. If the study programme meets accreditation standards, it is officially licensed by BAN-PT.

Evaluations from alumni, graduate users, and third parties are collected via questionnaires and interviews, forming a basis for continuous improvement. Feedback from industry professionals is also incorporated into the study programme's quality development process, ensuring alignment with academic and professional requirements.

Regarding Programme Description

Information about the study programmes and the Faculty is available online. It can be accessed (i) directly via the respective websites of the study programmes (https://sastraindo.unud.ac.id/, https://sasing.unud.ac.id/pages/classes and https://nihongo.unud.ac.id/) or (ii) indirectly via the web pages of Udayana University (https://www.unud.ac.id/) or Faculty of Humanities (https://fib.unud.ac.id/).

Regarding Information on Activities during the Academic Year

The Faculty and its study programmes maintain active social media presence across several platforms: Facebook (Faculty), Twitter (BoEL), YouTube (Faculty, BoIL Student Association, BoEL Student Association, BoJL Student Association), and Instagram (Faculty and Student Senate, as well as student associations of BoEL. In addition, the Faculty and its three programmes publish academic journals throughout the year, further contributing to the dissemination of scholarly and creative work.

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. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined.

Student evaluations are conducted regularly and follow established procedures. The results are used as input for continuous quality improvement and should be communicated directly to students to ensure transparency and strengthen their engagement in the quality development process. Therefore, the panel **recommends all three study programmes** communicating the outcome of student evaluation and on how the HEI/ the Faculty will consider evaluation results to students directly.

In the statement on the report, UNUD explains that it regularly measures stakeholder satisfaction through student evaluations of teaching and learning each semester. Students must complete a so-called online NG-Questionnaire in IMISSU before planning their studies, in line with SPMI quality standards and academic guidelines. Results are accessible to teaching staff and are reviewed by lecturers and the Study Programme Quality Assurance Team (TPPMP) to improve curriculum, teaching processes, and lecturer resources, and are reported at faculty leadership meetings.

UP3M (Unit for Learning Development and Quality Assurance) conducts additional offline and online evaluations, including Google Forms surveys, and uses the findings for policy-making at study programme and faculty level. For example, a 2022 review identified a need to improve lecturers' use of learning technology, leading to an online teaching workshop using the OASE application. Students also evaluate academic guidance, final project supervision, and academic services. In 2020, monitoring of students beyond the standard study period led to measures to improve the performance of Academic Advisors and final project supervisors, which in turn increased on-time graduation rates. Evaluation results are published on the faculty website.

Quality control by the faculty is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

An external evaluation is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

The study programmes' content, curriculum, and examination scheme are adequately documented or published on the website of the study programmes. However, information is either missing or not available in English, and in some cases, inaccessible due to a 404 error on the website of the faculty. Providing comprehensive and up-to-date information in English ensures transparency, supports internationalisation, and enables international students and stakeholders to access clear and reliable details about the faculty. Thus, the panel recommends accreditation under fulfilment of the following **condition**:

The University provides comprehensive information about admission, course plans, course descriptions, curriculum and exam regulations in English on the faculty website for three study programmes in a user-friendly way.

In the statement on the report, UNUD clarified that all documents that are not available on the website have already been incorporated into the SER document, as substantiated by the provided supporting evidence (admission document, academic handbook, BoEL programme specification, BoIL programme specification, BoJL programme specification, BoEL curriculum book, BoIL curriculum book, BoJL curriculum book). Concerning the website malfunction, they intend to coordinate with the UNUD's unit responsible for website administration to undertake the requisite repairs. Upon successful implementation, the updated content shall be presented on the website.

The HEI regularly publishes current news and information – both quantitative and qualitative – about the study programme. The panel also **recommends** that all relevant information should be available in English (particularly on the faculty website) and that this information should be regularly maintained and kept up to date (e.g., some information is outdated or available only in Bahasa Indonesia).

		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: Udayana University, Indonesia
Bachelor / Master programme: Bachelor of English Literature Programme (BoELP)
Bachelor of Japanese Literature Programme (BoJLP)
Bachelor of Indonesian Literature Programme (BoILP)

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1	**Objectives**					
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")					
1.3.3	Positioning of the study programme within the HEI's overall strategic concept					
2	**Admission**					
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**					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)		BoIL	BoEL BoJL		
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					

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
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					
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		BoIL	BoEL BoJL		
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.	**Academic environment and framework conditions**					
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		

		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					
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		
5	**Quality assurance and documentation**					
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)				Condition	
5.3.2	Information on activities during the academic year			X		